Minutes of the Faculty Senate

Date: 11-28-2023

Presiding: DeAnna Owens-Mosby (Instruction and Curriculum Leadership)

Secretary: Jeni Loftus (Sociology)

Senators Present: Lynda Black (Cecil C Humphreys School of Law), Kathryn Hicks (Anthropology), William Alexander (Chemistry), Reza Banai (City and Regional Planning), Sajjan Shiva (Computer Science), Esra Ozdenerol (Earth Sciences), Leah Windsor (Institute for Intelligent Systems & English), Alistair Windsor (Mathematical Sciences), David Gray (Philosophy), Sanjay Mishra (Physics and Materials Science), Stephanie Huette (Psychology), Katie Norwood (School of Social Work), Melanie Conroy (World Languages and Literatures), Jennifer Thompson (Architecture), Brian Ruggaber (Theater & Dance), Michael Anderson Schults (Rudi E. Scheidt School of Music), Patrick Murphy (Counseling, Educational Psychology & Research), Edith Gnanadnass (Leadership), Mrs. Barbara Fitzgerald, Esq. (College of Professional & Liberal Studies), Deborah Moncrieff (School of Communication Sciences & Disorders), Andrew Hussey (Economics), Mark Sunderman (Finance, Insurance and Real Estate), Frances Fabian (Management), Zabihollah Rezaee (School of Accountancy), Jessica Jennings (Biomedical Engineering), Eddie Jacobs (Electrical and Computer Engineering), Genae Strong (Loewenberg College of Nursing), Fawaz Mzayek (School of Public Health), Gerald Chaudron (University Libraries), Coe Lapossy (Art), Daniel E. Millican (Military Sciences, Naval Sciences), Dursun Peksen (Political Science), Alistair Windsor (Mathematical Sciences), Amanda Young (Communication & Film)

Senator Present by Proxy: JoAnna Boudreaux (Jeni Loftus – Sociology), Jeff Thieme (Gensheng Liu – Marketing & Supply Chain Management), Beverly Tsacoyianis (Scott Marler – History), Greg Hughes (William P. Travis – College of Health Sciences), Angela Antipova (Ezra Ozdenerol -- Earth Sciences), Stephen Watts (Timothy McCuddy – Criminology & Criminal Justice)

Senators Absent: Tori Cliff (Journalism & Strategic Media), Mihalis Golias (Civil Engineering), Gladius Lewist (Mechcanical Engineering), Sanjay Mishra (Physics and Materials Science), Matthew Parris (Biological Sciences), Brian Janz (Business Information and Technology), Jennifer Thompson (Architecture).

Guests: Jeffrey Marchetta (Faculty Trustee), Jack Callahan (Advancement), Richard Evans (UMAR), Maria Alam (HR), Kristil Davis (HR), Sara K. Bridges (Ombudsperson), and Tierenee Nichols (Admin Assoc).

The five hundred and first meeting of the University of Memphis Faculty Senate was held on Tuesday, November 28, 2023, in the Senate Chamber of the University Center.

11.28.23.01 CALL TO ORDER (2:40 P.M.)

President DeAnna Owens-Mosby called the meeting to order at 2:44 pm with a quorum present.

11.28.23.02 APPROVAL OF AGENDA

The agenda was approved as written.

11.28.23.03 APPROVAL OF MINUTES

Lynda Black (Law) – Correction to the minutes: next trustee meeting is December 12th

The minutes of the October 31st, 2023, Faculty Senate (FS) meeting were approved with correction by acclamation

11.28.23.04 PRESIDENT'S REPORT

Elevators on campus are not up to code. They will need two-way speaking systems and cameras installed on them. This will take place once Tennessee has passed the law.

Final fire inspection of Wilder Tower will take place after the repair of one device on the 10th floor. They are also completing roof and window repairs.

They have discovered a structural problem on the 4th floor of the Smith Chemistry Building. Bracing will go up as a precaution during the necessary repairs. A structural engineer has designated the building is safe for occupancy.

The University will participate in a College Tour TV Show that will be filmed in February. https://www.thecollegetour.com.

11.28.23.05 REPORTS

Standing Committee Reports

Committee on Committees: Chair, Alistair Windsor

President Owens-Mosby yielded to Committee on Committees Chair Alistair Windsor who reported that the Committee on Committees has nothing to report.

Academic Policies Committee: Chair, Edith Gnanadass

President Owens-Mosby yielded to Academic Policies Committee Chair Edith Gnanadass who reported that they have produced a report from the AI taskforce. Edith yielded the floor to the

chairs of that taskforce, Melanie Conroy (World Languages and Literatures) and Andrew Hussey (Economics). Conroy and Hussey reported that the taskforce was formed last summer and had diverse representation from faculty and administration. The taskforce met multiple times and did not put forth this policy and report lightly. Charge was to address student conduct and any academic penalties relating to use of AI. The report will hopefully be shared with faculty as it contains a large amount of information, a set of recommendations and suggested possible syllabus statements that will the committee believes will be helpful. A copy of the report is attached to these minutes.

Zabihollah Rezaee (School of Accountancy) – speaks in favor of using ChatGPT as a tool and teaching students how to use it ethically.

Academic Support Committee: Chair, Dursen Peksen

President Owens-Mosby yielded to Academic Support Committee Chair Dursen Peksen who reported that they have nothing to report.

Administrative Policies Committee: Chair, Stephanie Huette

President Owens-Mosby yielded to Administrative Policies Committee Chair Stephanie Huette who presented a written report concerning faculty evaluation of administrators. The report addresses issues with these evaluations, including very low response rates. The report also discusses issues with access to the collected data. The process is also very expensive. The motion that will come later is to get rid of this process with the intention to replace it with something better at a later time. A copy of the report is attached to these minutes.

Budget and Finance Committee: Chair, Zabiholah Rezaee

President Owens-Mosby yielded to Budget and Finance Committee Chair Zabi Rezaee who reported that the committee has been working with Bridgette Decent on variables and analyses in producing a list of peer institutions. The committee hopes to present a list of peer institutions in the January meeting.

Faculty Policies Committee: Chair, Lynda Black

President Owens-Mosby yielded to Faculty Policies Committee Chair Lynda Black who reported that the committee had nothing to report.

Library Policies Committee: Chair, Frances Fabian

President Owens-Mosby yielded to Library Policies Committee Chair Frances Fabian who reported that the committee had nothing to report.

Research Policies Committee: Chair, Debbie Moncrief

President Owens-Mosby yielded to Research Policies Committee Chair Debbie Moncrief who reported that the committee had nothing to report.

11.28.23.06 NEW BUSINESS

Driven By Giving – Jack Callahan (Advancement, Guest)

Power Point and one page description are attached at the end of the minutes.

Driven by Giving is a university wide giving event that is about people supporting the University of Memphis.

This year it is April 1st – 5th. The event will be primarily online. Each day of the week will have a different target.

Promotes U of M community members to donate to areas that they are passionate about.

You can sign up to be an ambassador. As an ambassador your role would be to be an influencer for the campaign and to reach out to get people (faculty, staff, alumni, etc.) to donate to the university. You would have a unique donor url and would get credit for donations you procure. There will be a leaderboard to compete against one another to see who can bring in the most money.

You can help raise money for things you are passionate about, or your department is passionate about.

Please share the campaign on your department's social media.

You can contact Jack Callahan with any question you have.

Raised $1.6 million last year. Aiming for $2 million this year. Goal is to get new donors and renew previous donors.

Donations can go to the specific funds that donors choose from a dropdown box.

Motion to Discontinue the Faculty Evaluation Survey of Deans and Directors – Stephanie Huette

Stephanie Huette reads the motion.

Motion attached at the end of the minutes.

Questions/Comments:

Fawaz Mzayek (School of Public Health) – unheard question

Stephanie Huette (Psychology) – We have some ideas of what we can do to replace these surveys. Right now we are trying to cram a lot of things into these surveys. We

have issues with communication between faculty and administrators. We have issues with score settling in these surveys with people simply venting. There is a sort of suggestions box. There is also holding people accountable for their decisions. So if we have a problem with an administrator, we wouldn't know about it from this survey. We need to implement something where we have some level of evaluation or say of what is going on. We have a lot of different ideas that address different levels of what this was trying to accomplish.

Zabihollah Rezaee (School of Accountancy) – You mentioned you have some ideas, but you don't say what you are going to implement. My suggestion is to table this motion until we find out exactly what you are suggesting. To make sure that the new process is more effective and efficient before we discontinue what we already have.

Stephen Watts (proxy for Timothy McCuddy – Criminology & Criminal Justice) – On the alternative ideas side - The problem with a census is there is no inducement or punishment, so as pointed out, it's the just the angry or the happy. Simply sample within a given unit. Maybe offer a $10 gift card and boost your response rate. Simply take advantage of probability sampling. You'd have to base it on the size of the unit, and positions, and ranks, etc. Don't try a census, simply sample and induce participation and that will get you a better result.

Barbara Fitzgerald, Esq. (College of Professional & Liberal Studies) – It is my understanding of this motion is that it is not about what is coming next it is just that what we have now is not working. We don't have access to the information that we are collecting, it is expensive, and to have this information collected that we don't have access to. We have a useless thing that we are paying a lot of money for. And this motion is do we continue to have this. There might be something we can have in the future that does work, but we are paying a lot of money for this and it does not work. Am I correct in that?

Stephanie Huette – Yes, that is exactly right.

DeAnna Owens-Mosby (Instruction and Curriculum Leadership) – Historically we have gotten a 2-5% response rate. In the past we had both quantitative and qualitative questions. We have reduced the number of questions to try to get a better response rate. We have changed the types of questions to try to get a better response rate. We have done several different things. CREP is the one that creates it and sends it out. Who we evaluate has not been consistent. The other complaint has been from administration that people outside the university can participate in the evaluations because the website is open to anyone. There are a lot of things that there are issues with. Because it is such a low response rate, it's not really used. As faculty we don't really know what deans do and are responsible for. They will be held accountable to their internal strategic plans. It is not clear what part our evaluations will play in their evaluation. We're having conversations with the provost right now that are not public right now. So when she came on as chair for this committee we had a conversation that this current process is not working. We're paying a lot of money for things that are not

used. We could spend that money somewhere else. So that's where this motion came about.

Stephanie Huette – Just want to add to this, there is not no process to hold a dean accountable. We can hold a vote of no confidence. That is something the senate has the power to do. We want to impalement something to handle issues before they get to that point. That is something we do want to work on.

Amanda Young (Communication and Film) – All of this is persuasive, that what we are doing is not working, but I'm really uncomfortable of getting rid of this until we have some idea of what we are doing. I am in favor of tabling this until we at least have an outline or two or three solid options and a time table.

Lynda Black (Law) – Just a response to a couple of thoughts that were shared. Votes of no confidence are very rare and once you get to that, it's too late. The point of evaluations is that you are catching things much earlier. Addressing what President Owens-Mosby said, yes, as a faculty member I do not know everything that my dean does, but my students evaluate me, and they do not know everything that I do. Nevertheless I am held accountable to those evaluations. I think I am in a better position to evaluate a dean than a student is to evaluate me. Nevertheless the evaluation of the constituent group is important. Lastly, I just agree that tabling this makes the most sense. If we set this aside, which would mean there would not be an evaluation of the people currently in those roles I think that is unfortunate. I agree it needs to be fixed, we need to have higher response rates. Just a suggestion – maybe the survey needs to be sent to faculty senators and faculty senators need to send it their colleges. Because if something comes from me to my colleagues, it doesn't immediately go into the trash bin. So maybe there are things we can do to call attention to it. But just because the statistics are bad, I think it is premature to get rid of it.

Stephanie Huette – We have been working on ways to improve response rate and we kept finding things that were hinderances and cons to continuing it. Which is why we ended up here after a few months of working on ways to increase response rate. If we do table this, this survey usually goes in January, so it will probably go out again this year.

Brian Ruggaber (Theater and Dance) – Can we get a clue about how much money we are actually talking about? There is a big difference between a couple thousand and many thousand.

Stephanie Huette – It's $2000 to do it this year, it's up $200 from last year.

DeAnna Owens-Mosby (Instruction and Curriculum Leadership) – Point of clarification for those of you who did not hear, $2000 for CREP this year. I think we have to ask the provost's office for it every year because the senate's budget is $4200 a year for everything. So we don't have the dollar amount and have to go to the provost to request it.

Gerald Chaudron (University Libraries) – When do we have to pay this? If we are not having to pay it immediately, then tabling is okay.

Genae Strong (Nursing) – Typically the bill is paid when the survey is completed.

Leah Windsor (ISS and English) – Last item on the agenda I will be talking about annual faculty evaluations which the EC was charged by President Hardgrave to evaluate. The evaluations issue is broader than just the deans. There's also a broader question of different units across campus that don't regularly get evaluated. There are other more efficient ways to address this. I looked at other universities and how they do rolling evaluations. So these are part of other broader conversations that are occurring. There is nothing in place at the moment, but it is being deeply considered.

Mark Sunderman (Insurance, Finance and Real Estate) – I'm opposed to tabling this, because what that means is we do a worthless survey this January and paying for something we know has failed before and will likely fail again because we are not making any changes to it. I prefer to have us cancel it and have the faculty senate continue the charge to this committee to be looking for alternatives. So perhaps in the spring we can have a new motion to replace this flawed procedure. I do think it's important to have a means to evaluate our administrators.

William Alexander (Chemistry) – I'm speaking up to support this motion. I think it is fiscally irresponsible that we know has historically failed and given us no information. I was ignorant until today of the Senate's budget and I am surprised by this price tag given the funds we are able to control, this seems insane. It seems insane that we do not have access to the data that we are paying for. We should cancel this and anyone that has concern with our administrators being evaluated should help this committee with alternative ideas so they can do their work to come up with an alternative method with haste so that we can perhaps find something that might work. We know that this does not work. I would strongly support that we vote to approve this motion.

Patrick Murphy (Counseling, Educational Psychology & Research) – A question of clarification – if we vote to accept this motion and cancel this, is this still a standing charge of this committee with a timeline to complete finding an alternative.

DeAnna Owens-Mosby (Instruction and Curriculum Leadership) – The answer is there will be a new motion from the EC for a new charge. It's a little premature, we are trying to figure out the moving parts, but there will be a new charge.

Francis Fabian (Management) – I'm going to say something uncomfortable as part of the 90-98% who don't answer it, it's because I just haven't been following that closely what my dean did that year. I feel that I would just be adding noise. So each year you give all of the faculty this ethical quandary, and clearly 9 out of 10 faculty feel like they don't want to do it. And it always feels kind of bad to get this plea to evaluate someone and I feel like actually, ethically it would be wrong for me evaluate that person because I don't have good information. And I am sure that the one time I did have good information, I evaluated the dean negatively. So you get the 2-5% that have a negative

experience give feedback. I don't know if that is the best system of information. You shouldn't make your faculty feel bad every year about not participating when they don't feel they should. So I would say yes, cancel this one, and hopefully we'll find something better.

Beverly Tsacoyianis (proxy for Scott Marler – History) – Why does CREP get to refuse to share the data if we are the ones paying for it?

Stephanie Huette (Psychology) – CREP administers this and on the consent form at the beginning of the survey is says that they guarantee that the responses will not be shared in any kind of identifying manner with anyone. I asked for it to be randomized, and just get numbers, and they wouldn't share that. They are very tight with how they manage the data.

Alistair Windsor (Mathematical Sciences) – Call the question.

William Alexander (Chemistry) – Second.

DeAnna Owens-Mosby (Instruction and Curriculum Leadership) – The question has been called. We are going to vote on the call.

Vote to call the question:

Yes to call the question: ??, No to call the question: 6, Abstain: 1 – passes

Voting on the Motion as Written:

Yes to the motion: 32, No to the motion: ?? , Abstain: 1 - passes

Motion for AI- Edith Gnanadass (Leadership), Chair, Academic Policies

Andrew Hussey (Economics) reads the motion.

Motion attached at the end of the minutes

Call to question and seconded.

Vote to call the question: ??, No to call the question: ?? , Abstain: ?? - passes

Voting on the Motion as Written:

Yes to the motion: ??, No to the motion: ??, Abstain: ?? - passes

Motion for Ombudsperson – DeAnna Owens-Mosby

DeAnna Owens-Mosby (Instruction and Curriculum Leadership) reads the motion

Motion attached at the end of the minutes

Alistair Windsor (Mathematical Sciences) – what is the last day of service?

DeAnna Owens-Mosby (Instruction and Curriculum Leadership) – My understanding is that it is December 31st for last day or service, and first day of service is January 1.

Alistair Windsor (Mathematical Sciences) – wondering about the end date in January in the motion.

DeAnna Owens-Mosby (Instruction and Curriculum Leadership) – It's not clear to me what the exact dates are. Jeff Marchetta can you clarify?

Jeffrey Marchetta (Faculty Trustee) – The start date for the ombudsperson is typically January 1st.

DeAnna Owens-Mosby (Instruction and Curriculum Leadership) – So should I change that? Amend it to December 31st, 2025?

Jeffrey Marchetta (Faculty Trustee) – You could say it's a two year term beginning January 1, 2024.

Alistair Windsor (Mathematical Sciences) – proposes an amendment that reads:

"Be it resolved that,

The Faculty Senate approves Sara Bridges as the Ombudsperson for a two year term beginning January 1, 2024."

William Alexander seconds the amendment.

Vote to approve the amendment:

Yes to the amendment: 36, No to the amendment: 0, Abstain: 0 - passes

Vote on the amended motion:

Yes to the amended motion: ??, No to the amended motion: ??, Abstain ?? - passes

External Advisory Board – Leah Windsor (ISS and English)

Presentation attached to the end of the minutes

This is an informational presentation only. While reviewing the Centers and Institutes policy noticed that there were several references to advisory boards, but there are no sets of guidelines for anyone on campus who is seeking to compose an advisory board. Reviewed advisory boards at many universities and set out to develop a set of guidelines for developing advisory boards.

The themes that emerged is that their role is to inform, advice, and support implementing a unit's vision and goals.

As it currently stands, institutes on our campus must have an external advisory board, but other units – departments, colleges, schools, centers might also consider having advisory boards. Advisory boards contribute to the intellectual environment, provide mentorship, internship and career opportunities for students, can assist in decision making processes, can raise the unit's profile, provide independent perspectives and opinions, can help the unit achieve its goals by supporting its mission and vision. Can also support a unit's contributions to the University's Strategic Plan.

The idea is that this would provide baseline guidelines for us to follow in creating advisory boards.

Some suggestions:

Once an advisory board has been created to share that member list with the Office of Government Relations and Policy, Office of Development – University Advancement, and Office of Institutional Equity.

Post Advisory Board by-laws and members on unit website.

Advisory board by-laws will specify the composition of the advisory board, expectation of the members and any conflicts of interest.

Annual Faculty Evaluations - Leah Windsor (ISS and English)

Presentation attached to the end of the minutes

President Hardgrave tasked the Executive Committee with doing an assessment of our current performance review process.

This presentation is just informational.

We use the same metric across the university, so we are generally comparing apples to apples.

There are currently more evaluation categories than there are metrics by which faculty are officially measured.

There is variation in the quantity and format of information provided by faculty.

Information in presentation on the goals of performance reviews as provided in the faculty handbook.

Did an analysis at the college and school data to provide a snapshot of where we stand. Histograms show variations across college and schools. Box plots also show variation across colleges and schools across time.

The individual's scores for each area can be completely independent of the overall scores one receives. Presentation provides data on the correlation between the overall score and category scores.

Proposed changes:

Align and weight the evaluation metrics match the official expectations for faculty.

Provide standardized guidelines for all faculty about the quantity and format of information faculty should provide in their annual evaluations

Enable visibility of Dean's comments to the faculty member

Provide training for faculty and evaluators (Chairs + Deans) to ensure that faculty evaluations are clearly communicated, transparent, equitably applied, and aligned to departmental standards and the faculty handbook

Annually evaluate and share overall trends in faculty evaluations to ensure that there are no systematic inconsistencies

Emphasize points 2 and 3 from the Faculty Handbook in the Annual Performance Review process.

Next Steps:

Survey departments about potential changes to learn more about the philosophy of how evaluations are done.

Survey Deans

Meet with Provost

Consult with HR about implementing systemic changes

Consult with OIR about analyzing data

Questions:

Zabihollah Rezaee (School of Accountancy) – Have you tried to look at peer institutions on how they evaluate faculty? This is important as we try to maintain R1 status. We will be moving toward merit based raises then we need to have a very robust process for this. The budget and finance committee has made proposals to the administration of how raises should be applied, and the senate generally favors a flat raise because we cannot even cover a cost of living increase. This is a very sensitive area and we need to do a thorough study and make the process fair for all faculty.

Leah Windsor (ISS and English) – I have looked at institutions in Tennessee. I don't think we have big changes that need to be made. We can make small changes that would have a big impact. Most importantly in the training and standardizing. The Carnegie R1 classification system has just recently been changed, and the metrics by which institutions will be held accountable for R1 status are $50 million in research and 70 PhDs. All of the nuanced metrics that went into the initial classification have been vastly simplified. We will need to have a good relationship with the new CFO to communicate our desires and continue shared governance.

William Alexander (Chemistry) – Where does the 40, 40, 20 breakdown come from? It does not match the expectation in my department. It does not match what I certify as my effort certification either.

Alistair Windsor (Mathematical Sciences) – unheard comment

Leah Windsor (ISS and English) – This has been the common currency for tenure track jobs. But does it match where we are spending our efforts? But we should be evaluated on our efforts.

William Alexander (Chemistry) – In the current system those numbers don't matter as it's not what we are being evaluated on anyway.

Leah Windsor (ISS and English) – And the number you get for teaching, outreach, etc. don't matter as they are completely independent of your overall score. You can get ones across the board and still get a five. This is exactly the point, take this back to your departments and have a conversation on this so that we can do something that makes sense and reflects our effort.

11.28.23.07 ANNOUNCEMENTS

We got $50 million for the stadium. There are a few stipulations with that, but it's a very big deal.

Searches are moving along. Please give feedback in a timely manner and be involved.

Working on a newsletter for the faculty senate.

DeAnna Owens-Mosby will become president of TUFS in July. But taking to the TUFS agenda to become an independent body, right now it is under the University of Tennessee system. Right now we can't make our own statements because it on the University of Tennessee domain.

A concern was brought to the senate about an EAB presentation on campus. There were some slides that were concerning about reducing programs and cutting faculty office space. But these were not specific to the University of Memphis. It was in general about what they are seeing in higher education. These are trends, not about our campus. If you would like to talk to DeAnna about it, reach out.

11.28.23.08 ADJOURN

The meeting adjourned at 4:38 pm.

Report on AI in Higher Education

Date: November 28, 2023

To: University of Memphis Faculty Senate

From: Melanie Conroy, Andrew Hussey, and members of the AI Taskforce

Re: Report on AI in Higher Education

Generative AI in the Classroom

Generative AI has existed for decades but has been more present in teaching and learning environments with the launch of web and phone applications like ChatGPT, Claude AI, Google Bard, Microsoft Bing, Perplexity Chat, and ChatSonic, and the integration of text generation tools into Word Processing software, website chatbots, and web search functions. Trained on large amounts of internet data, including academic texts, web-based discussion forums, books, and Wikipedia, large language models like ChatGPT can produce text in many languages and with a high degree of stylistic and register variability. This variation includes written and oral academic discourse ranging from first-year student writing to advanced research writing, as well as conversational styles appropriate for classroom presentations. As of late 2023, generative AI can produce computer code, mathematical proofs, music, images, graphics, and many other outputs that are similar to assignments given in university courses from the first year to the dissertation level.

AI has great promise for routine tasks like scheduling or text conversion from one type to another. There is also a high probability that the knowledge economy and jobs that involve sending emails, writing reports, and processing data will make use of AI tools in the coming years. Many advocates believe that AI tools will be transformative in many fields and are expected to have a large influence on jobs across various fields.[1] For this reason, some faculty will want to teach students how to use AI tools in their courses. At the same time, students using AI to complete assignments may fail to integrate concepts that are necessary for success in later courses or post-graduation. For example, students may fail to develop crucial writing skills, coding skills, or mathematical skills that are critical for success on campus or in the workplace. It is, thus, often not salutary for students to use these tools on homework or assignments that use writing for assessment or that teach basic coding skills. Despite these potential downsides, a blanket ban of ChatGPT and other generative AI tools across all Colleges is neither feasible, nor appropriate for a research university, which may come increasingly to make use of AI tools for research and teaching.[2]

[1] According to Goldman Sachs (2023), AI could boost global GDP by $7 trillion over 10 years.

[2] Among a sample of 100 (mostly R1) universities, none of the 73 that had established AI policies as of September 2023 broadly disallowed its use in courses (https://www.scribbr.com/ai-tools/chatgpt-university-policies/).

Due to the diversity of needs and pedagogical approaches necessary for research and teaching, we do not believe that all AI use is unacceptable but rather that the University should categorize unacceptable use of generative AI as the use of unacceptable assistance. Plagiarism is in some ways similar but involves submitting an existing and potentially traceable text as one's own work; in contrast, improper use of generative AI involves the unauthorized submission of personally generated content as one's own work. One important result of this is that AI use is extremely difficult to identify, even with AI detection software. At the same time, students should be responsible for false information, coding mistakes, or plagiarism that occurs in their work if they use generative AI.

Faculty Considerations

As faculty assess potential impacts to their own teaching and student learning in their courses, they may want to consider the following ways in which AI is impacting teaching and learning across disciplines:

Diversity of AI tools – AI tools are changing quickly and new software is released continually. Faculty should try to be aware of new tools related to their field and assess the potential benefits and/or costs of their use in particular courses.

Assignments – Faculty should be aware of the potential for students to use generative AI to complete assignments, including assignment types that may have been used for a long time. Assignments that are writing-driven, based on recall of information that is generally available on the internet, or involve the manipulation of symbolic systems, are more susceptible to student misconduct involving AI tools. Faculty may wish to redesign their assignments or plan for some of the work to take place in class when possible, or they may wish to redirect some components of assessment to procedural activities from the final product.

Accessibility – A May 2023 Department of Education report points out the potential for generative AI to support individuals with disabilities. Faculty may want to consider the degree to which AI tools (and the computers and reliable internet needed to run them) are available to all of their students.

Designing for AI – Faculty and departments should consider the use of writing and the manipulation of symbolic systems as a mode of assessment and assess the extent to which these assignments should be carefully proctored, re-designed to include inputs which are not available on the internet, or re-designed to allow for the use of AI tools. Particular attention should be paid to assignments completed in online courses, independent studies, writing-intensive courses, and for theses and dissertations. If AI tools are to be banned in those environments, faculty need to communicate clearly that they are banned.

Detecting – Faculty should be aware that there are significant problems with AI detection software, which are reactive to the evolving generative tools available. There is no reliable way to detect AI generation. This means that proving the use of AI tools is difficult. In addition, students may not even be aware that they are using tools if the tools are integrated into software like MS Office.

Writing – If AI tools are permitted or encouraged in writing-intensive courses and assignments, faculty should be explicit about whether AI tools can be used for content-generation, proofreading, as a brain-storming tool, or otherwise. Similarly, faculty should be clear about any uses that are not permitted.

Hallucination and bias – Some AI tools generate false content when the training data used for the tool does not have the answer to the question posed. This includes generating fake profiles and biographies, and invented sources and texts with academic formats. At the same time, AI tools are trained on data generated from the internet which is inherently biased. Some of these forms of bias may be pernicious.

Recommendations

Pedagogical training - We are proposing an instructor-driven policy that will rely on faculty and chairs to pay attention to AI developments in their field and to develop a plan to clarify which uses (if any) of AI are acceptable in courses. Due to the changing nature of AI tools and their rapid deployment in education, we suggest that the university provide general training about:

1) AI tools and how students are most likely to use these tools,

2) AI detection and whether faculty can rely on AI detection tools,

3) Syllabus statements and how faculty should communicate with students about using or not using AI tools.

Given the presence of AI specialists on our campus, these training sessions could be part of a broader series of conversations about AI that would be focused on pedagogy or research-driven presentations for a general audience. In either case, the inclusion of AI experts, experts on student conduct, and faculty from a wide range of fields would be helpful to advance the conversation around generative AI on campus.

Given the rapidly changing landscape, we also recommend that the Faculty Senate establish a standing committee or taskforce to continue work on AI specifically and how AI will change teaching and research.

Further, an AI representative could be added to the Teaching and Learning Advisory Committee (TLAC) to ensure that the University takes developments with AI into account.

Suggested Syllabi Statements

The committee has drafted some syllabus statements which could be used by faculty who are planning on restricting the use of AI in their classrooms, banning it outright, or encouraging students to use AI.

> **Allowing Generative AI**
> AI tools such as ChatGPT will be used in this course to complete assignments, correct text, or generate code. Nevertheless, the instructor may introduce some conditions where

AI tools are not to be used. All uses of AI tools should be clearly disclosed, and any research derived from AI outputs must be cited and/or marked as AI-generated.

Restricting the Use of Generative AI
Using AI tools in the assignments for this course is unacceptable and may be considered unauthorized help. All uses of AI tools should be clearly disclosed, and any research derived from AI outputs must be cited and/or marked as AI-generated. If you have any doubt whether AI tools can be used on a specific assignment or in a specific context, consult the instructor of the course before using tools.

Banning Generative AI
This course develops writing, conceptual, and analytical skills that are central to learning. Any use of AI tools on the assignments in this course will be considered unauthorized assistance.

Suggested Language for Student Accountability Office

Unless clearly stated by a course instructor, student use of generative AI is treated as equivalent to obtaining assistance from another individual. Accordingly, students should refrain from employing generative AI tools to complete exams or assignments (including papers, projects, computer programs, oral presentations, or other course requirements), unless given explicit permission from their course instructor. All notable uses of generative AI should be acknowledged by the student in writing or via citation at the time of assignment submission, regardless of the course AI policy; when unsure, students should err on the side of full disclosure.

AI Taskforce Members

Melanie Conroy, World Languages and Literatures
Andrew Hussey, Economics
Edith Gnanadass, Education
Elliott Casal, English
Srikar Velichety, Management Information Systems
Sue Hull-Toye, ITS
Alistair Windsor, Mathematics, IIS
Steve Strain, Biomedical Engineering
Martha Robinson, Management, Lambuth Liaison

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Administrative Policies Report for November 28, 2023 Faculty Senate meeting

Charge: Review Survey of Administrators to determine whether the Faculty Senate should continue with the annual survey. If the Committee determines that it is still useful and should continue, review the survey and suggest revisions as needed.

The administrative policies committee has been charged with looking at the faculty evaluation of administrators which are disseminated to faculty every spring to evaluate the performance of Deans, the Provost, and President. The goal of this process is to increase faculty feedback to administration on their perceived performance, as well as be utilized during their annual performance evaluations. Evaluation reports were sent to both the evaluated, as well as their evaluator. The administrators asked about this process have all confirmed they receive the results of the survey as well as look at the results. The committee has identified several issues with this process we'd like to inform the faculty senate about here.

Response rate. The response rate to the survey is around 10% of faculty each year. While there may be ways to increase this rate by giving faculty more information about the evaluated and reminders to take the survey, the maximum we might expect with any interventions with this kind of survey is estimated to be around 20% based on other survey response rates done around the University.

Accuracy. Responses tend to be either extremely favorable or extremely unfavorable with very little in between. Thus, the faculty are not representative of the faculty. Rather than a reflection of the faculty's view of how well administrators are doing, it seems to be used mostly for venting rather than productive suggestions or conversation.

Validity. The committee asked for an item analysis to investigate the validity of the tool. We were not given access to the data, even when asked for in a deidentified format. The Center for Research and Educational Policy (CREP) which administers this survey on behalf of the faculty senate informed us the tool appears to be consist from year to year. We were not able to get exact quantitative information on question validity, and therefore are not confident that the questions being used are serving toward the validity of the survey.

Access. CREP is responsibly handling data and guaranteeing faculty privacy, but without any faculty access to the data we have no ability to review the tool or guarantee its validity or accuracy. Without assurances faculty are using the tool as intended, the faculty senate cannot ensure that it reflects the faculty's voice.

Cost. The faculty senate pays to administer this evaluation survey each year, and the cost is increasing to $2000 this year (up from $1800). This cost is above the current limit set for the entire faculty senate budget and would require administrative approval to continue.

Due to the myriad issues with the current survey and lack of assurances it is working as intended, the administrative policies committee will be recommending removing this process. The committee believes there are better alternatives for faculty voices to be heard in the evaluation process, issues faculty may have with administrative decisions to be heard, as well as increase communication channels from faculty to administrators. We also believe there are actions the faculty senate can take on behalf of faculty for problematic administrative decisions, as well as alternative processes and procedures for voicing grievances and problems.

April 1-5, 2024

Driven by Giving

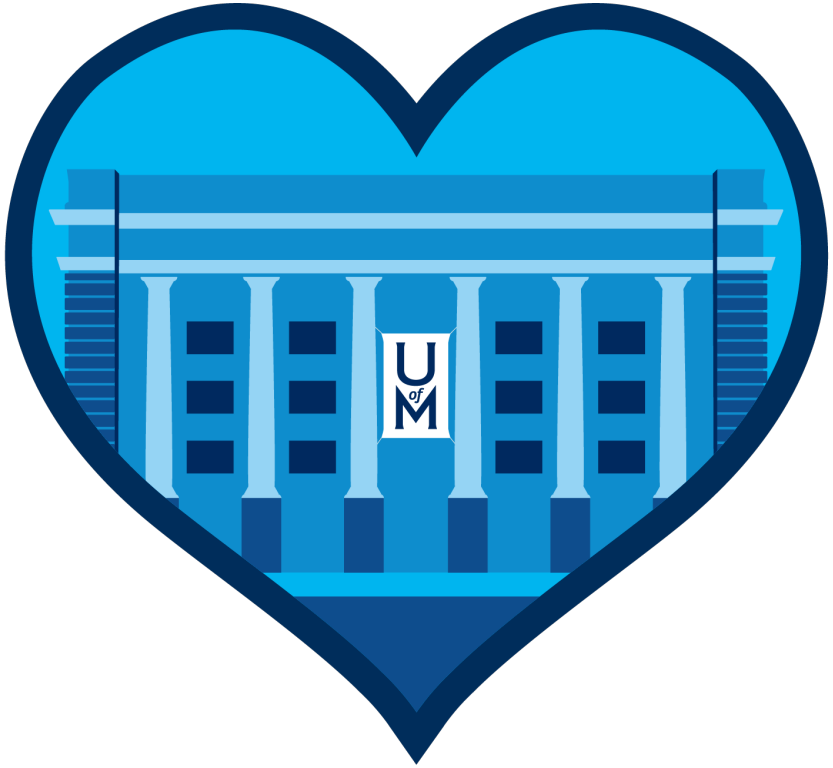
April 1-5, 2024

Become an Ambassador now!

Other ways to get involved:

- Donate at memphis.edu/drivenbygiving on April 1-5, 2024
- Inform others about this university-wide giving event (use #DrivenByGiving on social)
- Help us secure donor matches and/or challenges
- Contact Jack Callahan with questions at jcllhan1@memphis.edu

Donate for Giving Tuesday



#GIVEMEMPHIS

Driven by Giving 2024 for UofM Faculty and Staff

Reach out to your area's Director of Development with any questions or concerns. If your area does not have a Director of Development, please contact Jack Callahan at jcllhan1@memphis.edu.

Brief Explanation (to share with donors, faculty, staff, alumni, students, etc.)

The University of Memphis' annual *Driven by Giving* fundraising event will be held from April 1-5, 2024. This university-wide giving week is named such because it's with the help of our generous donors and supporters, that the UofM can continually provide our students with the level of education and resources they need to be *Driven by Doing* before and after graduation. Driven by Giving is all about the Tiger community coming together to celebrate what we love at the UofM and to make gifts to support those experiences for future students.

Your Role with Driven by Giving

As a faculty or staff member, your primary role with Driven by Giving is to serve as an influencer for the campaign to colleagues, alumni, and students in your college and/or department. You are also encouraged to serve as an ambassador for this event [Ambassador Signup].

In this role, you should plan to promote participation in Driven by Giving as if it were any other campaign or event that you would promote for your area/college. Encourage others to sign up to become a Driven by Giving ambassador online [Ambassador Signup]. Encourage everyone to make a gift to an area, college, or specific fund that they are passionate about. Lastly, if you or someone you know would be interested in sponsoring a match or challenge gift, please contact your area's Director of Development ASAP. If your area does not have a Director of Development, please contact Jack Callahan at jcllhan1@memphis.edu.

Useful Links

- Driven by Giving website:
  - www.memphis.edu/drivenbygiving
- Ambassador sign-up page:
  - https://memphis.scalefunder.com/gday/giving-day/81469/signup
- Ambassador login page (for those already signed up):
  - https://memphis.scalefunder.com/gday/giving-day/81469/signin
- Challenges, matches, and leaderboards:
  - https://memphis.scalefunder.com/gday/giving-day/81469/leaderboards

M2023.11.28 Motion to Discontinue Faculty Evaluation Survey of Deans and Directors

Originator: Administrative Polices Committee

Whereas,

The Administrative Policies Committee is responsible for reviewing, proposing changes to, and/or recommending the continuation of surveys for faculty evaluation of Administrators.

Whereas,

For the reasons put forth in the November report from the Administrative Policies Committee, including low response rate, accuracy/reliability, expense, and access to results.

Be it resolved that,

The Faculty Senate discontinues the Faculty Evaluation of Administrators Survey administered by the Center for Research in Educational Policy, with the intent to pursue and implement alternative evaluation methods and tools.

Recipients:
Faculty Senate
President
Provost

Motion Passed/Failed #/#/####
Vote: # For, # Against, # Abstain

M2023.11.28 Motion to Recommend Adoption of AI Policy

Originator: Faculty Senate Academic Policies Committee

Whereas,

The Faculty Senate Academic Policies Committee was charged with investigating the impact that recent artificial intelligence tools (i.e. ChatGPT) might have on academic integrity at the University on February 22, 2023. The Committee was asked to propose policies to address any issues that are warranted based on its research into the issue,

Whereas,

The Academic Policies Committee created a taskforce co-chaired by Dr. Melanie Conroy, World Languages and Literatures and Dr. Andrew Hussey, Economics, and made up of the following members: Dr. Edith Gnanadass, Education; Dr. Elliott Casal, English; Dr. Srikar Velichety, Management Information Systems; Dr. Sue Hull-Toye, ITS; Dr. Alistair Windsor, Mathematics and IIS; Dr. Steve Strain, Biomedical Engineering; and Dr. Martha Robinson, Management and Lambuth Liaison. The taskforce was charged with researching this issue, writing a report, and developing a policy on the use of AI for the University,

Whereas,

The Academic Policies Committee reviewed the report and proposed policy developed by the taskforce. A draft of the proposed policy was sent via email to the faculty senators for review on October 26, 2023.

Be it resolved that,

The Faculty Senate recommends that the University adopt the following AI policy:

AI Policy

Recognizing both the diverse potential benefits and challenges of generative AI across academic areas, instructors have the discretion to set their own policies for the application of these AI tools in their courses. Such guidelines should be detailed in the course syllabi and clearly conveyed to students. As in all instances of academic misconduct, instructors should report impermissible use of AI to the Office of Student Accountability.

Students are prohibited from employing generative AI tools to complete exams or assignments (including papers, projects, computer programs, oral presentations, or other course requirements), unless given explicit permission from their course instructor. Unauthorized use of generative AI is treated as use of unauthorized assistance from another individual. Regardless of the course AI policy, all notable uses of generative AI should be acknowledged by the student in writing or via citation at the time of assignment submission; when unsure, students should err on the side of full disclosure. If students are unsure of the permissibility of the use of generative AI

in a specific course context, it is their responsibility to seek clarification from their instructors prior to its use.

Recipients:
Faculty Senate
Dr. David J. Russomanno, Provost
Dr. Sue Hull-Toye, Assistant Chief Information Officer
Ms. Amber Bush, Associate Dean of Students for Student Accountability

Motion Passed mm/dd/yy
Vote: xx For, yy Against, zz Abstain

M2023.11.28: Motion to Select Faculty Ombudsperson for 2024-2026

Originator: Faculty Senate President

Whereas,
The Committee on Committees is responsible for making nominations to the Faculty Senate to serve on the Search Committee for the position of University of Memphis Ombudsperson.

Whereas,
The Committee on Committees sought 3 faculty nominations to serve the Faculty Senate on the Ombudsperson Search Committee. The President or President's Designee nominated 3 additional faculty to serve the Faculty Senate on the Ombudsperson Search Committee.

Whereas,
The Faculty Senate President received the name of the person that was selected by the Search Committee and forwarded the name to President Hardgrave and Provost Russomanno for approval.

Whereas,
The Faculty Senate President has received approval from President Hardgrave and Provost Russomanno.

Whereas,
The Faculty Senate Executive Committee has moved the name of the person forward to the Faculty Senate for consideration.

Be it resolved that,
The Faculty Senate approves Sara Bridges as the Ombudsperson from January 2024-January 2026.

Recipients:
President Bill Hardgrave
Provost David Russomanno
Executive Committee, Faculty Senate
Faculty Senate

Vote: Yes # / # No / # Abstain

External Advisory Board (EAB) Guidelines

The University of Memphis
Faculty Senate Executive Committee
November 21, 2023
Questions: Leah.Windsor@memphis.edu

What is an External Advisory Board?

- **Penn State** Involvement of volunteers who are willing to work for the betterment of the institution includes sharing of clear goals, job responsibilities and time commitments as well as proper and sufficient orientation, staff support, necessary tools and shared planning and decision making. Volunteers should be used constructively with the assignment of specific tasks that are goal-driven and within their expertise and capabilities.
- **University of Iowa** GCEAB members provide external perspective and counsel as well as advocacy and support for the College's programs, strategic direction, and achieving the overall goals of the Graduate College.The objectives of the Graduate College External Advisory Board are to provide strategic advice and support to the dean by:
  - Advising the Dean on future directions of the College
  - Assisting in increasing the visibility and image of graduate education locally, nationally, and internationally
  - Advocating for and promoting positive public relations for the college
  - Building connections and guiding fundraising priorities and strategies for the Graduate College

Inform, Advise, Support

Vision

Academic

Mission

Goals

Outreach

Who can have an EAB?

- Institutes MUST have an EAB
- Departments
- Schools
- Colleges
- Centers
- ???

Why might units benefit from EABs?

- Contribute to the intellectual environment
- Mentorship, internship, and career opportunities for students
- Assistance in decision-making processes
- Raise the unit's profile
- Provide independent perspectives and opinions
- Help the unit achieve its goals by supporting its mission and vision
- Support the unit's contributions to the University's Strategic Plan
  - Provide access
  - Create opportunities to succeed
  - Outcomes-focused Academics
  - Strengthen research enterprise
  - Recruit, retain, recognize + reward our people
  - Exemplify operational excellence
  - Generate and steward financial resources

Context of EAB guidelines: Centers and Institutes Policy

- Centers and Institutes policy suggests that each CI have an EAB:
  - Advisory Board: Each Center is encouraged to have an **advisory board** that represents the disciplines involved and community the unit seeks to serve. **An advisory board is a requirement for Institutes.**
  - Reporting: Centers and Institutes should produce an annual report at the end of each fiscal year that includes, at a minimum: (a) a detailed summary of activities, (b) a summary of the pursuit of funding, (c) a detailed financial overview, including any revenue sources (including internal University support), and (d) a list of any affiliated personnel and their roles. **This report should be presented to their advisory board (if applicable) annually to receive a formal evaluation that includes strengths, weaknesses, and areas of opportunity or improvement.** The annual report, **critique from the advisory board**, and the Center's response should be shared with the immediate supervisory authority to the center or institute (i.e., chair, dean, or provost) and to the provost and VPIR (or the Board of Trustees (BOT) for a Major Center or Institutes). Only in years where a review of the center or institutes occurs by the University (every 4 years), will a report be required by the University (see "Review of Centers and Institutes" section).

Context of EAB guidelines: Centers and Institutes Policy

- Content of the New Center or Institute Proposal Submission
  - Will the Center or Institute have an Advisory Board (**required for Institutes**)? How will the Advisory Board members be identified?
- Review of Centers and Institutes
  - **All Centers and Institutes will be reviewed every four years, or at any time requested by their advisory board, VPIR, or the Provost, using the review procedures outlined below.** The Center or Institutes should have at least six months to prepare such an advocacy review. If a Center or Institutes is subject to a formal review by the state or federal program that created it, and the external review addresses the same elements listed below, no separate university review is required. In such cases, the external review documents shall be submitted to the VPIR.

Suggestions for guidelines

- Share EAB member list with:
  - Office of Government Relations and Policy
  - Office of Development - University Advancement
  - Office of Institutional Equity
- Post EAB by-laws and members on unit website (department, college, etc.)
- EAB by-laws will specify:
  - The composition of the EAB
    - Number of members
    - Length of term
    - Responsibilities
    - Meeting schedule
  - Expectations of EAB members
  - Conflicts of Interest
    - Personal
    - Financial

Thank you!

THE UNIVERSITY OF MEMPHIS

Assessment of current UofM Annual Performance Review process

The University of Memphis
Faculty Senate
November 28, 2023

THE UNIVERSITY OF MEMPHIS

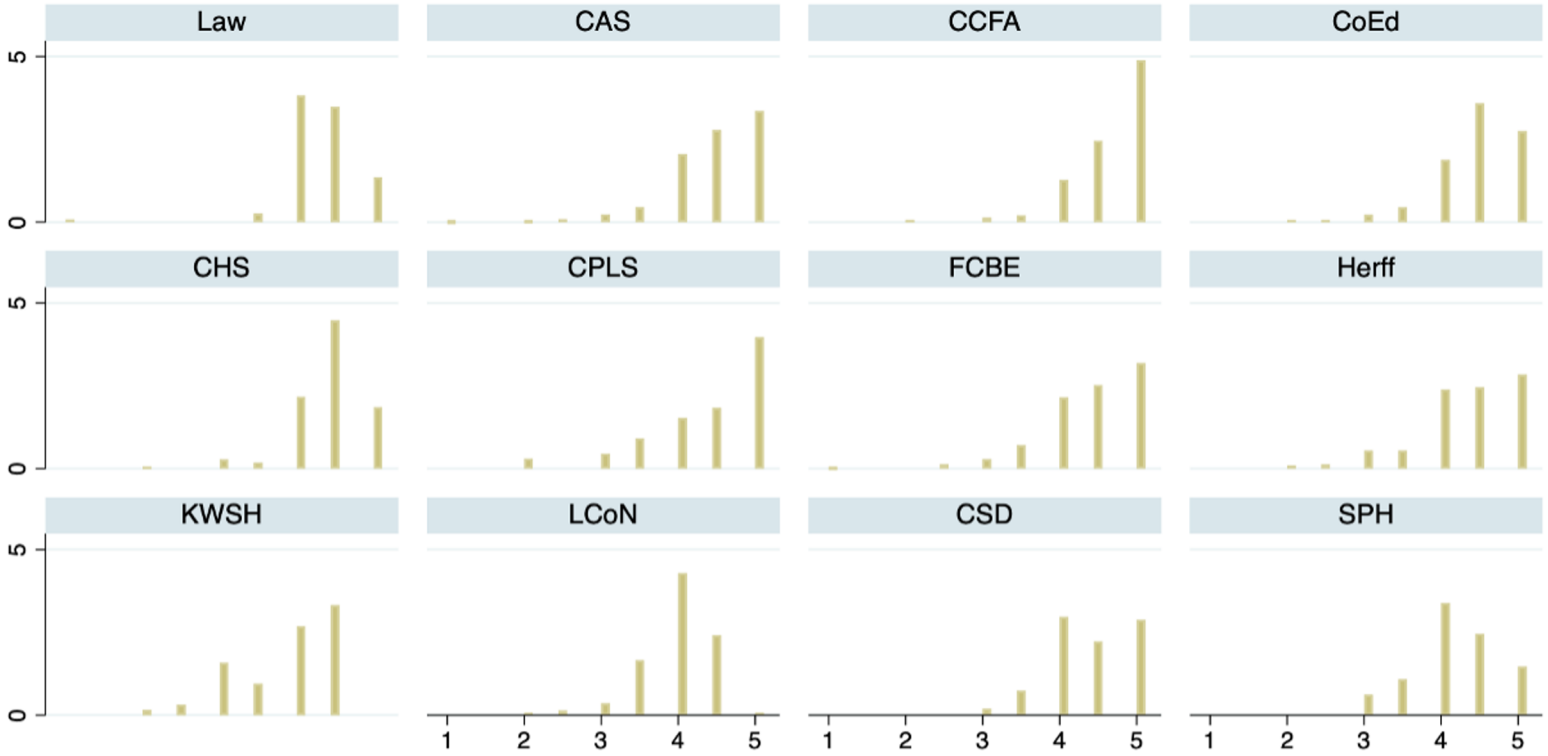
Current status of Annual Performance Reviews

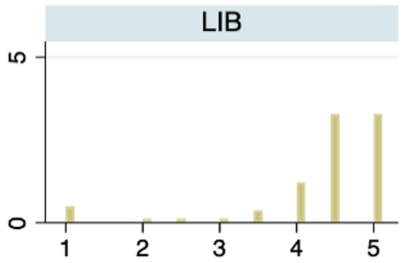
- The UofM has an institution-wide evaluation system which means that we are broadly comparing apples-to-apples
  - Some institutions do not have the exact same evaluation metrics for all academic units.
- There are more evaluation categories than there are metrics by which faculty are officially measured.
  - For TT faculty, it's 40% teaching, 40% research, 20% service
  - There are Clinical, Research, and Teaching lines with promotion schedules
  - Evaluation categories like Outreach, External Funding, and Advising/Mentoring are not specifically defined in the official metrics
- Lots of variation in the quantity and format of information provided by faculty to Chairs (from sparse bulleted points to paragraphs)
- More information on the Provost website: https://www.memphis.edu/aa/resources/faculty-evaluation.php

The goals of these performance reviews are to:

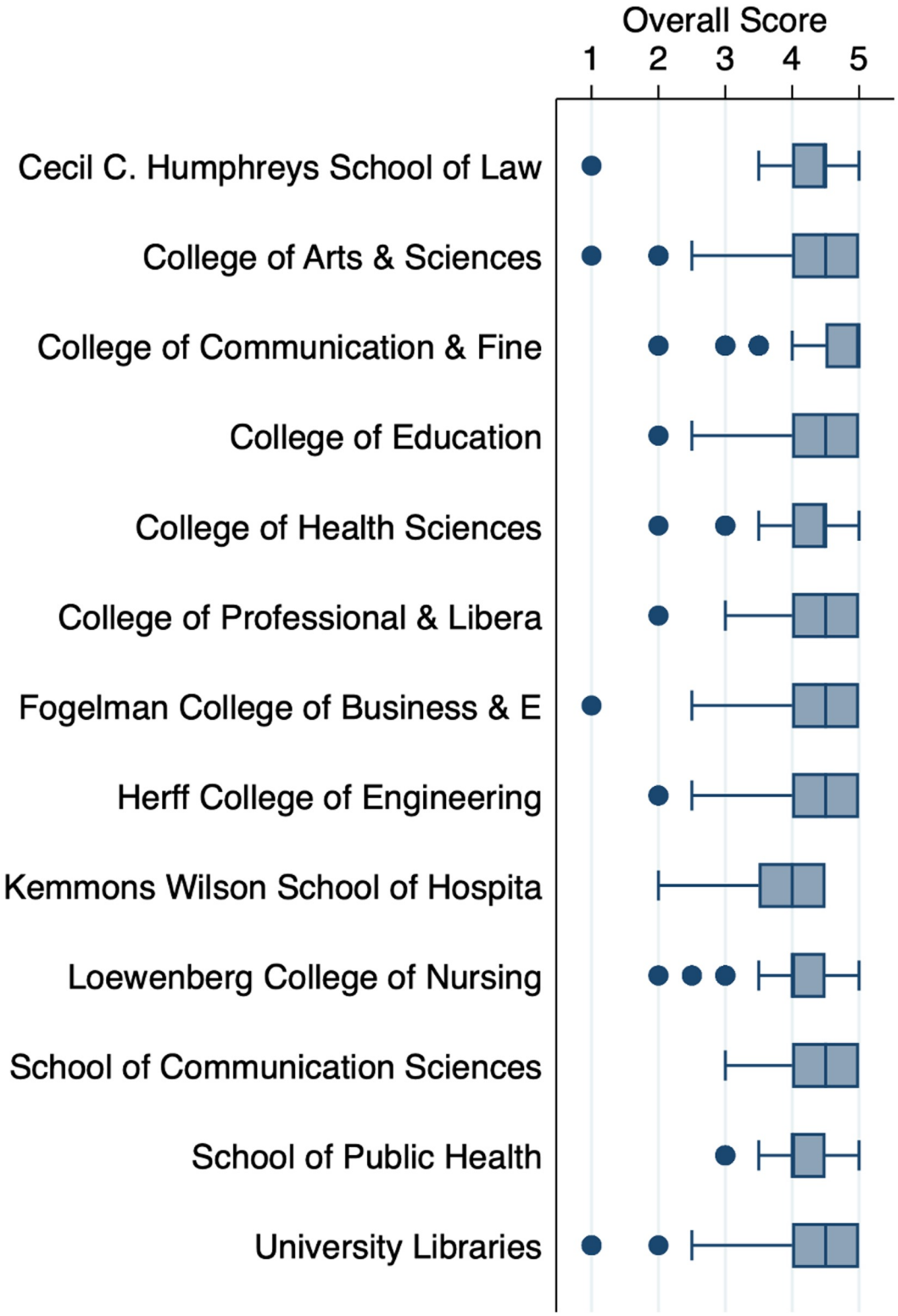
1. review accomplishments as compared to previously set specific objectives for the faculty member by the faculty member and the chair consistent with this handbook and academic unit and departmental guidelines;
2. establish new objectives for the coming year, as appropriate, using clearly understood standards that are consistent with this handbook, academic unit guidelines, and departmental guidelines;
3. provide the necessary support (resources, environment, personal and official encouragement) to achieve these objectives;
4. fairly and honestly assess the performance of the faculty member by the department chair; and
5. recognize and reward outstanding achievement.

The department chair will inform the departmental faculty of the schedule for the reviews, any materials that should be prepared and submitted for the reviews and schedule an annual review conference with each tenured and tenure-track faculty member at least two weeks in advance of the date of the conference to allow faculty adequate notice to prepare the required materials.





- These histograms show variations within + across colleges + schools
- This data **does not** provide information about the **quality** of faculty within + across colleges + schools



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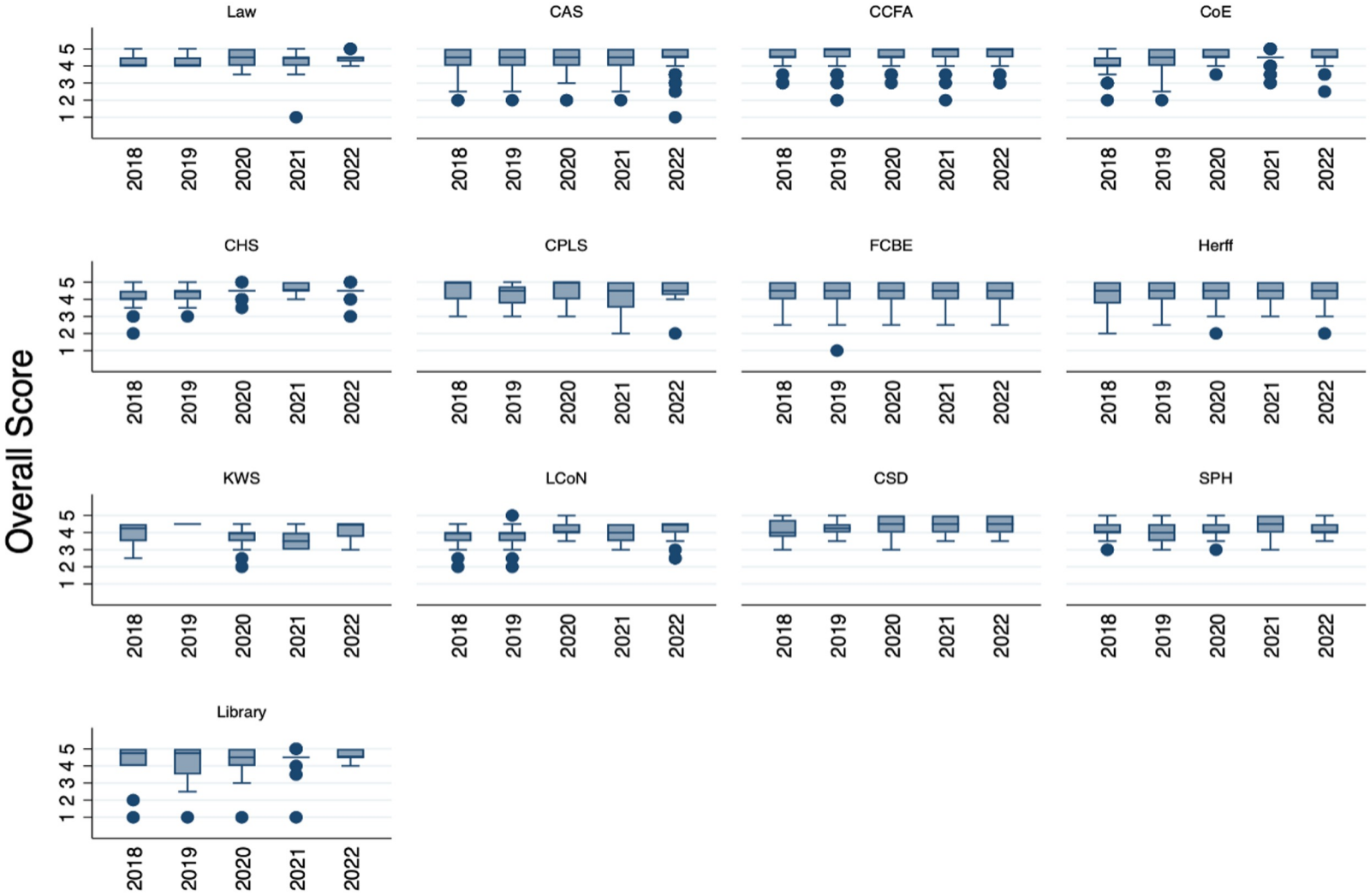
Overall Score
Law
CAS
CCFA
CoE
CHS
CPLS
FCBE
Herff
KWS
LCoN
CSD
SPH
Library
1 2 3 4 5
2018
2019
2020
2021
2022

Measures of central tendency

	CCFA	CAS	CoEd	Total	CHS	FCBE	CSD	CPLS	Herff	LIB	LAW	SPH	LCON	KWSH
Mean	4.64	4.45	4.43	4.41	4.40	4.39	4.38	4.37	4.32	4.30	4.30	4.17	3.97	3.87
Min	2	1	2	1	2	1	3	2	2	1	1	3	2	2
Max	5	5	5	5	5	5	5	5	5	5	5	5	5	4.5
Median	5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4	4	4

Correlations between overall and category scores, by Colleges and Schools

	Overall	LAW	CAS	CCFA	CoEd	CHS	CPLS	FCBE	HERFF	KWSH	LCoN	CSD	SPH	LIB
Advising	0.705 ***	0.681 ***	0.719 ***	0.608 ***	0.619 ***	0.653 *	0.897 ***	0.585 ***	0.800 ***	0.902 ***	0.682 ***	0.480 ***	0.712 ***	0.568 **
Mentoring														
Scholarly Activities	0.705 ***	0.608 ***	0.699 ***	0.636 ***	0.766 ***	0.700 ***	0.775 ***	0.669 ***	0.685 ***	0.780 ***	0.671 ***	0.621 ***	0.670 ***	0.801 ***
External Support	0.666 ***	0.556 **	0.691 ***	0.500 ***	0.616 ***	0.5	0.774 ***	0.672 ***	0.762 ***	0.655 **	0.669 ***	0.594 ***	0.672 ***	0.846 ***
Outreach	0.622 ***	0.765 ***	0.622 ***	0.552 ***	0.651 ***	0.088 7	0.801 ***	0.534 ***	0.656 ***	0.801 ***	0.555 ***	0.457 ***	0.514 ***	0.636 ***
Service	0.714 ***	0.710 ***	0.726 ***	0.726 ***	0.645 ***	0.286	0.821 ***	0.635 ***	0.591 ***	0.787 ***	0.728 ***	0.680 ***	0.626 ***	0.857 ***
Teaching	0.719 ***	0.749 ***	0.741 ***	0.652 ***	0.650 ***	0.730 ***	0.911 ***	0.641 ***	0.709 ***	0.722 ***	0.620 ***	0.763 ***	0.404 ***	0.932 ***
N	4468	106	1947	549	321	199	59	410	282	57	250	97	117	74

*** p<0.05, **p<0.01, *** p<0.001**

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Proposed changes to Annual Performance Reviews

- Align and weight the evaluation metrics to match the official expectations for faculty (whether tenure track, teaching, clinical, research, post-doc, etc.)
  - Instead of six categories, three+ (teaching, research, service + bonus)
  - Overall score a combination of sub-categories (mean or median?)
- Provide standardized guidelines for all faculty about the quantity and format of information faculty should provide in their annual evaluations
  - Provide standardized guidelines for evaluators for providing feedback
- Enable visibility of Dean's comments to the faculty member
- Provide training for faculty and evaluators (Chairs + Deans) to ensure that faculty evaluations are clearly communicated, transparent, equitably applied, and aligned to departmental standards and the faculty handbook
  - Standardize evaluations alongside promotion (and tenure) guideline metrics for departments
- Annually evaluate and share overall trends in faculty evaluations to ensure that there are no systematic inconsistencies
- Emphasize points 2 and 3 from the Faculty Handbook in the Annual Performance Review process
  - Make this part of the open-ended text boxes for faculty to fill out

Next steps

- Survey departments about potential changes
  - Faculty
  - Chairs
- Survey Deans
- Meet with Provost
- Consult with HR about implementing systemic changes
- Consult with OIR about analyzing data

Thank you!

Questions/Comments/Feedback:
Leah.Windsor@memphis.edu

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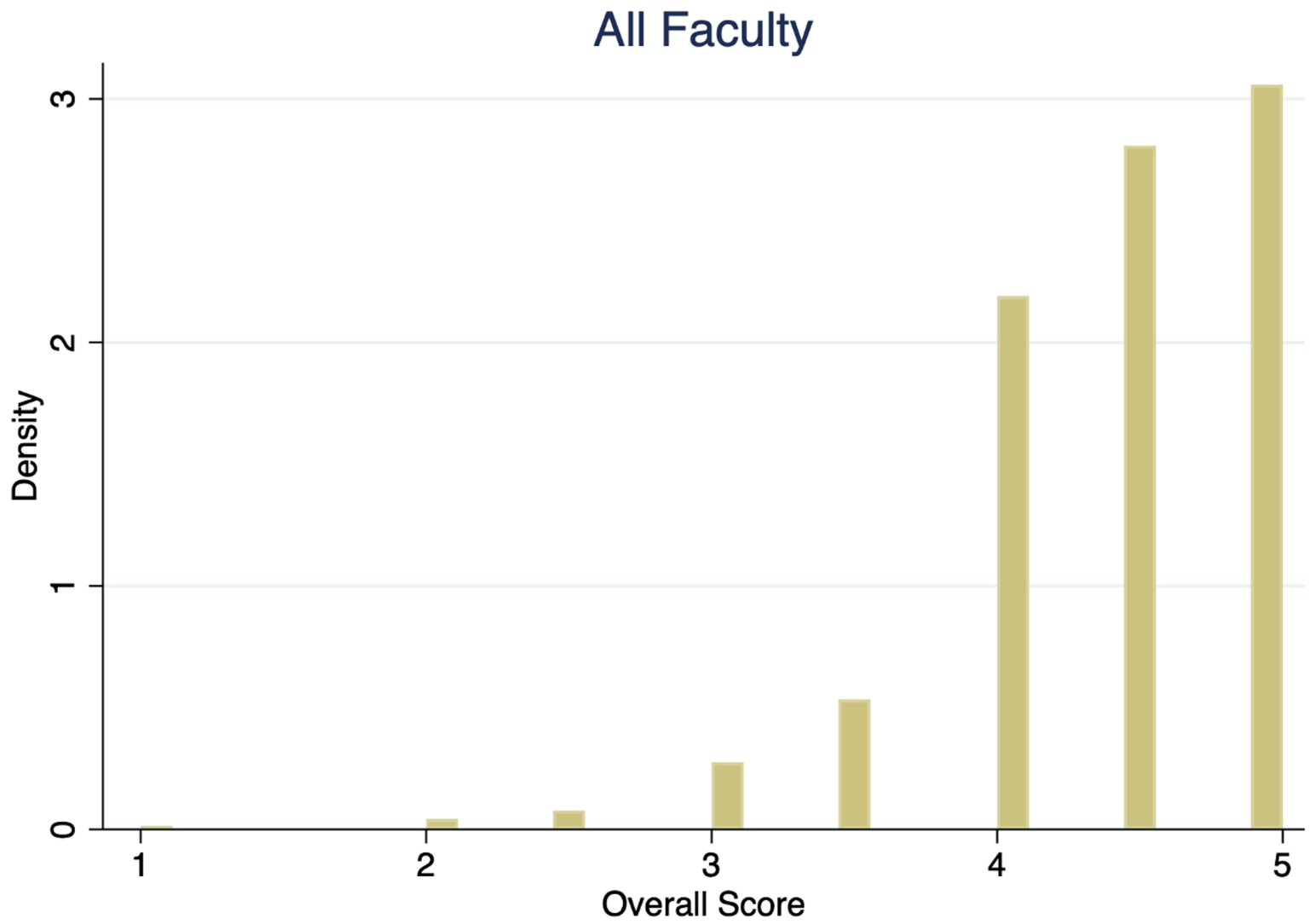
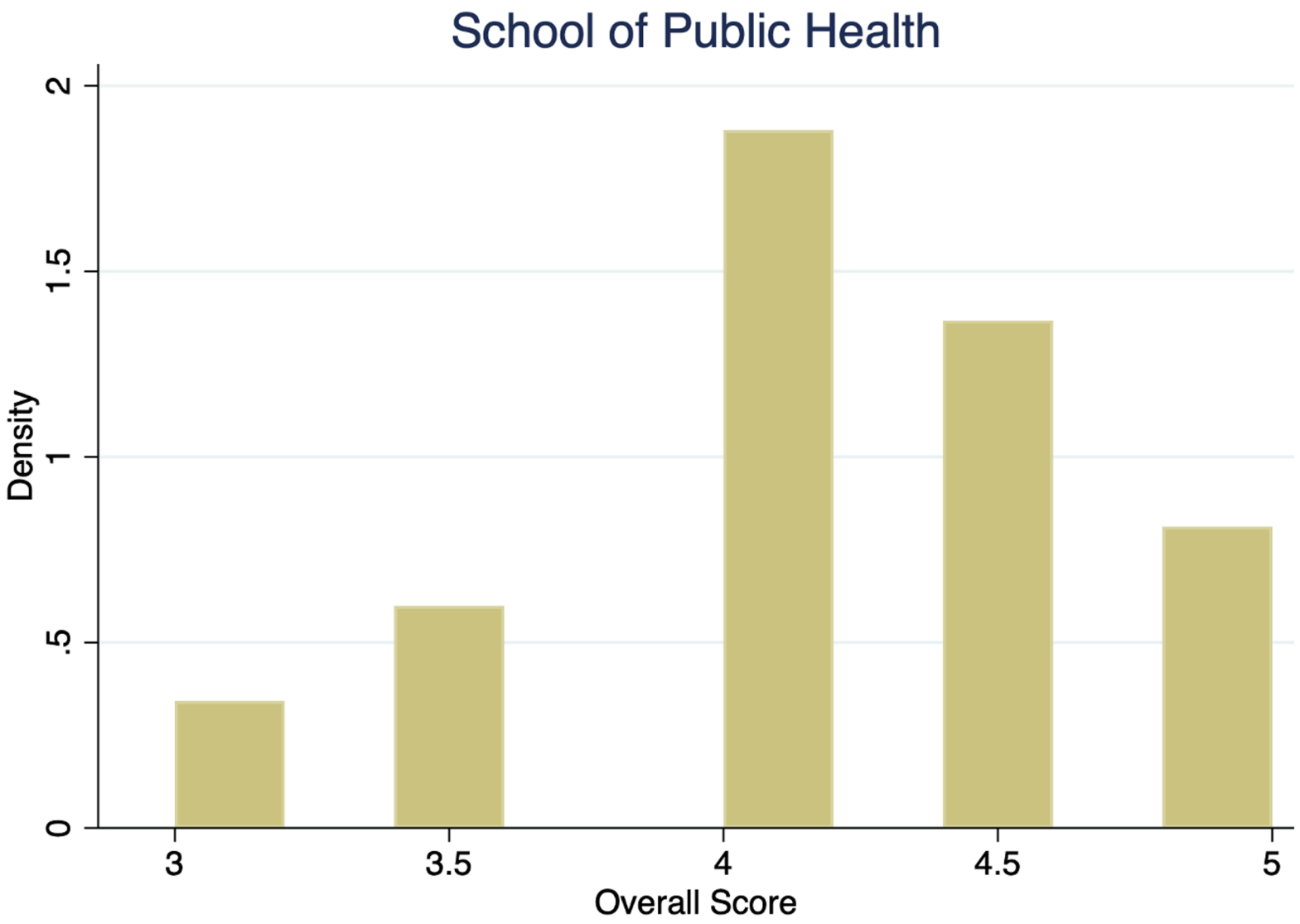
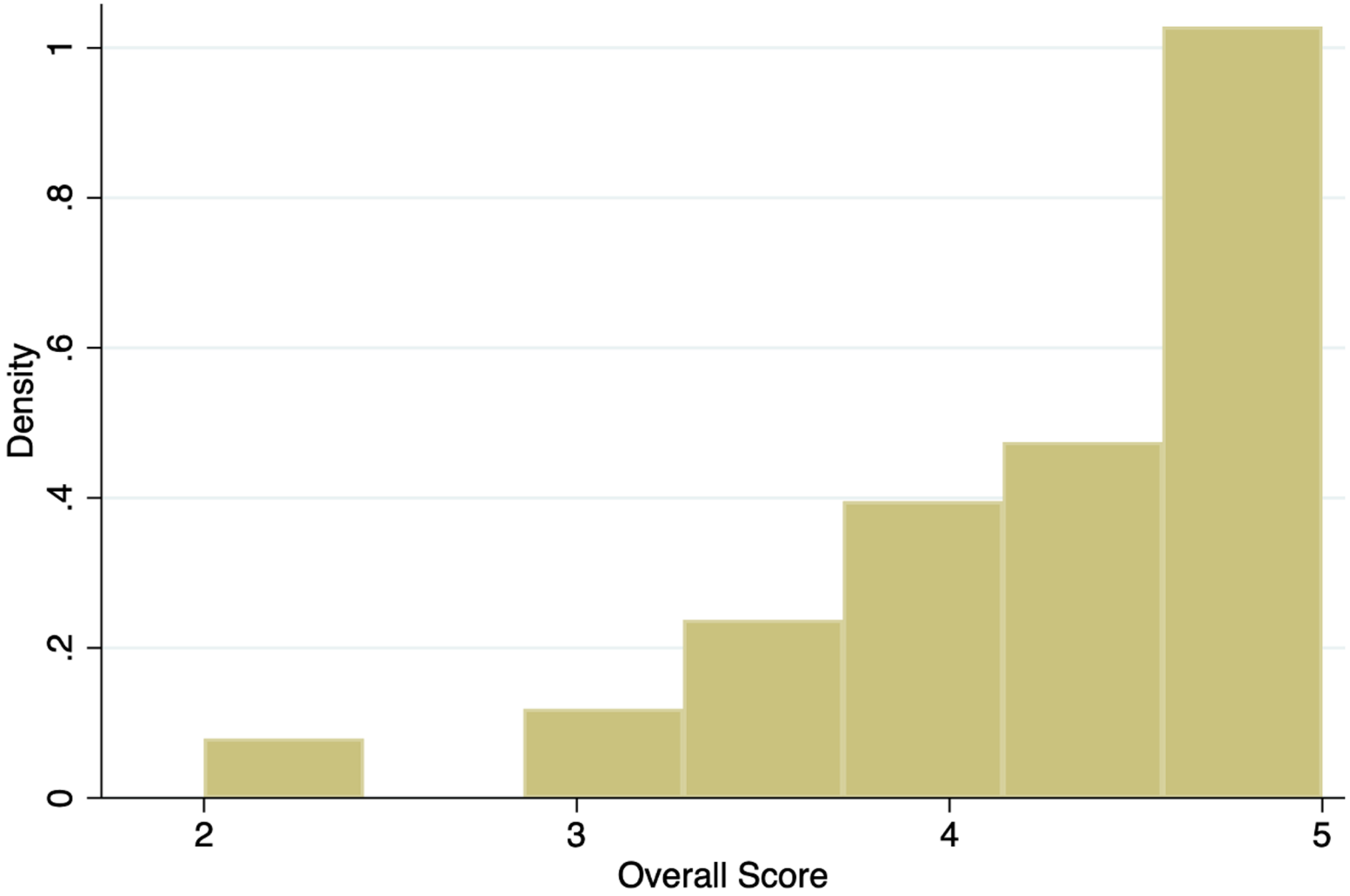
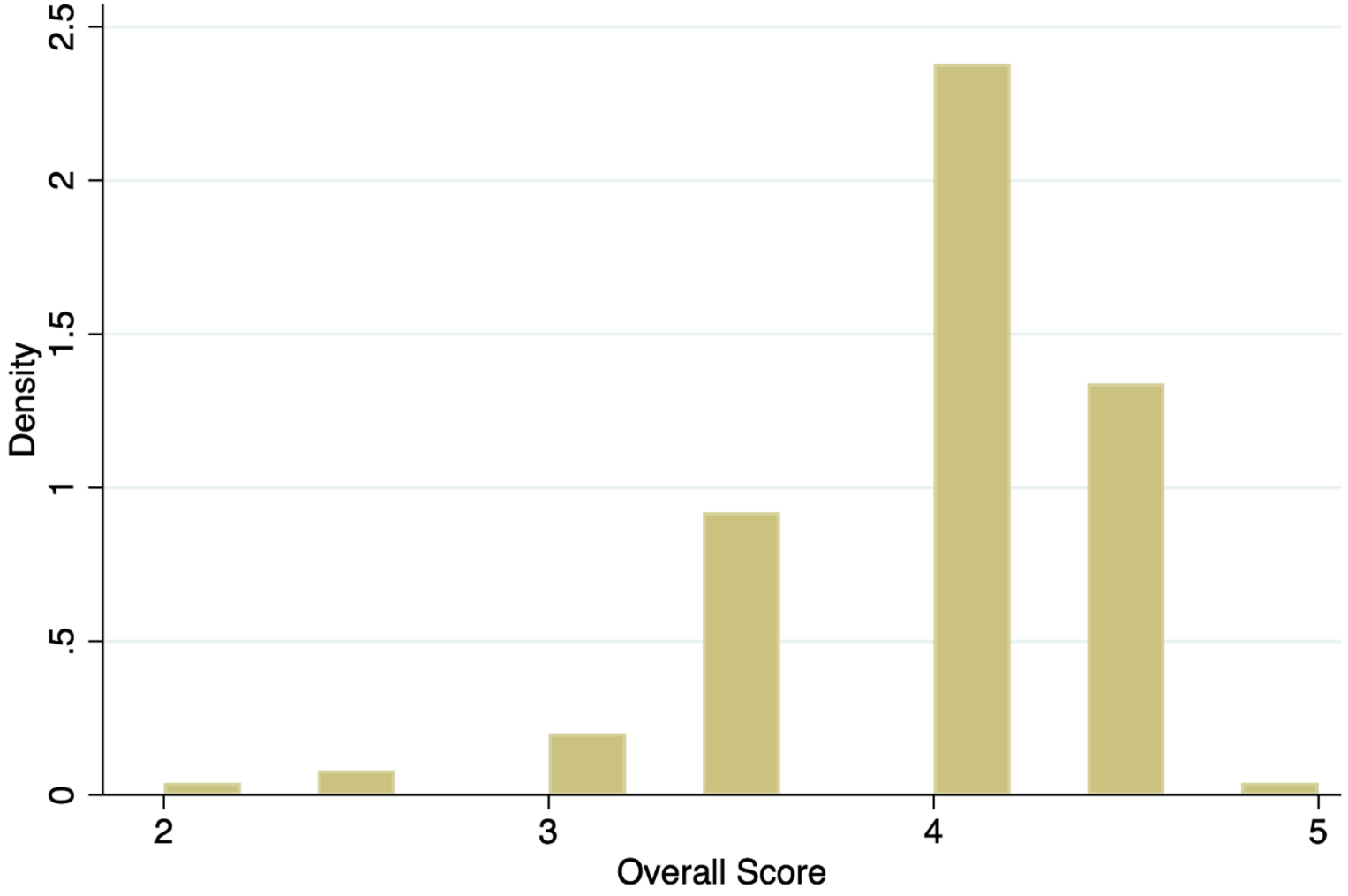

All Faculty
Density
0
1
2
3
1
2
3
4
5
Overall Score

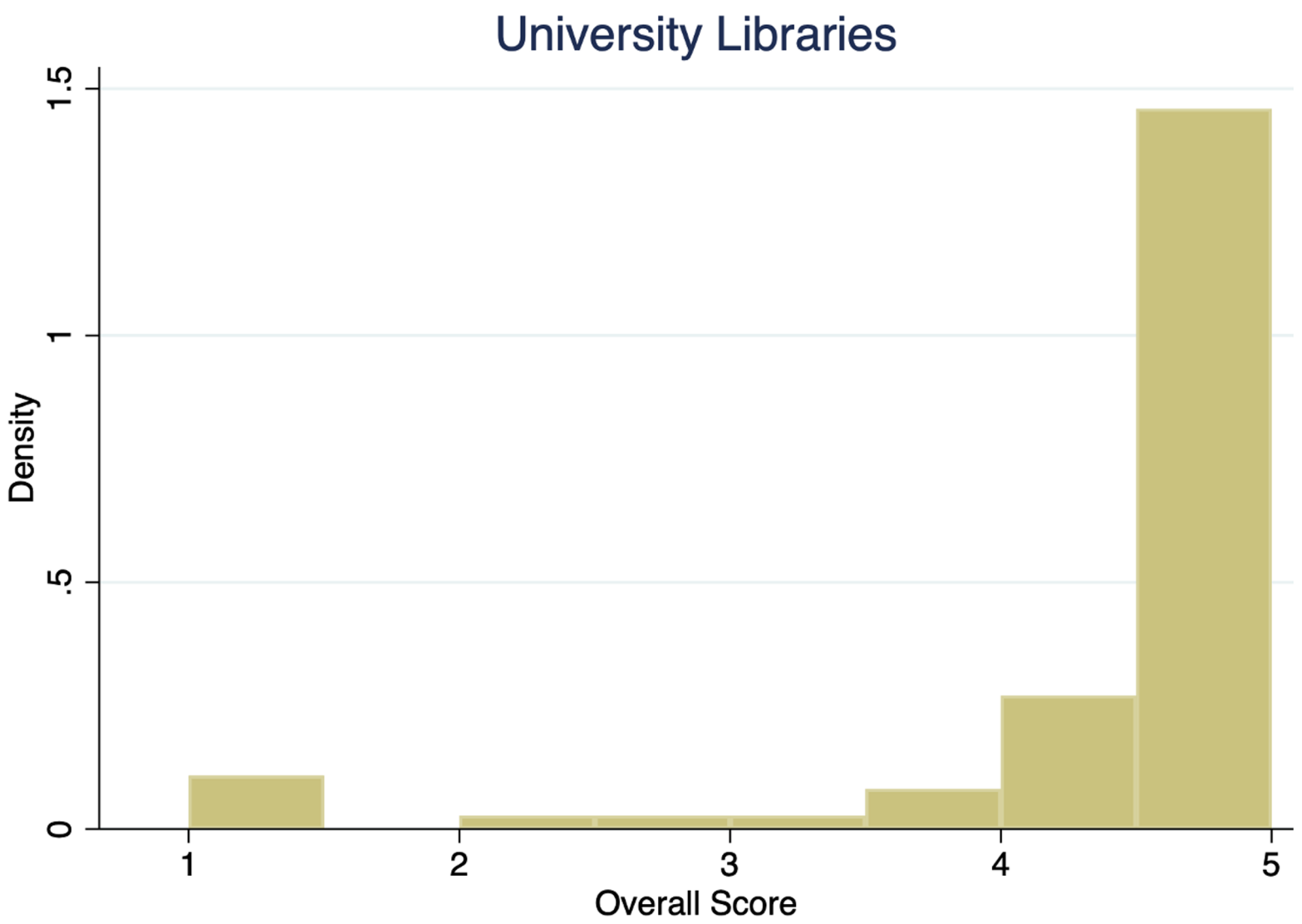

School of Public Health
Density
0
.5
1
1.5
2
3
3.5
4
4.5
5
Overall Score

College of Professional & Liberal Studies

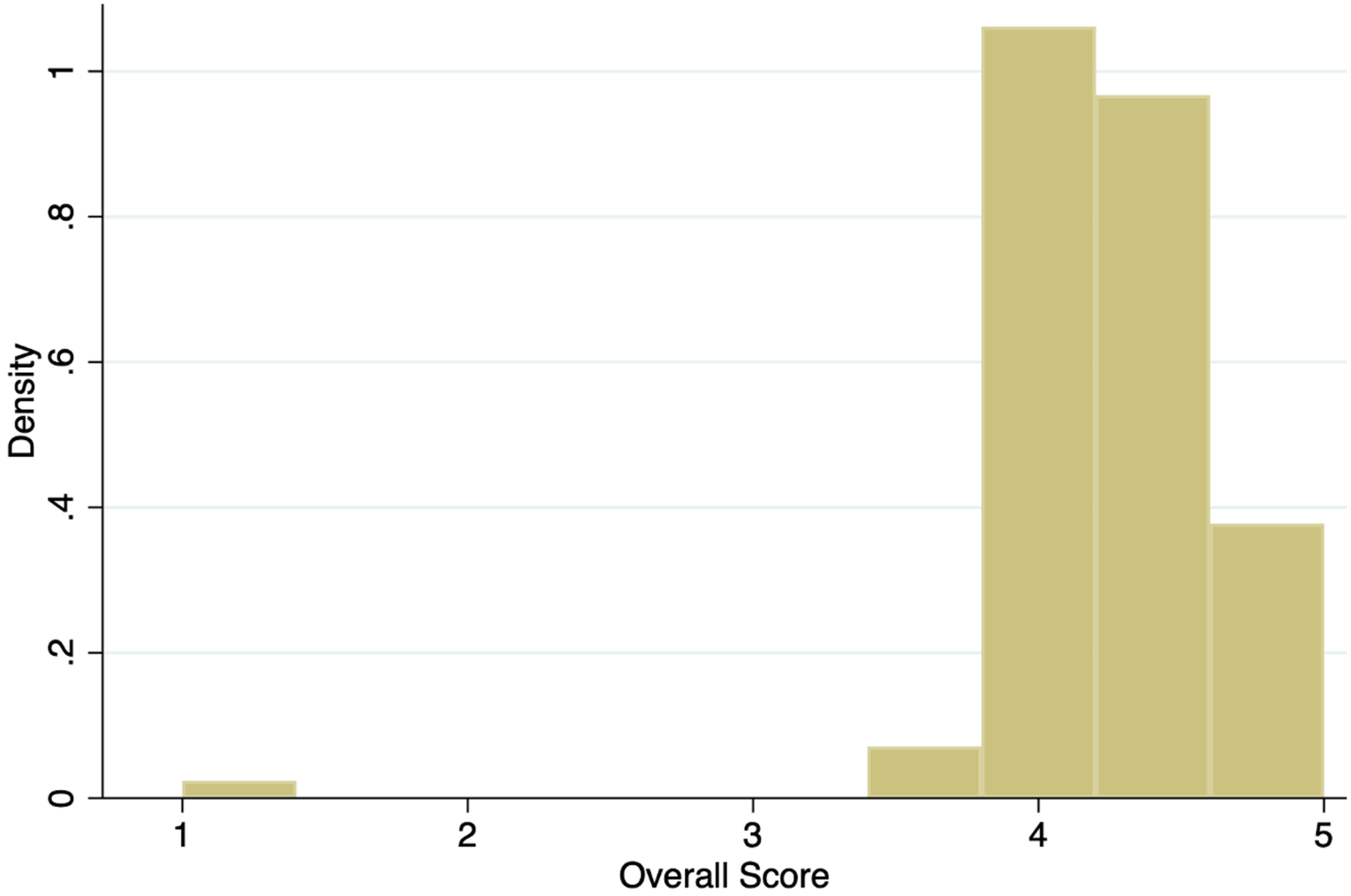


Loewenberg College of Nursing

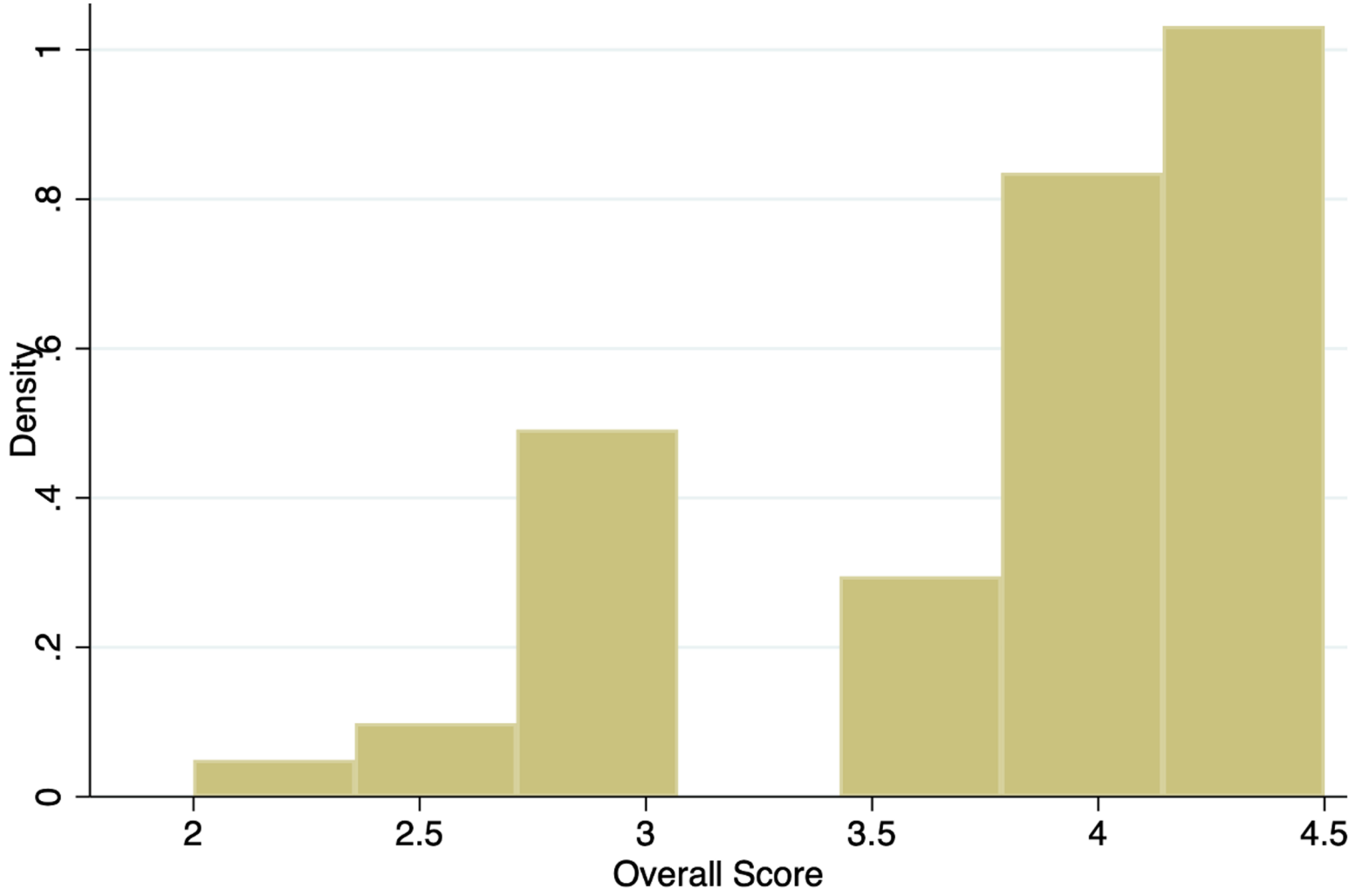



University Libraries
Density
0
.5
1
1.5
1
2
3
4
5
Overall Score

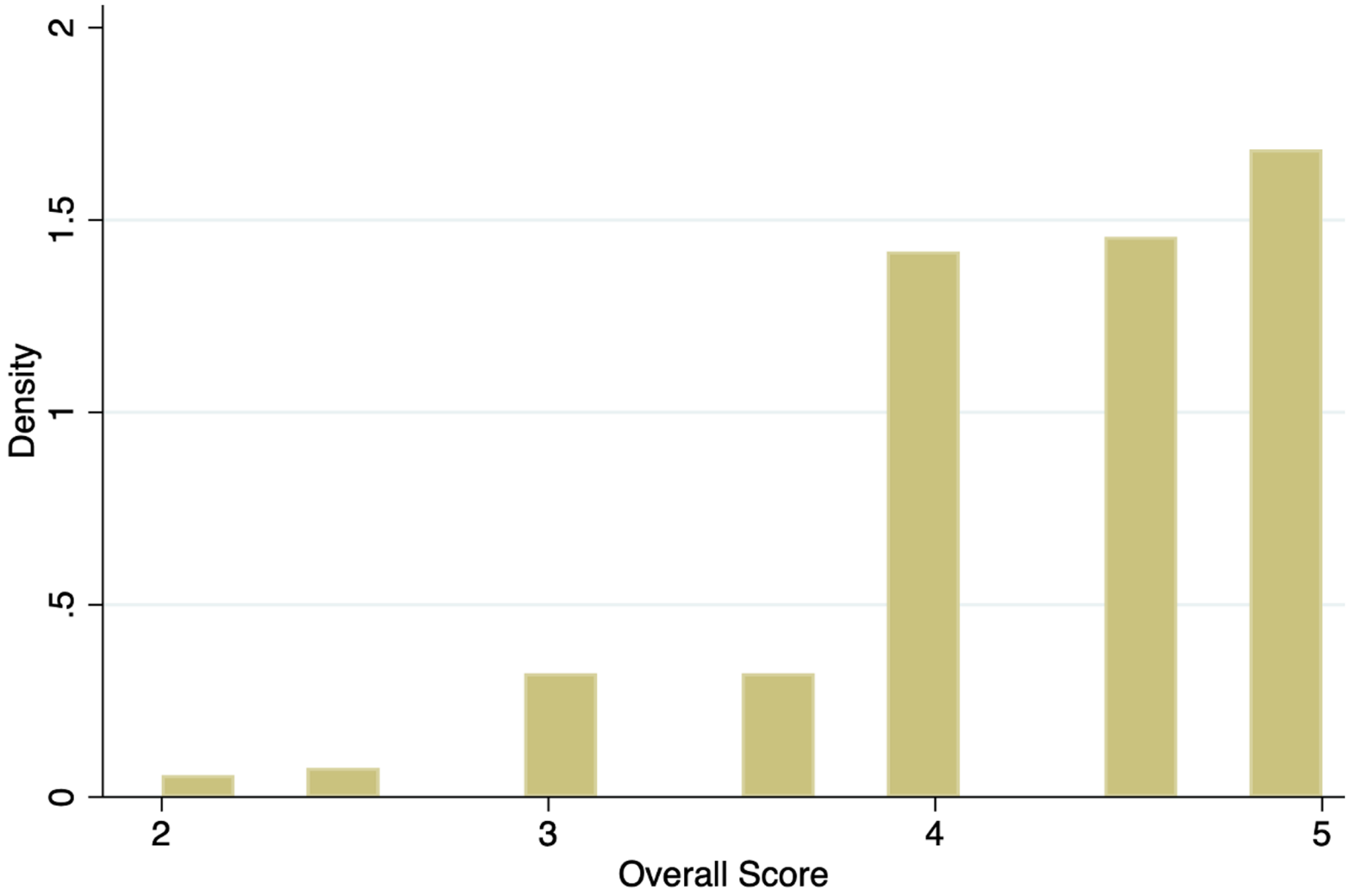
Cecil C. Humphreys School of Law



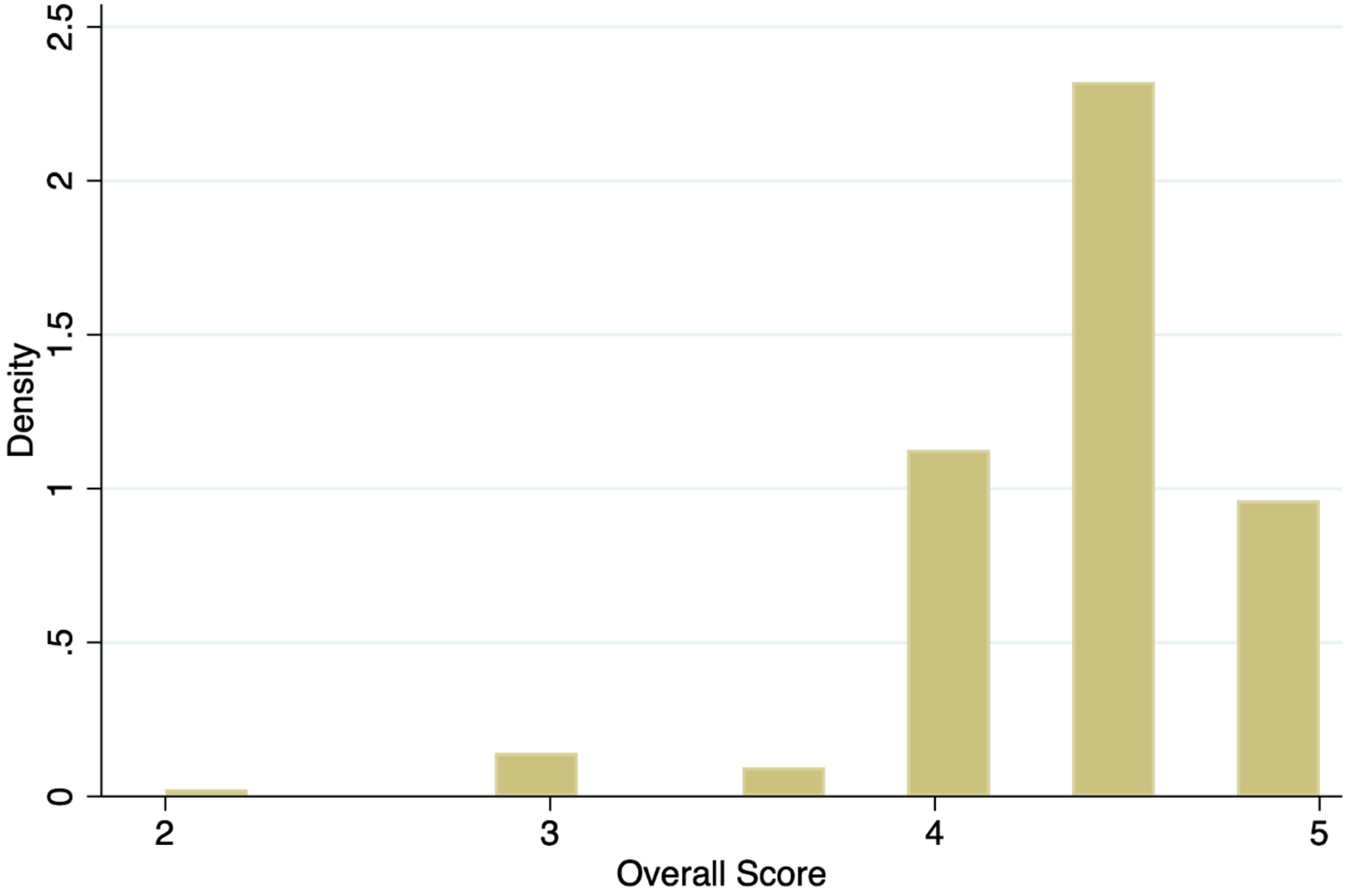
Kemmons Wilson School of Hospitality & Resort Managemen



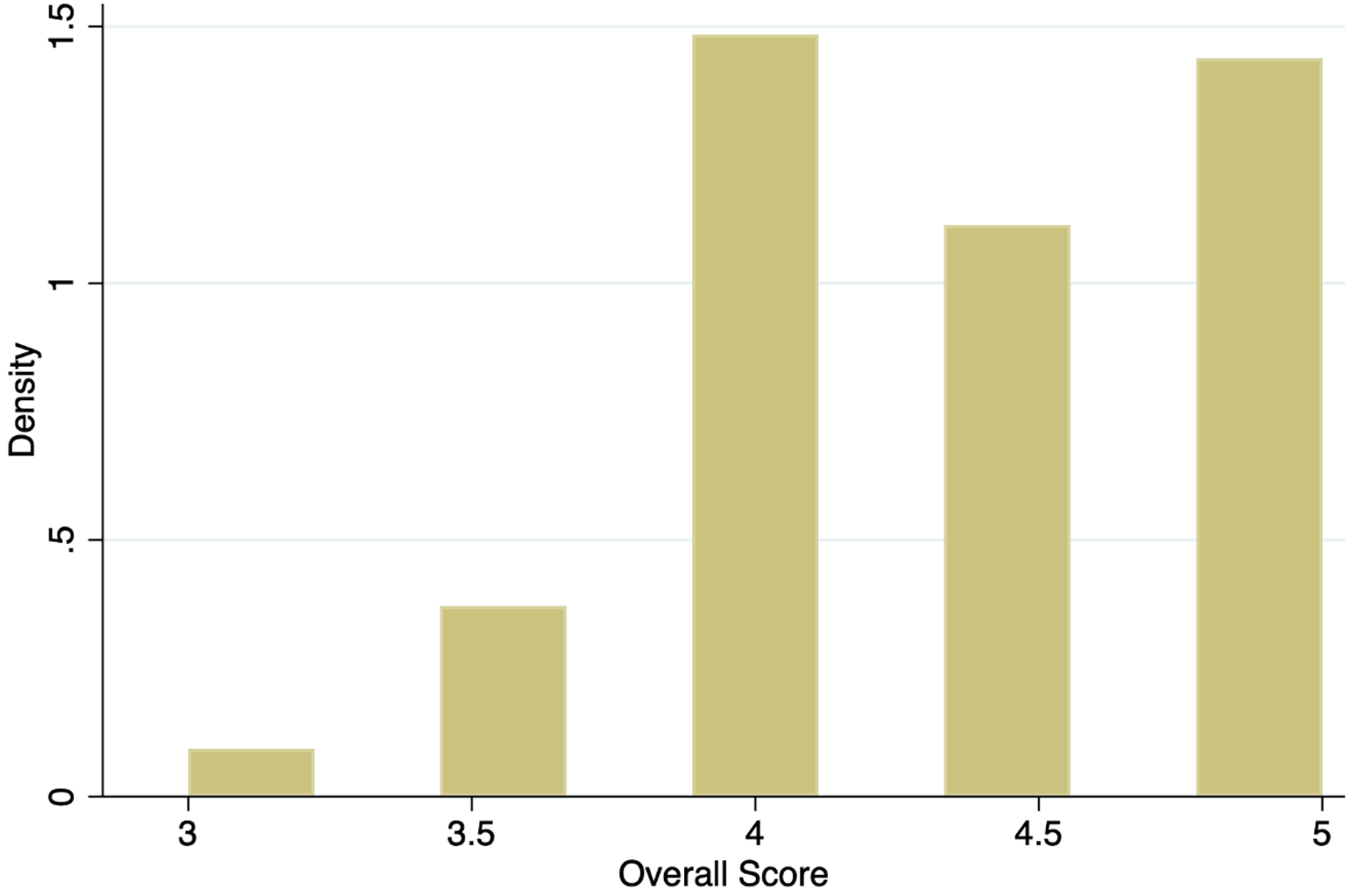
Herff College of Engineering

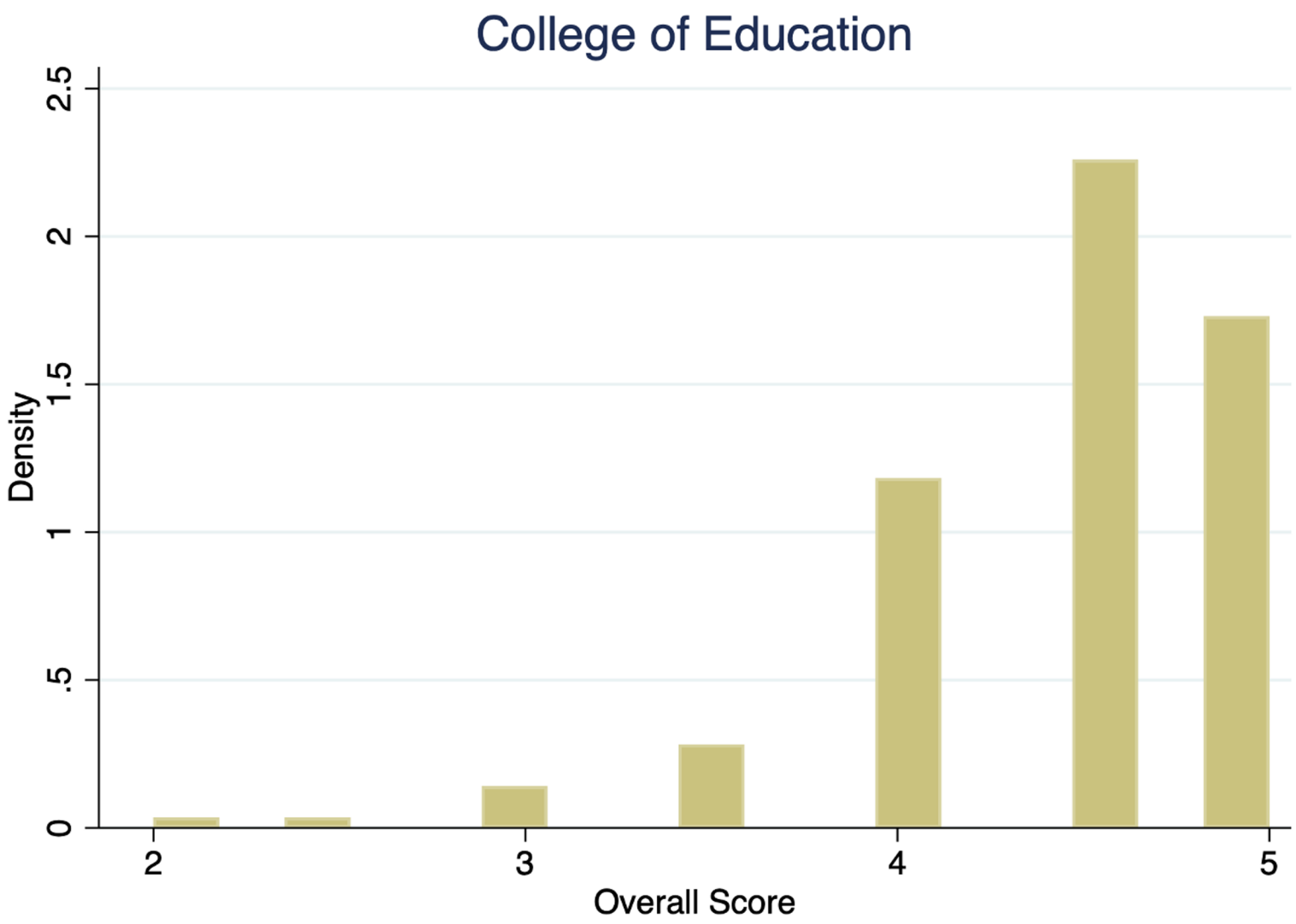


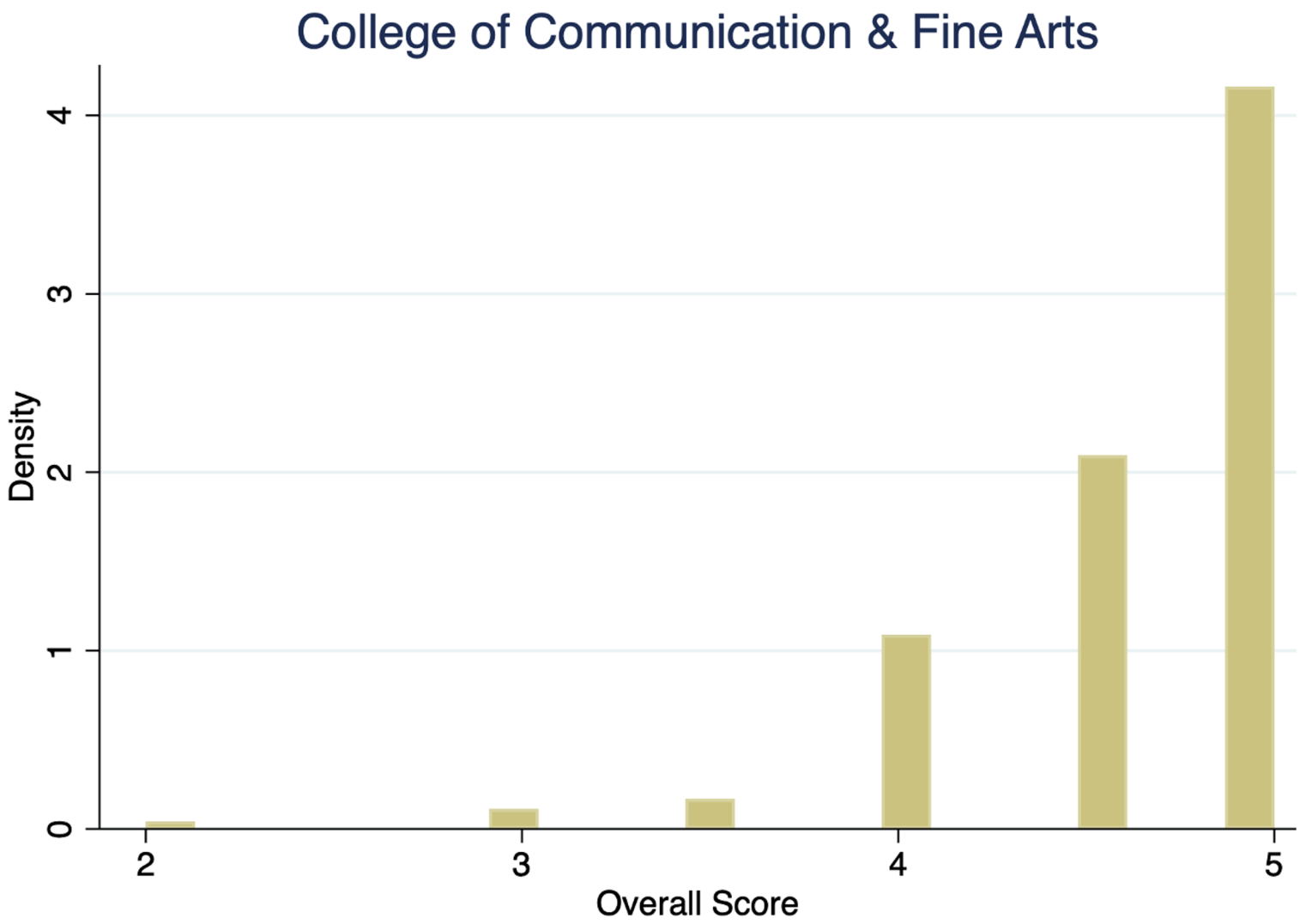
College of Health Sciences



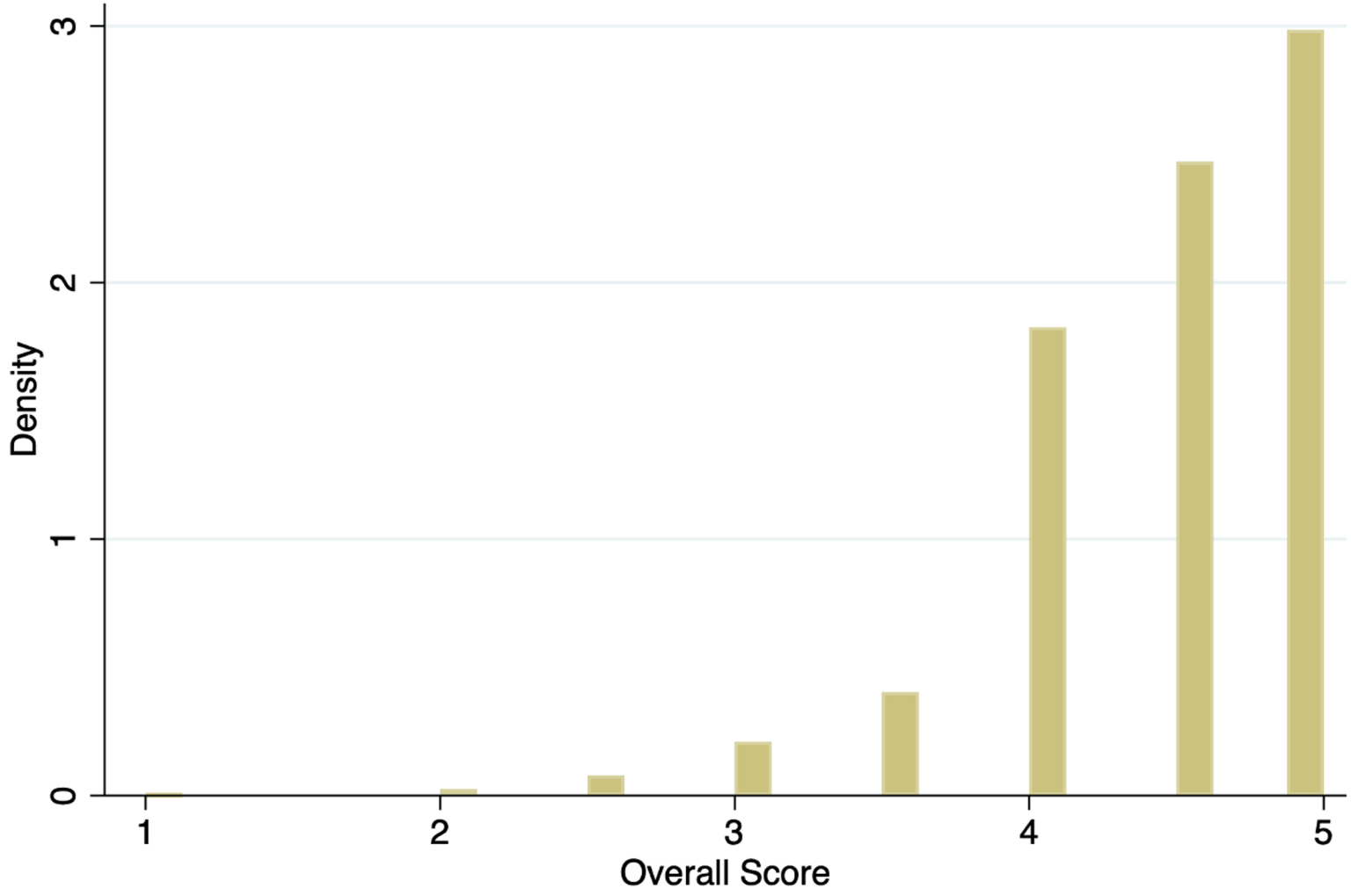
School of Communication Sciences & Disorders

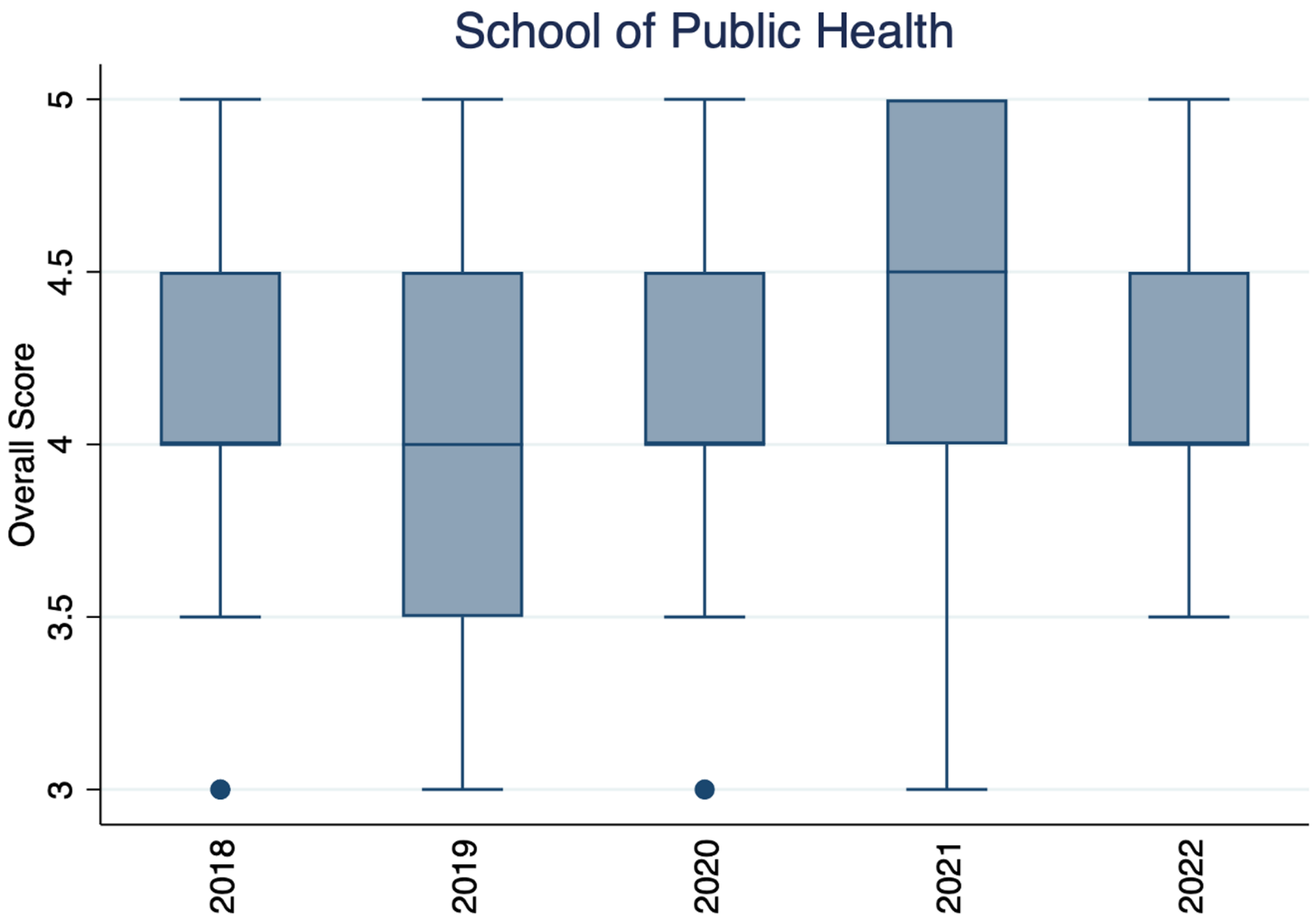


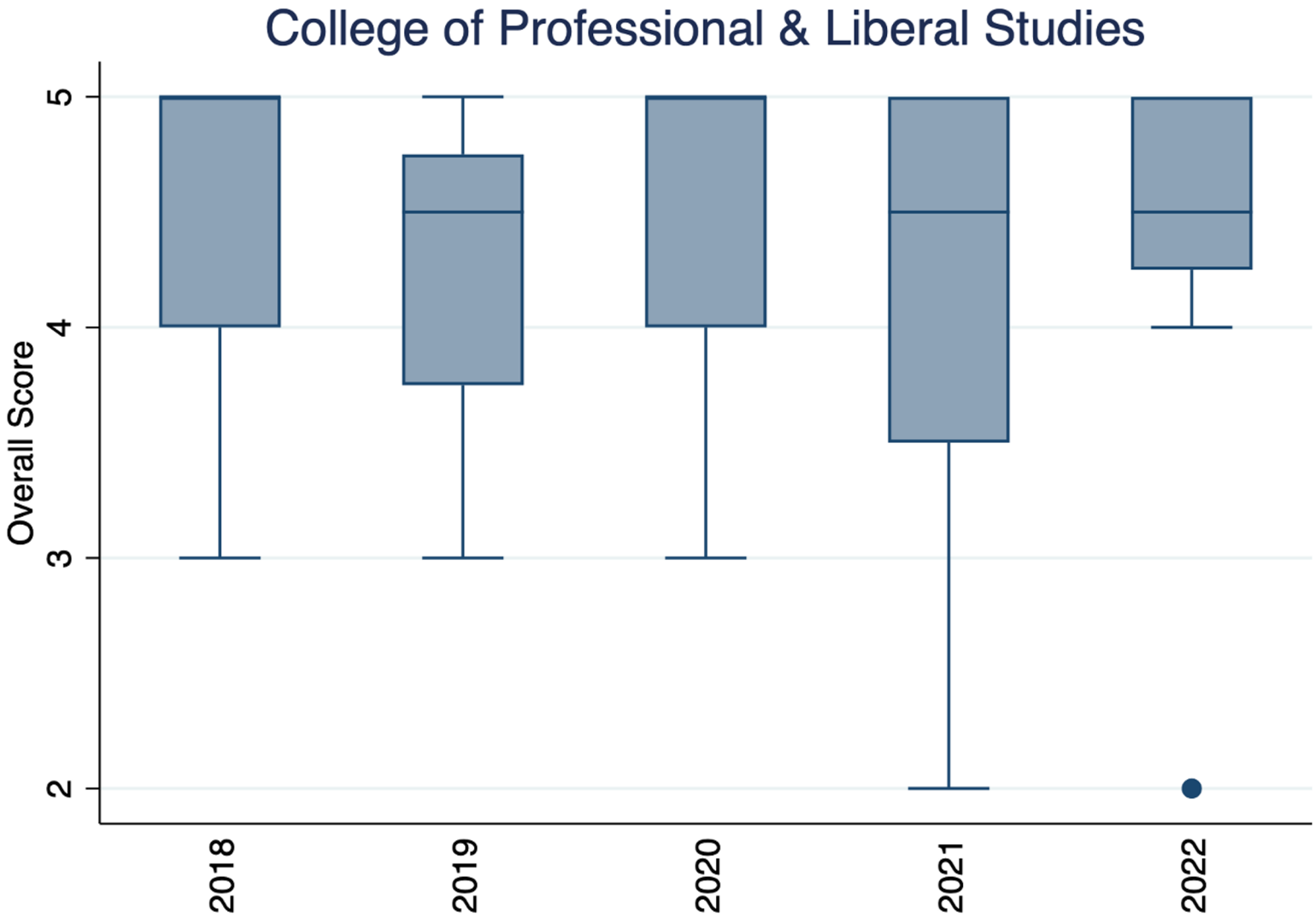

College of Education
Density
0
.5
1
1.5
2
2.5
2
3
4
5
Overall Score

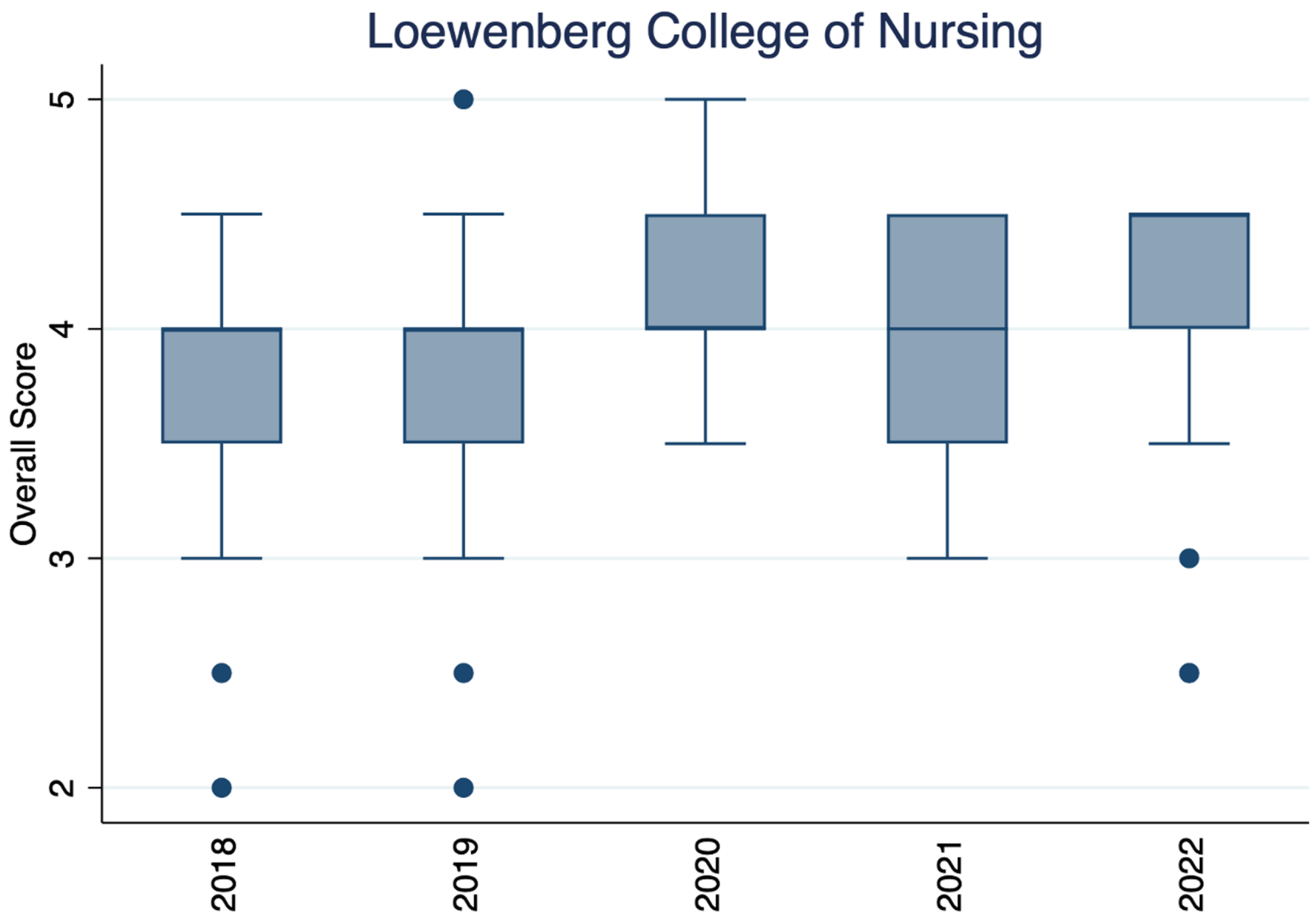

College of Communication & Fine Arts
Density
0
1
2
3
4
2
3
4
5
Overall Score

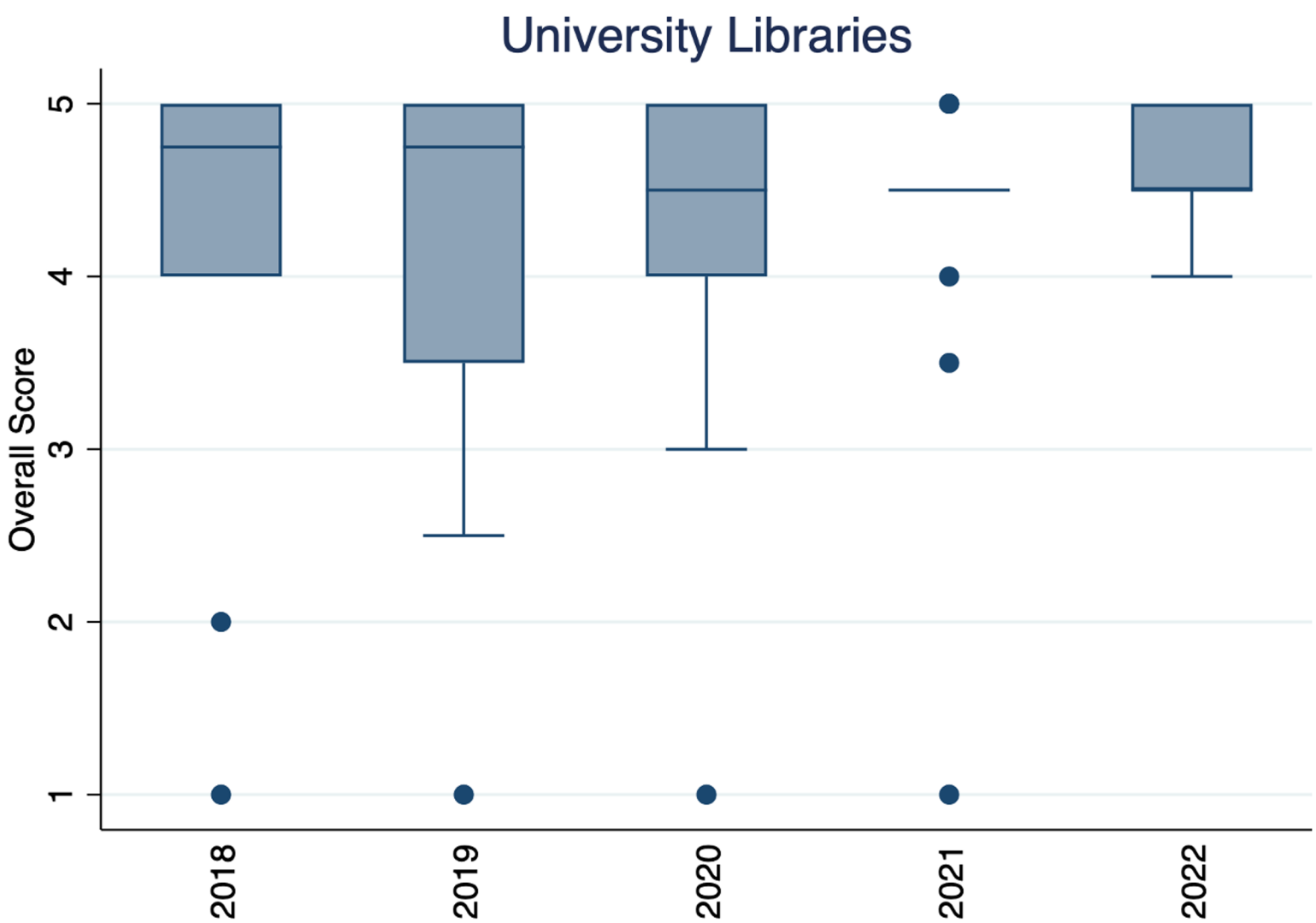
College of Arts & Sciences

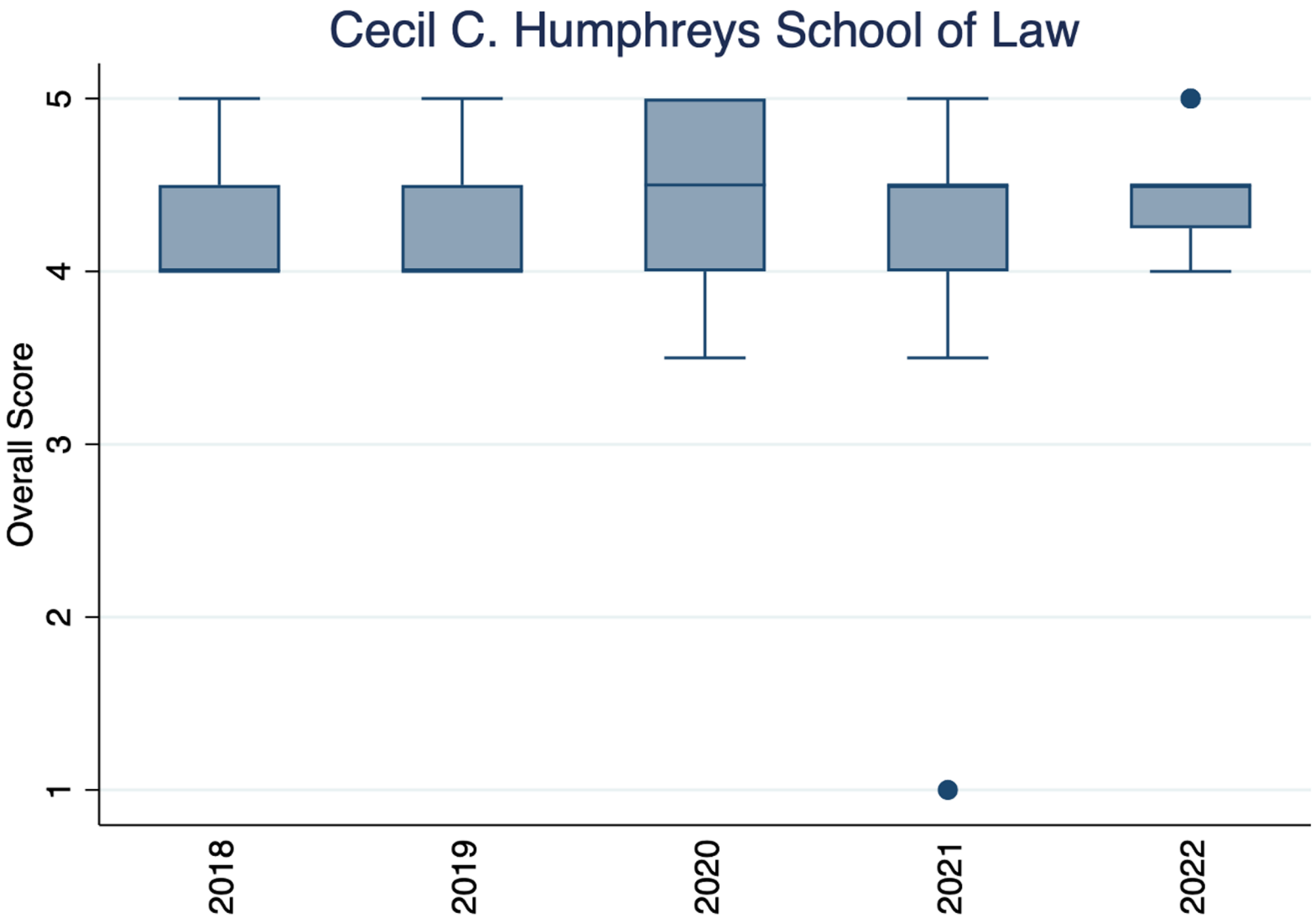



School of Public Health
Overall Score
5
4.5
4
3.5
3
2018
2019
2020
2021
2022

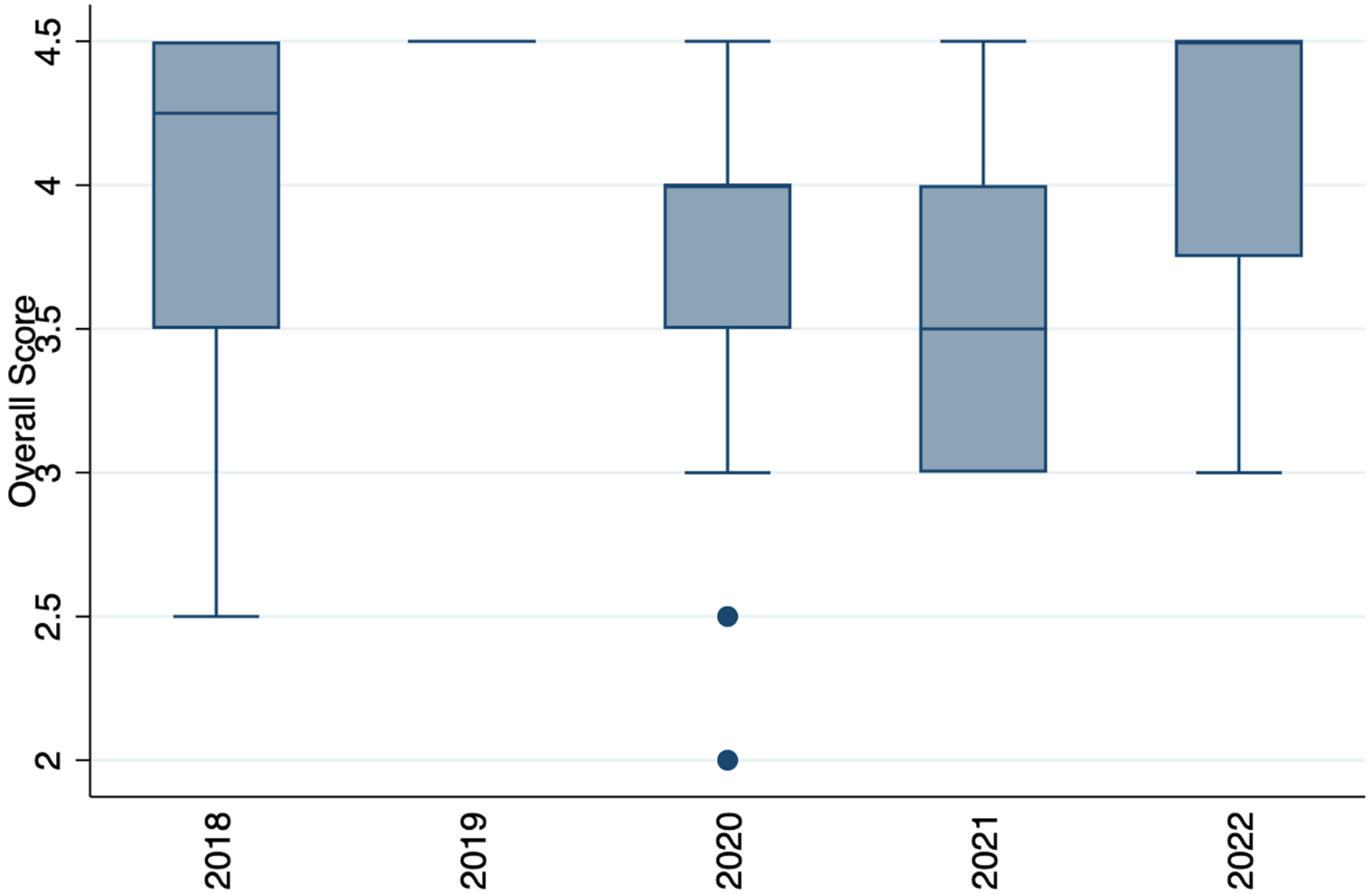

College of Professional & Liberal Studies
Overall Score
5
4
3
2
2018
2019
2020
2021
2022


Loewenberg College of Nursing
Overall Score
5
4
3
2
2018
2019
2020
2021
2022

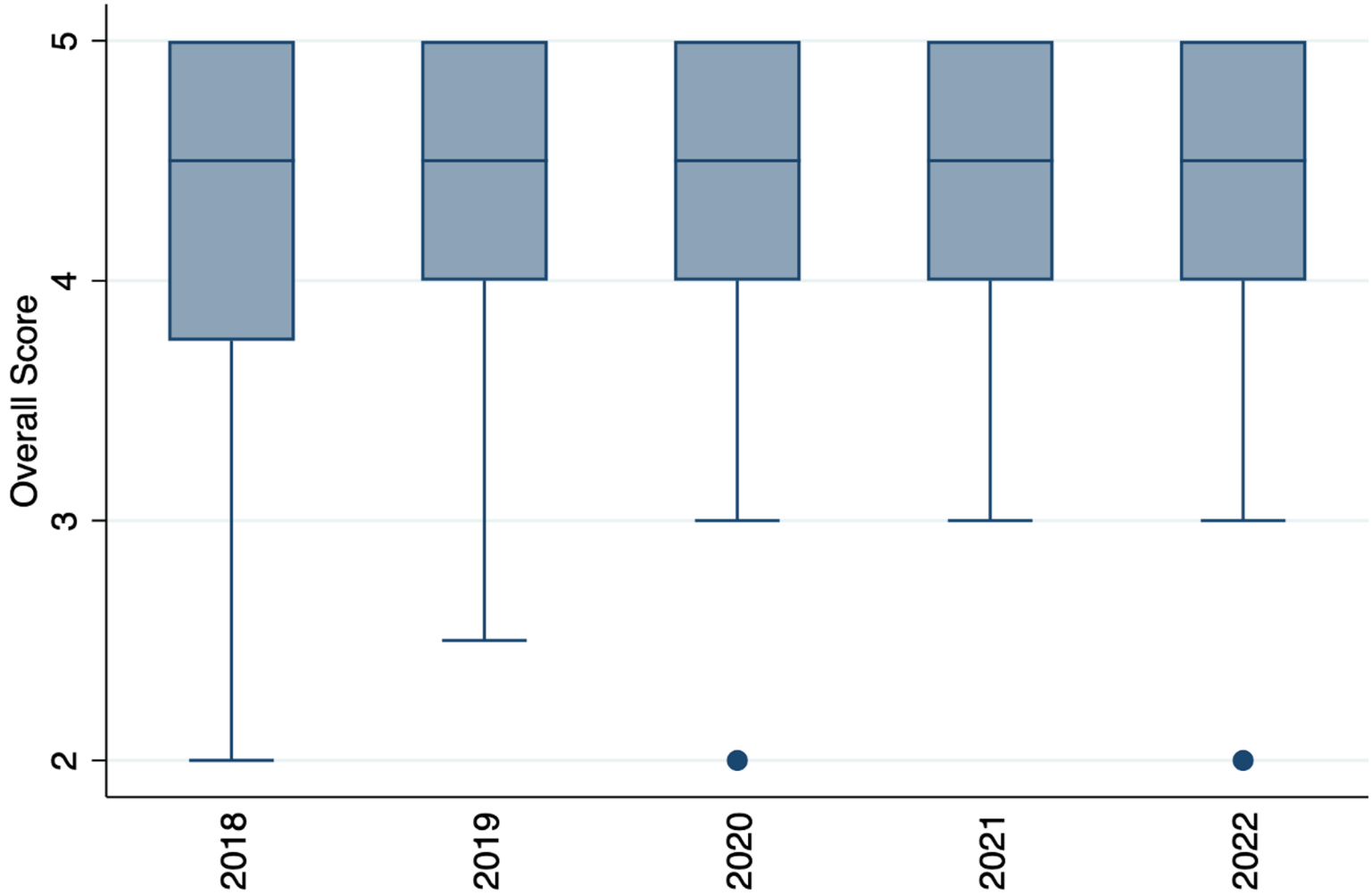

University Libraries
Overall Score
1
2
3
4
5
2018
2019
2020
2021
2022

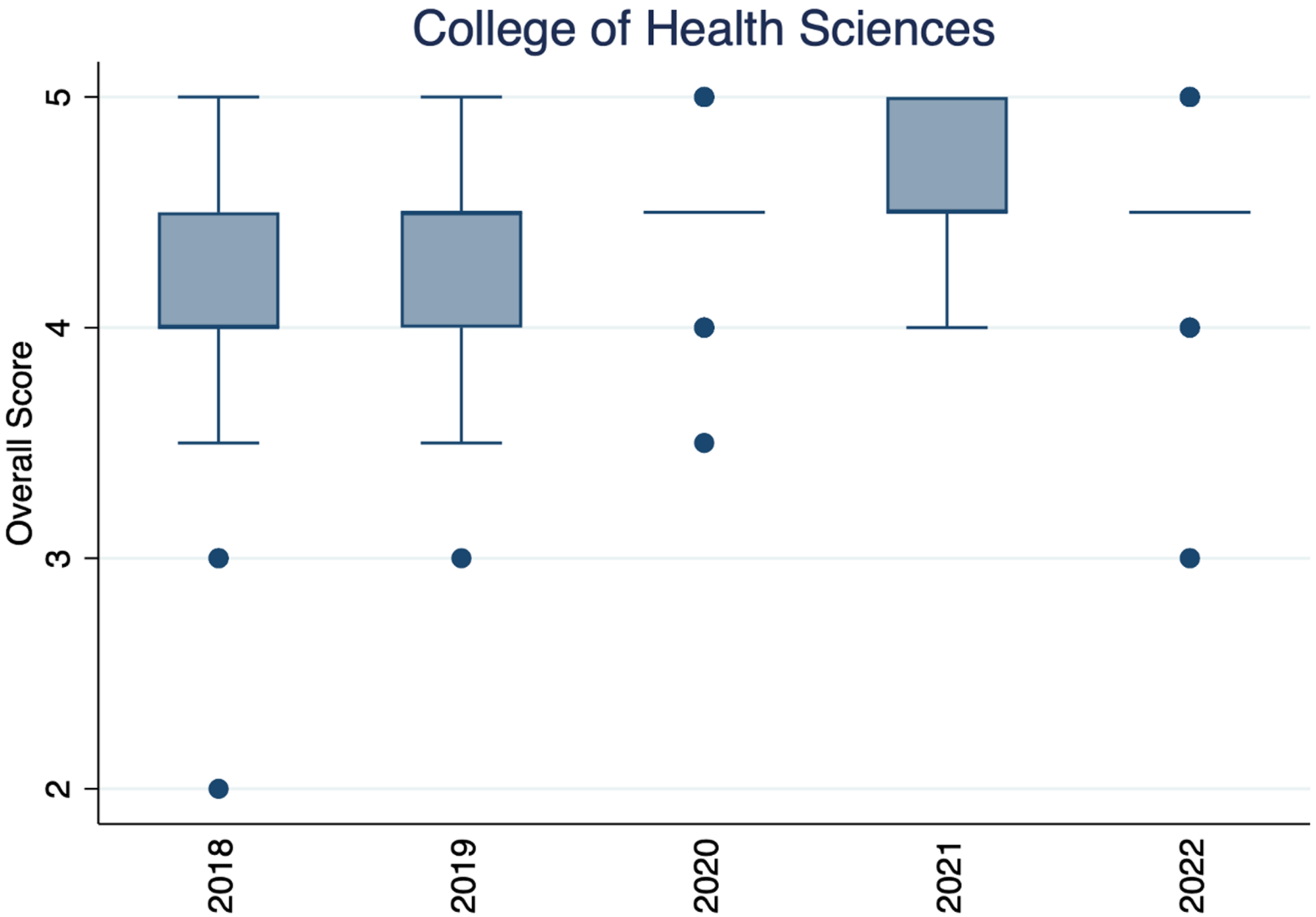

Cecil C. Humphreys School of Law
Overall Score
5
4
3
2
1
2018
2019
2020
2021
2022

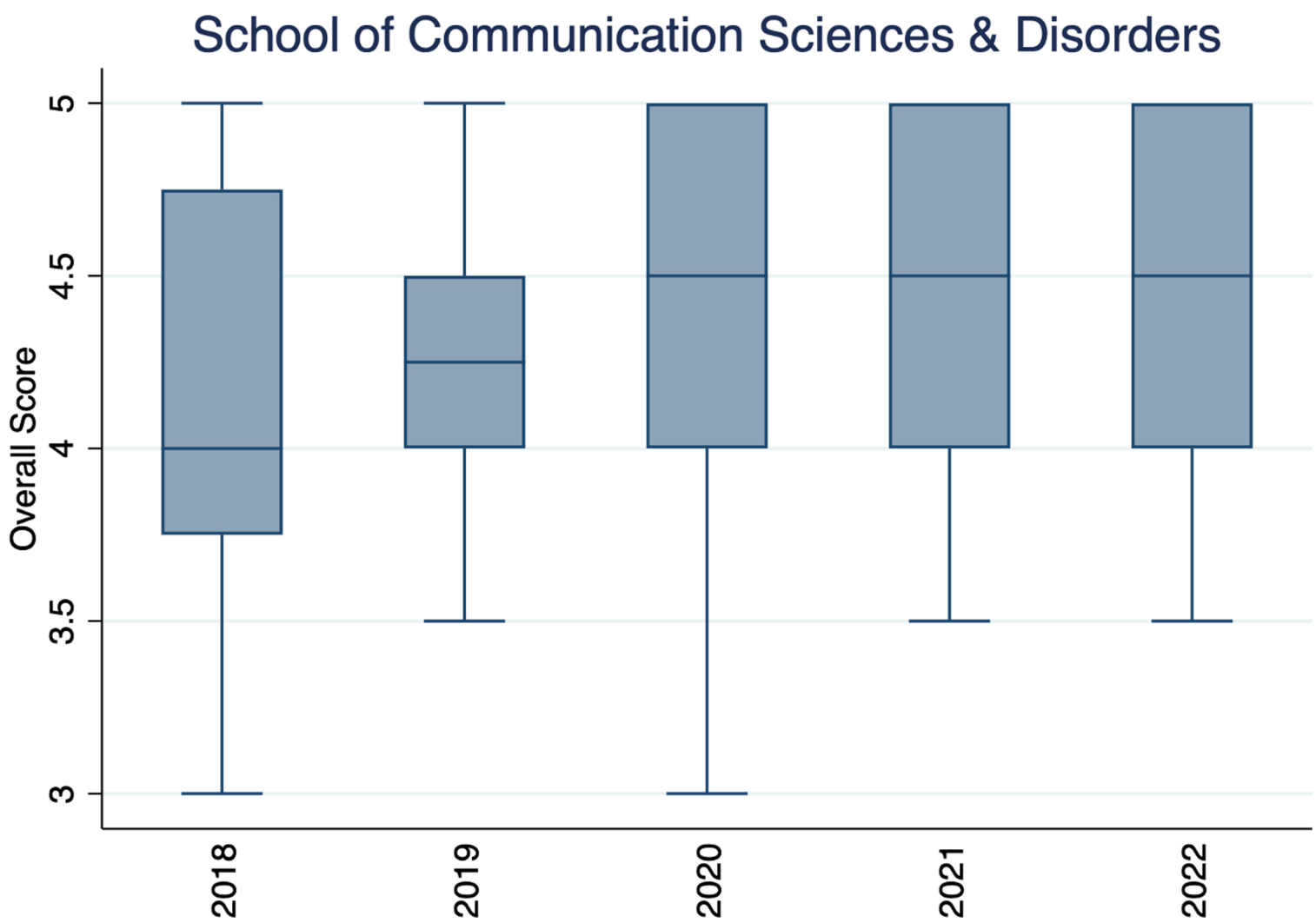
Kemmons Wilson School of Hospitality & Resort Managemen

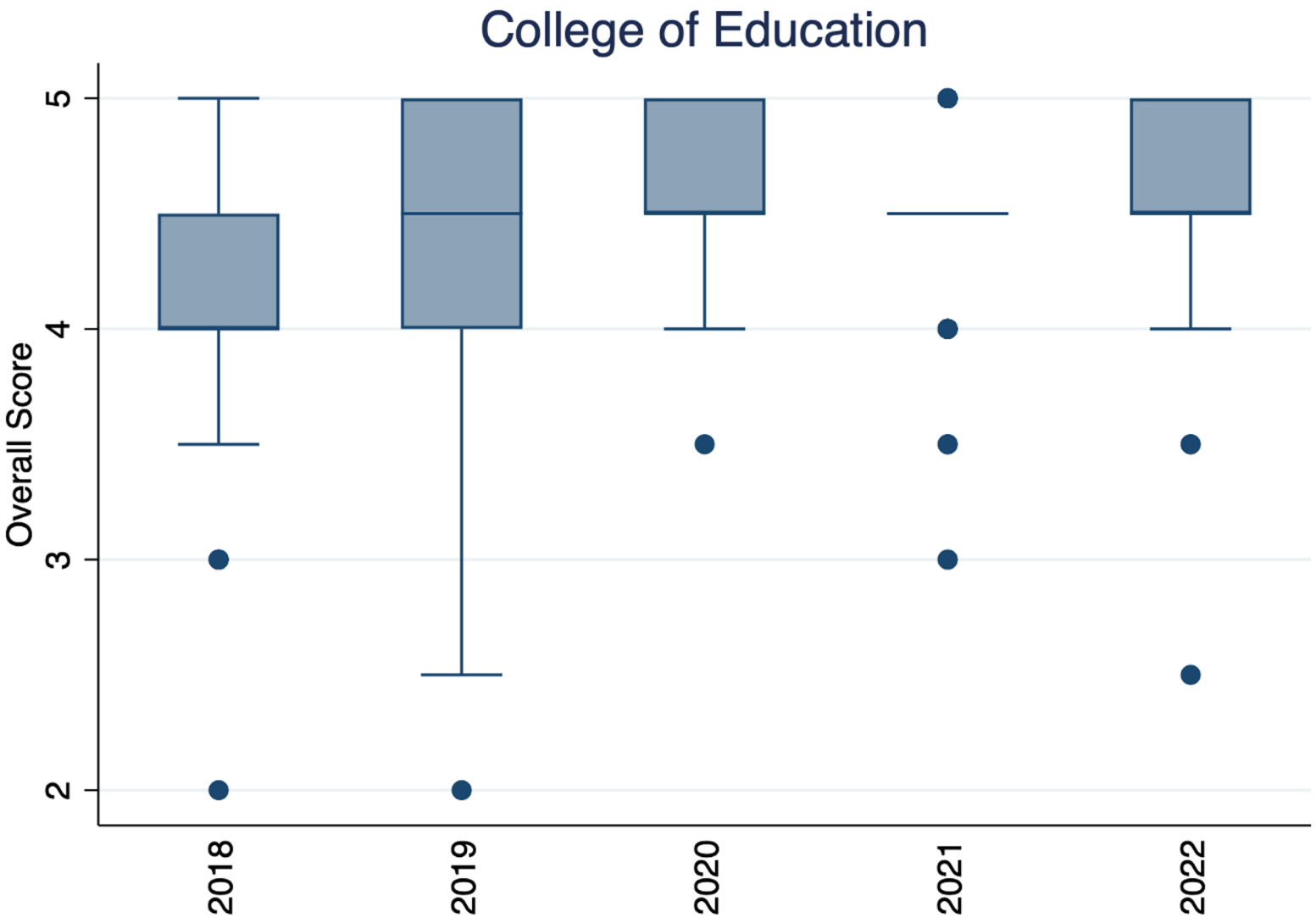


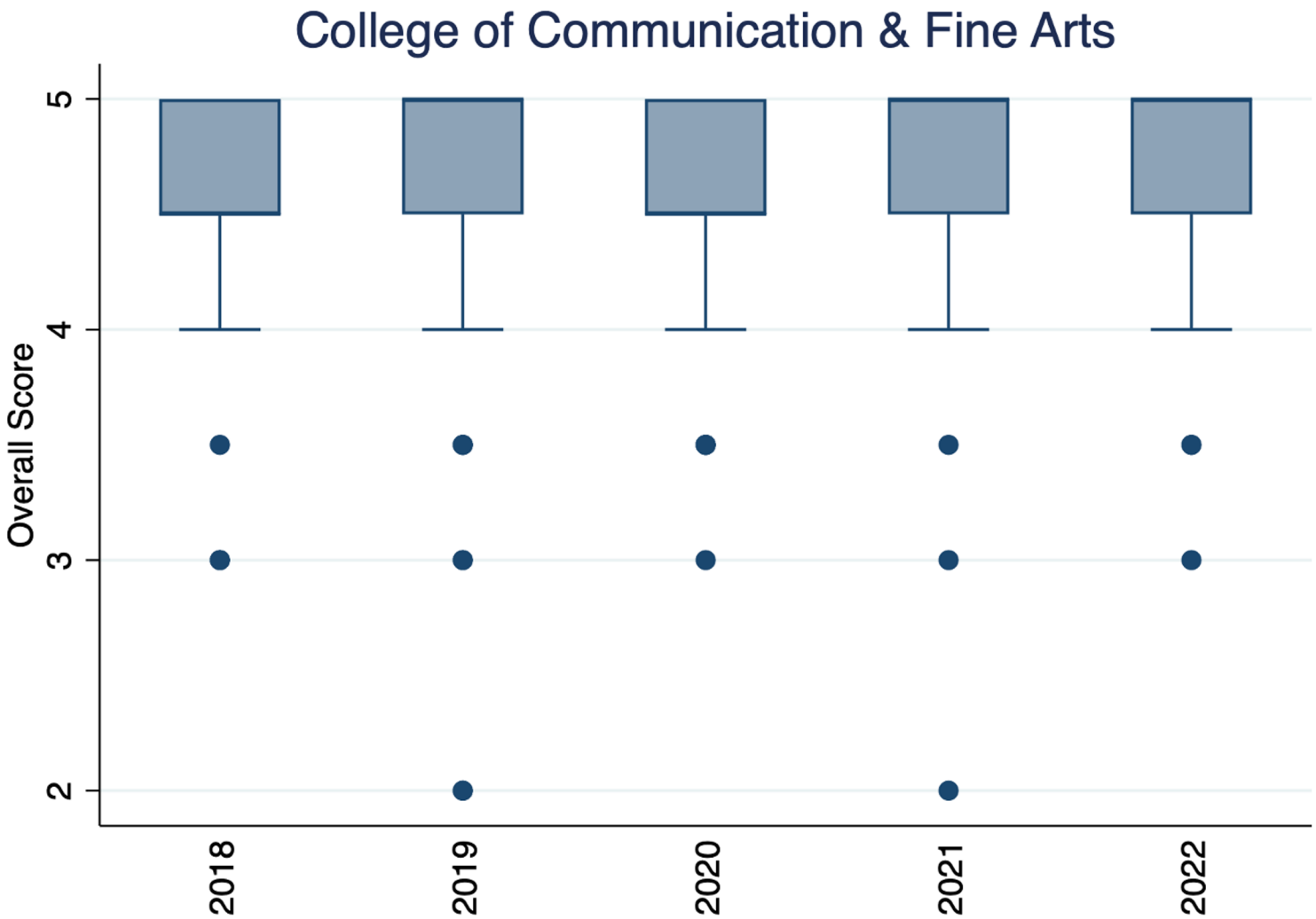
Herff College of Engineering

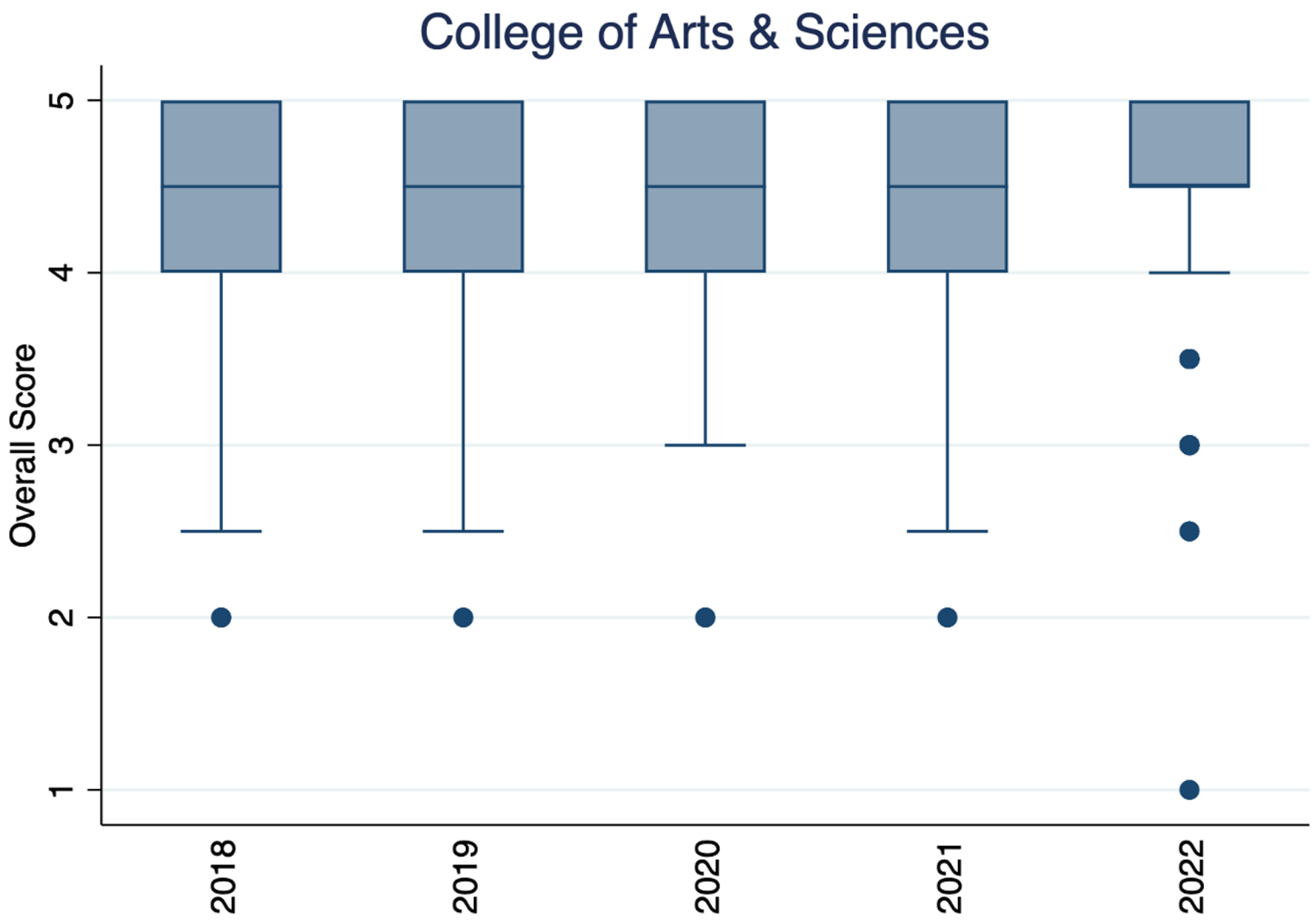


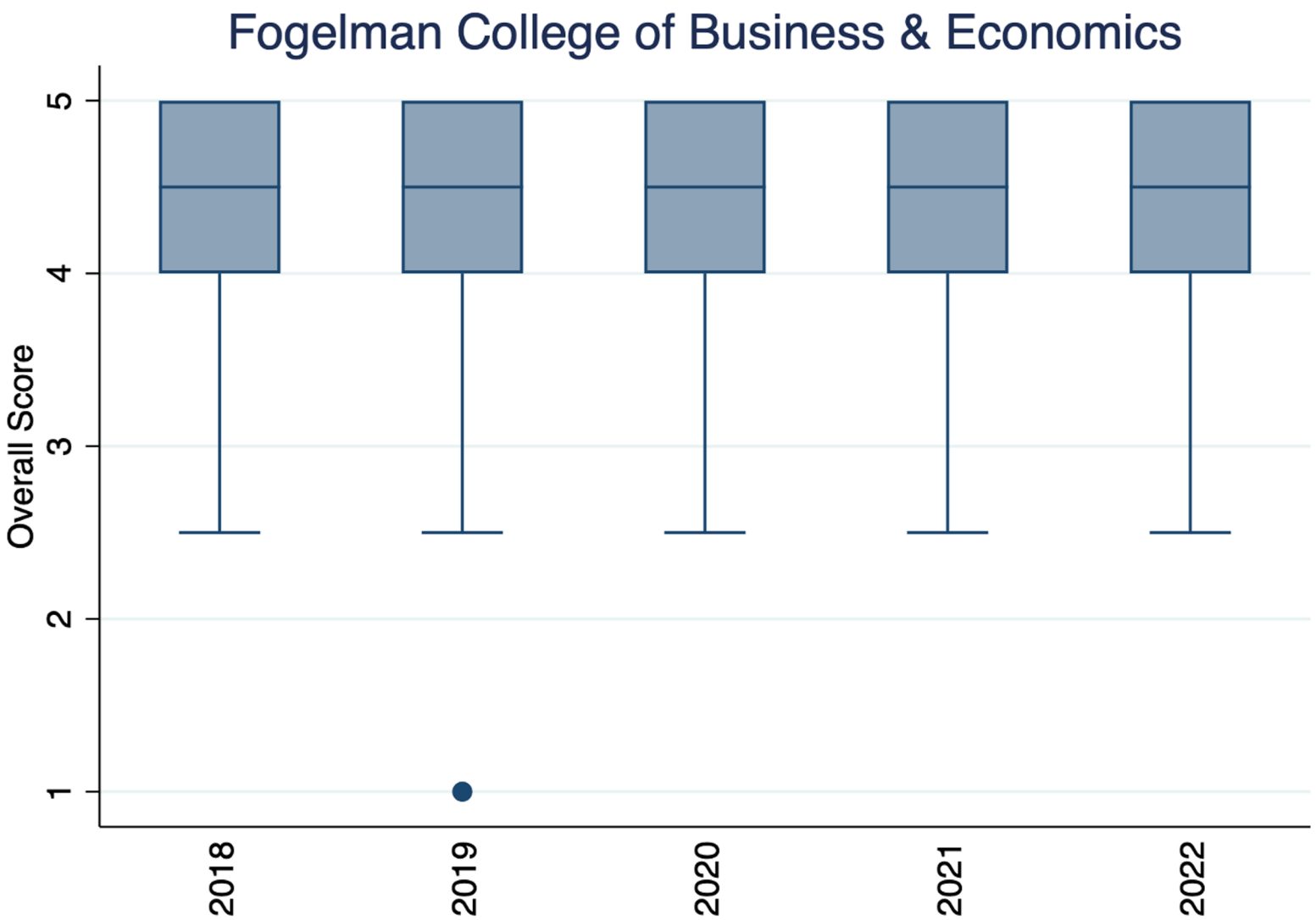

College of Health Sciences
Overall Score
5
4
3
2
2018
2019
2020
2021
2022


School of Communication Sciences & Disorders
Overall Score
5
4.5
4
3.5
3
2018
2019
2020
2021
2022


College of Education
Overall Score
5
4
3
2
2018
2019
2020
2021
2022


College of Communication & Fine Arts
Overall Score
5
4
3
2
2018
2019
2020
2021
2022


College of Arts & Sciences
Overall Score
5
4
3
2
1
2018
2019
2020
2021
2022


Fogelman College of Business & Economics
Overall Score
5
4
3
2
1
2018
2019
2020
2021
2022