Executive Council
November 13, 2017   4:00 – 5:30 pm
Waterman 427A

Minutes

Present: Professors Burns, Carney, Eyler, Giangreco, Higgins, Mehrtens, Paris, Toolin, Zdatny

Absent: Almstead, Barnaby, Beckage, Chittenden, Prue

Guests: Alex Yin

The meeting was called to order at 4:08 p.m. in Waterman 427A

1. **Approval of October 16, 2017 Minutes**. Evan Eyler moved to approve the minutes as written. The motion carried.

2. **President's Remarks**
   Cathy Paris opened a conversation around the desire for a more engaged Faculty Senate. One of the challenges is the structure of the Senate and Senate Committees. Most of the work of the Senate is conducted by the six standing committees. There are 71 elected Senators, and 80 faculty members serving on Senate committees. However, only 4 elected Senators also serve on Senate committees. Cathy is working to develop a plan to encourage more connection between Senate and committees. Cathy Paris and Jan Carney have been working to encourage committee members to consider running for their department's Senate seat when it becomes available. Cathy asked for ideas from the Executive Council. Discussion included the communication channels for faculty to bring concerns to the Faculty Senate, and proactive strategies for faculty and Senator engagement. Cathy asked the Executive Council to continue to think on this and will bring it up again at the December meeting.

3. **PSC Voting Resolution, new information.**
   Michael Giangreco provided an update on the PSC's response to the postponed vote from the October Faculty Senate meeting, and the new information gathered on why other institutions maintain the policy of restricting RPT voting eligibility to cases at or below their own rank. The new information is outlined in the PSC document "Responses to Questions Raised at the Faculty Senate Regarding Professional Standards Committee (PSC) Voting Resolution," attached to these minutes. The PSC Resolution on Rank Voting will be presented at the November Faculty Senate meeting. The PSC desires written operating procedures regardless of the outcome of the vote. Discussion included the pathway forward if the resolution is voted down. Michael Giangreco will anticipate a motion from the floor to allow associate professors on the PSC to be eligible to vote on all RPT cases except those in their home department. The Executive Council will add this topic to the discussion agenda for the November meeting with the Provost and President.

4. **Curricular Affairs Committee Consent Agenda**. Cathy Paris presented the CAC consent agenda for Laura Almstead, Chair of the CAC. The consent agenda included the following:
   - MS Biomedical Engineering
   - Change MS in Natural Resources Leadership for Sustainability Concentration to MPS in Leadership for Sustainability
   - Undergraduate Certificate and CDE Certificate in Integrative Healthcare

   Motion: Cathy Paris called a vote to approve the consent agenda as presented for inclusion on the Faculty Senate agenda for the November meeting.
   Vote: 8 Approve, 0 Oppose, 0 Abstain

5. **Agenda for P&P Meeting Friday, November 17, 2017, 10-11 a.m.**
   - Participation of Senate on IBB 2.0 steering committee.
   - PSC voting resolution

6. **Agenda for Faculty Senate Meeting of November 27**
   - Approval of the October 23 Senate meeting minutes
   - Resolutions in Memoriam for Ted Brennemen and Ken Gross
   - Senate President's Remarks
   - President's and Provost's remarks
   - Curricular Affairs Committee Report (Laura Almstead)
   - PSC Voting Resolution (Michael Giangreco)
   - First Year Experience Report (Abigail McGowan)
   - New Business
   - Adjourn

6. **National Survey of Student Engagement (NSSE) Data**.
   Alex Yin, Director of Institutional Research presented an overview of the result of the 2017 NSSE, and opened a discussion around the potential use of the data. The slide presentation is attached to these minutes. Director Yin stated that his purpose is dissemination of the NSSE data, and has currently presented the information to the President, Provost, Deans, Associate Deans, Student Services Collaborative, and the Student Government Association. There is a companion report of outcomes by College that will enable the data to be analyzed and refined by individual Colleges. Alex presented two questions that came out of the NSSE data: 1) Are students' perception of challenge meeting reality?, and 2) Are students not being challenged? Alex described this as an integrated problem, and there is not one answer. The value of the data for UVM faculty is that it provides some information on how students perceive classroom interaction. Cathy Paris stated that the Executive Council will revisit the NSSE report at the December EC meeting, and determine what action to take.

8. N**ew Business** – none at this time.

9. Meeting was adjourned at 5:51 p.m.

Upcoming Meetings:

Next Executive Council Meeting with the President and Provost: Friday, November 17, 2017, 10-11 a.m., PCR
Next Faculty Senate Meeting: Monday, November 27, 2017, 4-5:30 p.m., Memorial Lounge
Next Executive Council Meeting: Monday, December 11, 2017, 4-5:30 p.m., 427A Waterman

The National Survey of Student Engagement (NSSE) 2017

Office of Institutional Research
Updated 10/9/2017

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Introduction to NSSE & Slide Presentation Outline

- NSSE has been administered at UVM every three years, the most recent years being 2014 and 2017. This survey pertains to first years and seniors currently in college.

- UVM's NSSE scores are higher/highest research universities

Presentation Outline
- Outcomes
- Student Preparation
- NSSE Engagement Scoring
- Student Perceptions
- Key Takeaways/Questions

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Outcomes/Perceived Gains Summary

- The perceived gains among seniors was greater than their peers at higher/highest research institution on six of the ten outcomes.

- Students scored lower on 'Analyzing Numerical and Statistical Information' and 'Acquiring Job or Work-Related Skills' than the Higher/Highest comparator group.

- The perceived gains among seniors has increased in eight of the ten learning outcomes from 2014 to 2017. Those that have not increased are 'Writing Clearly and Effectively' and 'Thinking Critically and Analytically'.

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Outcomes/Perceived Gains Compared to National Averages

	UVM Senior 2014	UVM Senior 2017	Higher/Highest Senior 2017
Acquiring job or work-related knowledge and skills	60%	62%	66%
Analyzing numerical and statistical information	61%	63%	67%
Being an informed and active citizen	62%	66%	55%
Developing or clarifying a personal code of values and ethics	57%	64%	61%
Solving complex real-world problems	63%	65%	63%
Speaking clearly and effectively	67%	71%	65%
Understanding people of other backgrounds	54%	61%	61%
Working effectively with others	66%	73%	73%
Writing clearly and effectively	73%	71%	68%
Thinking critically and analytically	90%	88%	84%

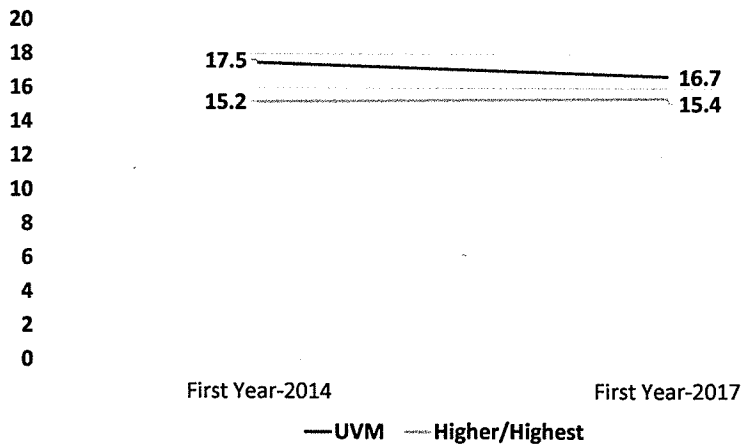114 Higher/Highest Institutions participated in NSSE in 2017

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Student Preparation

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Academic Preparation-First Years

Average Hours Per Week First-Years Spent on Course Prep

```
20
18
16        17.5 ————————————————————————— 16.7
14        15.2 ————————————————————————— 15.4
12
10
 8
 6
 4
 2
 0
        First Year-2014              First Year-2017
              —UVM   ····Higher/Highest
```

First years spend less time preparing for class in 2017 than in 2014, but still higher than the national average

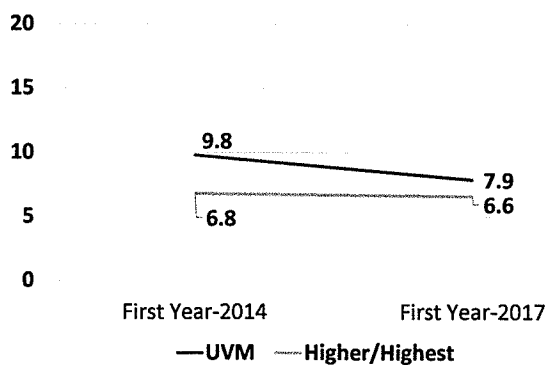114 Higher/Highest Institutions participated in NSSE in 2017

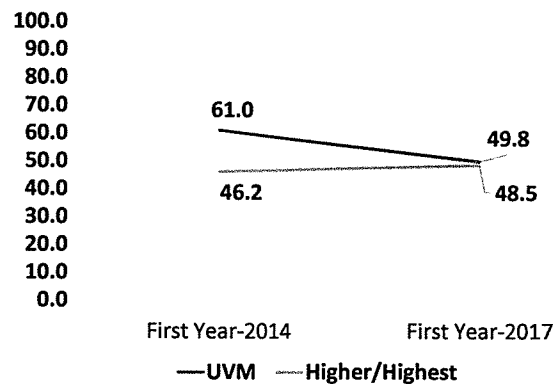*The University of Vermont*

Reading & Writing-First Years

Less time is spent on course reading and number of written pages between 2014 and 2017, but UVM students are still higher than the national average

Average Hours Per Week First-Years Spent on Course Reading

```
20
15
10    9.8 ————————————————
                          ——— 7.9
 5    6.8 ················ 6.6
 0
    First Year-2014    First Year-2017
        —UVM   ····Higher/Highest
```

Estimated number of assigned pages of First Year student writing

```
100.0
 90.0
 80.0
 70.0    61.0
 60.0        ————————————
 50.0                      49.8
 40.0    46.2 ············ 48.5
 30.0
 20.0
 10.0
  0.0
     First Year-2014    First Year-2017
         —UVM   ····Higher/Highest
```
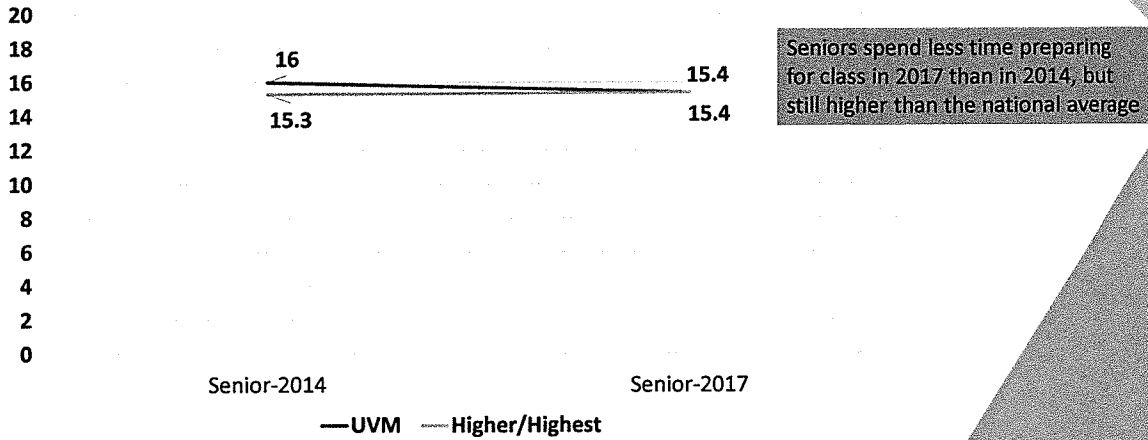
114 Higher/Highest Institutions participated in NSSE in 2017

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Academic Preparation-Seniors

Average Hours Per Week Seniors Spent on Course Prep

Seniors spend less time preparing for class in 2017 than in 2014, but still higher than the national average

- 16
- 15.3
- 15.4
- 15.4

Senior-2014   Senior-2017

—UVM   ⋯⋯Higher/Highest

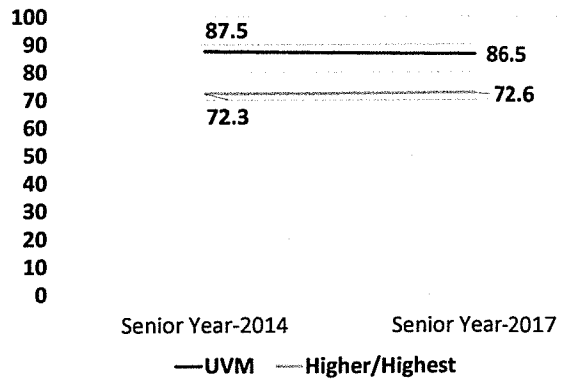The University of Vermont

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Reading and Writing-Seniors

More time is spent on course reading and fewer pages were written between 2014 and 2017, but UVM students are still higher than the national average for both reading and writing.

Average Hours Per Week Seniors Spent on Course Reading

- 7.5
- 7
- 7.6
- 6.7

Senior Year-2014   Senior Year-2017
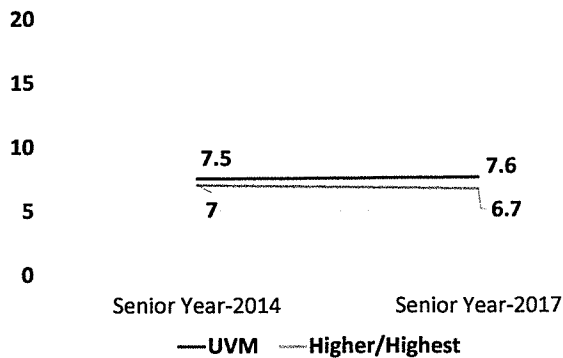
—UVM   ⋯⋯Higher/Highest

Estimated number of assigned pages of Senior student writing

- 87.5
- 86.5
- 72.6
- 72.3

Senior Year-2014   Senior Year-2017

—UVM   ⋯⋯Higher/Highest

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NSSE Engagement Scoring

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Engagement-First Years

UVM students score significantly higher than their Higher/Highest research peers in the following engagement categories:

- Reflective & Integrative Learning
- Quantitative Reasoning
- Collaborative Learning
- Quality of Interactions
- Supportive Environment

UVM students score significantly lower than their Higher/Highest research peers in the following engagement categories:

- **Discussions with Diverse Others**
- **Student-Faculty Interaction**

114 Higher/Highest Institutions participated in NSSE in 2017

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Engagement-Seniors

UVM students score significantly higher than their Higher/Highest research peers in the following engagement categories:

- Reflective & Integrative Learning
- Collaborative Learning
- Student-Faculty Interaction
- Effective Teaching Practices
- Supportive Environment

UVM students score significantly lower than their Higher/Highest research peers in the following engagement categories:

- **Discussions with Diverse Others**

114 Higher/Highest Institutions participated in NSSE in 2017

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Student Perceptions

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Academic Challenge Summary

- Only 41% of UVM First Year students felt highly challenged to do their best work, compared to the higher/highest grouping's response of 48%.

- Only 45% of UVM Senior students felt highly challenged to do their best work, compared to the higher/highest grouping's response of 51%.

- The high challenge response has decreased at UVM for both first years and seniors over time. In 2014, 52% of First Years felt highly challenged, as did 53% of their senior peers.

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Key Takeaways & Questions

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Key NSSE Takeaways

- Students are spending more time preparing, reading, and writing for classes than the national average, but are still not feeling highly challenged.

- The NSSE scores may have a real impact on students' retention at UVM: First year retention is negatively impacted by students' not being challenged to do their best work.

- Student-Faculty Interaction for first year students is lower than the national average.

- The Discussion with Diverse Others engagement is lower than the national averages for both first year and senior students at UVM. Some of the questions that make up this engagement factor (and other factors) align with the learning outcomes of the diversity requirement competencies.

- First-Year students' ACE scores have increased between 2014 (5.95) and 2017 (6.21), a sign of increased quality of students. This may be a reason why students may not feel challenged and perhaps necessitates a different type of faculty/student interaction.

Two Questions:

- Are students' perception of challenge meeting reality?
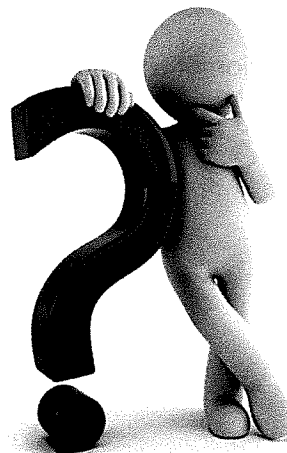- Are students not being challenged?

Acknowledgements

Special thanks to Meg Nyce for compiling and analyzing the NSSE data information.

Questions/Discussion?

Higher/Highest Research

114 Institutions are in this group.

American University (Washington, DC)*
Auburn University (Auburn University, AL)
Augusta University (Augusta, GA)
Binghamton University (State University of New York) (Binghamton, NY)*
Boston College (Chestnut Hill, MA)*
Boston University (Boston, MA)*
Bowling Green State University (Bowling Green, OH)
Brigham Young University (Provo, UT)*
Catholic University of America, The (Washington, DC)
Central Michigan University (Mount Pleasant, MI)
Clemson University (Clemson, SC)*
Colorado State University (Fort Collins, CO)
Florida A&M University (Tallahassee, FL)
Florida Atlantic University (Boca Raton, FL)
Florida Institute of Technology (Melbourne, FL)
Florida International University (Miami, FL)
Florida State University (Tallahassee, FL)*
Georgia Institute of Technology (Atlanta, GA)*
Georgia State University (Atlanta, GA)
Illinois Institute of Technology (Chicago, IL)
Illinois State University (Normal, IL)
Iowa State University (Ames, IA)
Kansas State University (Manhattan, KS)
Kent State University (Kent, OH)
Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)
Loyola University Chicago (Chicago, IL)
Marquette University (Milwaukee, WI)*
Miami University-Oxford (Oxford, OH)*

Michigan State University (East Lansing, MI)*
Mississippi State University (Mississippi State, MS)
Missouri University of Science & Technology (Rolla, MO)
New Jersey Institute of Technology (Newark, NJ)
New Mexico State University (Las Cruces, NM)
New School, The (New York, NY)
North Carolina Agricultural & Technical State University (Greensboro, NC)
University of Illinois at Chicago (Chicago, IL)
University of Illinois at Urbana-Champaign (Urbana, IL)*
University of Louisiana at Lafayette (Lafayette, LA)
University of Maine (Orono, ME)
University of Massachusetts Amherst (Amherst, MA)*
University of Massachusetts Boston (Boston, MA)
University of Massachusetts Dartmouth (North Dartmouth, MA)
University of Massachusetts Lowell (Lowell, MA)
University of Memphis (Memphis, TN)
University of Mississippi (University, MS)
University of Missouri-Kansas City (Kansas City, MO)
University of Missouri-St. Louis (Saint Louis, MO)
University of Montana (Missoula, MT)
University of Nebraska at Lincoln (Lincoln, NE)
University of New Hampshire (Durham, NH)
University of New Orleans, The (New Orleans, LA)
University of North Carolina at Charlotte (Charlotte, NC)
University of North Carolina at Greensboro, The (Greensboro, NC)
University of North Dakota (Grand Forks, ND)
University of North Texas (Denton, TX)
University of Oklahoma (Norman, OK)*
University of Oregon (Eugene, OR)

Higher/Highest Research, Cont.

University of Rhode Island (Kingston, RI)
University of South Alabama (Mobile, AL)
University of South Carolina Columbia (Columbia, SC)
University of South Dakota (Vermillion, SD)
University of South Florida (Tampa, FL)
University of Southern Mississippi (Hattiesburg, MS)
University of Tennessee, Knoxville, The (Knoxville, TN)
University of Texas at Arlington, The (Arlington, TX)
University of Texas at Dallas, The (Richardson, TX)
University of Texas at El Paso, The (El Paso, TX)
University of Texas at San Antonio, The (San Antonio, TX)
University of Toledo (Toledo, OH)
University of Tulsa (Tulsa, OK)*
University of Utah (Salt Lake City, UT)
University of Wisconsin-Madison (Madison, WI)*
University of Wisconsin-Milwaukee (Milwaukee, WI)
Virginia Commonwealth University (Richmond, VA)
Virginia Polytechnic Institute and State University (Blacksburg, VA)
Washington State University (Pullman, WA)
Western Michigan University (Kalamazoo, MI)
Wichita State University (Wichita, KS)
Worcester Polytechnic Institute (Worcester, MA)*
North Carolina State University (Raleigh, NC)*
Northern Arizona University (Flagstaff, AZ)
Nova Southeastern University (Fort Lauderdale, FL)
Ohio State University, The (Columbus, OH)*
Ohio University (Athens, OH)
Old Dominion University (Norfolk, VA)

Oregon State University (Corvallis, OR)
Rensselaer Polytechnic Institute (Troy, NY)*
Saint Louis University (Saint Louis, MO)*
South Dakota State University (Brookings, SD)
Stevens Institute of Technology (Hoboken, NJ)*
Stony Brook University (Stony Brook, NY)*
Temple University (Philadelphia, PA)
Texas A&M University - Commerce (Commerce, TX)*
Texas Christian University (Fort Worth, TX)*
Texas State University (San Marcos, TX)
Texas Tech University (Lubbock, TX)
Tulane University (New Orleans, LA)*
University at Albany, SUNY, The (Albany, NY)
University at Buffalo, State University of New York (Buffalo, NY)*
University of Alabama at Birmingham (Birmingham, AL)
University of Alabama in Huntsville (Huntsville, AL)
University of Alaska Fairbanks (Fairbanks, AK)
University of Arkansas (Fayetteville, AR)
University of California-Merced (Merced, CA)
University of Central Florida (Orlando, FL)
University of Cincinnati (Cincinnati, OH)
University of Colorado Boulder (Boulder, CO)*
University of Colorado Denver (Denver, CO)
University of Connecticut (Storrs, CT)*
University of Dayton (Dayton, OH)
University of Delaware (Newark, DE)*
University of Denver (Denver, CO)*
University of Georgia (Athens, GA)*
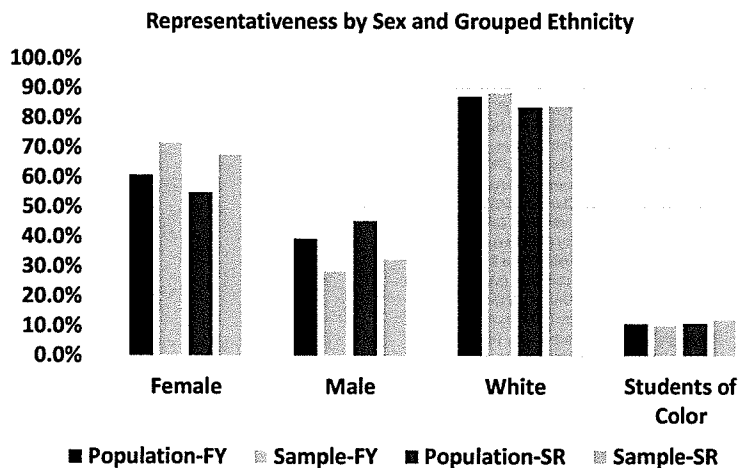University of Houston (Houston, TX)

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Population/Sample Overview

Overall Response Rate: 26.6%

Total Respondents: 1,228

UVM Population (Fall 2016-First-years
and Seniors Only): 4,608

Representativeness by Sex and Grouped Ethnicity

Legend: ■ Population-FY ▨ Sample-FY ■ Population-SR ▨ Sample-SR

Categories: Female, Male, White, Students of Color

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Population/Sample Cont.

Representativeness by College

Categories: CALS, CAS, GSB, CESS, CEMS, RSENR, CNHS

Legend: ■ Population-FY ▦ Sample-FY ■ Population-SR ▦ Sample-SR