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**AGENDA for FACULTY SENATE XXV
2020-2021**

Faculty Senate Agenda
October 19, 2020

**The XXV Session of the Faculty Senate will meet on
Monday, October 19, from 3:10 to 5:00 pm via Zoom**

Zoom Instructions:

<https://unh.zoom.us/j/98630021439>

Or Telephone:

Dial: +1 301 715 8592

with Meeting ID: 986 3002 1439

Important things to know before the meeting

- The Senate constitution provides that: "Meetings of the Faculty Senate will be open to all faculty. Others may be present only on the invitation of the Agenda Committee. Anyone may be recognized to make a presentation at a Faculty Senate meeting, but only senators may propose motions or vote." Visitors should contact Erin.Sharp@unh.edu to request permission to attend.

- Zoom meetings of the Faculty Senate are recorded for the purpose of preparing minutes. These recordings are not available for distribution or publication.

- All meeting attendees are requested to show their first and last name in their Zoom profile. Participants who do not identify themselves may be removed from the meeting.

Agenda

1. Call to Order
2. Remarks by and questions to the provost
3. Remarks by and questions to the chair (See separate attachment "*USNH COVID-19 Student Survey Fall 2020 Report*", October 12, 2020)
4. Approval of the minutes from October 5 (attached separately)
5. 1-minute reports from committee chairs
6. AAC motion on two individual days off in Spring 2021 Academic calendar (Appendix 6.1)
7. AAC motion on common exam time for Spring 2021 (Appendix 7.1)
8. APC motion on student evaluations of teaching for Academic year 2020/2021 (Appendix 8.1)
9. APC motion on Earlier Mid-semester Progress Reporting (Appendix 9.1)
10. Update/report from the APC about 2019 Motion XXIV-5 to allow first-year students to declare P/F later in the semester (Appendix 10.1)
11. New Business
12. Adjournment

APPENDIX 6.1

Motion: Selecting No Class Days for Spring 2021 Faculty Senate 2020-2021 Session

Senate Committee
The Academic Affairs Committee (AAC), chaired by Joe Dwyer
Description of the Relevant Charge, Problem, or Question
Due to the continuing global pandemic and the likelihood that UNH will still function in “yellow mode” in the Spring 2021, the Spring Planning Committee recommended adjustments to the spring calendar that would provide for a staggered move-in and limit breaks (spring break) to reduce travel and the need to reset COVID testing baselines. The Senate passed initial changes to the calendar in its meeting on 10/5/2020, but that motion required that the Senate identify 2 no-class days.
Description of Relevant Previous Senate Action
The Faculty Senate approved the following academic calendar for the Spring 2021 in the 10/5/2020 Senate meeting: <ul style="list-style-type: none">• Start and end dates for E Term 3 will remain the same: January 19 through March 12.• E Term 3 face-to-face courses will be online until Spring Term starts on February 1.• Delay the start of Spring Term by one week and eliminate Spring Break.• Maintain 70 class days and an equal number of Monday, Tuesday, Wednesday, Thursday, and Friday days so not to disrupt classes that meet once a week.• Add two, single-day breaks to be determined by the Senate• Keep two reading days between the last day of classes and the first day of exams. <u>Revised Spring 2021 Academic Calendar:</u> Monday, February 1 Classes begin Friday, March 19 Mid-semester Tuesday, May 11 Last day of classes Wednesday, May 12 Reading Day or curtailed operations make up day Thursday, May 13 Reading Day Friday, May 14 Final exams begin Thursday, May 20 Final exams end Saturday, May 22 Commencement Ceremony
Description of Actions taken by Current Committee in Motion Development (including communication with administrative liaison)
The AAC worked directly with the Registrar while crafting this motion and identifying appropriate no-class days.
Description of Future Actions Needed for Implementation or Operationalization of Motion
<ol style="list-style-type: none">1. Ensure that Registrar’s website is updated;2. Work with Provost office and communication team to ensure that this information is communicated widely.

MOTION DRAFT

Draft 10/15/2021

Motion presenter: Joe Dwyer, Academic Affairs Committee

Rationale: The senate passed a motion on October 5, 2020 to adjust the Academic Calendar for Spring 2021, specifying the beginning and end dates and eliminating spring break. However, that motion left undecided whether or not to give students any no-class days, as a break, during the spring semester or which dates those no-class days should be. As a result, the Academic affairs committee was charged to work with the registrar's office to make recommendations about these no-class days.

Motion: The Faculty Senate approves the following modifications to the Academic Calendar for Spring 2021 to include no-class days on Friday March 19th and Friday April 16th.

For Spring 2021, there shall be two Friday 'no-class' days as specified below. This requires converting one Monday and one Tuesday to Friday class days. This change balances the calendar so that there are 14 class days across M, T, W, R, and F.

The revised Spring 2021 academic calendar would be:

Monday, February 1 Classes begin

Monday, March 8 Follows a Friday class schedule

Friday, March 19 Mid-semester

Friday, March 19 No Classes (University offices open)

Tuesday, April 13 Follows a Friday class schedule

Friday, April 16 No classes (University offices open)

Tuesday, May 11 Last day of classes

Wednesday, May 12 Reading Day (curtailed operations make up day?)

Thursday, May 13 Reading Day

Friday, May 14 Final exams begin

Thursday, May 20 Final exams end

Saturday, May 22 Commencement Ceremony

APPENDIX 7.1

Motion: Adjusting Common Exam Time for Spring 2021
Senate Committee
The Academic Affairs Committee (AAC), chaired by Joe Dwyer
Description of the Relevant Charge, Problem, or Question
The AAC has been asked to consider the question of whether the change to common exam time for the Spring 2021 semester due to supporting expanded classroom availability for teaching during the COVID-19 response. The Senate approved this change for the Fall 2020 semester, so this motion would extend this change to cover Spring 2021. The course scheduling models are being prepared to allow for COVID-19 social distancing in Spring 2021, as was done for the Fall 2020 semester.
Description of Relevant Previous Senate Action
<p>1) The Senate’s Agenda Committee approved Motion # XXV-M1 in June on changing Common Exam Time for Fall 2020 . This motion provided that for Fall 2020 the Weekly Common Exam Times be moved from:</p> <p><i>Tuesday 12:40 – 2:00 pm</i> <i>Thursday 12:40 – 2:00 pm</i> <i>Thursday 7:10 – 9:00 pm</i></p> <p>TO</p> <p><i>Tuesday 7:00 – 10:00 pm</i> <i>Friday 2:00 – 5:00 pm</i></p> <p>2) There is precedent for changing common exam time to accommodate classroom capacity issues. In 2014 the Senate passed two motions that adjusted the common exam time when classroom capacity was a concern due to Ham-Smith renovations:</p> <p>https://www.unh.edu/sites/www.unh.edu/files/departments/faculty_senate/documents/motions/2014-15/movingcommonexamtime-xix-m7-11-17-14.pdf</p> <p>and</p> <p>https://www.unh.edu/sites/www.unh.edu/files/departments/faculty_senate/documents/motions/2014-15/movingcommonexamtime-xix-m7-11-17-14.pdf</p>
Description of Actions taken by Current Committee in Motion Development (including communication with administrative liaison)
The Registrar and the Senior Vice Provost for Academic Affairs are fully in support of this motion.
Description of Future Actions Needed for Implementation or Operationalization of Motion
<ul style="list-style-type: none">- Notify the Provost, the SVPAA, deans, and department chairs, and the registrar.- Consider if the AAC should study “common exam times” further for permanent changes.

MOTION DRAFT

Draft 10/01/20

Motion presenter: Joe Dwyer, Academic Affairs Committee

Rationale: UNH is planning to provide face-to-face education to students in Spring 2021 with the highest priority given to the health and safety of all students, faculty, and staff during the COVID-19 pandemic. These plans require following social distancing recommendations that continue to be in flux. Therefore, more classroom space is needed to schedule courses that offer the greatest opportunity for face-to-face instruction while protecting the health and safety of faculty, staff, and students. Allowing the common exam times to continue as was done in Fall 2020 would free up about a significant number of classrooms during prime learning hours on Tuesdays and Thursdays.

The motion only addresses the Spring 2021 semester.

This motion for Spring 2021 common exam time would result in the same common exam time that was approved by the Senate's Agenda Committee in June 2020, *Motion # XXV-M1 on changing Common Exam Time for Fall 2020*.

Motion: The Faculty Senate approves for the Spring 2021 Semester that weekly Common Exam Times continue as they have been in the Fall 2020 semester as:

Tuesday 7:00 – 10:00 pm

Friday 2:00 – 5:00 pm

The Faculty Senate calls upon the Deans to convene a meeting soon of department chairs and administrators to explain the change and its consequences and to adjudicate such questions as to how departments will schedule exams within this new time frame.

APPENDIX 8.1

Motion: Replacing Course Evaluations for AY 2020-2021

Description of the Relevant Charge, Problem, or Question:

Given the continued tumultuous nature of the Covid-19 outbreak and its disruption to teaching and research, the Faculty Senate believes it is prudent and equitable to suspend for the 2020-2021 academic year the standard course evaluations used prior to Spring 2020, as we did for Spring 2020.

At the same time, we affirm that students should have an opportunity to speak to their academic experience; and to do so in a way that respects their efforts and the desire to improve the collective student experience in the future.

We know that all faculty seek and appreciate student input to improve the academic experience and to ensure that COVID conditions do not unduly disrupt student learning.

We also know that accredited programs have standards that specifically call for an evaluation of teaching. While many accreditation organizations suspended their rules for the spring of 2020, they have now returned to expecting the standard to be met. It is essential that we ensure that the University can aggregate information in a way that both meets our accrediting needs and recognizes the unique situation that faculty are encountering.

We recognize the opportunity to collect information that can improve UNH's delivery of remote/distance education for those individuals and programs that are or are considering going on-line.

We realize that some instructors may wish to use the university's pre-COVID evaluation system. We recommend that there be an opt-in mechanism for faculty to do so through their chair and departmental or college administrator.

In short, while the pre-Spring 2020 evaluations are inappropriate to the moment, neither is it appropriate to have no method of collecting student feedback. This motion, therefore, calls both for a suspension of the pre-Spring 2020 student evaluation of teaching and for the creation of a survey of teaching that is open-ended and formative. In doing so, we recognize that students, faculty, and staff continue to adapt to changing contexts. Neither opt-in evaluations nor course surveys created to assess hybrid instruction should be used in AY 2020-2021 for appointments or promotion and tenure unless a faculty member explicitly states their desire to allow it.

Description of Relevant Previous Senate Action

- MOTION # XXIV- M10 on Student Evaluations of Teaching for Spring 2020

The Faculty Senate moves that university-wide student evaluations of teaching be suspended for Spring 2020 unless a faculty member chooses to opt into them by notifying the Information Technology team through her or his departmental administrator. These evaluations are not to be used in assessments for renewal or promotion and tenure decisions unless the faculty member explicitly asks for them to be admitted into the process. This motion applies to all course instructors, including teaching assistants.

- 2017 REPORT ON TEACHING EVALUATIONS:

https://www.unh.edu/sites/default/files/departments/faculty_senate/faculty_senate_agenda_05_01_17_app8-2_tesc_report_1_0.pdf

Description of Actions taken by the APC in Motion Development (including communication with administrative liaison):

- A brief survey was sent to faculty in order to gain a sense of whether colleagues support a similar motion to suspend teaching evaluations for AY 2020-2021. Said survey indicated roughly a 70-30 ratio in support of a similar measure (284 responses).

By roughly a 70%-30% margin, UNH faculty would like to see a continuation of last year's motion XXIV-M10 to suspend student evaluations through the academic year 2020/2021 for tenure, retention and promotion, with an opt in from faculty if they choose. To kick-off our longer-term charge of constructing a roadmap for future evaluations, we asked an open-ended question asking for suggestions for how the evaluation can best be improved moving forward. Here are the common themes combined. Each bullet below had several answers that fit these categories.

- *Evaluations should not be used at all for promotion related activity, but rather a way for instructors to improve their pedagogy. They should more accurately reflect student learning and teaching effectiveness in terms of course goals and objectives and insights should be gathered on student learning outcomes with fewer quantitative measures that can be unfairly based on personal opinions or recency bias.*
- *Peer evaluations of teaching should hold higher weight than student evaluations*
- *Student evaluations for teaching should be based on research showing what works/doesn't especially as it relates to disadvantages to women and people of color that are inherently built into surveys like this. Literature/research exists proving this point and that should be used for any future roadmap.*
- *Include questions related to all modalities including online and multi-modal, questions on use of technology as it relates to these different modes.*
- *We should stay in the opt-in mode indefinitely until the pandemic has ended, all while looking to revise and reshape the instrument.*
- Gathered information from the Spring Planning Committee about AT's survey of faculty;
- Gathered information from associate deans about accreditation requirements;
- Confirmed the Senate's authority over the format of evaluating teaching, which includes responsibility for ensuring that accreditation requirements are met;
- Affirmed that we would like to know about the fall experience of our students;
- Confirmed the dates for informing IT of any changes to be made (October 30);
- Placed this work in the context of the APC's other charge, to design a roadmap for updating (if necessary) and designing a road map for creating and implementing new student surveys of teaching. An overhaul of the course evaluation process is long overdue; we need to move forward on the recommendations of the 2017 Committee. We would like to move swiftly on that, with the goal of beginning that process this year and implementing a new structure no later than Spring 2022.

Further actions and recommendations:

- Note that this depends also on updating, affirming, and fast-tracking the recommendations of the 2017 Report.

Draft Motion:

The Faculty Senate intends to provide an opportunity for students to provide feedback that can be used formatively to assess and improve teaching while also supporting faculty and holding individuals harmless for COVID-related issues that are out of their control. The Faculty Senate therefore moves a two-part motion:

One, during COVID-conditions (yellow, orange, or red), the Senate will suspend the student evaluations of teaching used prior to Spring 2020.

Two, the Senate will replace them with end of semester surveys that address the effectiveness of course modalities, technologies, and pedagogy. These surveys should be formative in nature and administered with the intent that the information gathered be used to improve the academic experience for both students and faculty in the spring of 2021, when we anticipate a continuation of our current status. We anticipate three brief sets of open-ended questions: one set on the instructor/course effectiveness; one set specific to course modality; and one set determined by each program or department to address the specific challenges of different disciplines.

Faculty may, if they choose, opt instead to use the on-line teaching evaluations used prior to Spring 2020 by notifying the Information Technology team through their departmental or college administrator.

Neither the surveys nor the standard evaluations are to be used in assessments for renewal or promotion and tenure decisions unless the faculty member explicitly asks for them to be admitted into the process. This motion applies to all course instructors, including teaching assistants. In the rare case where a program's accreditation standards specifically call for a single and particular (rather than general) type of evaluation of teaching, programs may, in the context of shared governance, develop holistic methods.

While the exact questions are not in final form, the following draft signals our intent and the topics we hope to understand better:

DRAFT TEMPLATE:

Please note that the university expects all courses, including Discovery and elective courses, to be rigorous and challenging.

Your year, major and (if desired) your expected grade

- 1. What was the modality of this course? Did you have any specific technological challenges? What technologies worked well for you? What additional training would be helpful to you as a student?*
- 2. What did you learn in this course?*
- 3. In what ways, if any, was what you learned in this course affected by its modality? Were there examples of your learning being reduced or challenged by COVID-required modalities? Were there examples of unexpected or unique opportunities for your learning due to COVID-required changes in modality? (now realize the above questions are covered by the two questions below, but leaving here for language options)*

3. *What did your instructor do in the context of the class format that was effective in helping you master the material? You may wish to choose a class session that was most inspiring and discuss why.*
4. *What was an ineffective practice, and why? You may wish to choose a class session that you found less successful than others and explain.*
5. *What practices did you experience in other classes that you think would be helpful in this one?*
6. *Did you find that learning with and from peers was reduced or enhanced?*
7. *Were you able to more or less successfully manage out-of-class issues and challenges due to the course's modality?*
8. *Were there parts of the course modality or instruction that either enhanced or reduced your ability to learn and succeed in the course? What were they, and why?*

APPENDIX 9.1
Motion: Earlier Mid-semester Progress Reporting
Faculty Senate 2020-2021 Session

Senate Committee: Academic Program Committee (APC) in collaboration with the Student Success Steering Committee
<p>Description of the Relevant Charge, Problem, or Question</p> <p>Currently the Student Rights, Rules and Responsibilities (07.12) mandates progress reporting to be done shortly after the mid-semester. The Student Success Steering Committee emerged from the recent UNH retention efforts. One of the goals of the Student Success Steering Committee has been to engage an early alert system which would move the mid-semester reports to the 5th week of the semester. This requires a change to the 07.12(fs) policy in the SRRR. We are currently too far into the Fall semester to implement a change now, so the motion proposed would begin Spring 2021.</p>
<p>Description of Relevant Previous Senate Action</p> <p>https://www.unh.edu/sites/default/files/departments/faculty_senate/relieffrommid-semesterreportforearlyassessmentpilot-xxiv-m1-09-23-2019_0.pdf</p>
<p>Description of Actions taken by Committee in Motion Development</p> <p>The Academic Program Committee worked directly with the Student Success Steering Committee chaired by Nicky Gullace.</p>
<p>Description of Future Actions Needed for Implementation or Operationalization of Motion</p> <p>If motion passes, make sure the SRRR is revised as follows:</p> <p>07.12(fs) Freshman and new transfer reports. In the 5th week of the academic semester, freshmen and new transfer students will receive progress reports indicating their level of performance in all courses.</p>

MOTION:

Motion Draft: September 24, 2020

Presented by: Academic Program Committee

Rationale:

Deans, Associate Deans, and Professional Advisors have all noted that by the time they receive the Midterm Grade Report for a struggling student, it is often too late to intervene with the necessary assistance to help them pass a class. National studies show that students who are alerted of their need for help earlier in the semester are more likely to receive a passing grade in a challenging class. From the perspective of retention, UNH data shows that the number one predictor of non-retention is poor first semester grades. A student who passes a class does not need to repeat it, thereby helping move them towards timely graduation. The inclusion of a low stakes early assessment in the 4th week of classes can alert students to whether or not they have a strong grasp of the course material. Weaknesses may not emerge in homework assignments, which are often completed in groups, so an assessment that tests the individual's grasp of difficult material, even if it is only worth a few points, can result in improved outcomes by alerting the student of the need to seek help. While we understand that embedding a meaningful assessment in the 4th week of classes may involve an alteration of faculty syllabi, particularly for those who customarily rely on Midterm assessments, we believe it is worth it to allow colleges to intervene quickly to right students who might fail otherwise.

Motion:

Beginning in the Spring semester 2021, UNH will move from Midterm Progress Reports to Early Alerts Progress Reports undertaken in the 5th week of the academic semester and to amend Faculty Senate rule 07.12(fs) language in the Student Rights, Rules and Responsibilities for the Spring 2021 and beyond as follows:

07.12(fs) Freshman and new transfer reports. In the 5th week of the academic semester, freshmen and new transfer students will receive progress reports indicating their level of performance in all courses.

APPENDIX 10.1

Update from the APC on [Motion # XXIV- M5 \(12/9/2019\)](#) on allowing first term students to change up to 4 credits to Pass/Fail

Faculty Senate
Academic Program Committee
September 23, 2020

Re: Update on Motion to Allow First-Year Students to Declare P/F later in semester

Motion (Passed 43 in favor, 3 opposed, no abstentions, on 12/9/2019): **All students, in their first term at the University, have the option to change up to 4 credits from graded to Pass/Fail at any point prior to the Friday of the 10th week of the semester.**

The 2020/2021 Student Rights, Rules & Responsibilities has been updated with language in item 07.112 to reflect the motion, informing students of the following (new language to accommodate the motion in bold):

*07.112(fs) Pass/fail. An undergraduate student working toward a bachelor's degree may elect to use the pass/fail grading alternative for a maximum of 4 credits per semester, not to exceed 16 credits during the student's matriculation. **Students in their first term at the University have the option to change up to 4 credits from graded to pass/fail at any point prior to the Friday of the 10th week of the semester and must obtain the approval of his or her advisor. ...***

Fall 2020 is the first semester that the policy is in effect, so the APC will be able to collect data at the completion of the term that gives some indication of how many students in their first term at UNH opted for pass/fail up until the Friday of the 10th week of the semester. That information will be compared against the number of students who opted for Pass/Fail prior to the existing date, the semester's 2nd Friday.

It has been left to the existing structure of deans, departments, and advisors to notify students of this option, which was added to offer increased flexibility for students struggling as they begin their college studies.

It may be important to ensure that this information is shared with students by first-year advisors and is amplified as part of the Student Success initiative. That follow-up can come after data is collected at end of Fall semester.