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AGENDA for FACULTY SENATE XXV

2020-2021

Faculty Senate Agenda

November 2, 2020

**The XXV Session of the Faculty Senate will meet on
Monday, November 2, from 3:10 to 5:00 pm via Zoom**

Zoom Instructions:

<https://unh.zoom.us/j/91460324281>

Or Telephone: Dial: +1 646 876 9923 (US Toll), Meeting ID: 914 6032 4281

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 Bill Poirier, UNH and USNH CIO
4. Remarks by and questions to the chair
 - Election of vice chair (Appendix 3.1)
 - Election of new Agenda Committee member (Appendix 3.2)
5. Approval of minutes from October 19 (Attached separately)
6. One-minute reports from committee chairs
7. Discuss and vote on APC motion on replacing course evaluations for AY 21 (Appendix 7.1)
8. Discuss and vote on APC motion on earlier progress reports (Appendix 8.1)
9. AAC motion to approve the 5-year Academic Calendar and the UNH Online Calendar(Appendix 9.1)
10. Update from the APC on 2019 Motion on allowing first term students to change up to 4 credits to Pass/Fail (Appendix 10.1)
11. New Business
12. Adjournment

APPENDIX 3.1

Biographical information for nominee Kevin Healey for Vice Chair, Faculty Senate

Kevin Healey is an Associate Professor of Communication at the University of New Hampshire. He received his undergraduate degree from Drew University, his Masters in Media Studies from The New School, and his Ph.D. in Communication and Media from the University of Illinois at Urbana-Champaign. Kevin writes and teaches about religion, ethics, and digital culture. His essays appear in *Salon*, *Huffington Post*, and *Religion Dispatches*, as well as in numerous academic books and journals. He received a University Teaching Excellence Award from UNH COLA in Spring 2017, and the Communication Ethics Teaching Award from the Communication Ethics Division of NCA in October 2018. His most recent book, *Ethics and Religion in the Age of Social Media: Digital Proverbs for Responsible Citizens*, was published in 2019 by Routledge. This book, as well as his current research projects, are supported by his participation in a three-year Public Theologies of Technology and Presence grant program sponsored by the Institute of Buddhist Studies and the Henry Luce Foundation.

APPENDIX 3.2

Biographical information for nominee Allison Wilder for Agenda Committee, Faculty Senate

Allison Wilder is an associate professor in the Department of Recreation Management and Policy. She is licensed Certified Therapeutic Recreation Specialist (CTRS/L) with 20 years' experience as a practitioner in recreation therapy working with individuals in the areas of youth corrections, aging, physical disability, and developmental disability. She is the Faculty Fellow with the Center on Aging and Community Living at the University of New Hampshire. Allison earned her Ph.D. in Education at Virginia Commonwealth University and holds a Post-Master's Certificate in Aging studies from the Medical College of Virginia. She earned her M.S. in Recreation Therapy from SUNY Cortland and her B.S. in Leisure Studies from Ithaca College. She is the recipient of the CHHS *Excellence in Collaboration* award and the Faculty Senate *Excellence in Teaching Award* in 2007-2008 from Metropolitan State College of Denver. Her research interests include both disability and aging, as they relate to recreation therapy and leisure function. She is specifically interested the intersection of disability and aging.

APPENDIX 7.1

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 8.1
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
Description of the Relevant Charge, Problem, or Question
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 5 th 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.
Description of Relevant Previous Senate Action
https://www.unh.edu/sites/default/files/departments/faculty_senate/relieffrommid-semesterreportforearlyassessmentpilot-xxiv-m1-09-23-2019_0.pdf
Description of Actions taken by Committee in Motion Development
The Academic Program Committee worked directly with the Student Success Steering Committee chaired by Nicky Gullace.
Description of Future Actions Needed for Implementation or Operationalization of Motion
If motion passes, make sure the SRRR is revised as follows: 07.12(fs) Freshman and new transfer reports. In the 5 th week of the academic semester, freshmen and new transfer students will receive progress reports indicating their level of performance in all courses.

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 9.1

UNH FACULTY SENATE

MOTION

to approve the 5-year Academic Calendar and the eUNH Calendar

1. Motion presenter: Joseph R. Dwyer, Chair of the Academic Affairs Committee

2. Rationale: In order to maintain an approved five-year UNH E-term Calendar, the AY 25/26 must be reviewed and included as the last year of the five-year UNH E-term calendar.

In order to maintain an approved five-year Academic Calendar, the AY 25/26 must be reviewed and included as the last year of the five-year Academic calendar.

3. Motion: The Faculty Senate approves the proposed 2025/26 UNH E-term calendars provided by the Office of the Registrar (**see Appendix A**). 2025/26 will be added as the last year of the five-year calendar, which includes the start and end dates for each of 5 E-terms throughout the calendar years starting from AY 2021/22 through AY 2025/26. Furthermore, the Faculty Senate approves the proposed 2025/26 Academic Calendar as provided by the Office of the Registrar (see Appendix A). 2025/26 will be added as the last year of the five-year calendar, which includes the start and end dates for each of 4 regular terms throughout the calendar years starting from AY 2021/22 through AY 2025/26.

Appendix A

Provided by the Registrar's Office

Fall/Spring Semesters

- 70 days fulfilled
- Equal number of MTWRF class days
- Spring Break delayed one week beyond mid-semester to avoid St. Patrick's Day.
- Spring semester's first reading day falls on May 5, Cinco de Mayo.

J-Term

- In-person J-Term requires three Saturdays to equal 14 class days. The Spring Semester cannot start later, as that would push Commencement to Memorial Day weekend.

Summer Term

- Juneteenth added (per President Dean's email week of 09/21/2020)

E-terms

- ETerms must be part of full fall (E-term 1 and 2) and spring (E-term 3 and 4) semesters and summer (E-term 5) term to satisfy federal definition of semester length and to comply with financial aid disbursement dates and distribution models.
- The eterm calendar has never added extra class days in Eterm 1 and 2 for all 'days off' that are in f2f calendar. This ETerm draft includes those 'days off' based on consistent feedback from faculty.
 - This forces ETerm last day of classes on days other than Friday.
 - This reduces days between ETerms 1 and 2 because we must conclude ETerm 2 by last day of full fall semester (December 16).
- Spring Break: every certain number of years, UNH adjusts spring break one week later to ensure St. Patrick's Day is part of spring break. The ETerm calendar was historically not changed; faculty have recently expressed frustration with this situation. This draft calendar, then, includes spring break.
 - This forces the start of ETerm 4 later in the semester and requires us to extend 4 until to the last day of the full spring semester.
 - It places a two week break between ETerms 3 and 4.
- ETerm 5 should start on the first day of Summer Term, but we can delay by one week to provide a break between ETerms 4 and 5.

2025-2026 **Proposed** Calendar

SEMESTER I

Monday, Aug 25	Classes begin
Monday, Sept. 1	Labor Day, University Holiday
Monday, Oct. 13	Mid-semester, Fall break day no classes
Tuesday, Nov. 4	Election Day - no exams scheduled
Tuesday, Nov. 11	Veterans Day, University holiday
Wednesday, Nov 26	No Classes (University offices open)
Thurs-Fri, Nov. 27-28	Thanksgiving holidays
Monday, Dec. 1	Classes resume
Monday, Dec 8 (70 days)	Last day of class
Tuesday, Dec. 9	Reading day; 6:00 p.m. final exams begin
Tuesday, Dec. 16	Final exams end

Class days: 14 days each for M, T, W, R, and F.

JANUARY TERM

Monday, Dec. 29	On-line classes & trips begin
Thursday, Jan. 1	New Year's Day, University holiday
Friday, Jan. 2	On-campus classes begin
Saturday, Jan. 3	Classes meet (<i>additional class day added</i>)
Saturday, Jan. 10	Classes meet (<i>additional class day added</i>)

Saturday, Jan. 17	J-Term classes end (<i>additional class day added</i>) (<i>classes usually would end on a Friday</i>).
Monday, Jan. 19	Martin Luther King, Jr. Day, University holiday

Three Saturdays ensure 14 J Term in person class days. We cannot start Spring semester later as that would push Commencement to Memorial Day weekend.

SEMESTER II

Tuesday, Jan 20	Classes begin
Friday, March 6	Mid-semester
Mon-Fri, March 16-20	Spring recess
Monday, March 23	Classes resume
Monday, May 4 (70 days)	Last day of classes
Tuesday, May 5	Reading Day or Curtailed Op Day (Cinco de Mayo)
Wednesday, May 6	Reading Day
Thursday, May 7	Final Exams begin
Wednesday, May 13	Final Exams end
Saturday, May16	Commencement

SUMMER SESSION

Monday, May 25	Memorial Day, University holiday
May 18 - August 7	Summer Session

(continued on next page)

Revised RO 09/25/2020	Standard Eterm Draft	Paul Requested 2025 - 2026
E-Term 1		
Classes Begin	August 11, Mon	August 18, Mon
Labor Day; Univ. Holiday	September 1, Mon	September 1, Mon
Classes End (40 Days)	October 6, Mon	October 13, Mon
E-Term 2		
Classes Begin	October 13, Mon	October 16, Thur
Election Day; no exams	November 4, Tues	November 4, Tues
Veteran's Day; Univ. Holiday	November 11, Tues	November 11, Tues
Thanksgiving holidays	Nov 26 - 28, Wed -Fri	Nov 26-28, Wed-Fri
Classes End (40 Days)	December 11, Thur	December 16, Tues
E-Term 3		
Classes Begin	January 12, Mon	January 12, Mon *Always starts one week prior to full spring term
MLK, JR Day; Univ. Holiday	January 19, Mon	January 19, Mon
Classes End (40 Days)	March 9, Mon	March 9, Mon
Full Term Spring Break	March 16 - 20	
E-Term 4		
Classes Begin	March 23, Mon *week later start to ensure spring break for online faculty and students	March 23, Mon *week later start to ensure spring break for online faculty and students
Classes End (40 Days)	May 15, Fri	May 15, Fri
E-Term 5		
Memorial Day; Univ. Holiday	May 25, Mon	May 25, Mon
Classes Begin	May 26, Tues	May 26, Tues
Juneteenth; Univ. Holiday	June 18, Fri (est)	June 18, Fri (est)
4th of July; Univ. Holiday	July 3, Fri	July 3, Fri
Classes End (40 Days)	July 22, Wed	July 22, Wed

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.