



INSTITUTIONAL EFFECTIVENESS COUNCIL MINUTES
March 18, 2014, 12:15 Special Collections

Present: Ayala, **Connelly**, **Esparza**, Ettlting, **Hall**, **Harmsen**, **James**, (Chair), **Jasso**, Logan, Maher, **Maize**, McMakin, Nordquist, Stein, Vichcales, Welkey, **Yang**
Ex Officio: **Light**, Jurenovich **Guest:** **Anderson**

Kathy Allwein

Glenn introduced Kathy who is now working half-time with Glenn assisting with compliance report responsibilities.

Sedona News

At the request of Faculty Senate, Glenn conducted a survey with faculty on use of Sedona. Out of 330 invites there were 103 replies fairly representing 4 faculty ranks and all college/schools. Most concerns focused on editing existing entries, making my work fit into the categories I could find, and locating the category to make my entry. The most helpful resources were the face-to-face sessions and the homemade videos. The biggest requests for what to learn next were: how to prepare Rank and Tenure information, more detail on tips for making entries, and how to personalize the CV format. Glenn will share the results with the R&T committee to get ideas for the next edition. It was suggested that new faculty need some sort of orientation to use of Sedona.

Graduate Council on Common Learning Outcomes

After consulting with college/school faculty, GC concluded that the guiding principles and objectives in the Graduate Bulletin are sufficient and an additional list comparable to the 10 UG core outcomes is not necessary. The bulletin includes: create a learning environment of respect for each student and promote individual self-realization, cultural diversity and intellectual stimulation; instill in each student a spirit of Christian service based upon ethical reflection, social justice and promotion of human dignity; develop concerned citizens and enlightened leaders who are prepared to meet future challenges with creativity and responsibility. Goals include: mastery of scholarly techniques, intellectual curiosity expressed through research and independent study, investigation, both in breadth and depth, of advanced subject matter, the ability to effectively communicate research results of intellectually creative work. IEC discussed the need for spelling out a process for determining where and how this content is addressed in what courses and how effectively. Glenn offered to conduct a pilot with programs that are up for the 5-yr review process this year with prompts requesting such information that can be evaluated.

Administrative Program Reviews

Glenn shared a report calendar and asked for reactions. Five programs are scheduled for 2013 review in the piloting of a new format. Two changes were suggested: move Library to 2014 to capitalize on using recent survey data; the Center for Teaching and Learning will move to 2017.

4.1 on Student Achievement

Glenn had circulated the draft that Sandy is working on. He explained the challenge of setting thresholds/benchmarks for improvement, based on what data, and with what kind of approval

process. Kathi described recent activity that resulted in benchmarks appearing in the Board report that surprised her. The process for considering and then approving benchmarks needs to be clarified. Glenn made the case for IEC having a central role in the process before any proposal gets finalized. The role and timing for UPC and EC also needs clarification before anything gets sent to the Board for information or final approval. And then what is the data or what characteristics are looked at that lead to setting benchmarks. Overall, the process needs to be clarified and then made transparent to stakeholders.

There was brief discussion about a model from David S that could be used to improve communication with the Board and the wider UIW community. It would require tracking 1 or 2 benchmark metrics for each major area of the university.

There was discussion about what we might learn from the D-1 process of requiring regular reports on student achievement progress related to specific success standards.

Zhanbo mentioned that studies seem to show the importance of engaging students in research. He suggested that it would be helpful to gather data on both student and faculty perceptions about that. Susan said the QEP will document how students on NSSE say they are not writing much and a survey from the Teaching and Learning Center confirmed that in terms of what faculty said how much they were requiring.

Next Meetings: 4/15, 5/20 all at noon