Minutes
Wednesday, October 17, 2018
8:15-9:45 a.m. Old Main Boardroom


Call to Order
Co-Chair Zeng called the meeting to order at 8:17 a.m.

Approval of the Minutes of October 3, 2018
The minutes of October 3, 2018 were approved with one correction.

Senior Leadership Updates
President Robbins updated the committee on the Strategic Plan progress and noted the following:

- There does not seem to be consensus on the creation of an undergraduate college.
- We need a stronger focus on graduate education.
- Conversations about a College of Computing, Data, and Network Science continue.
- We need to determine whether our current Responsibility-Centered Management model is aligned with our strategic plan aspirations.

Interim Provost Goldberg distributed a Provost’s Office organizational chart, outlining the incorporation of Student Affairs and Enrollment Management under the Provost’s umbrella. Key leaders will include a Vice President for Enrollment Management (and Dean of Undergraduate Admission), Senior Vice Provost for Academic Affairs and Student Success, Vice Provost for Campus Life and Dean of Students, and Senior Vice Provost for Teaching and Learning.

Goldberg reported that the Higher Learning Commission is expected to visit campus in 2020 for institutional evaluation; and searches for the Vice Provost for Faculty Affairs and Vice Provost for Global Affairs continue to move forward.
Departing CFO Goldman attended his last SPBAC meeting and reported a flat revenue this year. SPBAC members thanked him for his leadership in the past four years.

Senior Vice President Moore reported that the University is beginning to recognize academic excellence by honoring faculty at the UA football games. It was suggested that both outstanding faculty and staff could be honored at football and basketball games. The Marketing and Communications Office is looking at competitive analysis reports from different peer groups for 28 Universities in order to enhance the enrollment marketing landscape and better define our competitive edge.

Discussion: How do We Assess Teaching Quality?
Assistant Vice Provost for the Office of Instruction and Assessment, Lisa Elfring, and Associate Professor in the Norton School of Family and Consumer Sciences (and SPBAC member), Sabrina Helm, led the discussion. Elfring opened by explaining that the product students receive is a quality learning experience, and there is a high level interest and need to understand the metrics to motivate the faculty on campus to continuously increase the quality of their teaching. Assessments can be made through comparison with the local and national landscapes, peer observation, and through Teacher Course Evaluations (TCE). Key points in the discussion included the following:

- Student learning is the primary way we assess teaching quality. Research has demonstrated differential student responses on TCE’s based on a variety of instructor characteristics. This calls into question the use of TCE’s in Promotion and Tenure decisions. Several universities have re-structured their teaching evaluations to reduce the potential impact of student evaluation bias.

- The University of Colorado’s Teaching Quality Framework was explored. The three “voices” of the framework are student ratings, faculty peer observation, and individual instructor reflections, which all point toward improved learning and assessment.

- Teaching and learning initiatives are outlined in the new Strategic Plan, specifically 1.3A2: “Increase the number of peer faculty observation and feedback/reflection session with the goal of having every teach faculty member observed at least once per school year; reward active, student-centered, and evidence-based teaching in the faculty review process.[sic]”

- The UA TCE Vision Committee has created a new set of draft core questions to include in TCE that, 1) Focus on the student’s experience, 2) Focus on practices central to productive teaching and learning, 3) Provides formative feedback for instructors, and 4) Is short enough to promote completion. Committee members discussed some ideas, such as customizing TCE’s and having quarterly evaluations in the classroom in real time with clickers.

At the conclusion of the presentation, SPBAC expressed support for revising core questions included in TCE’s.
Adjournment
The meeting was adjourned at 9:50 a.m.

Recorded by Jane Cherry