College of Arts and Sciences Chairs Meeting
September 15, 2022
2:00 PM

Agenda

1) Approve the Minutes of the June 16, 2022, Chairs Meeting
2) 2022-2023 SACS-COC Decennial Reaffirmation Update and Timeline (Dr. Angela Coleman)
3) Student Success and Retention Initiatives (Dr. Nicole Carr)
4) Introduction of Ms. Sangela King, A&S Instructional Support Manager (Dr. Loomis)
5) Budget Update
6) Fall 2022 Course Enrollments
7) A&S External Funding
8) Emeritus Professor Nomination Requests Deadline (October 7, 2022)
9) 2022 Dean's Lecture and Awards (November 9, 2022, MacQueen Alumni Center)
10) Faculty Non-Reappointments
11) Annual and Mid-Probationary Review of Faculty Members
12) Comprehensive Review of Chairs
13) AHE/AHS Relocation
14) Presidential Inauguration
15) 2021-2022 Assessment Update (Dr. Coleman)
16) Reassigned Time Requests (Dr. Coleman)
17) Football Tailgating 2022 (Dr. Loomis)
18) A&S Award Timeline (Dr. Loomis)
19) Mandatory Midterm Grades Reminder (Dr. Loomis)
20) Sabbatical Proposals are Due on October 1, 2022 (Dr. Loomis)
21) USA Day Oct. 1. Venue and Time Changes (Dr. Loomis)
22) 2022-2023 Tenure, Promotion, and Mid-Probationary Deadlines (Dr. Loomis)
23) Evaluation of Teaching Effectiveness proposal (Dr. Loomis)
24) Kognito software for faculty training (Dr. Loomis)
25) New grade replacement, academic reboot policies (Dr. Loomis)
26) Barnes and Noble Inclusive Access (Dr. Loomis)
27) Holding seats for International Students in May and summer terms (Dr. Loomis)
28) Academic Major Showcase Oct. 10 3:00 – 5:00 p.m. Moulton Tower (Dr. Loomis)
29) Adult Learner Services and Prior Learning Assessment by Portfolio (PLA-P) (Dr. Loomis)
30) UTeach proposal and General Education Requirements (Dr. Loomis)
31) Other Business

17. Football Tailgating

Saturday, September 24 vs. Louisiana Tech MATH/STAT
Saturday, October 15 vs. ULM MATH/STAT
Thursday, October 20 vs. Troy EARTH SCIENCES
Saturday, November 12 vs. Texas State PSC/CJ
Saturday, November 26 vs. Old Dominion -available reserve by 9/30

18. A&S Awards Timeline

Faculty Awards

a. First call for Nominations will be Nov. 30th, 2022.
b. Nominations due by 5:00 p.m., Feb. 15th, 2023.
c. Supporting Materials from applicants due March 15th, 2023.

Support and Development Awards (SDA)

a. Call for Proposals Oct 3rd, 2022
b. Proposals Due Nov. 25th, 2022

Summer Professional Development Awards (SPDA)

a. Call for Proposals: Oct 18th, reminder Nov. 29th, 2022.
b. Proposals due Jan 10th, 2023.

19. Mandatory Midterm Grade Reminder

Midterm Grading for Fall 2022 will become available Monday, Sept 26th. The deadline for submission of midterm grades online via PAWs is Monday, October 3rd at 10:00 a.m.

Certain Graduate courses previously identified as having no substantial graded feedback at midterm may enter a grade of MS (Midterm Satisfactory).

For undergraduate courses having no substantial graded feedback, please send an email notification to records@southalabama.edu. Include the course prefix, course number, and CRN.

20. Sabbatical Proposals Due Oct. 1, 2022.

Oct. 1 is the deadline for all materials including your recommendation to be in the Google Drive folder I sent to you. Your letter of recommendation must include details of course coverage during the faculty member's proposed leave. If there are expected additional costs associated with hiring a part-time instructor, include them in your letter.

21. USA Day Oct. 1. Venue and Time Changes

The morning fair (including Marching Band, Air Force ROTC, and Army ROTC) will be from 8:00-9:00 a.m. in the Mitchell Center Concourse. Representatives should be set up by 7:45 a.m.

The College Overview sessions for departments will be in the **Student Center Ballroom** from

1:00-3:00 p.m. Faculty can arrive for set up at 12:30 p.m. and should be set by 12:45 p.m. Please note that the time and location for the College Overview are different from prior years.

22. 2022-2023 Tenure, Promotion and Mid-Probationary Deadlines

Tenure and Promotion Deadlines

Aug. 22 Deadline for the candidate to submit names and materials to Department Chair for external review.

Sept. 1 Deadline for the Tenure Committee Chair/Promotion Committee Chair to contact external reviewers. The Department Chair provides the Dean's Office with a completed copy of the departmental component of the Tenure and Promotion Committee form.

Sept. 9 The Department Chair forwards materials for review to external reviewers by this date.

Oct. 21 Submission Deadline for the candidate's portfolio. Candidate must upload all correctly formatted portfolio items indicated in section IV above to the Google Drive folder by this date in the correct format. Candidate access to the Google Drive folder is restricted after this date.

Nov. 4 External reviews are due and placed by the Department Chair in the "Reviews.pdf" document in the candidate's Google Drive folder.

Dec. 2 Deadline for the completed Department Tenure Committee/Promotion Committee reviews. Deadline for Committee Chairs to add their recommendation narrative, and the completed and signed Tenure and Promotion Committee Forms, to the front of the "Reviews.pdf" document in each candidate's Google Drive folder.

Jan. 6 Deadline for the Department Chair to meet with the candidate and inform the candidate of the recommendation for promotion, tenure, or both. The Chair shares with the candidate his or her written recommendation for or against tenure/promotion and gives the candidate a copy this report, as well as of the Notification form.

* Candidates for tenure and/or promotion have one week from the time of the meeting with the Chair to include any additional materials supporting his/her candidacy by sending them as a PDF to the Dean.

Jan. 13 Deadline to submit all review materials, including Department Chair's recommendation(s) and completed and signed Promotion and Tenure Recommendation and "Departmental Review Notification" form to the Dean's Office.

A&S Tenure and Promotion Candidates 2022-23

Adams, J. (promotion)

Arif, D. (promotion)

Beebe, A. (promotion)

Cage, C. (promotion)

Duranty, E. (promotion and tenure)

Han, J. (promotion)

Isen, J. (promotion and tenure)

Nelson, E. (promotion and tenure)

Patterson, M. (promotion and tenure)

Pettway, M. (promotion and tenure)

Robertson, A. (promotion and tenure)

Sheldon, P. (tenure)

Tatom, L. (promotion)

Mid-Probationary Review Deadline

Reviews are due with your evaluation by **Friday, March 10, 2023.** You must have met with the candidate to discuss the results of the Departmental and Chair reports by this date.

Chairs set the candidate's and department committee's deadlines.

23. Evaluation of Teaching Effectiveness proposal (full proposal below)

2020-2022 Ad Hoc Evaluation of Teaching Effectiveness Committee Summary Recommendations

- faculty develop and annually maintain a teaching portfolio
- all courses, regardless of teaching modality, have well-developed course sites in the Learning Management System
- a process be created for peer review of teaching to be included in all instructional faculty teaching portfolios
- continue to use the Student Perceptions of Instruction (SPI) instrument implemented in 2018 and acknowledge that implicit bias often skews evaluations by students

24) Kognito software for faculty training

Kognito At-Risk for Faculty and Staff provides faculty with tools to learn when to have conversations with students of concern, what to say, and how to assist with connecting them to the appropriate campus resources. URL to register:

https://www.southalabama.edu/departments/counseling/kognito.html

25) New grade replacement, academic reboot policies

New grade replacement policy

Change from old policy: A maximum of 12 credit hours of undergraduate (100-400 level) course grades may be replaced. In each case, the student must have repeated the identical course with an improved grade relative to the course grade being replaced.

Academic Reboot Policy

Students may request to declare Academic Reboot for one single academic term of study. This could be particularly appropriate for a change of program or major, where none of an earlier semester's classes are prerequisites for the new major or program of study. If approved, the Academic Reboot request will retroactively remove all registered courses for that term on the last day of classes from the completion of their degree requirements and from the USA GPA calculation for that term. Some of the conditions (full list in Bulletin ->Academic Status Policy):

-Academic Reboot is never granted for the academic term in which the student is currently enrolled. The earliest petition for Academic Reboot can be filed is after the end of the following term, provided a 2.0 term USA GPA is earned.

-A petition for Academic Reboot may only be filed following a term in which a student earned a 2.0 term USA GPA.

-Academic Reboot is only granted for coursework completed during an academic term at the University of South Alabama. Transfer and placement credits are not eligible for Academic Reboot.

-Petitions for Academic Reboot must be filed by the last class day during the term prior to graduation.

26) Barnes and Noble Inclusive Access

Proposal: Textbook fees automatically added to course tuition, at a reduced rate relative to paper book, unless student chooses to opt out.

Intent is to reduce cost of textbooks and to make sure the student is ready on day one of class. Student gets electronic copy of text, usually through Canvas.

One price; if a student drops and adds a class they won't be charged for the dropped class just have the new one added.

Students who drop a course within two weeks get refunded, otherwise not.

Students will lose access to text through Canvas after course ends.

27) Holding seats for International Students in May and summer terms

We had new international students this past summer who had difficulty in meeting the in-person course hour rule set by immigration. International Admissions is asking to allow them to tell us which courses they need seats in, which we could do by lowering course caps in advance.

Expected number of students each summer is about 10.

28) Academic Major Showcase Oct. 10 3:00 – 5:00 p.m. Moulton Tower Alumni Plaza

Event is to showcase different majors and fields of study to exploratory students. Each team will have the opportunity to set up a tailgate where you can interact with students in a fun and engaging environment.

Register by **Monday, Sept. 19th** end of day. Registration form:

https://docs.google.com/forms/d/e/1FAIpQLSf--Q8mFB0w6fgXsBMG9ce0DxjYlqncLngjdE47hhD1v6bSUQ/viewform?usp=sf_link

29) Adult Learner Services and Prior Learning Assessment by Portfolio (PLA-P)

With PLA-P, students prepare a portfolio through a rigorous process, documenting their learning to match the learning objectives of specific courses offered at USA. These portfolios will be reviewed by program faculty to determine whether credit can be granted. It will be up to each department to decide whether they accept PLA-P credit and, if so, how many credit hours may be earned within the overall limit of thirty hours. Prior learning could include:

Work experience
Continuing professional education and development
Seminars, conferences, and workshops
In-service training
Certifications and licenses
Military experience
Non-credit courses such as MOOCS (Massive Open Online Courses)
Extensive reading, research, or independent study in a particular area
Extensive volunteer experiences

30) UTeach proposal and General Education Requirements

UTeach is a fast-track teaching certification program for STEM majors developed by UT Austin. Alabama is participating. We have been asked to assist with defining a curriculum pathway for math and science majors.

We have recommended a new UTeach minor be created. It would be 24 credit hours (science majors) or 27 hours (math majors). The minor curriculum would taught in part by CEPS and in part by A&S.

Participants in UTeach must have the same major program requirements as all majors in the program. And they must have the same overall hour requirements (i.e. 120).

Most of our science majors cannot accommodate a 24 credit hour minor without a reduction in general education requirements.

Recommendation: we let STEM majors who enroll in the UTeach minor be exempt from the College's foreign language requirement (6 hours).

#23

Ad Hoc Evaluation of Teaching Effectiveness Committee

AHETEC

(draft) Final Report, March 2022

Charge: The charge of this committee is to develop proposals for improving our assessment of teaching effectiveness to include other assessments in addition to student evaluations of teaching.

Committee members:

Kathy Cooke (Co-Chair)

Andre Green (Co-Chair)

S. Raj Chaudhury (Co-Chair)

John Cleary

Philip Carr

Lorene Flanders

John Kovaleski

Amy Upton

John Usher

2020-2022 AHETEC Summary Recommendations

- faculty develop and annually maintain a teaching portfolio
- all courses, regardless of teaching modality, have well-developed course sites in the Learning Management System
- that a process be created for peer review of teaching to be included in all instructional faculty teaching portfolios

- continue to use the Student Perceptions of Instruction (SPI) instrument implemented in 2018 and acknowledge that implicit bias often skews evaluations by students

Values Established by the Committee

At the University of South Alabama, the goal of the assessment of teaching is primarily to promote student learning by supporting faculty not only in their courses, but also in their mentoring, advising, and co-curricular work. Assessment measures gauge faculty success in the moment, but also provide a means to create benchmarks, and a method to pursue ongoing improvement thanks to meaningful feedback and ongoing engagement with and implementation of evidence-based techniques. **Attention to diversity, equity, and inclusion increases the likelihood of successful teaching by faculty and learning by students, and is an important area of focus in the assessment of teaching effectiveness.**

In its work, this committee has emphasized the need to focus on the following questions:

- Why do we measure teaching effectiveness?
- Who benefits from measuring teaching effectiveness?
- What are the best ways to document teaching effectiveness?
- How do we align measuring teaching effectiveness with the institutional priority—and the moral imperative—**of promoting diversity, equity, and inclusion?**

Our conclusion is that we should be guided by four principles:

Principle I: Effective teaching is essential to the mission of the University of South Alabama

- The University of South Alabama values student success and access and high quality learning, academic persistence, and degree completion.

Principle II: The entire University benefits from measuring teaching effectiveness

- Students benefit from more effective teaching that allows them to learn more productively and progress toward degree completion.
- Faculty benefit from guidance and a structured process that supports continuous improvement in instruction, as well as data collected over time.
- Chairs, Deans, and the Provost benefit from a clear process to evaluate faculty with regard to teaching effectiveness.

Principle III: Faculty demonstrate teaching effectiveness through a teaching portfolio

- Teaching effectiveness is a process of continuous improvement and professional development.
- Demonstrating teaching effectiveness requires maintaining a teaching portfolio to document change over time.

- Peer Review of teaching can provide a robust avenue for faculty to demonstrate teaching effectiveness (akin to peer reviewed publications demonstrating scholarly productivity)

Principle IV: Effective teaching requires implementation of principles of DEI

- Teaching practices should demonstrate the use evidence-based strategies that reach learners from all backgrounds and identities
- Content should highlight the global and diverse origins of knowledge and be accessible to all learners https://udlguidelines.cast.org/
- Intentional inclusive examples should permeate the curriculum, in lectures, laboratories, readings, and discussion

With these principles in mind, the core findings of committee deliberations are:

1. All instructional faculty must be assessed for teaching effectiveness.

2. Evidence of teaching effectiveness is essential in consideration in all tenure, promotion, and rehiring decisions.

3. Measuring teaching effectiveness requires the consideration of multiple sources and types of data.

4. Collecting such data requires a teaching portfolio, that at a minimum includes the following:

    a. report from a peer review process by trained reviewers and administrative evaluators

    b. evidence of professional development related to pedagogy

    c. Student Perceptions of Instruction results and course grade distributions

    d. reflection and planning by the faculty member

5. Existing tools such as Watermark Faculty Success (previously Digital Measures) or other emergent tools (e.g. Canvas Portfolium) should be leveraged to manage the complex logistics of constructing, maintaining, and evaluating portfolios

Appendix Detailed Description of the Teaching Portfolio (completed no less frequently than every 3 years)

Teaching portfolio materials should be organized into the three sections containing the information listed below. It could be built in an online tool such as Portfolium (an add to Canvas).

Section I. Information from self

a. a statement of inclusive teaching philosophy
b. evidence of implementation of that philosophy
c. evidence of annual professional development and reflection
d. evidence of attention to principles of DEI

The statements in Section I would be expected to reference some of the information and evidence presented in Section II.

Section II. Information from other sources

a. results from Student Perceptions of Instruction instrument
b. course grade distributions
c. student work
d. results from formative assessment of teaching
e. results from peer review of teaching

Section III. Reflection

a. a statement reflecting the instructor's future plans related to professional development in teaching, leveraging the evidence presented in Sections I and II.

Section IV. Action Plan

a. An action plan that reflects the faculty member's desire to enact considerations that arise from items in Sections I, II and III

Below are descriptions of each component.

Section I Information from self

I.A. Statement of Inclusive Teaching Philosophy **(1-2 pages)**

The statement of inclusive teaching philosophy should be an opportunity for real reflection. Faculty can consider questions such as:

- What is my goal as a university professor?
- How would I like my teaching to be described by others (what sort of teacher do I want to become?) If I reflect on my teaching this past year, what went well and what are areas that I could work on?
- What professional steps have I undertaken to promote learning in my courses? How do I implement those practices?
- How do I work to be inclusive such that all students, regardless of background (race, gender, identity, religion, economic circumstances, ability, and so on) and their ways of thinking (e.g. consider the Chicago Principles on the Freedom of Expression[1]) consistently feel welcome and valued in the course.
- How do I use active learning techniques to support my inclusive teaching?

In their implementation practices, faculty members may choose to review and reference previous statements of teaching philosophy. They also should note how their ideas have changed over time.

Faculty should include up to date references to literature on teaching practices as they would with other areas of scholarship.

Faculty, chairs, and deans should be aware of the FAR and AFE and how these documents impact summaries of teaching.

I.B. Evidence of Implementation of that Philosophy (documentation for 1 or 2 courses)

- Concrete examples of how the teaching philosophy is manifested in the instructor's course(s) and how the instructor creates a coherent message about their teaching, and engages in consistent practice. Since courses vary in topic and format, there should not be one set standard. Below isa list of possible examples to include in the portfolio (a limited subset of these could be agreed upon in each college/department)
    - Syllabus that includes description of instructional mode (traditional web-enhanced, hybrid, blended, active learning, TBL, laboratory, web online etc.) and evidence of online presence with the learning management system (Canvas). Each syllabus should draw upon recent advances in learner centered, inclusive course design practices.
    - Notable class activities/projects/and/or writing assignments (e.g. an assignment designed using the TILT framework)
    - Evidence of student performance on specific assignments
    - Use of technology in the classroom/online
- Summary of any formal student advising activities
- Summary of any student mentoring activities
- Summary of any co-curricular work for campus, civic and community engagement

[1] https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf

I.C. Evidence of Annual Professional Development **(1-2 pages)**

In this section, the faculty member should list annual professional development activities related to teaching. Examples are:

- Participation in professional development opportunities such as those offered internally by the Innovation Learning Center (ILC), or externally such as disciplinary conferences. Evidence presented should tie workshop content to any implementation in the classroom.
- Peer reviewed publications and/or conference presentations by the faculty member in Scholarship of Teaching and Learning
- Credentials such as digital badges or other credentials earned by the faculty member
- Teaching awards or award nominations

Section II. Information from other sources (number of pages varies)

II.A. Student Perceptions of Instruction (all relevant courses for the period under review)

The University adopted a new Student Perceptions of Instruction (SPoI) instrument in 2019. This is currently administered through Canvas and delivered via EvalKit software.

II.B. Course Grade Distributions (all relevant courses for the period under review)

II.C. Results From Formative Assessment of Teaching (as appropriate)

Multiple approaches can satisfy this requirement. One approach is Small Group Instructional Feedback (SGIF), a formative mid-course check-in process for gathering information from students on their learning experience. The process is designed to foster communication and dialogue between students and instructors so that learning objectives and outcomes can be met successfully. The ILC can conduct a SGIF with face to face, remote, hybrid, blended and fully online courses. ILC consultants assist faculty in navigating the student feedback and creating action items for their courses going forward. A formal report is provided to the faculty member as part of the SGIF.

In addition to SGIF assessment of teaching, faculty may conduct their own informal, anonymous student surveys that serve as a formative assessment of the student learning experience.

II.D. Results from Peer Review of Teaching

As noted under Principle III above. The Peer Review of teaching should be conducted by trained faculty, staff and administrators of the university. Peer Review typically includes faculty consultants, and involves observations of teaching, review of curricular materials and assessments and possibly feedback from students (through an SGIF).

Section III. Reflection (2-3 pages)

In this section, the faculty member will reflect on student work and student achievement in light of their philosophy, professional development, and prior action plan for improving student learning and student success. Questions to consider might be: Did students learn what I expected them to learn in content and skills? How do I know? What worked in my courses and what did not work? How do I know? What changes, if needed, must be made? How did DEI principles influence my teaching?

The faculty member should address

- Student perceptions of instruction (SpoI) results
- Grade distributions and pass rates (University data will be included in II.A. and II.B.)
- Mentoring, Advising, and Co-curricular work
- Evidence of Attention to principles of DEI (Diversity, Equity and Inclusion)

As part of the reflection section, the faculty member should include practices they have implemented that demonstrate their attention to diversity, equity, and inclusion.

Methods faculty might consider including, but are not limited to:

- reviewing and revising their courses to include the history, culture, and knowledge produced by underrepresented and historically marginalized groups with input from professional organizations, published literature as well as professional development offerings through campus groups
- pursuing antiracist and cultural competency through regular refresher sessions and training that increase one's understanding of these issues and ability to address factors that variably impact student success
- understanding the role that standardized tests, examples, and teaching methods can play in undermining or enhancing diversity, equity, and inclusion
- awareness of how just-in-time responses to current events and ongoing crises regarding race, equity, and inclusion require sensitivity to class climate

- awareness of accessibility needs for learning, including visible and invisible disabilities in consultation with the Office of Student Disability Services, or via accessibility features in documents such as Adobe Acrobat Pro
- pronoun and preferred name awareness

Section IV. Action Plan (1-2 pages)

- The faculty member creates a short action plan with two to three short and long term goals that arise from considerations in Sections I, II and III above.