

Faculty Assembly Meeting Minutes  
2700 Posvar Hall  
November 7, 2007

Topic/Discussion	Action
<u>Call to Order.</u> President Baker called the meeting to order at 3:06pm.	The meeting commenced.
<u>Approval of the Minutes of the October 2 Faculty Assembly Meeting.</u> President Baker asked for approval of the minutes of the October 2, 2007 Faculty Assembly meeting. A motion was made, and seconded, to approve the minutes.	The minutes were approved as written.
<u>Introduction of Items of New Business.</u> President Baker asked for items of business to be brought forward.	No new items were brought forward.
<p data-bbox="186 695 1101 768"><u>Report of the President of the Senate, John J. Baker.</u> President Baker gave the following report:</p> <p data-bbox="186 804 1101 1056"><i>Pitt Food Services Department Presentation:</i> Pitt's Food Services Department will give a presentation to faculty and staff on their catering services at noon on Wednesday, November 14, in room 1228 Cathedral of Learning. If you would like to attend this presentation, please RSVP to Lori or Cindy in the Senate office at x4-6505 or contact them through email. So far more than 30 people have signed up. You are most welcome to attend and there is still time to RSVP.</p> <p data-bbox="186 1098 1101 1308"><i>Fall Plenary Session:</i> The Fall Plenary Session on Fitness for Life was a success. The free biometric screening appointment slots completely filled, prompting UPMC Health Plan to offer additional appointments in November. The Plan was going to publicize when the screening will be held; however, members can call the Benefits Office for more information.</p> <p data-bbox="186 1350 1101 1528"><i>Avian Flu Emergency Preparedness Plan:</i> President Baker reported that he invited Jay Frerotte to present the University's Avian Flu Emergency Preparedness Plan at our next Senate Council meeting. Those of you who are not members of Senate Council are welcome to attend if you would like to hear this presentation.</p> <p data-bbox="186 1570 1101 1791"><i>Overview of Today's Assembly Meeting:</i> Today's Faculty Assembly meeting focuses on issues of interest to faculty on the regional campuses, and to the assessment of student learning. The Senate Presidents of the regional campuses will each give a brief report. Vice Provost Patty Beeson and Marian Hampton will give presentations on the assessment of student learning.</p> <p data-bbox="186 1833 1101 1892">President Baker invited questions or comments related to his report. None were offered.</p>	President Baker's report was accepted.

<p><u>Reports by and Announcements of Special and Standing Committees of the Senate.</u> No reports of special and standing committees of the senate were brought forward.</p>	<p>Move to next agenda item.</p>
<p><u>Unfinished Business and/or New Business.</u></p> <p><u>Reports by the Regional Campus Faculty Senate Presidents.</u> President Baker invited each of the Pitt Regional Campus Presidents to address the Assembly.</p> <p><i>John Thompson - President of the Johnstown Campus Senate.</i> Dr. Thompson thanked the Assembly for the opportunity to present to the Faculty Assembly. He gave a report for the Johnstown Campus. There are approximately 3,000 students on campus, most of who come from within 2 hours of the campus. There are about 140 full-time faculty, and there are over 30 undergraduate programs. Among the faculty there are a range of positions (e.g., professor, associate professor). The faculty's teaching load is 12 credits per semester (3-4 classes). Professional development for faculty is quite broad. Faculty serve as journal editors, authors of articles in peer-review journals, and speakers in international, national and regional programs. Issues facing Johnstown faculty include tenure and promotion. They are trying to bring their document up to date so incoming faculty in the tenure stream can get a better understanding of the expectations for promotion and tenure. Salary benchmarking is another ongoing issue for faculty and should be completed shortly. The assessment of majors is an issue; that is, making sure all majors are prepared as they should be. This, however, is a drain on current resources. As time goes on, faculty are asked to do more, which drains from other activities, such as service, professional development and teaching. A formalized approach has not been established at this time.</p> <p>Dr. Thompson asked for questions. Professor Harbert commented that Dean Cooper in Arts and Sciences has a 40-slide PowerPoint document that outlines expectations for tenure to which Oakland faculty have access. This document may be helpful to regional faculty. Dr. Thompson said that this would be something for faculty to look into further.</p> <p>President Baker thanked Dr. Thompson for his report. President Baker commented on the heavy teaching load of regional faculty. This can be problematic when trying to complete activities required for tenure.</p> <p><i>Steven F. Robar - President of the Bradford Campus Senate.</i> Dr. Robar thanked the Faculty Assembly for inviting him to speak on issues related to faculty at the Bradford Campus. He also thanked Dr. Slimick for helping him get involved in the University Senate and for</p>	<p>No action necessary.</p>

his role in Faculty Assembly. Current issues at Pitt Bradford include: increasing enrollments and new programs; human resources; tensions in arts and sciences with regard to future professional program development; and salary equity and advancement issues. He provided data on enrollments at Pitt Bradford. In 1995, full-time FTE student enrollment was 1,064; there were 22 majors, 33 minors and 81 FTE faculty. In 1999, there were 1,088 FTE students, 24 majors, 35 minors and 76 FTE faculty. In 2007, the campus has 1289 FTE students, 39 majors, 37 minors and 71 FTE faculty. Currently, Pitt Bradford relies on hiring a large number of adjunct faculty to teach many of the classes being delivered. Central administration in Oakland consistently indicates that Bradford is equipped for 1500 FTE students. In general, though, it is not clear what this means; is 1500 FTE used to calculate the number of faculty, resources, etc. Increased student enrollment, decreasing faculty FTE's and the increased use of adjunct faculty adds stress to the school. At this stage professional program development is being emphasized; most of the new programs in the 39 majors are in professional programs. There are concerns about arts and sciences faculty in relation to reallocation of resources (lost budget and lost faculty). Salary equity on campus is a concern, and a healthy set of benchmarking institutions to discuss salaries will be welcomed. Overall, the Bradford campus is doing well; there is a \$7.5 million renovation to the social science building, and a new dormitory, all of which are successes.

Dr. Robar thanked the Assembly and asked for questions. Assembly member Slimick pointed out that the teaching load of 4 courses translates to 4 preparations. Courses are taught every other year, which means faculty are in constant preparation. Dr. Robar added there is also a service component of faculty responsibilities associated with academic disciplines. Tenure and promotion issues in Bradford faculty are tied to acceptable scholarship levels. Immediate Past-President Frieze asked that with the drop in faculty and increase in students, is there any tangible evidence of strain on faculty. Dr. Robar replied that there are signs of stress. There is a robust student-faculty contact dynamic, a number of advisees to carry, a service component, an aggressive schedule of external program evaluation. Developing rubrics of student outcomes have taken its toll. Dr. Robar gave the example that there is no elected faculty senate secretary, as everyone is overwhelmed with things to do. President Baker thanked Dr. Robar for his report.

*Mark T. Stauffer - President of the Greensburg Campus Senate.* Dr. Stauffer thanked President Baker and the Assembly for being invited to present. Greensburg is the closest regional campus to Oakland, being 30 miles east of Pittsburgh. They are a 4 year regional campus. They have a 20 degree granting program, with 19 minors starting this

term. The student population is 1800-1900 full-time. There has been a boom in enrollment this year, probably the largest yet. There are approximately 100 full time faculty divided into 3 divisions: behavioral sciences; natural sciences; and humanities. Greensburg faculty teaching load is 12 contact hours, which does not leave a lot of room for professional development. Faculty do make a valiant effort at involving students in undergraduate research, publishing and presenting at conferences. Faculty engage in service, including serving on faculty senate. Student enrollment increased with 689 first year and transfer students this year. This is the largest total enrollment in two years, the largest number of transfer students in 5 years and the largest freshman class in 4 years. The new Greensburg President has started a committee on enrollment to make faculty and admissions officers more aware of each others' roles. The new president wants Pitt Greensburg to brand its identity, defining those qualities that constitute Pitt Greensburg and what brings students to Greensburg. The steering committee is drafting a brand identity, as well as a mission statement. Pitt Greensburg is looking at new academic programs—three have been proposed by faculty, including education, information technology and chemistry. The chemistry major being proposed is in a format required by PACUP. The President and faculty are going out and seeking funding for continued faculty development, such as private foundations, government grants, and individual donations. There has been a boost in the amount that each of the 3 divisions will receive for faculty development. A new facility, lecture hall and chapel, will be dedicated next Tuesday. One faculty issue relates to student evaluation of teaching and how it should best be handled in regard to: manpower; getting faculty involved; lateness (faculty schedule end of class evaluations which delays the entry of the evaluation proctor and puts them behind schedule); and ensuring that confidentiality is not breached. Consequently, the Faculty Welfare Committee is looking at how best to handle student evaluations of teaching. Faculty are working on how to best assess math and biology majors. Faculty want to come up with a plan in conjunction with Bradford and Johnstown related to salary benchmarking that is best for all 3 regional campuses. Another issue relates to professional development related to tenure and promotion. That is, where do faculty find the time and how do they incorporate professional development into the teaching load.

Dr. Stauffer thanked the Assembly and asked for any questions or comments. Assembly member Shear asked if faculty collaborate more with Oakland faculty, due to their close proximity. Dr. Stauffer replied that there have been collaborations with Oakland faculty and he expects these collaborations to continue. Vice President Greeno was curious about the direction of the branding—were themes coming to light that will emerge as Greensburg's special identify. Dr. Stauffer replied that it is premature to say what that brand identify will be.

<p>However, the steering committee and the advisory committee on enrollment are working on this.</p> <p>Vice President Greeno asked a question for Dr. Robar: What is it like to have 39 majors but only 70 faculty? Dr Robar replied it is difficult to maintain the depth and breadth of a discipline. He shared their experiences with student-faculty ratios, one-faculty majors and new program development. Assembly member Slimick supported Dr. Robar's comments. There are approximately 60 adjunct faculty members, and full-time faculty depend on them to teach upper level courses. For example, the campus now has a full time faculty member to teach anatomy and physiology; this course has been taught by various adjunct faculty members in past years. He reiterated that Bradford faculty are concerned not only about losing full-time faculty but losing skilled adjunct faculty as well.</p> <p>President Baker thanked the Senate Presidents for their presentations.</p>	
<p><u>Pitt's Plans for Assessing Student Learning.</u> Vice Provost Patricia Beeson presented on the topic of assessing student learning outcomes. Her report is attached to these minutes. Vice Provost Beeson gave an overview of the impetus for pursuing accountability in secondary education. The University of Pittsburgh has been active in program evaluation through assessment of student learning and student outcomes upon graduation, and she gave examples of ongoing efforts. The Council of Deans wrote a plan on how they would document all assessments of student learning, assuring that every program is being assessed. The Council developed 4 guiding principles for the assessment of student learning: 1) It should be faculty driven, and not from a centralized office that reported back to the programs; 2) It should be comprehensive, with all schools and departments participating. All degree or certificate granting programs would be subject to assessment (all campuses, undergraduate and graduate, as well as the general education curriculum); 3) Data had to be meaningful to faculty and to others in evaluating our programs, with accountability to the external public; and 4) The process had to be sustainable, but not burdensome; respectful of faculty, administrative and staff resources; embedded in the annual planning process; and used to drive change. Faculty associated with each program should develop and administer the assessment processes, which are determined by each school and faculty. The department chairs have a responsibility to coordinate the assessment processes for department-based programs, while deans and campus presidents are responsible for school and campus-based programs. The schools and regional campuses are responsible for developing internal procedures for documenting program assessments. Deans and campus presidents will report annually to the Provost on their assessment activities and relevant results as part of their planning processes.</p>	<p>Information only; no action needed.</p>

The Provost's Office has asked faculty to: identify 3-5 learning outcomes; identify a method of assessment; establish a benchmark or standard of comparison; and identify a process to use to make sure the results of the assessment will improve the program.

Vice Provost Beeson presented the Assessment Matrix. The purpose of this matrix is to have a brief report on the assessment being done and to focus faculty's energy to use the results to improve their programs.

The timetable for implementation was presented. In March, 2007, faculty were asked to complete the matrix (professional schools subject to accreditation and whose accreditation includes assessment of student learning can petition to use their accreditation report instead of completing the matrix). Pitt Greensburg had started an assessment report, and they will continue with that report in lieu of the matrix. The matrices were reviewed by the Provost's office. Revisions were made as needed. In Academic Year 2008, each program has to assess at least one student learning outcome. Each of the schools and campuses has to assess the general education program. In academic year 2009, the results of the initial general education assessment will be analyzed.

Vice Provost Beeson invited questions. Assembly member Constantine asked why grade point average is not used. Vice Provost Beeson replied that the GPA is for the use of the student. There are two concerns. The first concern is that using grades in a particular course assumes the curriculum is perfectly designed to achieve the learning outcomes. Part of what is trying to be done is to see if the curriculum meets the goals. The second concern is that the GPA is manipulable within a program. Programs may grade differently. Programs are encouraged to use capstone papers and other markers to measure outcomes and should assure that there is external validation of that measure. Dr. Robar asked Vice Provost Beeson where she saw this process in terms of long-term commitment at the Federal level. Vice Provost Beeson responded that this is a Congress and Senate issue, so the issue will remain and won't go away. Dr. Robar wondered why the process needed to be faculty-driven and not moving in offices of assessment (embedded). Vice Provost Beeson reiterated that this process has to be faculty driven, as an office can't centrally decide what learning outcomes are most relevant to a major. The Provost's Office is setting up systems to assist faculty with this. Vice President Greeno asked about faculty development to help this process be more meaningful to them. Dr. Robar agreed that Bradford faculty would welcome more support for a faculty driven process (they had no support and were told to complete their work in one week). Vice Provost Beeson added that there will be support through a website that

<p>links to other institutions to see what others are doing. CIDDE is working with faculty on how to assess student learning and will share their information. Assembly member Shear commented on the divide between program majors having clear sequential curriculum compared to other majors where the curriculum may not progress uniformly. Is there an effort to bring these programs together to compare assessment processes? Vice Provost Beeson noted that it was a good idea and would be helpful to bring together faculty from similar disciplines.</p>	
<p><u>University Library System's Information Literacy Initiative.</u>  Marian Hampton presented on the ULS information literacy program. Her report is attached to these minutes. Ms. Hampton presented the learning outcomes of University of Pittsburgh students, focusing on gathering and evaluating information effectively and appropriately. ULS agreed to develop a program to assess students' information literacy skills and to develop a program for faculty to teach information literacy. Information literacy skills are a set of abilities requiring individuals to recognize when information is needed and to be able to locate, evaluate and use effectively the needed information. To measure information literacy, ULS needed to determine how to measure if students have information literacy on admission, at graduation, and how to help them attain information literacy. Ms. Hampton distributed information post cards that inform faculty about the initiative to enhance information literacy. Other communication venues were letters to department heads and others. The Program is evolving. Their focus is on three areas. The first is the measurement of incoming freshman information literacy skills using SAILS assessment (Standard Assessment of Information Literacy Skills). Pitt was one of 70 pilot institutions. SAILS is an online information literacy test. Upon logging on, 45 randomly selected questions appear that deal with a range of information-seeking skills. Results are used to benchmark incoming freshman skills and to assess the skills of senior level students. Using results from the senior level assessments allow faculty to find where the gaps are. The results can be sorted down to programs or disciplines. The freshman assessment benchmark (Engineering 11 program, 2006 and 2007; Introduction to the Arts and Sciences, 2006 and 2007; and CGS, 2007) is compared against senior level data. The SAILS data will help to identify skill gaps, and develop a variety of methods to help the students with their information literacy. Ms. Hampton demonstrated one of the four online tutorials that are available for students, which can be linked to Courseweb. Each tutorial addresses different types of information (e.g., scholarly information) and is followed by a quiz. Faculty can use this quiz as a graded assignment. Another tutorial was demonstrated, surfing the cyber library, which teaches students how to evaluate information from the world wide web. The library will work with faculty on incorporating information literacy. For more information use the link <a href="http://www.library.pitt.edu/services/classes/infoliteracy">www.library.pitt.edu/services/classes/infoliteracy</a>.</p>	<p>Information only; no action needed.</p>

<p>Ms. Hampton asked for questions. Assembly member Slimick asked if this presentation was available on the University's website? Ms. Hampton replied that the presentation can be posted on the website, along with a longer version of the information. Assembly member Harbert asked if there could be a permanent link to www.scholar.google.com. Harbert brought along a sampling of CD-ROM's, which are in the public domain, and asked if these could be made available. Ms. Hampton asked Mr. Twiss if these were available. Mr. Twiss will investigate these resources to see if they are available via links. Dr. Robar commented that this will be an important part of the general education assessment process. Immediate Past President Frieze asked if there could be a dedicated person at the library who could help with this at the library. She could bring senior students to the libraries. Ms. Hampton replied that there are public service librarians and dedicated contact librarians for each school.</p> <p>President Baker thanked Ms. Hampton for her report.</p>	
<p><u>Announcements.</u> President Baker reminded the Assembly that the next Faculty Assembly meeting is November 27.</p>	<p>Information only; no action needed.</p>
<p><u>Adjournment.</u> The meeting was adjourned at 4:43 pm.</p>	<p>Meeting adjourned.</p>

Members attending:

Baker, Beatty, Belle, Bernardo, Brush, Carr, J.F., Constantine, Costantino, Deasy, Delude, Frieze, Greeno, Hall, Hampton, Hansen, Harbert, Hoffmann, Molinaro, Pike, Rubin, Sciote, Seitz, Shear, Siskin, Slaughter, Slimick, Towers, Tuite, Twiss, Wion, Withiam

Members not attending:

Balaban, Bauer, Butt, Carlin, Carr, S. L., Cham, Chasens, Chattopadhyay, Coat, Coontz, Daley, Erlen, Fabian, Feuer, Gallagher, Hawthorne-Burdine, Jones, Kirkwood, Lausberg, Lotze, McKinney, Muenzer, Nicoletti, Petracchi, Rechter, Rohrer, Rougeux, Sanders, Saunders, Smitherman, Smolinski, Soska, Stilley, Stuckart, Tonsor, Tress, Weiss, Wendell, Yarger

\*Excused attendance:

Aaron, Bircher, Brush, Coley, Flynn, Hartman, Hughes, Husted, Kelly, Munro, Novosel, Olson, Skledar, Stoy

Others attending:

Beeson, Blair, Brendel, Fedele, Han, Hart, Kear, Robar, Stauffer, Thompson

\*Notified Senate office

FACULTY ASSEMBLY ATTENDANCE ROSTER

			11-Sep	2-Oct	7-Nov	TOTAL
<b>ELECTED MEMBERS:</b>						
Aaron			1	0	N	1
Baker			1	1	1	3
Balaban*			1	1	0	2
Bauer			1	1	0	2
Belle			N	N	1	1
Bernardo			1	1	1	3
Brush			1	0	1	2
Butt			1	1	0	2
Carlin			1	N	0	1
Carr, J. F.			1	1	1	3
Cham			0	0	0	0
Chasens			1	1	0	2
Chattopadhyay			1	1	0	2
Coat**			0	0	0	0
Coley			1	1	N	2
Constantine			0	1	1	2
Coontz			0	0	0	0
Costantino			0	1	1	2
Daley			1	1	0	2
Deasy			0	0	1	1
Delude			0	0	1	1
Flynn			1	1	N	2
Frieze			1	1	1	3
Gallagher			1	1	0	2
Greeno			1	1	1	3
Hall			0	0	1	1
Hampton			0	0	1	1
Hansen			1	1	1	3
Harbert			1	N	1	2
Hartman*			1	1	N	2
Hawthorne-Burdine			1	1	0	2
Hughes			1	1	N	2
Husted			N	N	N	0
Juffs			N	1	0	1
Kirkwood			N	0	0	0
Lotze			1	0	0	1
McKinney			1	0	0	1
Molinaro			1	1	1	3
Muenzer			1	0	0	1
Munro*			1	1	N	2
Nicoletti**			0	0	0	0
Novosel			1	1	N	2
Olson			1	N	N	1
Petracchi			N	0	0	0



**Assessment of Student Learning Outcomes at Pitt**  
**Patricia E. Beeson**  
**Vice Provost for Graduate and Undergraduate Studies**

**Background**

- National Issues
- Accountability
- Accreditation
- University of Pittsburgh
- History of Program Evaluation
- Curricular Reforms of 1990s-2000s

**Guiding Principles**

- Faculty Driven
- Comprehensive
- Meaningful to ourselves and others
- Sustainable

**Comprehensive**

- ✓ All degree or certificate-granting programs
- ✓ School- and campus-level general education curricula

**Sustainable**

- ✓ Respectful of faculty, administrative, and staff resources
  
- ✓ embedded in annual planning process
  
- ✓ seen to drive change

**Distributed Responsibility**

- ✓ **Program faculty:** develop and administer assessment processes
- ✓ **Department chairs:** coordinate assessment process for department-based programs;
- ✓ **Deans and Campus Presidents:** responsible for school- and campus-based programs

**Distributed Responsibility**

- ✓ **Schools & regional campuses** responsible for developing internal procedures for documenting program assessment
  
- ✓ **Deans & campus presidents** report annually to the Provost on their assessment activities and relevant results as part of their planning processes

## **Assessment of Student Learning**

- **Identify learning outcomes**

- **Method of Assessment**

- **Standards of comparison**

- **Process to use results**

## **Documentation**

### **Timetable**

#### **March 2007**

Assessment Plans for Programs

#### **March 2008**

Assessment Plans for General Education

#### **Academic Year 2008**

Initial Program Assessment Results

#### **Academic Year 2009**

Initial General Education Assessment Results

## **ULS Information Literacy and Assessment Program**

**Marian Hampton**

Coordinator of Library Instruction

University Library System

### **ULS Participation in Assessment**

**Graduates of the University of Pittsburgh will be able to:**

- Think critically and analytically
- Gather and evaluate information effectively and appropriately*
- Understand and be able to apply basic, scientific and quantitative reasoning
- Communicate clearly and effectively
- Use information technology appropriate to their discipline
- Exhibit mastery of their discipline
- Understand and appreciate diverse cultures (both locally and internationally)
- Work effectively with others
- Have a sense of self, responsibility to others, and connectedness to the University

### **Information Literacy**

#### **Information Literacy**

##### **Communication**

- Marketing
- Postcards
- Letter to department heads, division chairs, regional presidents
- University Times article

### **Information Literacy Program**

#### **SAILS – Standard Assessment of Information Literacy Skills**

- Online information literacy test
- 45 questions dealing with a range of information seeking skills
- Benchmark freshman IL skills
- Assess senior class skills

#### **SAILS – Standard Assessment of Information Literacy Skills**

- Freshman assessment**
- Engineering 11 (2006, 2007)
- Introduction to the Arts and Sciences (2006, 2007)
- College of General Studies (2007)

- **Develop a senior level assessment**

### **The Next Steps**

#### **Instructional Tools**

- **Information Literacy Tutorials**
- [Avoiding Plagiarism](#)
- [Keyword Searching](#)
- [Using Databases](#)
- [Scholarly Information](#)
- [Surfing the Cyber Library](#) -- web evaluation web site

#### **Collaborate with Instructors**

- Information literacy instruction
- Designing assignments
- Instructional tools
- Faculty workshops

#### **ULS Information Literacy and Assessment of Learning Questions**