

**Approved: January 16, 2018**

**2017-2018: Meeting # 4**

**MICHIGAN STATE UNIVERSITY  
FACULTY SENATE APPROVED AGENDA  
JANUARY 16, 2018 3:15 PM  
115 INTERNATIONAL CENTER**

**1. CALL TO ORDER**

**2. Approval of Agenda for January 16, 2018**

**3. Approval of Draft Minutes for November 14, 2017** (Appendix A)

**4. President's Remarks:** Dr. Lou Anna K. Simon

**5. Provost's Remarks:** Dr. June Youatt

**6. Chairperson's Remarks:** Dr. Laura McCabe

**7. NEW BUSINESS**

7.1. **Faculty Grievance Office (FGO) Name Change**, Professor William Donohue, Faculty Grievance Officer (Action Item) (Appendix B)

7.2. **University Committee on Curriculum (UCC) Report**, Professor Marci Mechtel, UCC Chairperson (Action Item) (Appendix C Short Report) ([Long Report](#), click on link)

7.3. **Letter of Support for Purdue Academic Governance**, Dr. Laura McCabe (Action Item) (Appendix D)

7.4. **Faculty Composition and Diversity Data**, Terry Curry, Associate Provost and Associate Vice President, Academic Human Resources (Information Item) (Appendix E and [click on link](#))

7.5. **Mid-Semester Feedback Discussion**, Reports by UCUE, UCGS and UCFA (Action Item) (Appendixes F, G, H, I and J)

**8. Comments from the Floor**

**9. ADJOURNMENT**

**Approved:**

**2017-2018: Meeting # 3**

**MICHIGAN STATE UNIVERSITY  
FACULTY SENATE DRAFT MINUTES  
NOVEMBER 14, 2017 3:15 PM  
115 INTERNATIONAL CENTER**

**PRESENT:** E. Appiagyei-Dankah, Y. Bolumole, A. Borcila, N. Bunge, S. Carter, R. Cichy, L. Cloud, J. Dulebohn, B. Dutton, M. Floer, K. Foley, J. Goddeeris, J. Goldbort, D. Gould, M. Morgan (for C. Hogan), G. Hoppenstand, I. Kovar-Gough, G. Lourens, L. McCabe, M. Mechtel, J. Meier, M. Miklavcic, M. Crimp (for D. Moriarty), J. Morningstar, A. Olomu, A. Pegler-Gordon, C. Piermarocchi, R. Quispe-Agnoli, D. Rivera, L. Robbins, S. Safferman, R. Schwab, J. Schwartz, J. Seita, L. Skibbe, J. Smith, R. Spiro, G. Stone, G. Swain, R. Tegtmeyer, L. Tortorelli, E. Watts, D. Wilson, Z. Hayden (for B. Zandstra), P. Mantica (for R. Zegers)

**ABSENT:** President Simon, Provost Youatt, R. Abramovitch, G. Breitzer, S. Counts, M. Dease, H. Gatlin, K. Hampton, L. Harris, M. Johnson, R. LaDuca, I. Lee, Y. Liu, V. Mandrekar, L. Mansfield, A. McCright, G. Miksicek, K. Miller, K. Noe, R. Ofoli, S. Pager, N. Parameswaran, R. Pratt, A. Ross, A. Sanders-Jackson, P. Soranno, W. Spielman, J. Tang, T. Tomlinson, J. Vargas

**1. CALL TO ORDER**

The meeting was called to order at 3:18pm.

**2. Approval of Agenda for November 14, 2017**

The **agenda for November 14, 2017** was **approved** as presented.

**3. Approval of Draft Minutes for October 10, 2017**

The **minutes for October 10, 2017** were **approved** as distributed.

**4. President's Remarks:** Dr. Lou Anna K. Simon (Not-in-Attendance)

**5. Provost's Remarks:** Dr. June Youatt (Out-of-Town)

**6. Chairperson's Remarks:** Dr. Laura McCabe

Dr. McCabe reported on the proposed acquisition by Purdue of Kaplan, which came to her attention at the Big 10 Academic Alliance meeting. She noted that Kaplan University is an online for-profit agency that is being purchased by Purdue. The issue at hand, she stated, is that the university administration did not consult the Purdue faculty in the process of this acquisition. She added the Purdue faculty feel this act is in violation of the principles of shared Governance, as faculty were charged with the integrity of the curriculum, as well as sharing in the Governance of the University.

Dr. McCabe stated that Purdue's Faculty Senate is urging the Higher Learning Commission to not approve what will be the "new" university, which would be a combination of Purdue with Kaplan. This is not an issue about opposing online classes, she added. It is not an issue

about the private and public universities combining, but it is an issue about the lack of faculty input with this instructional decision.

Dr. McCabe said that Purdue has requested that Michigan State University sign on to a letter that would be in support of the faculty at Purdue. MSU has created a Faculty Subcommittee to examine this situation, and then potentially drafting a letter of support. Once the letter is drafted, this issue would be presented at the Steering Committee in January, 2018, and then be presented at Faculty Senate for a potential vote of approval. Dr. McCabe noted that the American Association of University Professors is supporting this cause, and there are other universities that are signing on to the Purdue letter.

Dr. McCabe reported that MSU is also moving forward with developing a process to replace Sue Carter, who is the Faculty Representative for the MSU Athletic Council. Dr. Greg Swain, who is an At-Large Member of the Steering Committee, will sit on the committee that reviews the applicants for Sue Carter's position.

## 7. NEW BUSINESS

### 7.1. **University Committee on Curriculum (UCC) Report**, Professor Marci Mechtel, UCC Chairperson

Professor Mechtel presented the UCC Report. At the last regular meeting of the full UCC, the committee had no new programs to approve. She added that there are nine program changes, and no program deletions. She also stated that there were 17 new courses approved, 35 course changes, and no course deletions. There were no new moratoriums placed. A motion to approve the Report was made and first and seconded. **The motion carried.**

### 7.2. **Big Ten Alliance Academic Governance Meeting Report**, Dr. Laura McCabe

Dr. McCabe gave a report on the Big Ten Alliance Academic Governance meeting from October, 2017. She began her report by providing a brief historical background of the organization. She said that in 1956, the presidents of the Big Ten universities assembled to have a discussion in Chicago about potentially forming a group. The idea behind this action was that if the Big Ten universities could work together, then they would be stronger than if they just were “siloeed” in their individual universities. These individuals took steps towards developing the CIC (the Committee on Institutional Cooperation), which has been in place since 1957. In 2016, she noted, the CIC was re-named the Big Ten Academic Alliance.

At the BTAA meeting, which was held at Penn State this year, Dr. McCabe said that the organization discussed the structures of the different academic governances from the different institutions, and it was noted that none are the same. There are various differences, and none are quite like MSU’s Academic Governance structure. She added that, in many cases, MSU’s Academic Governance system was much better than what was found in the other Big Ten universities. In all cases, however, governance is shared with the various university administrations, which leads to the Purdue concern.

Dr. McCabe reported that another important issues addressed at the BTAA Governance Meeting was the topic freedom of speech at the different universities. All

are looking at how to balance freedom of speech. Some universities, she added, have a free speech task force where the faculty are involved in deciding how to pursue free speech. She said that MSU is going to have a session on free speech in January, either in the Faculty Senate or in the University Council.

Another issue that was addressed at the BTAA Governance Meeting was how the various Board of Trustees at Big Ten universities function. Dr. McCabe noted that, in comparison, MSU's faculty relationship with the University's Board of Trustees is superior, because of the one-on-one meetings that are held consistently with the Steering Committee faculty and Board of Trustee members.

Dr. McCabe stated that the final issue that was discussed at the BTAA Governance Meeting was the issue regarding fixed-term faculty. Penn State University presented on this topic, and what their status was with fixed-term faculty. Penn State reported that their fixed-term faculty numbers basically doubled from 2000 to 2013. Dr. McCabe added that this is a situation that is happening at other Big Ten universities, noting that Dr. Terry Curry will discuss this in January with the MSU Faculty Senate about the faculty composition here at MSU, and what the current trends are, as well as what faculty diversity looks like at MSU. Dr. McCabe concluded that she felt that MSU's Academic Governance structure looked good in that group.

Dr. McCabe concluded her remarks by stating that the next important topic to be addressed involves mental health issues at MSU. A panel group will discuss these issues and the various concerns of faculty as they relate to mental health.

### 7.3. **Mental Health and Support at MSU Panel Discussion**

#### **Panel Members:**

Barbara L. Roberts, MSc OT, PhD, Executive Director, WorkLife Office

Jon Novello, LMSW, ACSW, Counselor, Employee Assistance Program

Leigh White, MD, Director of Psychiatric Services, Counseling & Psychiatric Services

**The Panel Discussion covered a wide range of mental health and safety topics, listed below:**

- The WorkLife Office
- MSU Adopting Mental Health First Aid
- The Employee Assistance Program at MSU
- Addressing the Problem of Anxieties among Junior Faculty in the Tenure-Stream System.
- The Confidentiality of Treatment
- The Mental Health Assistance Provided to MSU Students
- The Free Counseling Services for MSU Students
- How to Make Treatment Affordable for MSU Students
- The Network of Mental Health Providers in the MSU Community

- The Encouragement of International Students to Use MSU's Mental Health Resources
- Discussion of the CAPS (Counseling and Psychiatric Services) Website
- Depression Screening for Students at the Olin Health Center
- Student Safety Issues in the MSU Classroom
- Policing of Safety Concerns in MSU Student Dormitories

Faculty discussion ensued following the Panel's presentation.

#### **8. Comments from the Floor**

#### **9. ADJOURNMENT**

A motion to adjourn was made and first and seconded. **The motion carried.**

4:52

# MICHIGAN STATE UNIVERSITY

January 9, 2018

## MEMORANDUM

TO: The Steering Committee

FROM: William Donohue, Faculty Grievance Official

SUBJECT: Faculty Grievance Office Name Change

The Faculty Grievance Office would like to propose changing the name of our office to the **Faculty Grievance and Dispute Resolution Office**. The rationale for the name change includes:

- The FGO office is providing a much larger range of services to faculty and administrators including conciliation, mediation, bylaw reviews, conflict resolution coaching and career counseling in the context of conflict resolution. Thus, the name change would be a more accurate reflection of our activities.
- Faculty may be more willing to seek help from the office if the dispute resolution concept is included in the name. Rebranding to promote greater understanding of our activities will help clarify our mission to stakeholders.
- The name change could help promote partnering with other units and resources around campus by making individuals aware of our broader mission.



**Faculty Grievance  
Office**

Michigan State University  
W38 Owen Graduate Hall  
East Lansing, MI 48825

517-353-8884  
e-mail: fgo@msu.edu

If the name change is approved, various logistical considerations are relevant which include:

- Changing the name on the website and in other promotional materials
- Marketing the name change to the MSU community to promote the expanded resources of the office
- Keeping the name “Faculty Grievance Official” for the director of the office.

If you have any questions, please don't hesitate to contact me. Thanks.

# SHORT REPORT of the UNIVERSITY COMMITTEE ON CURRICULUM (UCC)

January 16, 2018

To view the full UCC Report visit: [www.reg.msu.edu/Read/UCC/fs011618.pdf](http://www.reg.msu.edu/Read/UCC/fs011618.pdf)

## PROGRAM ACTIONS

Highlights:

Advertising Management, B.S./Advertising, M.A. Linked, effective Summer 2017  
 Advertising Management, B.S./Health and Risk Communication, M.A. Linked, effective Summer 2017  
 Advertising Management, B.S./Public Relations, M.A. Linked, effective Summer 2017  
 Children's and Young Adult Literature, Graduate Certificate, effective Summer 2018  
 Collaborative Piano, D.M.A., effective Summer 2018  
 Elementary STEM Education, Graduate Certificate, effective Summer 2018  
 Environmental Science and Policy, Ph.D., Dual Major, effective Fall 2018  
 Healthcare Management, M.S., effective Fall 2018  
 Management Studies, M.S., effective Fall 2018  
 Medical Laboratory Science, B.S., effective Fall 2018

College	Department	Program Name	Award Type	Action
Arts and Letters	Romance and Classical Studies	Spanish, Secondary	Disciplinary Teaching Minor	C
Business		Healthcare Management	M.S.	N
		Management Studies	M.S.	N
Communication Arts and Sciences	Advertising and Public Relations	Advertising Creative/Advertising Linked	B.A./M.A.	C
		Advertising Creative/Health and Risk Communication Linked	B.A./M.A.	C
		Advertising Creative/Public Relations Linked	B.A./M.A.	C
		Advertising Management/Advertising Linked	B.S./M.A.	N
		Advertising Management/Health and Risk Communication Linked	B.S./M.A.	N
		Advertising Management/Public Relations Linked	B.S./M.A.	N
	Journalism	Journalism, Secondary	Disciplinary Teaching Minor	C
Education		Health Professions Education	M.A.	D

College	Department	Program Name	Award Type	Action
Education	Teacher Education	Children's and Young Adult Literature	Certificate	N
		Elementary STEM Education	Certificate	N
Music		Collaborative Piano	D.M.A.	N
Natural Science		Environmental Science and Policy Dual Major	Ph.D.	N
	Biomedical Laboratory Diagnostics Program	Biomedical Laboratory Science	B.S.	N
		Medical Laboratory Science	B.S.	N

C = Change D=Deletion N=New

Totals    New:     Change:     Deletion:



## COURSE ACTIONS January 16, 2018

College	Department	Subject	New	Changes	Deleted
Agriculture and Natural Resources	Agricultural Technology Institute	AT	0	1	0
	Animal Science	ANS	1	0	0
	Food Science & Human Nutrition	FSC	0	1	0
	Horticulture	HRT	1	0	0
	Packaging	PKG	3	0	0
	Plant Soil and Microbial Sciences	CSS	4	1	1
		PLP	0	1	0
Arts and Letters	Linguistic,Germ,Slavic,Asian&Afr Lg	AFR	2	0	0
Business	Business Dean	HCM	24	0	0
		MBA	0	4	0
		FI	0	1	0
Communication Arts and Sciences	Finance	ADV	0	5	0
	Advertising and Public Relations	CEP	1	1	0
Education	Counseling, Ed Psych & Special Ed	KIN	1	0	0
		TE	1	0	0
		Teacher Education	TE	1	0
Human Medicine	Department of Family Medicine	FM	0	5	0
	Human Medicine Dean	HM	3	4	0
	Medicine	MED	3	14	0
	Obstetrics,Gynecol & Repro Biology	OGR	0	3	0
	Pediatrics & Human Development	PHD	12	8	0
	Surgery	SUR	11	10	0
	Music	Music	MUS	2	1
Natural Science	Plant Biology	PLB	1	0	0
	Biomedical Laboratory Diagstcs Prog	BLD	18	18	22
	Microbiology & Molecular Genetics	MMG	4	0	0
	Neuroscience Program	NEU	0	1	0
	Nursing	Nursing	NUR	0	3
Social Science	Anthropology	ANP	0	0	2
		HDFS	1	0	0
		HRLR	0	0	1
		SW	0	0	1
		Social Work	SW	0	0
Veterinary Medicine	Pharmacology & Toxicology	PHM	2	0	0
	Physiology	PSL	0	0	1
	Veterinary Medicine Dean	VM	0	5	0
<b>Total</b>			<b>95</b>	<b>87</b>	<b>28</b>

**INFORMATION ITEMS**  
**January 16, 2018**

**Moratorium –**

Moratorium in Athletic Training, Bachelor of Science, UCUE consultation 11/16/17; Provost approved 11/22/17 – Effective Spring 2020 through Fall 2021.

**Discontinuation –**

Health Professions Education, Master of Arts, UCGS consultation 9/11/17; Provost approved 10/24/17 – Effective Spring 2020.

**Other –**

None.

Alberto J. Rodriguez,  
Chair, Purdue University Senate  
Mary Endres Chair in Education &  
Professor, Cross-Cultural Science Education  
E-mail: [alberto-rodriquez12@purdue.edu](mailto:alberto-rodriquez12@purdue.edu)

Dear Dr. Rodriguez:

As Chair of the Faculty Senate at Michigan State University, I write to express our concern over the lack of consultation of Purdue University faculty in the Purdue administration's decision to acquire Kaplan. As you describe in your resolution of May 4, 2017, throughout the process at Purdue 1) No input was sought through regular faculty governance before this decision was made; 2) No assessment of the impact on the academic quality of Purdue, now or in the future, was made; 3) No transparency was demonstrated in this process; 4) No impact study has been conducted on the potential effects on faculty, students, curriculum, and staff at Purdue; and 5) Faculty governance and academic freedom at what will become the "New University" is not assured by the Purdue agreement with Kaplan.

The Faculty Senate at Michigan State University agrees that these violate the basic principles of shared governance--principles that preserve the rightful role of faculty in any decisions regarding curriculum, degree requirements, and the qualifications of those employed to teach.

On these grounds we support the Purdue Faculty position that the Higher Learning Commission should not approve the application of the "new university" being proposed by the Purdue Board of Trustees/Kaplan University, and will forward a copy of this letter to Dr. Cheryl Johnson-Odim, Chair, HLC Board of Trustees.

Sincerely,

Laura McCabe, Ph.D.  
Chair, MSU Faculty Senate  
Professor  
Departments of Radiology and Physiology  
Michigan State University

### Historical Summary of Faculty and Academic Staff -- HEADCOUNT

Year	TOTAL				MINORITY				BLACK				ASIAN				HISPANIC				HAW/PI				2 OR MORE				AMIND/ALNAT				WHITE			
	Men	Wmn	%Wmn	Total	Men	Wmn	Tot	%	Men	Wmn	Tot	%	Men	Wmn	Tot	%	Men	Wmn	Tot	%	Men	Wmn	Tot	%	Men	Wmn	Tot	%	Men	Wmn	Tot	%				
<b>TENURE SYSTEM FACULTY</b>																																				
1998	1489	498	25.1	1987	188	76	264	13.3	58	32	90	4.5	99	31	130	6.5	22	13	35	1.8								9	0	9	0.5	1301	422	1723	86.7	
1999	1479	514	25.8	1993	193	84	277	13.9	58	33	91	4.6	104	34	138	6.9	22	15	37	1.9								9	2	11	0.6	1286	430	1716	86.1	
2000	1452	525	26.6	1977	200	88	288	14.6	62	34	96	4.9	106	35	141	7.1	23	17	40	2.0								9	2	11	0.6	1252	437	1689	85.4	
2001	1443	534	27.0	1977	213	93	306	15.5	64	33	97	4.9	116	38	154	7.8	24	18	42	2.1								9	4	13	0.7	1230	441	1671	84.5	
2002	1403	556	28.4	1959	214	100	314	16.0	60	33	93	4.7	125	44	169	8.6	19	18	37	1.9								10	5	15	0.8	1189	456	1645	84.0	
2003	1376	568	29.2	1944	220	108	328	16.9	57	35	92	4.7	130	50	180	9.3	23	17	40	2.1								10	6	16	0.8	1156	460	1616	83.1	
2004	1334	563	29.7	1897	225	111	336	17.7	58	35	93	4.9	131	52	183	9.6	26	19	45	2.4								10	5	15	0.8	1109	452	1561	82.3	
2005	1331	582	30.4	1913	230	119	349	18.2	57	45	102	5.3	133	50	183	9.6	30	19	49	2.6								10	5	15	0.8	1101	463	1564	81.8	
2006	1345	616	31.4	1961	247	127	374	19.1	60	45	105	5.4	142	55	197	10.0	34	22	56	2.9								11	5	16	0.8	1098	489	1587	80.9	
2007	1356	619	31.3	1975	256	128	386	19.5	57	42	99	5.0	154	60	214	10.8	35	21	56	2.8								12	5	17	0.9	1098	491	1589	80.5	
2008	1366	644	32.0	2010	279	136	415	20.6	59	38	97	4.8	171	71	242	12.0	37	22	59	2.9								12	5	17	0.8	1087	508	1595	79.4	
2009	1375	658	32.4	2033	286	142	428	21.1	60	36	96	4.7	176	74	250	12.3	39	27	66	3.2								11	5	16	0.8	1089	516	1605	78.9	
2010	1351	643	32.2	1994	288	143	431	21.6	54	32	86	4.3	175	74	249	12.5	43	28	71	3.6	2	0	2	0.1	1	5	6	0.3	13	4	17	0.9	1063	500	1563	78.4
2011	1320	645	32.8	1965	288	149	437	22.2	54	37	91	4.6	176	75	251	12.8	41	28	69	3.5	2	0	2	0.1	2	5	7	0.4	13	4	17	0.9	1032	496	1528	77.8
2012	1297	648	33.3	1945	285	162	447	23.0	50	42	92	4.7	176	81	257	13.2	42	30	72	3.7	2	0	2	0.1	4	5	9	0.5	11	4	15	0.8	1012	486	1498	77.0
2013	1285	649	33.6	1934	292	172	464	24.0	49	43	92	4.8	178	88	266	13.8	49	31	80	4.1	2	1	3	0.2	4	5	9	0.5	10	4	15	0.8	964	487	1451	74.6
2014	1290	665	34.0	1955	305	178	483	24.7	49	43	92	4.7	188	93	281	14.4	51	32	83	4.2	2	1	3	0.2	4	5	9	0.5	10	4	15	0.8	964	487	1451	74.6
2015	1276	669	34.4	1945	312	182	494	25.4	49	39	88	4.5	191	90	281	14.4	55	41	96	4.9	2	1	3	0.2	5	6	11	1	10	5	15	0.8	964	487	1451	74.6
2016	1279	709	35.7	1988	324	187	511	25.7	50	36	86	4.3	201	98	299	15.0	58	43	101	5.1	3	1	4	0.2	2	5	7	0	10	4	14	0.7	955	522	1477	74.3
2017	1286	723	36.0	2009	345	199	544	27.1	50	35	85	4.2	220	109	329	16.4	60	44	104	5.2	3	1	4	0.2	2	6	8	0	10	4	14	0.7	941	524	1465	72.9
<b>FIXED-TERM FACULTY</b>																																				
1998	344	280	44.9	624	59	39	98	15.7	18	14	32	5.1	34	15	49	7.9	7	7	14	2.2								0	3	3	0.5	285	241	526	84.3	
1999	354	267	43.0	621	55	38	93	15.0	16	15	31	5.0	32	14	46	7.4	7	8	15	2.4								0	1	1	0.2	299	229	528	85.0	
2000	397	344	46.4	741	71	48	119	16.1	23	17	40	5.4	33	19	52	7.0	14	10	24	3.2								1	2	3	0.4	326	296	622	83.9	
2001	398	365	49.2	763	73	47	120	15.3	18	19	37	4.7	39	17	56	7.2	15	8	23	2.9								1	3	4	0.5	325	338	663	84.7	
2002	411	364	47.0	775	83	51	134	17.3	23	22	45	5.8	42	23	65	8.4	16	5	21	2.7								2	1	3	0.4	328	313	641	82.7	
2003	413	377	47.7	790	81	61	142	18.0	23	26	49	6.2	44	29	73	9.2	14	5	19	2.4								0	1	1	0.1	332	316	648	82.0	
2004	432	417	49.1	849	93	65	158	18.6	21	22	43	5.1	51	30	81	9.5	21	10	31	3.7								2	2	4	0.4	368	388	756	81.5	
2005	464	464	50.0	928	96	76	172	18.5	22	31	53	5.7	54	34	88	9.5	18	9	27	2.9								1	3	4	0.4	396	416	812	79.0	
2006	517	511	49.7	1028	121	95	216	21.0	32	31	63	6.1	67	49	116	11.3	21	12	33	3.2								1	2	3	0.3	417	423	840	78.4	
2007	544	528	49.3	1072	127	105	232	21.6	34	31	65	6.1	69	59	128	11.9	23	13	36	3.4								1	2	3	0.3	427	421	848	77.7	
2008	558	534	48.9	1092	131	113	244	22.3	37	28	65	6.0	72	66	138	12.6	21	17	38	3.5								2	2	4	0.4	404	405	809	77.2	
2009	543	505	48.2	1048	139	100	239	22.8	37	26	63	6.0	79	56	135	12.9	21	16	37	3.5								2	2	4	0.4	404	405	809	77.2	
2010	533	512	49.0	1045	127	92	219	21.0	34	18	52	5.0	72	57	129	12.3	19	16	35	3.3	0	0	0	0.0	0	0	0	0.0	0	4	4	0.4	415	437	852	78.7
2011	545	537	49.6	1082	130	100	230	21.3	41	19	60	5.5	71	61	132	12.2	18	16	34	3.1	0	0	0	0.0	0	0	0	0.0	2	3	5	0.4	421	495	916	78.4
2012	551	617	52.8	1168	130	122	252	21.6	34	28	62	5.3	76	77	153	13.1	18	14	32	2.7	0	0	0	0.0	0	1	1	1.9	1	1	2	0.2	428	501	929	78.4
2013	559	626	52.8	1185	131	125	256	21.6	37	31	68	5.7	76	78	154	13.0	17	13	30	2.5	0	1	1	4.6	0	1	1	1.9	1	0	1	0.1	459	515	974	77.2
2014	569	643	53.1	1212	144	126	270	22.3	37	29	66	5.4	83	78	161	13.3	22	16	38	3.1	0	0	0	0.0	1	1	2	3.8	1	2	3	0.2	425	517	942	77.7
2015	609	652	51.7	1261	150	137	287	22.8	44	38	82	6.5	83	81	164	13.0	21	17	38	3.0	1	0	1	4.4	0	1	1	1.9	1	0	1	0.1	459	515	974	77.2
2016	629	677	51.8	1306	137	147	284	21.7	40	38	78	6.0	68	84	152	11.6	26	23	49	3.8	1	0	1	4.6	0	2	2	3.9	2	2	4					

2002	368	359	49.4	727	37	47	84	11.6	17	28	45	6.2	11	12	23	3.2	9	5	14	1.9	0	2	2	0.3	331	312	643	88.4								
2003	342	341	49.9	683	31	49	80	11.7	14	29	43	6.3	10	12	22	3.2	7	6	13	1.9	0	2	2	0.3	311	292	603	88.3								
2004	344	338	49.6	682	34	50	84	12.3	15	31	46	6.7	11	10	21	3.1	8	7	15	2.2	0	2	2	0.3	310	288	598	87.7								
2005	344	341	49.8	685	39	50	89	13.0	15	30	45	6.6	13	10	23	3.4	10	8	18	2.6	1	2	3	0.4	305	291	596	87.0								
2006	335	350	51.1	685	39	55	94	13.7	16	34	50	7.3	11	13	24	3.5	10	7	17	2.5	2	1	3	0.4	296	295	591	86.3								
2007	346	359	50.9	705	47	58	105	14.9	17	38	55	7.8	14	13	27	3.8	13	7	20	2.8	3	0	3	0.4	299	301	600	85.1								
2008	349	362	50.9	711	50	64	114	16.0	17	43	60	8.4	15	14	29	4.1	15	6	21	3.0	3	1	4	0.6	299	298	597	84.0								
2009	349	363	51.0	712	49	67	116	16.3	17	45	62	8.7	15	16	31	4.4	15	4	19	2.7	2	2	4	0.6	300	296	596	83.7								
2010	358	346	49.1	704	49	65	114	16.2	17	42	59	8.4	16	14	30	4.3	14	4	18	2.6	0	0	0	0.0	2	3	5	0.7	0	2	2	0.3	309	281	590	83.8
2011	363	345	48.7	708	54	65	119	16.8	19	41	60	8.5	21	15	36	5.1	12	4	16	2.3	0	0	0	0.0	2	3	5	0.7	0	2	2	0.3	309	280	589	83.2
2012	350	332	48.7	682	57	58	115	16.9	18	34	52	7.6	24	15	39	5.7	14	4	18	2.6	0	0	0	0.0	1	3	4	0.6	0	2	2	0.3	293	274	567	83.1
2013	358	333	48.2	691	63	60	123	17.8	16	32	48	6.9	31	18	49	7.1	14	4	18	2.6	0	0	0	0.0	1	4	5	0.7	1	2	3	0.4	295	273	568	82.2
2014	371	339	47.7	710	67	62	129	18.2	16	30	46	6.5	31	22	53	7.5	17	5	22	3.1	0	0	0	0.0	2	4	6	0.8	1	1	2	0.3	304	277	581	81.8
2015	376	358	48.8	734	73	71	144	19.6	17	34	51	6.9	36	29	65	8.9	16	5	21	2.9	1	0	1	5.1	2	2	4	0.5	1	1	2	0.3	303	287	590	80.4
2016	382	371	49.3	753	77	76	153	20.3	19	37	56	7.4	38	29	67	8.9	16	6	22	2.9	1	1	2	9.8	2	2	4	0.5	1	1	2	0.3	305	295	600	79.7
2017	370	378	50.5	748	77	75	152	20.3	19	34	53	7.1	38	30	68	9.1	15	8	23	3.1	1	1	2	9.8	2	1	3	0.4	2	1	3	0.4	293	303	596	79.7

FIXED-TERM ACADEMIC STAFF

1998	485	413	46.0	898	141	83	224	24.9	22	26	48	5.3	105	40	145	16.1	13	12	25	2.8	1	5	6	0.7	344	330	674	75.1								
1999	479	422	46.8	901	138	92	230	25.5	22	28	50	5.5	104	52	156	17.3	10	7	17	1.9	2	5	7	0.8	341	330	671	74.5								
2000	479	436	47.7	915	147	103	250	27.3	23	27	50	5.5	107	62	169	18.5	16	9	25	2.7	1	5	6	0.7	332	333	665	72.7								
2001	532	478	47.3	1010	185	116	301	29.8	27	34	61	6.0	138	67	205	20.3	19	8	27	3.1	1	7	8	0.8	347	362	709	70.2								
2002	527	496	48.5	1023	166	124	290	28.3	26	38	64	6.3	126	64	190	18.6	10	15	25	2.4	4	7	11	1.1	361	372	733	71.7								
2003	545	519	48.8	1064	188	134	322	30.3	31	36	67	6.3	137	70	207	19.5	17	22	39	3.7	3	6	9	0.8	357	385	742	69.7								
2004	551	515	48.3	1066	188	127	315	29.5	33	44	77	7.2	140	56	196	18.4	12	20	32	3.0	3	7	10	0.9	363	388	751	70.5								
2005	536	537	50.0	1073	190	132	322	30.0	37	42	79	7.4	140	60	200	18.6	10	23	33	3.1	3	7	10	0.9	346	405	751	70.0								
2006	551	560	50.4	1111	180	139	319	28.7	32	34	68	5.9	132	78	210	18.9	14	21	35	3.2	2	6	8	0.7	371	421	792	71.3								
2007	550	629	53.4	1179	185	173	358	30.4	37	42	79	6.7	137	106	243	20.6	9	19	28	2.4	2	6	8	0.7	365	456	821	69.6								
2008	585	654	52.8	1239	213	183	396	32.0	44	40	84	6.8	153	121	274	22.1	15	18	31	2.5	1	6	7	0.6	372	471	843	68.0								
2009	590	602	50.5	1192	212	170	382	32.0	37	39	76	6.4	161	103	264	22.1	13	21	34	2.9	1	7	8	0.7	378	432	810	68.0								
2010	582	602	50.8	1184	221	203	424	35.8	34	32	66	5.6	168	140	308	26.0	15	17	32	2.7	0	0	0	0.0	1	6	7	0.6	3	8	11	0.9	361	399	760	64.2
2011	576	619	51.8	1195	227	200	427	35.7	35	37	72	6.0	170	134	304	25.4	17	21	38	3.2	0	0	0	0.0	2	9	11	0.9	3	9	12	1.0	349	409	758	63.4
2012	591	669	53.1	1260	226	234	460	36.5	42	43	85	6.7	163	145	308	24.4	18	28	46	3.7	0	0	0	0.0	2	9	11	0.9	1	9	10	0.8	365	435	800	63.5
2013	622	699	52.9	1321	223	239	462	35.0	51	52	103	7.8	143	134	277	21.0	24	34	58	4.4	2	1	3	8.6	2	9	11	0.8	1	9	10	0.8	399	460	859	65.0
2014	646	711	52.4	1357	235	235	470	34.6	45	62	107	7.9	153	126	279	20.6	30	30	60	4.4	4	2	6	17.3	3	6	9	0.7	0	9	9	0.7	411	476	887	65.4
2015	678	735	52.0	1413	240	234	474	33.5	41	55	96	6.8	167	136	303	21.4	24	27	51	3.6	4	2	6	17.9	4	6	10	0.7	0	8	8	0.6	438	501	939	66.5
2016	726	781	51.8	1507	255	242	497	33.0	47	56	103	6.8	178	136	314	20.8	24	35	59	3.9	3	1	4	12.1	3	8	11	0.7	0	6	6	0.4	471	539	1010	67.0
2017	766	815	51.5	1581	262	248	510	32.3	48	54	102	6.5	161	143	324	20.5	25	37	62	3.9	3	0	3	9.3	5	8	13	0.8	0	6	6	0.4	504	567	1071	67.7

TOTAL UNIVERSITY FACULTY AND ACADEMIC STAFF

1998	2653	1521	36.4	4174	415	238	653	15.6	114	95	209	5.0	245	95	340	8.1	46	36	82	2.0	10	12	22	0.5	2238	1283	3521	84.4
1999	2680	1564	36.9	4244	420	262	682	16.1	112	103	215	5.1	250	110	360	8.5	46	37	83	2.0	12	12	24	0.6	2260	1302	3562	83.9
2000	2713	1689	38.4	4402	453	289	742	16.9	125	107	232	5.3	257	126	383	8.7	59	43	102	2.3	12	13	25	0.6	2260	1400	3660	83.1
2001	2760	1777	39.2	4537	508	304	812	17.9	127	114	241	5.3	305	132	437	9.6	64	40	104	2.3	12	18	30	0.7	2252	1473	3725	82.1
2002	2709	1775	39.6	4484	500	322	822	18.3	126	121	247	5.5	304	143	447	10.0	54	43	97	2.2	16	15	31	0.7	2209	1453	3662	81.7
2003	2676	1805	40.3	4481	520	352	872	19.5	125	126	251	5.6	321	161	482	10.8	61	50	111	2.5	13	15	28	0.6	2156	1453	3609	80.5
2004	2661	1833	40.8	4494	540	353	893	19.9	127	132	259	5.8	333	148	481	10.7	67	58	123	2.7	13	17	30	0.7	2121	1480	3601	80.1
2005	2675	1924	41.8	4599	555	377	932	20.3	131	148	279	6.1	340	154	494	10.7	68	59	127	2.8	16	16	32	0.7	2120	1547	3667	79.7
2006	2748	2037	42.6	4785	587	416	1003	21.0	140	144	284	5.9	352	195	547	11.4	79	62	141	2.9	16	15	31	0.6	2161	1621	3782	79.0
2007	2796	2135	43.3	4931	617	464	1081	21.9	145	153	298	6.0	374	238	612	12.4	80	60	140	2.8	18	13	31	0.6	2179	1671	3850	78.1
2008	2858	2194	43.4	5052	673	496	1169	23.1	157	149	306	6.1	411	272	683	13.5	88	61	149	2.9	17	14	31	0.6	2185	1698	3883	76.9
2009	2857	2128	42.7	4985	686	479	1165	23.4	151	146	297	6.0	431	249	680	13.6	88	68	158	3.1	16	16	32	0.6	2171	1649	3820	76.6
2010	2818	2089	42.6	4907	679	489	1168	23.8	139	124	263	5.4	431	285	716	14.6	91	65	156	3.2	18	15	33	0.7	2139	1600	373	

2014	2876	2358	45.1	5234	751	601	1352	25.8	147	164	311	5.9	455	319	774	14.8	120	83	203	3.9	6	3	9	0.2	10	16	26	0.5	13	16	29	0.6	2125	1757	3882	74.2
2015	2939	2414	45.1	5353	775	624	1399	26.1	151	166	317	5.9	477	336	813	15.2	116	90	206	3.8	8	3	11	0.2	11	15	26	0.5	12	14	26	0.5	2164	1790	3954	73.9
2016	3016	2540	45.7	5556	793	654	1447	26.0	156	167	323	5.8	485	347	832	15.0	124	107	231	4.2	8	3	11	0.2	7	17	24	0.4	13	13	26	0.5	2223	1886	4109	74.0
2017	3085	2610	46.0	5675	821	664	1485	26.2	152	157	309	5.4	513	366	879	15.5	125	111	236	4.2	8	2	10	0.2	9	17	26	0.5	14	11	25	0.4	2244	1946	4190	73.8

**Employee Groups as a Percent of Total Faculty/Academic Staff -- HEADCOUNT**

	Tenure Sys	FT Fac	CS Staff	FT Staff	Total Faculty	Total Staff	Total CS	Total FT
1998	47.6	14.9	15.9	21.5	62.6	37.4	63.5	36.5
1999	47.0	14.6	17.2	21.2	61.6	38.4	64.1	35.9
2000	44.9	16.8	17.5	20.8	61.7	38.3	62.4	37.6
2001	43.6	17.3	16.9	22.3	60.8	39.2	60.5	39.5
2002	43.7	17.3	16.2	22.8	61.0	39.0	59.9	40.1
2003	43.4	17.6	15.2	23.7	61.0	39.0	58.6	41.4
2004	42.2	18.9	15.2	23.7	61.1	38.9	57.4	42.6
2005	41.6	20.2	14.9	23.3	61.8	38.2	56.5	43.5
2006	41.0	21.5	14.3	23.2	62.5	37.5	55.3	44.7
2007	40.1	21.7	14.3	23.9	61.8	38.2	54.4	45.6
2008	39.8	21.6	14.1	24.5	61.4	38.6	53.9	46.1
2009	40.8	21.0	14.3	23.9	61.8	38.2	55.1	44.9
2010	40.6	21.3	14.3	24.1	61.9	38.5	55.0	45.4
2011	39.9	22.0	14.4	24.3	61.9	38.6	54.3	46.2
2012	38.7	23.2	13.6	25.1	61.9	38.6	52.2	48.3
2013	37.7	23.1	13.5	25.7	60.6	39.2	51.2	48.8
2014	37.4	23.2	13.6	25.9	60.5	39.5	50.9	49.1
2015	36.3	23.6	13.7	26.4	59.9	40.1	50.0	50.0
2016	35.8	23.5	13.6	27.1	59.3	40.7	49.3	50.6
2017	35.4	23.6	13.2	27.9	59.0	41.0	48.6	51.4

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Historical Summary of Tenure System New Hires - (October 1 to September 30)

NUMBER	Total			Total			Black			Asian			Hispn			HawPI			2+			Amlnd			White			Protected	
	Year	Men	Wmn	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Classes	Total
1997-98	52	34	86	10	6	16	2	1	3	6	3	9	1	2	3				1	0	1	42	28	70	44				
1998-99	74	42	116	12	14	26	2	2	4	9	5	14	1	5	6				0	2	2	62	28	90	54				
1999-00	71	30	101	17	5	22	6	2	8	10	1	11	1	2	3				0	0	0	54	25	79	47				
2000-01	77	37	114	19	8	27	5	2	7	12	3	15	2	1	3				0	2	2	58	29	87	56				
2001-02	66	47	113	18	10	28	4	2	6	12	6	18	1	1	2				1	1	2	48	37	85	65				
2002-03	51	35	86	18	11	29	1	2	3	12	8	20	4	1	5				1	0	1	33	24	57	53				
2003-04	34	34	68	13	12	25	4	4	8	7	5	12	2	3	5				0	0	0	21	22	43	47				
2004-05	56	44	100	14	13	27	3	10	13	8	2	10	3	1	4				0	0	0	42	31	73	58				
2005-06	83	57	140	20	11	31	3	3	6	11	5	16	5	3	8				1	0	1	63	46	109	77				
2006-07	78	36	114	23	9	32	2	2	4	17	6	23	3	1	4				1	0	1	55	27	82	59				
2007-08	75	61	136	32	19	51	5	3	8	24	14	38	3	2	5				0	0	0	43	42	85	93				
2008-09	61	35	96	15	13	28	4	2	6	9	5	14	2	6	8				0	0	0	46	22	68	50				
2009-10	26	23	49	10	7	17	0	2	2	6	4	10	2	1	3	0	0	0	0	0	0	16	16	32	33				
2010-11	47	22	69	16	9	25	5	5	10	6	2	8	3	2	5	0	0	0	1	0	1	31	13	44	38				
2011-12	45	40	85	16	18	34	0	8	8	11	8	19	3	2	5	0	0	0	2	0	2	29	22	51	56				
2012-13	45	45	90	18	19	37	1	5	6	10	10	20	7	2	9	0	1	1	0	0	0	27	26	53	63				
2013-14	66	43	109	26	11	37	5	2	7	17	6	23	3	3	6	0	0	0	0	0	0	40	32	72	69				
2014-15	66	51	117	25	21	46	3	0	3	15	9	24	6	10	16	0	0	0	1	1	2	41	30	71	76				
2015-16	78	68	146	32	18	50	5	4	9	20	9	29	6	5	11	1	0	1	0	0	0	46	50	96	100				
2016-17	64	51	115	28	20	48	1	4	5	23	12	35	4	3	7	0	0	0	0	1	1	36	31	67	79				

PERCENT	Total			Total			Black			Asian			Hispn			HawPI			2+			Amlnd			White			Protected	
	Year	Men	Wmn	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Men	Wmn	Total	Classes	Total
1997-98	60.5	39.5	100.0	11.6	7.0	18.6	2.3	1.2	3.5	7.0	3.5	10.5	1.2	2.3	3.5				1.2	0.0	1.2	48.8	32.6	81.4	51.2				
1998-99	63.8	36.2	100.0	10.3	12.1	22.4	1.7	1.7	3.4	7.8	4.3	12.1	0.9	4.3	5.2				0.0	1.7	1.7	53.4	24.1	77.6	46.6				
1999-00	70.3	29.7	100.0	16.8	5.0	21.8	5.9	2.0	7.9	9.9	1.0	10.9	1.0	2.0	3.0				0.0	0.0	0.0	53.5	24.8	78.2	46.5				
2000-01	67.5	32.5	100.0	16.7	7.0	23.7	4.4	1.8	6.1	10.5	2.6	13.2	1.8	0.9	2.6				0.0	1.8	1.8	50.9	25.4	76.3	49.1				
2001-02	58.4	41.6	100.0	15.9	8.8	24.8	3.5	1.8	5.3	10.6	5.3	15.9	0.9	0.9	1.8				0.9	0.9	1.8	42.5	32.7	75.2	57.5				
2002-03	59.3	40.7	100.0	20.9	12.8	33.7	1.2	2.3	3.5	14.0	9.3	23.3	4.7	1.2	5.8				1.2	0.0	1.2	38.4	27.9	66.3	61.6				
2003-04	50.0	50.0	100.0	19.1	17.6	36.8	5.9	5.9	11.8	10.3	7.4	17.6	2.9	4.4	7.4				0.0	0.0	0.0	30.9	32.4	63.2	69.1				
2004-05	56.0	44.0	100.0	14.0	13.0	27.0	3.0	10.0	13.0	8.0	2.0	10.0	3.0	1.0	4.0				0.0	0.0	0.0	42.0	31.0	73.0	58.0				
2005-06	59.3	40.7	100.0	14.3	7.9	22.1	2.1	2.1	4.3	7.9	3.6	11.4	3.6	2.1	5.7				0.7	0.0	0.7	45.0	32.9	77.9	55.0				
2006-07	68.4	31.6	100.0	20.2	7.9	28.1	1.8	1.8	3.5	14.9	5.3	20.2	2.6	0.9	3.5				0.9	0.0	0.9	48.2	23.7	71.9	51.8				
2007-08	55.1	44.9	100.0	23.5	14.0	37.5	3.7	2.2	5.9	17.6	10.3	27.9	2.2	1.5	3.7				0.0	0.0	0.0	31.6	30.9	62.5	68.4				
2008-09	63.5	36.5	100.0	15.6	13.5	29.2	4.2	2.1	6.3	9.4	5.2	14.6	2.1	6.3	8.3				0.0	0.0	0.0	47.9	22.9	70.8	52.1				
2009-10	53.1	46.9	100.0	20.4	14.3	34.7	0.0	4.1	4.1	12.2	8.2	20.4	4.1	2.0	6.1				4.1	0.0	4.1	32.7	32.7	65.3	67.3				
2010-11	68.1	31.9	100.0	23.2	13.0	36.2	7.2	7.2	14.5	8.7	2.9	11.6	4.3	2.9	7.2				1.4	0.0	1.4	44.9	18.8	63.8	55.1				
2011-12	52.9	47.1	100.0	18.8	21.2	40.0	0.0	9.4	9.4	12.9	9.4	22.4	3.5	2.4	5.9	0.0	0.0	0.0	0.0	0.0	0.0	34.1	25.9	60.0	65.9				
2012-13	50.0	50.0	100.0	20.0	21.1	41.1	1.1	5.6	6.7	11.1	11.1	22.2	7.8	2.2	10.0	0.0	2.7	2.7	0.0	0.0	0.0	30.0	28.9	58.9	70.0				
2013-14	60.6	39.4	100.0	23.9	10.1	33.9	4.6	1.8	6.4	15.6	5.5	21.1	2.8	2.8	5.5	0.0	0.0	0.0	0.0	0.0	0.0	36.7	29.4	66.1	63.3				
2014-15	56.4	43.6	100.0	21.4	17.9	39.3	2.6	0.0	2.6	12.8	7.7	20.5	5.1	8.5	13.7	0.0	0.0	0.0	0.9	0.9	1.7	35.0	25.6	60.7	65.0				
2015-16	53.4	46.6	100.0	21.9	12.3	34.2	3.4	2.7	6.2	13.7	6.2	19.9	4.1	3.4	7.5	0.7	0.0	0.7	0.0	0.0	0.0	31.5	34.2	65.8	68.5				
2016-17	55.7	44.3	100.0	24.3	17.4	41.7	0.9	3.5	4.3	20.0	10.4	30.4	3.5	2.6	6.1	0.0	0.0	0.0	0.0	0.9	0.9	31.3	27.0	58.3	68.7				

Historical Summary of Tenure System Separations - (October 1 through September 30)

NUMBER	Total Men	Total Wmn	Final Total	Total			Black Men	Black Wmn	Black Total	Asian Men	Asian Wmn	Asian Total	Hispn Men	Hispn Wmn	Hispn Total	Haw/PI Men	Haw/PI Wmn	Haw/PI Total	2+ Men	2+ Wmn	2+ Total	Amlnd Men	Amlnd Wmn	Amlnd Total	White Men	White Wmn	White Total	Protected Classes	
				Min Men	Min Wmn	Min Total																						Total	Total
1997-98	71	10	81	7	0	7	2	0	2	4	0	4	1	0	1							0	0	0	64	10	74	17	
1998-99	81	24	105	8	4	12	2	1	3	5	1	6	1	2	3							0	0	0	73	20	93	32	
1999-00	94	20	114	10	1	11	2	1	3	8	0	8	0	0	0							0	0	0	84	19	103	30	
2000-01	83	30	113	7	5	12	3	3	6	3	2	5	1	0	1							0	0	0	76	25	101	37	
2001-02	100	21	121	16	5	21	6	2	8	4	2	6	6	1	7							0	0	0	84	16	100	37	
2002-03	77	22	99	12	3	15	4	0	4	7	2	9	0	1	1							1	0	1	65	19	84	34	
2003-04	70	33	103	7	6	13	3	2	5	4	2	6	0	1	1							0	1	1	63	27	90	40	
2004-05	56	25	81	9	5	14	4	0	4	5	4	9	0	1	1							0	0	0	47	20	67	34	
2005-06	63	20	83	3	4	7	0	3	3	2	0	2	1	1	2							0	0	0	60	16	76	23	
2006-07	62	33	95	12	6	18	5	4	9	5	0	5	2	2	4							0	0	0	50	27	77	45	
2007-08	58	32	90	10	10	20	3	6	9	5	3	8	2	1	3							0	0	0	48	22	70	42	
2008-09	48	21	69	8	8	16	3	5	8	4	2	6	0	1	1							1	0	1	40	13	53	29	
2009-10	44	37	81	8	10	18	3	5	8	2	2	4	3	2	5	0	0	0	0	0	0	0	1	1	36	27	63	45	
2010-11	76	22	98	18	4	22	5	0	5	7	2	9	5	2	7	0	0	0	0	0	0	1	0	1	58	18	76	40	
2011-12	66	34	100	19	4	23	4	2	6	11	2	13	3	0	3	0	0	0	0	0	0	1	0	1	47	30	77	53	
2012-13	56	42	98	10	8	18	2	3	5	7	3	10	1	1	2	0	0	0	0	0	0	0	1	1	46	34	80	52	
2013-14	61	23	84	12	5	17	5	2	7	6	2	8	1	1	2	0	0	0	0	0	0	0	0	0	49	18	67	35	
2014-15	78	42	120	15	13	28	2	4	6	11	8	19	2	1	3	0	0	0	0	0	0	0	0	0	63	29	92	57	
2015-16	71	29	100	18	15	33	4	7	11	10	3	13	2	3	5	0	0	0	2	1	3	0	1	1	53	14	67	47	
2016-17	59	31	90	7	5	12	1	2	3	5	1	6	1	2	3	0	0	0	0	0	0	0	0	0	52	26	78	38	

PERCENT	Total Men	Total Wmn	Final Total	Total			Black Men	Black Wmn	Black Total	Asian Men	Asian Wmn	Asian Total	Hispn Men	Hispn Wmn	Hispn Total	Haw/PI Men	Haw/PI Wmn	Haw/PI Total	2+ Men	2+ Wmn	2+ Total	Amlnd Men	Amlnd Wmn	Amlnd Total	White Men	White Wmn	White Total	Protected Classes	
				Min Men	Min Wmn	Min Total																						Total	Total
1997-98	87.7	12.3	100.0	8.6	0.0	8.6	2.5	0.0	2.5	4.9	0.0	4.9	1.2	0.0	1.2							0.0	0.0	0.0	79.0	12.3	91.4	21.0	
1998-99	77.1	22.9	100.0	7.6	3.8	11.4	1.9	1.0	2.9	4.8	1.0	5.7	1.0	1.9	2.9							0.0	0.0	0.0	69.5	19.0	88.6	30.5	
1999-00	82.5	17.5	100.0	8.8	0.9	9.6	1.8	0.9	2.6	7.0	0.0	7.0	0.0	0.0	0.0							0.0	0.0	0.0	73.7	16.7	90.4	26.3	
2000-01	73.5	26.5	100.0	6.2	4.4	10.6	2.7	2.7	5.3	2.7	1.8	4.4	0.9	0.0	0.9							0.0	0.0	0.0	67.3	22.1	89.4	32.7	
2001-02	82.6	17.4	100.0	13.2	4.1	17.4	5.0	1.7	6.6	3.3	1.7	5.0	5.0	0.8	5.8							0.0	0.0	0.0	69.4	13.2	82.6	30.6	
2002-03	77.8	22.2	100.0	12.1	3.0	15.2	4.0	0.0	4.0	7.1	2.0	9.1	0.0	1.0	1.0							1.0	0.0	1.0	65.7	19.2	84.8	34.3	
2003-04	68.0	32.0	100.0	6.8	5.8	12.6	2.9	1.9	4.9	3.9	1.9	5.8	0.0	1.0	1.0							0.0	1.0	1.0	61.2	26.2	87.4	38.8	
2004-05	69.1	30.9	100.0	11.1	6.2	17.3	4.9	0.0	4.9	6.2	4.9	11.1	0.0	1.2	1.2							0.0	0.0	0.0	58.0	24.7	82.7	42.0	
2005-06	75.9	24.1	100.0	3.6	4.8	8.4	0.0	3.6	3.6	2.4	0.0	2.4	1.2	1.2	2.4							0.0	0.0	0.0	72.3	19.3	91.6	27.7	
2006-07	65.3	34.7	100.0	12.6	6.3	18.9	5.3	4.2	9.5	5.3	0.0	5.3	2.1	2.1	4.2							0.0	0.0	0.0	52.6	28.4	81.1	47.4	
2007-08	64.4	35.6	100.0	11.1	11.1	22.2	3.3	6.7	10.0	5.6	3.3	8.9	2.2	1.1	3.3							0.0	0.0	0.0	53.3	24.4	77.8	46.7	
2008-09	69.6	30.4	100.0	11.6	11.6	23.2	4.3	7.2	11.6	5.8	2.9	8.7	0.0	1.4	1.4							1.4	0.0	1.4	58.0	18.8	76.8	42.0	
2009-10	54.3	45.7	100.0	9.9	12.3	22.2	3.7	6.2	9.9	2.5	2.5	4.9	3.7	2.5	6.2							0.0	1.2	1.2	44.4	33.3	77.8	55.6	
2010-11	77.6	22.4	100.0	18.4	4.1	22.4	5.1	0.0	5.1	7.1	2.0	9.2	5.1	2.0	7.1							1.0	0.0	1.0	59.2	18.4	77.6	40.8	
2011-12	66.0	34.0	100.0	19.0	4.0	23.0	4.0	2.0	6.0	11.0	2.0	13.0	3.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	47.0	30.0	77.0	53.0	
2012-13	57.1	42.9	100.0	10.2	8.2	18.4	2.0	3.1	5.1	7.1	3.1	10.2	1.0	1.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	46.9	34.7	81.6	53.1	
2013-14	72.6	27.4	100.0	14.3	6.0	20.2	6.0	2.4	8.3	7.1	2.4	9.5	1.2	1.2	2.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	58.3	21.4	79.8	41.7	
2014-15	65.0	35.0	100.0	12.5	10.8	23.3	1.7	3.3	5.0	9.2	6.7	15.8	1.7	0.8	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	52.5	24.2	76.7	47.5	
2015-16	71.0	29.0	100.0	18.0	15.0	33.0	4.0	7.0	11.0	10.0	3.0	13.0	2.0	3.0	5.0	0.0	0.0	0.0	2.0	1.0	3.0	0.0	1.0	1.0	53.0	14.0	67.0	47.0	
2016-17	65.6	34.4	100.0	7.8	5.6	13.3	1.1	2.2	3.3	5.6	1.1	6.7	1.1	2.2	3.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	57.8	28.9	86.7	42.2	

Historical Summary of Tenure System Faculty

Prtc

Year	TOTAL			MINORITY			BLACK			ASIAN			HISPANIC			HAW/PI			2+			AI/AN			WHITE			Class	Total
	Men	Wmn	Total	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot		
TENURE SYSTEM FACULTY																													
1998	1489	498	1987	188	76	264	58	32	90	99	31	130	22	13	35							9	0	9	1301	422	1723	686	
1999	1479	514	1993	193	84	277	58	33	91	104	34	138	22	15	37						9	2	11	1286	430	1716	707		
2000	1452	525	1977	200	88	288	62	34	96	106	35	141	23	17	40						9	2	11	1252	437	1689	725		
2001	1443	534	1977	213	93	306	64	33	97	116	38	154	24	18	42						9	4	13	1230	441	1671	747		
2002	1403	556	1959	214	100	314	60	33	93	125	44	169	19	18	37						10	5	15	1189	456	1645	770		
2003	1376	568	1944	220	108	328	57	35	92	130	50	180	23	17	40						10	6	16	1156	460	1616	788		
2004	1334	563	1897	225	111	336	58	35	93	131	52	183	26	19	45						10	5	15	1109	452	1561	788		
2005	1331	582	1913	230	119	349	57	45	102	133	50	183	30	19	49						10	5	15	1101	463	1564	812		
2006	1345	616	1961	247	127	374	60	45	105	142	55	197	34	22	56						11	5	16	1098	489	1587	863		
2007	1356	619	1975	258	128	386	57	42	99	154	60	214	35	21	56						12	5	17	1098	491	1589	877		
2008	1366	644	2010	279	136	415	59	38	97	171	71	242	37	22	59						12	5	17	1087	508	1595	923		
2009	1375	658	2033	286	142	428	60	36	96	176	74	250	39	27	66						11	5	16	1089	516	1605	944		
2010	1351	643	1994	288	143	431	54	32	86	175	74	249	43	28	71	2	0	2	1	5	6	13	4	17	1063	500	1563	931	
2011	1320	645	1965	288	149	437	54	37	91	176	75	251	41	28	69	2	0	2	2	5	7	13	4	17	1032	496	1528	933	
2012	1297	648	1945	285	162	447	50	42	92	176	81	257	42	30	72	2	0	2	4	5	9	11	4	15	1012	486	1498	933	
2013	1285	649	1934	292	172	464	49	43	92	178	88	266	49	31	80	2	1	3	4	5	9	10	4	14	993	477	1470	941	
2014	1290	665	1955	305	178	483	49	43	92	188	93	281	51	32	83	2	1	3	4	5	9	11	4	15	985	487	1472	970	
2015	1276	669	1945	312	182	494	49	39	88	191	90	281	55	41	96	2	1	3	5	6	11	10	5	15	964	487	1451	981	
2016	1279	709	1988	324	187	511	50	36	86	201	98	299	58	43	101	3	1	4	2	5	7	10	4	14	955	522	1477	1033	
2017	1286	723	2009	345	199	544	50	35	85	220	109	329	60	44	104	3	1	4	2	6	8	10	4	14	941	524	1465	1068	

Historical Summary of Net Change in Tenure System Faculty

Prtc

Year	TOTAL			MINORITY			BLACK			ASIAN			HISPANIC			HAW/PI			2+			AI/AN			WHITE			Class	Total
	Men	Wmn	Total	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot		
TENURE SYSTEM FACULTY, CHANGE IN NUMBER																													
1998 to 1999	-10	16	6	5	8	13	0	1	1	5	3	8	0	2	2						0	2	2	-15	8	-7	21		
1999 to 2000	-27	11	-16	7	4	11	4	1	5	2	1	3	1	2	3						0	0	0	-34	7	-27	18		
2000 to 2001	-9	9	0	13	5	18	2	-1	1	10	3	13	1	1	2						0	2	2	-22	4	-18	22		
2001 to 2002	-40	22	-18	1	7	8	-4	0	-4	9	6	15	-5	0	-5						1	1	2	-41	15	-26	23		
2002 to 2003	-27	12	-15	6	8	14	-3	2	-1	5	6	11	4	-1	3						0	1	1	-33	4	-29	18		
2003 to 2004	-42	-5	-47	5	3	8	1	0		1	2	3	3	2	5						0	-1	-1	-47	-8	-55	0		
2004 to 2005	-3	19	16	5	8	13	-1	10	9	2	-2	0	4	0	4						0	0	0	-8	11	3	24		
2005 to 2006	14	34	48	17	8	25	3	0	3	9	5	14	4	3	7						1	0	1	-3	26	23	51		
2006 to 2007	11	3	14	11	1	12	-3	-3	-6	12	5	17	1	-1	0						1	0	1	0	2	2	14		
2007 to 2008	10	25	35	21	8	29	2	-4	-2	17	11	28	2	1	3						0	0	0	-11	17	6	46		
2008 to 2009	9	14	23	7	6	13	1	-2	-1	5	3	8	2	5	7						-1	0	-1	2	8	10	21		
2009 to 2010	-24	-15	-39	2	1	3	-6	-4	-10	-1	0	-1	4	1	5						2	-1	1	-26	-16	-42	-13		
2010 to 2011	-31	2	-29	0	6	6	0	5	5	1	1	2	-2	0	-2						0	0	0	-31	-4	-35	2		
2011 to 2012	-23	3	-20	-3	13	10	-4	5	1	0	6	6	1	2	3	0	0	0	2	0	2	-2	0	-2	-20	-10	-30	0	
2012 to 2013	-12	1	-11	7	10	17	-1	1	0	2	7	9	7	1	8	0	1	1	0	0	0	-1	0	-1	-19	-9	-28	8	
2013 to 2014	5	16	21	13	6	19	0	0	0	10	5	15	2	1	3	0	0	0	0	0	0	1	0	1	-8	10	2	29	
2014 to 2015	-14	4	-10	7	4	11	0	-4	-4	3	-3	0	4	9	13	0	0	0	1	1	2	-1	1	0	-21	0	-21	11	
2015 to 2016	3	40	43	12	5	17	1	-3	-2	10	8	18	3	2	5	1	0	1	-3	-1	-4	0	-1	-1	-9	35	26	52	
2016 to 2017	7	14	21	21	12	33	0	-1	-1	19	11	30	2	1	3	0	0	0	0	1	1	0	0	0	-14	2	-12	35	

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TENURE SYSTEM FACULTY, PERCENT CHANGE

Year	TOTAL			MINORITY			BLACK			ASIAN			HISPANIC			HAW/PI			2+			AI/AN			WHITE			Prtc Class Total Total
	Men	Wmn	Total	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	Men	Wmn	Tot	
1998 to 1999	-0.7	3.2	0.3	2.7	10.5	4.9	0.0	3.1	1.1	5.1	9.7	6.2	0.0	15.4	5.7							0.0	-	22.2	-1.2	1.9	-0.4	3.1
1999 to 2000	-1.8	2.1	-0.8	3.6	4.8	4.0	6.9	3.0	5.5	1.9	2.9	2.2	4.5	13.3	8.1							0.0	0.0	0.0	-2.6	1.6	-1.6	2.5
2000 to 2001	-0.6	1.7	0.0	6.5	5.7	6.3	3.2	-2.9	1.0	9.4	8.6	9.2	4.3	5.9	5.0							0.0	100.0	18.2	-1.8	0.9	-1.1	3.0
2001 to 2002	-2.8	4.1	-0.9	0.5	7.5	2.6	-6.3	0.0	-4.1	7.8	15.8	9.7	-20.8	0.0	-11.9							11.1	25.0	15.4	-3.3	3.4	-1.6	3.1
2002 to 2003	-1.9	2.2	-0.8	2.8	8.0	4.5	-5.0	6.1	-1.1	4.0	13.6	6.5	21.1	-5.6	8.1							0.0	20.0	6.7	-2.8	0.9	-1.8	2.3
2003 to 2004	-3.1	-0.9	-2.4	2.3	2.8	2.4	1.8	0.0	0.0	0.8	4.0	1.7	13.0	11.8	12.5							0.0	-16.7	-6.3	-4.1	-1.7	-3.4	0.0
2004 to 2005	-0.2	3.4	0.8	2.2	7.2	3.9	-1.7	28.6	9.7	1.5	-3.8	0.0	15.4	0.0	8.9							0.0	0.0	0.0	-0.7	2.4	0.2	3.0
2005 to 2006	1.1	5.8	2.5	7.4	6.7	7.2	5.3	0.0	2.9	6.8	10.0	7.7	13.3	15.8	14.3							10.0	0.0	6.7	-0.3	5.6	1.5	6.3
2006 to 2007	0.8	0.5	0.7	4.5	0.8	3.2	-5.0	-6.7	-5.7	8.5	9.1	8.6	2.9	-4.5	0.0							9.1	0.0	6.3	0.0	0.4	0.1	1.6
2007 to 2008	0.7	4.0	1.8	8.1	6.3	7.5	3.5	-9.5	-2.0	11.0	18.3	13.1	5.7	4.8	5.4							0.0	0.0	0.0	-1.0	3.5	0.4	5.2
2008 to 2009	0.7	2.2	1.1	2.5	4.4	3.1	1.7	-5.3	-1.0	2.9	4.2	3.3	5.4	22.7	11.9							-8.3	0.0	-5.9	0.2	1.6	0.6	2.3
2009 to 2010	-1.7	-2.3	-1.9	0.7	0.7	0.7	-10.0	-11.1	-10.4	-0.6	0.0	-0.4	10.3	3.7	7.6							18.2	-20.0	6.3	-2.4	-3.1	-2.6	-1.4
2010 to 2011	-2.3	0.3	-1.5	0.0	4.2	1.4	0.0	15.6	5.8	0.6	1.4	0.8	-4.7	0.0	-2.8							0.0	0.0	0.0	-2.9	-0.8	-2.2	0.2
2011 to 2012	-1.7	0.5	-1.0	-1.0	8.7	2.3	-7.4	13.5	1.1	0.0	8.0	2.4	2.4	7.1	4.3	0.0	0.0	0.0	100.0	0.0	28.6	-15.4	0.0	-11.8	-1.9	-2.0	-2.0	0.0
2012 to 2013	-0.9	0.2	-0.6	2.5	6.2	3.8	-2.0	2.4	0.0	1.1	8.6	3.5	16.7	3.3	11.1	0.0	50.0	50.0	0.0	0.0	0.0	-9.1	0.0	-6.7	-1.9	-1.9	-1.9	0.9
2013 to 2014	0.4	2.5	1.1	4.5	3.5	4.1	0.0	0.0	0.0	5.6	5.7	5.6	4.1	3.2	3.8	0.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	7.1	-0.8	2.1	0.1	3.1
2014 to 2015	-1.1	0.6	-0.5	2.3	2.2	2.3	0.0	-9.3	-4.3	1.6	-3.2	0.0	7.8	28.1	15.7	0.0	0.0	0.0	25.0	20.0	22.2	-9.1	25.0	0.0	-2.1	0.0	-1.4	1.1
2015 to 2016	0.2	6.0	2.2	3.8	2.7	3.4	2.0	-7.7	-2.3	5.2	8.9	6.4	5.5	4.9	5.2	50.0	0.0	33.3	-60.0	-16.7	-36.4	0.0	-20.0	-6.7	-0.9	7.2	1.8	5.3
2016 to 2017	0.5	2.0	1.1	6.5	6.4	6.5	0.0	-2.8	-1.2	9.5	11.2	10.0	3.4	2.3	3.0	0.0	0.0	0.0	0.0	20.0	14.3	0.0	0.0	0.0	-1.5	0.4	-0.8	3.4

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Key general points of the mid-semester review, as discussed by the Steering Committee:

- Feedback will be de-identified from students
- Feedback will only be seen by the faculty or the TA (whoever is teaching)
- The report will NOT be used for rating of instructors
- The report is not required but suggested
- AAN will assist with moving this forward and will post templates of mid-semester reports (ie: questions for students) on their website for faculty to access



## **Executive Summary; Mid-Semester Feedback Pilot**

Lyman Briggs College, Spring Semester 2016

Lorenzo Santavicca, President, ASMSU

Since the 51<sup>st</sup> session, the Associated Students of Michigan State University (ASMSU) has advocated for all colleges at MSU to mandate a mid-semester feedback process. As the idea was introduced, a highly encouraged mid-semester feedback process by faculty peers and the Academic Advancement Network would allow for students to evaluate course content and the instructor's pedagogical methods prior to semester end SIRS forms. This would potentially increase student and instructor understanding of roles and course content attainment, as well as increased participation as a result of positive affirmations or changes suggested. An ideal process would be accessible and anonymous to all students, but also kept confidential from the Dean's units or other tenure and promotion mechanisms for faculty.

In the Spring Semester of 2016, Lyman Briggs College (a residential learning community devoted to studying the natural sciences and their impact on society) piloted a mid-semester feedback program. The Dean's Advisory Committee asked faculty to participate in a mid-semester feedback pilot per the request of the Provost and the Dean. The committee convened and discussed standardized questions to be used on the feedback form for the pilot initiative. The suggested feedback questions were compiled by members of the Dean's Advisory Committee, and were submitted to all faculty at the college. The pilot process was conducted prior to Spring Break. Instructors were given the freedom to conduct the survey before, during, or after class.

After Spring Break and near the end of the semester, ASMSU conducted feedback surveys following the piloted initiative to both Lyman Briggs faculty and students. The surveys were sent via email to all students in the college, as well as faculty members, and advertised to be completed by individuals who participated in, or administrated an LBC mid-semester feedback survey within the Spring semester. The surveys were designed to gauge the process and overall reactions from the college that participated in the pilot initiative. A total of **15 faculty members participated** (1 full professor in the tenure system, 3 associate professors in the tenure system, 5 assistant professors in the tenure system, 2 academic specialists, and 1 fixed term instructor). A total of **42 students participated** (22 freshmen, 6 sophomores, 8 juniors, and 5 seniors).

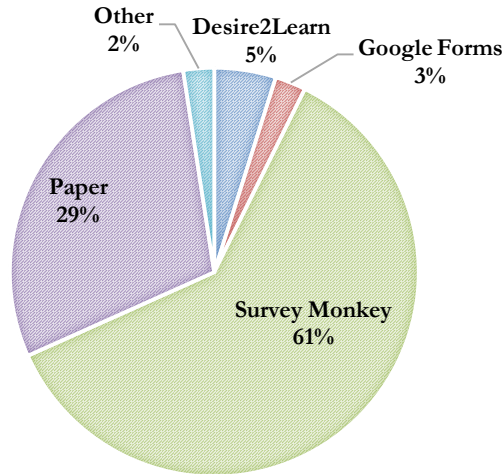
From the responses and feedback on the LBC piloted initiative, ASMSU can conclude that students have indicated a strong desire to see through to the efforts across the university in encouraging a mid-semester feedback process. Encouragement can be solicited through leaders of the colleges (i.e. Deans), Governance (Faculty Senate, COGS) and the Academic Advancement Network. Students believe that their comments related to the pedagogical structure of the class is valued at a higher level, the instructor demonstrates a concerted interest in student feedback, and a collaborative learning structure based on student input is fostered. Similarly, faculty believe this is an opportunity to affirm the current teaching style or structure of their class, and understand differences in learning strategies envisioned by the instructor versus the current strategies pursued by the students. ASMSU recommends a continued implementation with the remaining residential colleges, and then expansion into the larger core and professional colleges.



# STUDENT RESPONSES

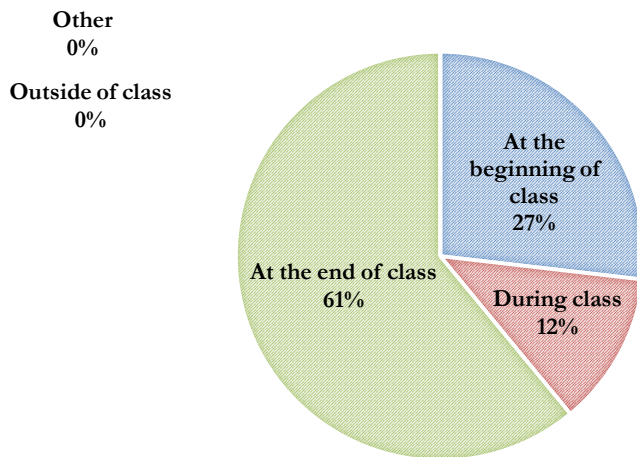


## How did your instructor administer the mid-semester feedback survey?



**Student Response**

## When did your instructor conduct the mid-semester feedback survey?

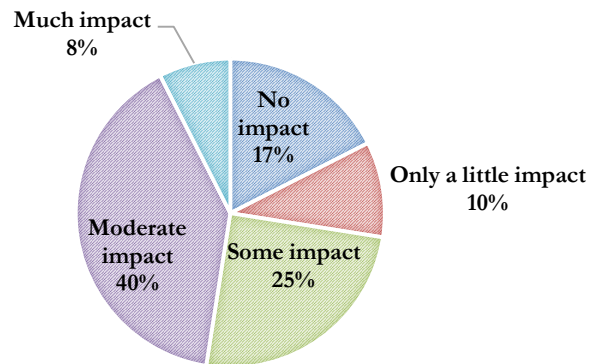


**Student Response**



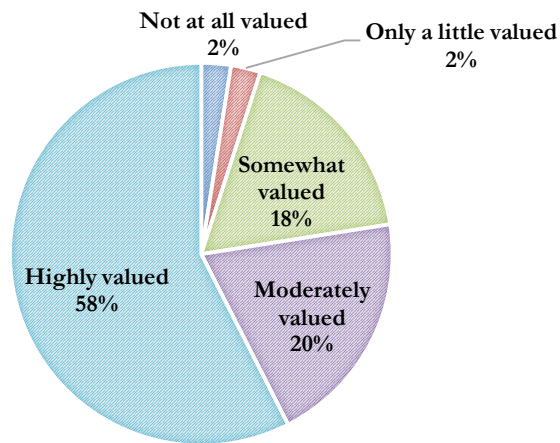


How much impact did your and your classmates' responses on the mid-semester feedback survey have on maintaining or improving your course in the second half of the semester?



**Student Response**

To what extent do you think your instructor valued your and your classmates' responses on the mid-semester feedback survey?



**Student Response**



**STUDENT RESPONSE: What sort of changes, if any, did you see in the second half of your course as a result of the mid-semester feedback survey process?**

None/satisfied with course prior to survey so no recognizable changes made (6 responses)

Change of pace/teaching style; better presentation of the material (4 responses)

Putting PowerPoints up earlier; more visual aids (4 responses)

Asking people to engage in class discussions that haven't previously to speak up

More practice problems; problems at the end of PowerPoints to prepare for exams (3 responses)

More extra credit offered

Due dates of homework were made clearer

**STUDENT RESPONSE: How, if at all, did the mid-semester feedback survey help you better understand your role as a student?**

Helped me realize I had a voice in future improvement of the class (9 responses)

Professor cares about student input (4 responses)

I can help the Professor improve the course, as much as the Professor can help me learn the material

Helped me realize what I can be doing better, rather than placing blame only on the instructor

It didn't (5 responses)

N/A (2 responses)

**STUDENT RESPONSE: How could LBC improve the content and/or administration process of the mid-semester feedback survey?**

Actually implement what students suggest

Possibly do it earlier in the semester.

It was great.

Do it for labs

Emphasize the importance of student debrief

Have a before and after survey

Send out reminders until the professor has had the class do the survey.

Having a follow up to the form explaining what will change.

I think asking more detailed, specific questions would help. Also, telling students weeks or more in advance that they'll eventually be filling out the mid semester feedback survey would help - this would give them time to reflect on what changes they would like to see as class is happening; it was hard for me to think up answers to questions because I wasn't really attending to class in that way in the first half of the semester, if that makes sense.

Allow room for additional comments.

Ask questions that are better catered to the class

Maybe send it earlier or closer to when the survey was done



**STUDENT RESPONSE: How would you suggest the larger MSU community implement a mid-semester feedback survey process?**

Require them online like with SIRS; most efficient this way (9 responses)

Every class should do this (4 responses)

Have all classes do this

Stressing it is not an evaluation of the professor, but suggestions for how to improve the course for the current students.

Promote it as a way to help professors understand their student's needs.

Through surveys online, I suppose. It would be hard to encourage people to participate in them, but I am not sure how else MSU could implement mid semester feedback.

Have them complete it in class or give a deadline

The same way that we did here. Just take the survey and review it so you can make the second half of the semester better

Remind the students it's coming in advance, so they have more time to reflect on the semester so far before they have to write something. I know I blank a lot when it's sprung on me, so I feel others might too.

**STUDENT RESPONSE: Do you have any other comments at this time about the mid-semester feedback survey process?**

I found them useless because no one will change their class halfway through.

One thing that is done in labs is a mid-semester CATME and I think that is very beneficial especially for group work.

It could potentially be a very helpful tool if used correctly

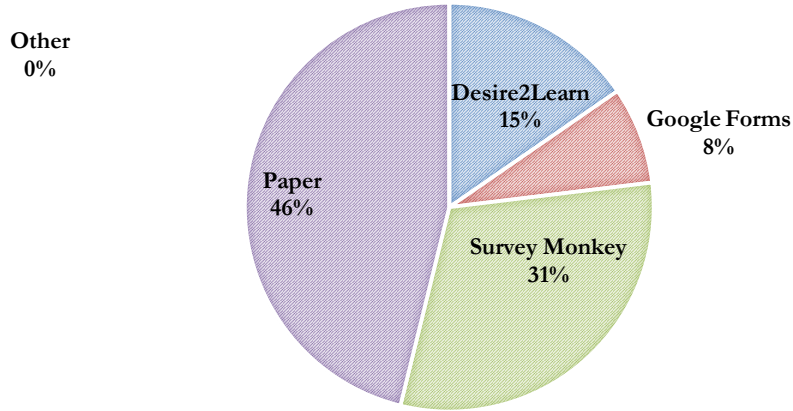
It was very worthwhile.



# FACULTY RESPONSES

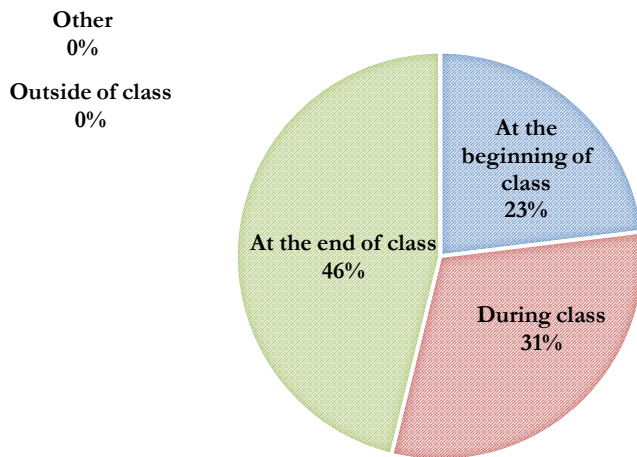


### How did you administer the mid-semester feedback survey?



**Faculty Response**

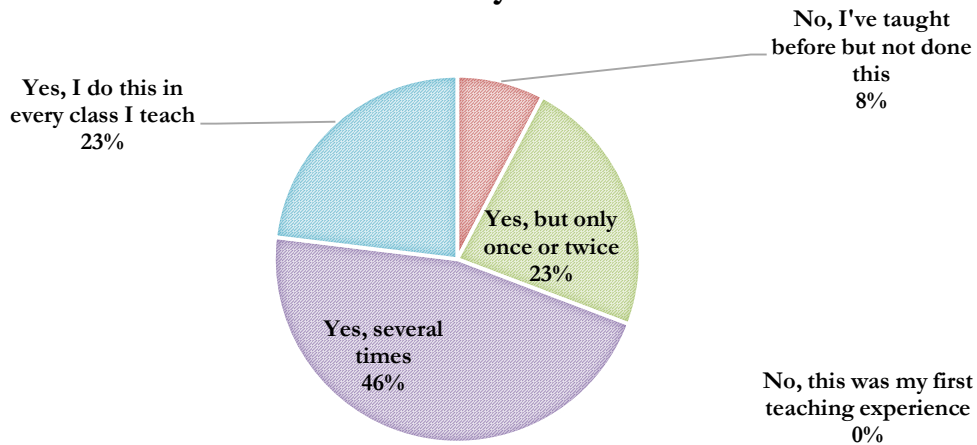
### When did you administer the mid-semester feedback survey?



**Faculty Response**

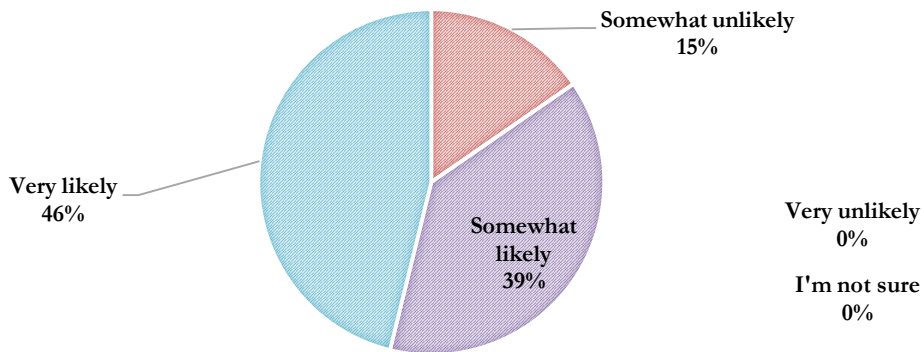


**In past semesters, have you administered some sort of mid-semester feedback survey?**



**Faculty Response**

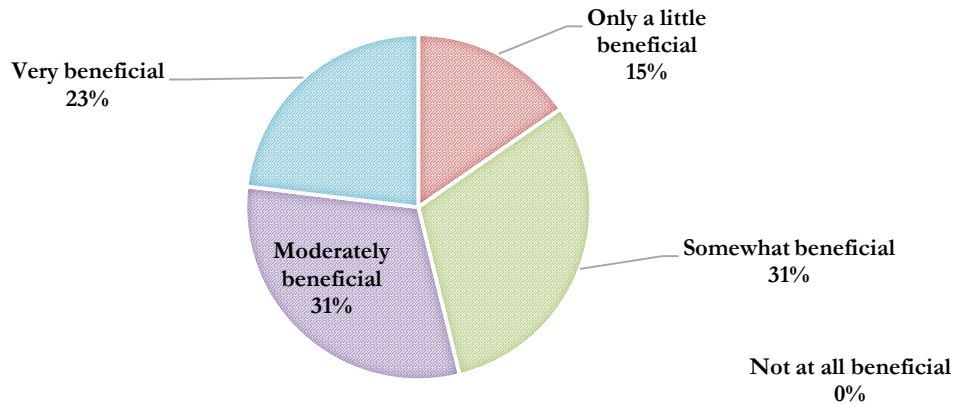
**How unlikely or likely are you to administer this type of standardized mid-semester feedback survey in your LBC classes in upcoming semesters?**



**Faculty Response**

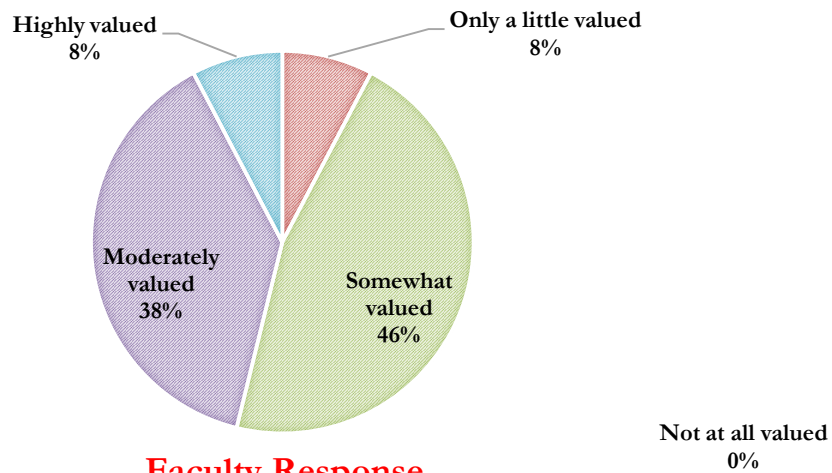


How beneficial were the students' responses on the mid-semester feedback survey for maintaining or improving your course in the second half of the semester?



**Faculty Response**

To what extent do you think your students valued the opportunity to complete the mid-semester feedback survey?



**Faculty Response**



**FACULTY RESPONSE: How, if at all, did the mid-semester feedback survey help you better understand the needs of your students? What sort of changes did you implement in your class as a result of the students' responses on the mid-semester feedback survey?**

I retained some experimental methods and class structures, which I had previously been skeptical about, because of strong positive feedback. After the feedback, we had a nice class conversation about participation and there was a more balanced distribution of participation as a result.

It is principally useful as a retrospective tool, indicating which resources did or didn't work effectively. In one class, it served to identify problematic group dynamics that I was able to ameliorate through the way I designed course activities in the second half.

I altered the discussion format for the class a bit, and I also made a point of making more connections between the course material and current events and news items.

I took the feedback to be very affirming of what I was doing. There were no real surprises, and I did not make any changes. The REAL value, for me, was A) getting the students to do metacognition on their own learning habits and B) having a forum to show them that I care about their feedback

Their feedback was extremely valuable. In particular, I discovered that many of them felt they couldn't keep up with the discussion and didn't have enough opportunities to participate. I doubled my efforts to curb the overachievers and ensure full participation.

They provided a few examples of things that I could easily address. It also gave me the opportunity to explain why some things were not able to be changed.

It didn't. The students were extremely pleased with the course structure (they helped design it), so there were no substantive suggestions as we had been adjusting throughout the course.

I started using only black markers on the white board. This was the only real constructive feedback

The students' feedback was very positive in this spring 2016 class. It is the second time that I taught the course, and I made several changes based in large part on student feedback (mid-semester and end-of-semester) from the first time I taught the course. From the mid-semester feedback I received this time through the pilot LBC/ASMSU survey, it appears those changes had a positive effect on students' learning and satisfaction.

It helped me to understand that the students didn't necessarily have the same strategies for studying for the course that I thought they did. Therefore, I added in information about how students in the course studied for the exam 2 and what it meant for their exam 2 grade.

It was also useful to know what this particular group liked vs didn't like. I wasn't able to make too many changes here because it was a hectic semester, but I did try to give students more choice throughout. For example, polling them to ask if the course should be moving faster or slower for specific topics, etc. They seemed to appreciate that.

I typically use mid-semester feedback to gauge the balance between effort and learning gains for the readings, activities, and assignments completed to date. I found the standardized forms did not support this kind of assessment well because it did not prompt students to evaluate each activity separately but instead required students to recall the elements of the class they wanted to evaluate.

It was too general to be of much help. Mine are much more specific.





**FACULTY RESPONSE: How could LBC improve the content and/or administration process of the mid-semester feedback survey?**

I have no complaints/it was done very well (2 responses)

This survey was somewhat less useful than the survey I normally give around mid-term. The vague, generic questions that initiated the survey meant that by the time my students got to my customized questions, which could have actually helped me address the specific needs of the specific class, they had run out of steam and had little to say. LBC students are over-surveyed, and so these tools need to be short, to the point, and precisely targeted. This survey cut down on the flexibility I previously enjoyed to use a survey that was targeted to the particular content of the course and the particular students in it.

I didn't find the questions about the students' study skills to be particularly enlightening. Most of them said "do the readings before class" and "take notes during class." I think we should either remove these questions OR prime them in some way a few weeks beforehand.

I understand the desire to have this not be used in annual evaluations, however, it would be good if there were some way to identify if a course is completely going off the rails (there was an example of this in Fall 2015, which would have been good to be able to catch earlier). If there is no oversight mechanism, this approach will provide small benefit to most classes (which is highly valuable) but would still miss catastrophes if the instructor just doesn't care.

standardized using Survey Monkey

I'm not sure. It seems like a good process thus far.

I wasn't sure how to best present the mid-semester feedback back to the class. Most students had the same answers, but I never found the time to put all their responses into bar chart format. Instead I polled them again periodically with the clickers to ask what they wanted me to fix in class. Lack of structure is great in an eval so it fits both big lectures and small discussion classes, but I need to learn how to condense this information to be able to a) use it effectively and b) report this information more effectively to students.

I appreciate the guidance LBC gives in presenting the evaluations to students, but I think that guidance on creating my own custom survey would be more useful than the standardized form.

I think the questions are too vague, but each faculty member really needs to write their own questions, tailored to their own courses. Perhaps help or suggestions for this would be better.

**FACULTY RESPONSE: How would you suggest the larger MSU community implement a mid-semester feedback survey process?**

Absolutely/Yes (3 responses)

However they want to; flexibility is good (2 responses)

The notion that a one-size-fits-all tool would be appropriate for all of MSU is deeply problematic. The most effective way to implement midterm feedback surveys would be to make procedures and samples available to instructors and to ENCOURAGE instructors to modify them to fit the needs of their individual classes. At core, this is an issue of academic freedom.

I'm thinking it might be useful to provide a website with a sample of the sort of mid-semester survey that faculty could do and some sample instructions for doing it. And perhaps the Provost's office could send out an email to all the faculty a little bit before the mid-point of the semester to let faculty know about the website with ideas for doing a mid-semester survey. That way faculty wouldn't feel that they had to do the survey, but it would be relatively easy to figure out how to do a survey if they wanted to.

anonymous surveys through D2L seem to work well.

It might be better to have suggested mid semester feedback forms that faculty can choose from, but also allow instructors to create their own surveys as desired. For example, a small discussion class might use the form from this year, but a large lecture class could choose a form that has structured responses (i.e.,



what are some strategies or techniques you used to help you learn. select as many as apply: a) hw, b) lecture notes, c) exams, d) book, e) tweak these for your course as you see fit, f) other \_\_\_\_\_). This way, in a large lecture class I can share the results with my students more easily without wasting time tallying results, but can still leave room for creativity in the "other" categories and open ended responses. It would be ideal to leave the process as flexible as possible.

I would suggest that it remain optional and that the standardized survey be considered a "template" or "example" rather than an unchangeable standard.

**FACULTY RESPONSE: Do you have any other comments at this time about the mid-semester feedback survey process?**

Find a way to make sure that everybody does every semester. It's important.

Every effort must be made to ensure that the data generated from these surveys are never collected, and are never seen by anyone other than the instructors administering them. If the data exist, someone WILL find a way to use them as a benchmark or evaluation tool, and at that point their utility to instructors will be lost. To be honest, I find this whole exercise troubling. I had a well thought-out system in place that allowed me to tailor short, effective surveys to the needs of particular courses--courses with very different content, assignments, readings, and, most importantly, classes composed of very different INDIVIDUALS. This standardization effort has watered that system down. Forcing a generic, tepid tool on the MSU community will mean that instructors will treat this only as another box they have to check to make nice with the bureaucracy, and mid-term evaluations should be an instructor resource, not a box-checking exercise. The recommended procedures and best practices are good, and should be distributed widely, but I'd hope ASMSU would do everything in its power to ensure instructors maintain MAXIMUM flexibility in the type of surveys they administer.

I think it was great. For whatever reason, though, I analyzed the results a lot later than I usually do. I'd like to administer it sooner (middle of February) and have fewer obligatory questions. (There's a lot that I'd like to know from them, as well, but the form can quickly be overwhelming.

Personally, I'd like to see a question on the final course evaluation that addresses the question of if the instructor addressed mid-semester student concerns. Note, that this would not inherently require changes by the faculty member per say, but could simply be that they pointed out why certain issue (pace of course for example) could not be changed during the semester. In some cases changes, may well happen in response to the student comments.

## MEMO

To: ASMSU

From: UCGS

Date: November 30, 2017

The Associated Students of Michigan State University (ASMSU) requested feedback from University Committee on Graduate Studies (UCGS) on their proposal to implement a mid-semester feedback process. The ASMSU proposal was reviewed and discussed by the UCGS Graduate Instruction, Employment and Mentoring Subcommittee and also by the full UCGS on two occasions (October 9, 2017 and November 6, 2017). The Subcommittee and UCGS also reviewed the survey instrument and the feedback from the Spring 2016 pilot test.

Based on discussions of the GIEM Subcommittee and the full UCGS committee, we have the following comments and suggestions.

- UCGS recognizes the potential usefulness of a process to gather mid-semester feedback
- UCGS does not support a mandated mid-semester feedback process.
- UCGS does support a recommended mid-semester feedback process in which guidance is provided by the Academic Advancement Network and/or the College of Education. Such guidance could include a discussion of best practices, a set of validated survey questions from which instructors could choose, and implementation guidance.
- UCGS recommends that ASMSU gather feedback from graduate students, including graduate student teaching assistants, to understand the implications of this proposal for graduate TAs.

Finally, UCGS recommends that mid-semester feedback surveys be considered as part of the overall discussion of the use of SIRS as a performance evaluation tool. The Ad Hoc committee evaluating the use of SIRS is tasked with considering the use of SIRS versus other evaluation tools, and as such, the recommendations of this Ad Hoc committee will be relevant in understanding the validity of tools such as mid-semester feedback surveys as compared to other methods of evaluation.

**MEMORANDUM**

To: The University Steering Committee  
Copied: ASMSU, UCGS, UCFA, Academic Governance  
From: University Committee on Undergraduate Education,  
Richard J. Miksicek (Ph.D.), Chair  
Date: January 5, 2018

Feedback was requested from the ASMSU on their proposal to implement a mid-semester feedback process. The ASMSU proposal was reviewed and discussed by the full UCUE committee on November 17, 2017 after circulation of the ASMSU Executive Summary containing information about the survey instrument and feedback from the Spring 2016 pilot undertaken by Lyman Briggs College. A variety of issues were discussed:

- pros and cons of an additional, broader follow-up study, expand to include the other residential colleges (RCAH, James Madison) in addition to LBC
- recommended timeline for broader implementation
- preferred feedback platforms (D2L, Qualtrix, etc.)
- importance of anonymity and challenges to maintaining anonymity in certain course formats (e.g., small enrollment courses, recitation sessions, one-on-one instructional situations in music, performance, and studio arts).
- issues with pseudo-quantitative ratings based on use of Likert scales
- difficulty in crafting standardized questions applicable to different course formats, large vs small enrollment courses, lecture vs lab, etc
- inability to determine whether or not collecting mid-semester feedback actually improves course and teaching outcomes; should an additional pilot be run in which parallel sections (with and without mid-semester feedback) are compared using end-of semester SIRS results as an outcome measure
- formal or informal mid-semester feedback efforts already exist in some colleges, especially the professional colleges undergoing curricular revision
- potential value of using faculty liaisons within programs and departments to “champion” use of mid-semester feedback



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# MICHIGAN STATE UNIVERSITY

Based on these discussions, UCUE voted to endorse the following consensus recommendations:

- 1) Mid-Semester Feedback represents a “best practice” that is already being utilized voluntarily by many units; adoption by other units should be encouraged, but not required
- 2) Rather than imposing an institutionalized, one-size-fits-all solution to implement Mid-Semester Feedback for all types of instruction, this should be a voluntary practice, with specifics (including questions and platforms) that are left to the discretion of the individual instructor
- 3) The institutional goal should be to build and foster a culture among MSU faculty for soliciting student feedback early in the semester when there remains sufficient time to implement corrective measures
- 4) The best way to encourage broader adoption of this practice may be to develop one or two easy-to-adopt templates to anonymously solicit mid-semester feedback
- 5) UCUE suggests scaling down the questions from five to two, and possibly to solicit only open-ended feedback and forgo a system for quantitatively or qualitatively rating courses and instructions. The focus should be on improving student learning:

- As a student, what could you do in the remainder of the semester to help you learn more effectively?
- As an instructor, what could I do in the remainder of the semester to help you learn more effectively?

The following motion was proposed, seconded, and endorsed by the full UCUE committee:

“UCUE has reviewed and supports the program that ASMSU is promoting and suggests that it be expanded University wide, with the creation of a sample template of feedback questions suitable for large and small class settings.”

UCFA Mid-semester feedback.

At its meeting of 10/17/2017, the UCFA heard a presentation of the report of Lyman Briggs College's Mid-Semester Feedback project from Ewurama Appiagyei-Dankah, ASMSU Vice President for Academic Affairs.

The discussion that followed did not lead to a formal motion and resolution, but a consensus emerged as follows:

1. The UCFA recognized the value of mid-semester feedback for improving instructional methods, in both the short and long-term
2. Since its usefulness depends in some part on the methods of instruction being used, and so may vary from course to course, its use should be encouraged as appropriate, rather than required.
3. That since it is not designed to evaluate the quality of teaching, forms and processes specific to this purpose will also be needed, as may be recommended by the SIRS Ad Hoc Panel convened by the Steering Committee.