Thank you so very much for attending the Spring DUS meeting today; as questions occur, please do let us know.

1. The group discussed problems with ACE evaluations and the campus-wide committee tasked to examine the problems and to find solutions. See attached handout about the committee’s charge.
   - It could be that the number of questions students are expected to the answer discourages students from participating—some courses have 32-40 questions because different interest groups have added questions.
   - The CLAS average response rate is around 47%, which is low. Why the rates are low is yet to be determined but the number of questions and the type of questions may contribute to this, but other problems also exist.
   - Teaching is complex and teaching evaluations do not speak to this complexity; other activities such as peer classroom visits should be considered or added. The form, for example, related to classroom visits by peer evaluators on the CLAS web site must be updated since it is very dated. CLAS will revise this form over the summer.
   - Questions should address topics students have authority to answer; students are not always aware of what makes an instructor effective.
   - Some questions might bring out bias more than others.
   - Sue Curry has convened a campus-wide committee to review the technology and the questions used for teaching evaluations; it will start meeting in May and is charged with getting information about ACE, its use, its problems, and what changes faculty think are needed. Departments should contact the committee members who will also reach out to departments.
   - Please see the PowerPoint, attached, and created by Annette Beck, Office of Teaching, Learning and Technology, about issues with ACE.

2. The group reviewed that a large, comprehensive testing location is no longer being planned because of the expense involved.
   - Proctoring is available at the DCE Testing Center.
   - New proctoring software is being considered that could be used without a person acting as a proctor; the current product used is called ProctorU and is limited in its security features. There are other better tools now available but the cost is a concern.
   - See the attached document for more information on using the DCE Testing Center for SDS students or for make-up exams due to a student’s illness etc.

3. The number of General Education CLAS Core Diversity and Inclusion courses and their available seats was reviewed. All students entering UI during and after Summer 2017 must complete this requirement (CLAS GE website).
   - Thirty-three courses are now approved for DI.
• Another call for proposals will be issued soon.
• Number of seats available is variable, depending on what courses are offered each semester and in what configuration.
• Transfer credit not accepted for DI which creates a greater need for seats.
• Fall 2017 seats = 849  Spring 2018 seats = 1234  Summer 2018 seats = 260 [100% filled]  2343 = total seats for 2017-2018

4. Updates to Online Education were given, with more information forthcoming.
   • A new policy from the Board of Regents seems to require that all online majors be approved by the Regents even if the on-campus program is exactly the same as the online one and has already been approved by the Regents. Hopefully, clarification about this will be forthcoming.
   • See this website for current online programs in CLAS: CLAS Online Programs website
   • The new budget model could impact grants to instructors developing online courses and compensation for offering online courses.
   • The group will be updated as soon as specifics are known about the new budget model, just recently announced.

5. The group briefly discuss academic misconduct.
   • Younger students working on electives and GE requirements sometimes cheat since they panic and do not know how to develop the skills needed to learn.
   • Younger students also expect a certain level of adult supervision, especially in larger gateway courses, and often report seeing the instructor’s concern about integrity as a kind of caring by the instructor for the students’ learning since the classroom will be fairer for all students. Students worry that if others cheat they must too.
   • In smaller courses for a major, there are fewer problems since students have a commitment often to the subject.
   • Each year around 250-300 students are reported for cheating. Students caught once rarely repeat. Only 5-10 students are suspended a year; CLAS suspends if a student cheats twice.
   • For the first offense, students complete the academic integrity seminar, with a hold on the future registration until the fee of $100 is paid and the seminar is done. This creates some serious hassles and consequences for those who cheat.

6. Changes to the procedures related to tracking and reporting students who are completing Honors in the Major were also discussed. The new procedures will begin in Fall 2018 for December graduation; the faculty honors advisors will be meeting soon to discuss details. The changes to the procedures are being made at the request of the University Honors Program since that program no longer has the resources to help CLAS track and report to the Registrar those students who are graduating with Honors in the Major.