

Student Evaluation of Teaching Task Force

Final Report and Proposal

February 9, 2012

Executive Summary

At the time the article by Cashin (1999) was prepared, the ERIC database indicated 2,175 articles on Student Evaluation of Teaching (SET). Two general themes, or camps, rose from these articles. The first camp argues that SET forms (or Student Assessment of Teaching (SAT) forms) can provide reliable information regarding the effectiveness of teaching IF the items posed are valid and reliable. Literature in the second camp repeatedly demonstrates, qualitatively as well as quantitatively, that SET responses can be swayed by more than just the effectiveness of teaching. However, in many of these second camp articles, the forms used to assess teaching performance may have lacked the necessary proof of validity or reliability. In fact, those in the first camp, by their caveat clearly recognize that poorly developed tools lead to poorly correlated results. Obviously, there are many implications to using assessment/evaluation tools of indeterminate validity and/or reliability. The concerns are exacerbated if, as reported extensively in the literature to be the situation at many institutions of higher learning, that teaching performance is either weighed solely, or very heavily, on responses to these flawed tools. If comparisons are made to college averages, this could lead to perverse incentives and/or discourage innovation in teaching. Neither are ideal for student learning.

So, has Oregon State University's SET been demonstrated to be valid and reliable? If not, should it be tested? If tested and deemed invalid, should a new SET form be developed? These were primary concerns of the Faculty Senate Executive Committee that commissioned the Student Evaluation of Evaluation Task Force. However, before those questions could be properly answered, the Task Force identified a few other issues to be considered.

The first issue, based on a general agreement in the literature, is that *evaluation* of teaching should be a final step of a problem conducted by a supervisor and based upon multiple forms of input. Therefore, student input (as with peer input) should be based upon an *assessment* of teaching, not an evaluation of teaching. What is the difference? In broad terms, an assessment consists of responding to an item with answers such as strongly agree, agree, disagree and strongly disagree. Evaluation asks for ratings such as excellent, very good, good, satisfactory, fair, poor. The problem with evaluations is a difference in value construct among the different parties (student, faculty and administrators) as well as different value constructs within a party (i.e. between different students in the same class).

The second issue is the timeframe that the current evaluations are conducted. Because the current SET forms are administered at the end of the term, students are asked to provide input that will have little or nothing bearing on them. By design, OSU's current SET

forms provide summative information, not formative information. Formative information is gained at least once during the term so that faculty can make timely changes to their courses, when the students still can benefit from such changes.

The third issue stems from the wide variety in disciplines (e.g. engineering, language, women studies, etc.) and in the types of classes/courses (e.g. lecture, laboratory, seminars, online) offered at OSU. How, given the diversity of the programs, faculty and students, could a single form with a fixed set of items be an ideal tool to aid faculty in improving their teaching?

Members of the task force, with a membership composed of administrators, faculty, instructors, and students, met essentially weekly for over two years to develop a tool to improve student learning by providing faculty with input necessary to improve their teaching. Although membership has changed over the two-year period, there has been continued consensus of the Task Force to develop a tool based on assessment rather than evaluation, formative rather than summative, and flexible rather than constrained. Starting with an idea of what measures of teaching and learning the committee felt that faculty and students deemed appropriate, a bank of items were identified from a catalog of proven student rating items provided in *Developing a Comprehensive Faculty Evaluation System*, by Raoul A. Arreola (2007). Because all items were presented in a summative fashion, many items were reworded to make them formative in nature. Each item, located under one of five major categories, was then subcategorized. To allow flexibility in what is to be measured, the faculty member identifies the items under the various categories to pose. As the formative assessment is to be conducted online, a textbox will be made available to the student to provide context to their rating of a particular item. It is the ultimate goal of this proposed tool to provide each faculty member with a menu of items from which they pick to gain the feedback most valuable for them to improve the course they are currently teaching.

The proposal of the SET Task Force is to implement a flexible, formative student assessment of teaching tool (SAT) in place of the current summative student evaluation of teaching form (SET), with the idea that a more comprehensive, diverse, summative evaluation of teaching be implemented as part of the annual review process. As part of the annual review process faculty would be expected to discuss the frequency and type of formative assessments conducted in each class as well as what actions were taken to improve their teaching. As a final note of critical importance, because formative assessments identify deficiencies in classroom instruction, responses should be *solely* under the control of faculty. However, to prove that assessments were in fact conducted, it is recommended by the SET Task Force that administrators have access to a list of the items used in each assessment and the timeline/frequency that the assessment were conducted.

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DRAFT

1. Charge for SET Task Force

Charge: Student Evaluation of Teaching Task Force

Background/Context: For a majority of OSU faculty members who have teaching responsibilities, annual performance evaluations, promotion and tenure decisions, and post-tenure reviews are based, in part, on an evaluation of their teaching. As required by OAR 580-021-0135, “appropriate student input” shall be included in the evaluation process. The current student evaluation of teaching (SET) form is one means of input. The SET form provides a measurement (numeric data) from which supervisors and P&T committees make an evaluation or judgment about teaching effectiveness. Since the currently employed SET forms were enacted, additional research has been conducted on the purpose, validity, and reliability of these types of assessment tools. Therefore, to assure that OSU’s process and approved forms for student input on teaching are the most current and most effective, a review of our current form and processes is in order.

Task Force Charge:

- Identify the university values in teaching expectations.
- Compare and contrast the advantages and disadvantages of the student assessments of teaching (SAT) and student evaluations of teaching (SET) as a means of acquiring student input.
- If SET forms are deemed most appropriate, assess, using informed psychometrics, the validity and reliability of the current SET form and recommend changes as needed.
- If SAT forms are deemed most appropriate, consider new forms and provide recommendations.
- Assess the role of student input forms on teaching effectiveness and make recommendations for consistent use of the form in teaching evaluations across academic units.

Items to be considered:

- Identify any correlation between the current SET scores with expected and received grades or with other inherent biases.
- Survey students to determine their perceived use and value of the SET form.
- Identify factors to be considered in using student input scores, such as number of years of teaching experience, size of class, type of class, level of class, etc.
- Involve a consultant experienced in faculty assessments early in the process
- Identify possible coordination or links between the SET or SAT and the Learning Outcomes Assessment process of the academic units.

Committee composition and Timeline: The task force will consist of the Director of Academic Planning and Assessment, one member selected by the Provost, and four committee members selected by the Faculty Senate Executive Committee from volunteers of the teaching faculty. The committee’s findings will be presented at the December 2009 Faculty Senate meeting. The committee’s recommendations will provide guidance for (1) potentially updating or replacing the existing student input forms and (2) developing guidelines for use of the student input forms in annual performance and post-tenure review of faculty and in the tenure and promotion process.

2. Presentation to Faculty Senate

Student Evaluation of Teaching Task Force

Final Report and Proposal

Presented to OSU Faculty Senate

February 9, 2012

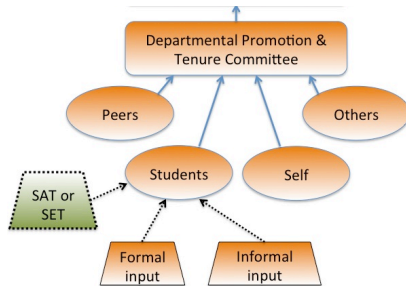
1

Why Conduct SET?

- Improve both teaching and learning
- Provide students a voice in assessment of instruction/faculty
- Meet state OAR 580-021-0135 (3) requirements, which do not specify the current format:
"Specific provision shall be made for appropriate student input into the data accumulated as the basis for reappointment, promotion, and tenure decisions, and for post-tenure review. Sources of such input shall include, but need not be limited to, solicitation of student comments, student evaluations of instructors and opportunities for participation by students in personnel committee deliberations."

2

SET Role in Faculty Review



3

Charge for SET Task Force

- Evaluate current SET system
- Recommend changes aimed at the improvement of teaching

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Additional Items to be Considered

- Survey students
- Identify inherent biases
- Identify mitigating factors (years of teaching experience, size of class, type of class, level of class, etc.)
- Identify links between SET ratings and Learning Outcomes Assessment

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Problems with Current SET Form

- Summative feedback comes too late
- Require value constructs (excellent, etc.), which tend to vary between students
- Global/overall ratings (#1 and #2) ignore complexity of teaching
- May be influenced by situational factors
 - Inherent bias (diversity and legal implications)
 - Reduces correlation with learning
- Inconsistent use in faculty evaluation
 - Discourages innovation
 - Creates perverse incentives

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Task Force's Goals for Assessment Tool

- Focus on improving teaching
- Focus on elements that affect student learning
- Employ a formative approach
- Allow for evaluation of diverse teaching methods and philosophies
- Provide a flexible system that faculty can adapt to their course

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An Assessment Tool Should . . .

- Permit feedback during the term, when it's helpful to the class
- Allow instructors to choose items
- Limit access to the data to discourage misleading and invidious comparisons
- Address factors that affect learning (e.g., course design, classroom environment, materials)

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What the Task Force Learned

- From students:
 - Expect confidentiality
 - Like the idea of formative feedback
 - Don't know why student evaluations of teaching are conducted or how information is used
- From administrators:
 - Express a need for summative information

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What the Task Force Learned

- From faculty:
 - Worry about inconsistent use of scores in current system
 - Have concerns about variability in value constructs
 - Doubt the validity of a single instrument for such a wide range of class types
 - Appreciate customization of proposed feedback

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Proposed Formative Categories

- Instructional design
 - Objectives
 - Exams and assignments
 - Materials and resources
- Engaging learning
 - Learning activities
 - Classroom environment
 - Extended engagement
- Instructional assessment
 - Fairness
 - Helpfulness
 - Opportunity to demonstrate knowledge

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Proposed Formative Categories

- Self-reported course impact on the student
 - Motivation
 - Cognitive expansion
 - Skill development
- Alternative and supplemental teaching/learning environment
 - Laboratory and discussion
 - Clinical
 - Seminars
 - Team teaching
 - Field trips
 - Studio

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Play movie now

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Options for Current Items #1 & #2

- Summative in nature
- Would not be mandated

Current Item	Available Alternative
1. The course as a whole was... (poor, fair, ... excellent)	I would recommend this course. (strongly agree, agree, disagree, strongly disagree)*
2. The instructor's contribution to the course was...	I would recommend this teacher to a fellow student.**

* Formative item is under >Self-reported impact on the student>Motivation>Item #1
** Formative item is under >Self-reported impact on the student>Motivation>Item #14

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Proposal

- Change to a formative assessment tool
- Create a fully customizable instrument
- Rename "Student Assessment of Teaching" (SAT)
- Deploy online
- Allow teachers control of items used, timing/frequency, and access to data
- Report which items were used and when to administrators, but not results
- Include discussion of how faculty respond to SAT data to improve teaching in Periodic Review of Faculty (PROF) process

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The SET Task Force Membership

- **Members (2009-present)**
 - Henri Jansen (Science)
 - William Loges (Liberal Arts)
 - Deborah Pence, *Chair* (Engineering)
 - Juan Trujillo (Liberal Arts)
 - Beth Valentine (Veterinary Medicine)
 - Kenneth Winograd (Education)
 - Christopher Wolsko (Cascades Campus)
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 - LJ Duey, Undergraduate student (University Exploratory Studies)
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 - Joshua Keady, Undergraduate student (Business)
 - Susie Leslie (Academic Planning and Assessment)
 - Travis Margoni, Graduate student (Liberal Arts)
 - Peter Saunders (Center for Teaching and Learning)
 - Nancy Staton Barbour, Graduate student (Women Studies)

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Acknowledgements

- Faculty Senate Presidents and Executive Committees (2009-2010, 2010-2011, 2011-2012)
- Faculty Senate Promotion and Tenure Committee (2010-2011)
- CollegeNET
- Vickie Nunnemaker (Faculty Senate)
- Catherine Williams (Enterprise Computing Services)
- Angelo Gomez & Anne Gillies (Office of Equity and Inclusion)
- Sue Helback (College of Education)
- Faculty, staff and students for their input

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3. Proposed Formative Assessment Items

Below is an outline of the categories (A, B, C) and subcategories of items (i, ii, iii) to help faculty/teachers identify items useful for gaining student feedback. Following the outline of categories is a categorized list of items proposed for use by faculty/teachers.

Rather than relying on responses from students with different value constructs (excellent, very good, etc.), students will respond to the proposed items with one of four assessments: Strongly agree, Agree, Disagree, Strongly disagree. Because the tool is, by design, flexible and formative the need for a neutral or not applicable assessment should no longer apply.

It is envisioned by the Task Force that students will be able activate, from a dropdown menu, a text box to provide comments regarding their assessment of a particular item. Such an option was assured by a team from CollegenET, the service provider for the current online SET forms.

It is proposed that faculty would conduct at least one assessment per course per term. Based on conversations with a team from CollegenET, once a set of items has been selected for a particular course, it could be saved for use in future courses and/or terms.

- A. Instructional Design
 - i. Learning Objectives
 - ii. Assignments and Exams
 - iii. Resources and Materials
- B. Engaging Learning
 - i. Learning Activities
 - ii. Classroom Environment
 - iii. Extended Engagement
- C. Instructional Assessment
 - i. Fairness
 - ii. Helpfulness
 - iii. Opportunity to Demonstrate Knowledge
- D. Self-reported Course Impact on the Student
 - i. Motivation
 - ii. Cognitive Expansion
 - iii. Skill Development
- E. Alternative and Supplementary Teaching/Learning Environment
 - i. Laboratory and Recitation
 - ii. Clinical and Professional Training
 - iii. Seminars
 - iv. Team teaching
 - v. Field trips
 - vi. Studio

A. Instructional Design

Learning Objectives

1. The teacher makes me aware of the current problems in this field.
2. The course adapts according to student needs.
3. I have been informed of the direction the course is taking.
4. The teacher does NOT provide a sufficient variety of topics.
5. Too much material is covered in this course.
6. The teacher does NOT combine theory and practical applications.
7. Relationships between course concepts are made clear.
8. Course concepts are communicated in a logical manner.
9. Course objectives are clear.
10. The teacher defined realistic objectives for the student.
11. Objectives have been stated for each unit in the course.
12. The objectives of this course should be modified.
13. The teacher's expectations have NOT been clearly defined.

Assignments and Exams

1. The _____ [assignment] should be modified.
2. The assignments are too challenging.
3. The assignments expose me to diverse approaches to solving problems.
4. The assignments provide an opportunity to show what I have learned.
5. The exams provide an opportunity to show what I have learned.
6. The assignments are appropriate to the aims and objectives of the course.
7. The exams are appropriate to the aims and objectives of the course.
8. There are too many assignments.
9. There are too many exams.
10. There is too much material covered on exams.
11. The exams occur at appropriate intervals.
12. I have enough time to complete assignments.
13. I have enough time to complete exams.
14. I learn from doing the assignments.
15. Directions for the assignments are clear.

Resources and Materials

1. I have the academic preparation to understand the course material.
2. The course materials are understandable.
3. The course materials expose me to diverse approaches to solving problems.
4. The course content is up-to-date.
5. The course materials are appropriate to the aims and objectives of the course.
6. I am able to keep up with the amount of course material.
7. I find the assigned readings too difficult.
8. The course resources made available help me meet the aims and objectives of the course.
9. The course materials are easy to understand.
10. The course materials stimulate critical thinking.
11. The _____ [course materials] provide useful background for the lectures.
12. The course would be improved by adding a laboratory/recitation section.

B. Engaging Learning

Learning Activities

1. The teacher clarifies complex sections of the material.
2. The _____ [assignment/activity] stimulated my thinking.
3. The teacher's teaching methods are effective.
4. The teacher emphasizes fundamental concepts in the course material.
5. The _____ [teaching method] is effective.
6. The audio/visual aids (charts, movies, slides, etc.) used are effective in helping me learn.
7. The teacher is attempting to cover too much material.
8. The teacher emphasizes the importance of understanding course concepts.
9. The teacher stresses important points in discussion.
10. Teacher presentations are well organized.

Classroom Environment

1. The teacher motivates me to do my best work.
2. The teacher stimulates class engagement.
3. The teacher is concerned with whether or not I learn the material.
4. The teacher gives clear explanations of concepts.
5. The teacher's answers to students' questions are helpful.
6. The teacher seems genuinely interested in what he/she is teaching.
7. The teacher provides examples that relate to my experiences.
8. The teacher treats students fairly regardless of their background or identity.
9. The teacher treats students fairly regardless of their academic background.
10. The teacher provides me with a safe environment in which to speak.
11. This course accommodates the needs of students with disabilities.
12. The teacher treats students with respect.
13. The teacher invites student viewpoints.
14. The teacher is knowledgeable about the subject.
15. The teacher is fair to students.
16. The teacher is well prepared for each class.
17. The teacher did NOT welcome impromptu class discussions.
18. Students have an opportunity to ask questions.
19. The teacher is enthusiastic about the course material.
20. The teacher does NOT pay attention to the students while lecturing.
21. The teacher does NOT write legibly on the blackboard, papers, etc.
22. I was unable to understand the teacher.
23. The teacher is audible.
24. The teacher fails to address the relevance of _____ [assignment/activity] to people like me.

Extended Engagement

1. The _____ [assignment/activity] stimulated my thinking outside of the classroom.
2. The teacher encourages independent thought.
3. The teacher demonstrates how the course is related to real life situations.
4. The teacher stimulates intellectual curiosity.
5. My experiences in the classroom pique my interest in the subject.

C. Instructional Assessment

Fairness

1. The teacher clearly explained the grading system.
2. The procedure for grading is fair.
3. Laboratory work is given appropriate weight in calculation of my final grade.
4. The teacher's evaluation of my performance is fair.
5. My grades accurately reflect my performance in the course.
6. Exams are appropriate for the amount of time allotted to complete them.

Helpfulness

1. Results of the exams allow me to assess my understanding.
2. Results of the assessment activities allow me to assess my understanding. The teacher's evaluation of my performance is helpful.
4. Assessment activities clearly address course learning outcomes.
5. Exams clearly address course learning outcomes.
6. The most recent exam was worded clearly.
7. The most recent assessment activity was worded clearly.
8. The teacher provides helpful critiques of my written work.
9. The teacher returns assignments quickly enough to benefit me.
10. The teacher does NOT provide sufficient opportunities for self-evaluation.
11. The teacher offers specific suggestions for improving my work.
12. The teacher informs me of my progress.
13. Course objectives are reflected in the assignments and exams.

Opportunity to Demonstrate Knowledge

1. Success on the exams requires conceptual understanding of the material.
2. Success on the assessment activities requires conceptual understanding of the material.
3. Exams require understanding rather than memorization.
4. Assessment activities require understanding rather than memorization.
5. Exams allow me to demonstrate my ability to reason.
6. Assessment activities allow me to demonstrate my ability to reason.
7. Exams reward original thought.
8. Assessment activities reward original thought.
9. The course activities provide me an opportunity to demonstrate what I have learned.
10. I liked the combination of different types of questions on the most recent exam.

D. Self-Reported Course Impact on Student

Motivation

1. I would recommend this course.
2. I discussed course related topics outside of class.
3. I participate in class discussions.
4. I am performing to my potential.
5. I will seek extra help from the teacher if I need it.
6. This course makes me look forward to taking additional courses in this field.
7. I hesitate to ask questions in this course.
8. I am more motivated to take responsibility for addressing problems within this field.
9. I am motivated to read more on the subject.
10. I am becoming more interested in the subject matter of this course.
11. I am developing skills needed by professionals in this field.
12. I am having trouble remaining attentive in this class.
13. I enjoy coming to class.
14. I would recommend this teacher to a fellow student.

Cognitive Expansion

1. This course challenges me intellectually.
2. The course helps me to become a more critical thinker.
3. I am learning how to identify central issues in this field.
4. I exercised analytical thinking on _____ [assignment/activity].
5. The course is helping me to think more creatively.
6. I am developing a better understanding of multiple perspectives on the ideas in this course.
7. I am developing a greater awareness of problems within society.
8. I am able to apply the concepts in this course to other situations.
9. I am developing an understanding of concepts in this field.
10. Attending this class is important to my understanding of the material.
11. For this course, I use my available study time effectively.

Skill Development

1. I am developing the ability to solve problems in this field.
2. I have become more competent in _____ [learning outcome].
3. I am improving my ability to communicate clearly about the subject.
4. I now feel able to communicate course material to others.
5. The course gives me skills that will be directly applicable to my career.
6. I am developing an ability to evaluate new work in this field.

F. Alternative and Supplementary Teaching/Learning

Laboratory and Recitation

1. The laboratory has adequate facilities.
2. The laboratory/recitation teacher adequately prepares me for the material covered.
3. The laboratory increases my laboratory skills.
4. The laboratory/recitation section is a valuable part of this course.
5. The laboratory/recitation teacher is available during the entire laboratory/recitation period.
6. The laboratory/recitation teacher helps me apply theory to solve problems.
7. The laboratory/recitation teacher uses the lab/discussion time effectively.
8. The laboratory/recitation teacher is prepared.
9. The laboratory/recitation teacher clearly explains the experiments and assignments.
10. The laboratory/recitation quizzes cover material appropriate to the aims and objectives of the course.
11. The laboratory equipment was ready for me to use.
12. The laboratory equipment is reliable.
13. The laboratory/recitation section is well integrated with the course.
14. My laboratory/recitation work is given appropriate weight in the formulation of final grades.
15. There is ample opportunity to ask questions in the laboratory/discussion section.
16. The laboratory/recitation section clarifies lecture material.
17. The laboratory section covers more activities than can be completed.
18. The laboratory teacher relates lecture material to practical situations.
19. The laboratory objectives relate the material to practical situations
20. The laboratory/recitation teacher deals fairly with students.
21. The laboratory/recitation teacher evaluates my work quickly enough to benefit me.
22. The laboratory experiments are effective in helping me learn the material.

Clinical and Professional Training

1. The clinical setting is a valuable part of this course.
2. The instructor helps me develop good clinical techniques.
3. The instructor provides useful feedback regarding my techniques of physical examination.
4. My university supervisor provides useful feedback regarding my teaching.
5. The university supervisor is NOT helpful when I have questions about my teaching.
6. The university supervisor has adequate background knowledge.
7. The instructor provides useful feedback regarding my clinical interactions.
8. The instructor is NOT helpful when I have questions concerning patient care.
9. The instructor is NOT helpful when I have questions concerning client care.
10. The instructor's questions in clinical discussions are thought provoking.
11. The instructor provides useful feedback regarding my interviewing skills.

Seminars

1. The seminar is an environment that allows me to learn from other students.
2. The seminar leader facilitates inquiry.
3. The seminar leader invites everyone's views in the discussion.
4. The seminar enhances my critical thinking.
5. The seminar enhances my communication skills.
6. I think about the course concepts outside of seminar.
7. I do NOT adequately prepare for this class.

Team Teaching (serial as well as collegial team environments)

1. Instruction is well coordinated among the team members.
2. Team teaching in this course helps me meet the course's objectives.
3. Team teaching in this course is effective for me.
4. Team teaching in this course results in too much repetition.
5. Team teaching in this course results in too much contradictory information.
6. The team of teachers respects one another.
7. Team teaching in this course provides me with different perspectives into course material.
8. The team members demonstrate how to discuss academic differences respectfully.

Field Trips

1. The field trips were well planned.
2. The field trips fit in with the course objectives.
3. The field trips offer insights beyond what the lectures and/or readings provide.
4. The course would benefit from the inclusion of a field trip.
5. The field trips provide useful learning experiences.
6. The timing of the field trips was good.
7. The field trips were worth their cost.

Studio

1. The studio has adequate facilities.
2. Working in the studio increases my skills.
3. Work in the studio is a valuable part of this course.
4. The instructor clearly explains studio assignments.
5. The studio equipment is ready for me to use.
6. The studio equipment is reliable.
7. The work I do in the studio is given appropriate weight in the formulation of final grades.
8. There is ample opportunity to ask questions in the studio.
9. There is not enough time to do all the studio work this course requires.
10. The studio instructor deals fairly with students.
11. The studio instructor evaluates my work quickly enough to benefit me.
12. The studio assignments are effective in helping me learn the course material.
13. My responsibility for maintaining the studio and its equipment is clearly explained.
14. The hours the studio is available are sufficient for me to complete my assignments.

4. Proposal to Faculty Senate

In lieu of the current Student Evaluation of Teaching (SET) form, a new Student Assessment of Teaching (SAT) tool is proposed.

The advantages of the SAT over the SET are:

- i. Formative: feedback is solicited during the term when it is most helpful to both students and faculty
- ii. Flexible: no longer one size fits all, items can be tailored to the wide range of courses and pedagogies offered at OSU
- iii. Learning focused: items are designed to gauge what is and what is not working for the students

The following is proposed for use of SAT in Periodic Review of Faculty (PROF) process:

- i. Teachers: formative assessments identify deficiencies in the classroom; therefore teachers must have sole access to, and control of, SAT results
- ii. Administrators: a list of items and the frequency of SAT assessments will be sent to administrators to ensure faculty participation
- iii. Periodic Review of Faculty (PROF): a discussion of how faculty respond to SAT data in an effort to improve teaching must be part of the PROF process

5. SET Task Force Membership

- Members (2009 – present)
 - Henri Jansen (Science)
 - William Loges (Liberal Arts)
 - Deborah Pence, Chair (Engineering)
 - Juan Trujillo (Liberal Arts)
 - Beth Valentine (Veterinary Medicine)
 - Kenneth Winograd (Education)
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 - Mario E. Magaña (Engineering)
 - Gita Ramaswamy (Academic Programs, Assessment and Accreditation)
 - Marc Schure, Graduate student (Public Health)
- Members (2010 – 2011)
 - Nancy Staton Barbour, Graduate student (Women Studies)
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- Angelo Gomez & Anne Gillies (Office of Equity and Inclusion)
- Sue Helback (College of Education)
- Administrators, Faculty, Staff and Students for their input

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