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

Faculty Senate Agenda
November 16, 2020

**The XXV Session of the Faculty Senate will meet on
Monday, November 16, from 3:10 to 5:00 pm via Zoom**

Zoom Instructions:

<https://unh.zoom.us/j/97508443355>

Telephone: Dial: +1 312 626 6799 (US Toll) with Meeting ID: 975 0844 3355

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. Remarks by and questions to the provost
2. Remarks by and questions by Pelema Ellis, Vice Provost for Enrollment Management
3. Remarks by and questions to the chair
4. Approval of the minutes from November 2, 2020 (Attached separately)
5. One-minute reports
 - ITC Report (Appendix 5.1)
 - CPC to provide brief SAARC report (see attached SAARC reports)
6. Motion on earlier progress reports (Appendix 6.1)
7. Motion on survey questions for replacing evaluations (Appendices 7.1 – 7.2)
8. Motion on 5-year Academic Calendar (Appendix 8.1)
9. Motion on extending changes to the Add/Drop Process for spring semester (Appendix 9.1)
10. New Business
11. Adjournment

APPENDIX 5.1

Report from the Information Technology Committee (ITC) November 6, 2020

The Information Technology Committee of the Senate was charged with monitoring and reporting on any problems that arise from the implementation of new technology in classrooms to support teaching in a global pandemic. Committee members gathered informal feedback at the department level, from which the committee designed a survey of all the faculty. The survey was administered between Oct 5th and Oct 15th.

In parallel with this effort, Academic Technologies ran its own survey of the faculty, also focused on technology in the classroom. ITC reviewed answers to both surveys, jointly with Terri Winters, from Academic Technologies.

During this discussion, we identified three major areas of concern:

1. The difficulty of teaching hybrid-synchronous and rotational classes.

Many faculty members find it challenging to adequately teach their courses to in-class students and remote students at the same time. Although the specific difficulties vary from discipline to discipline, this is a concern that is being observed across the board. It should be noted, however, that this is not a purely technological concern, and that pedagogical difficulties would remain in the presence of better technology.

The consensus of the committee is:

- The number of mixed in-class/online sections should be minimized, as much as feasible. There are already efforts underway to replace these with fully face-to-face sections and fully online sections.
- Mechanisms should be put in place to limit the shift from rotational attendance to online-only observed in some courses (i.e., students who stop attending physical classes and rely on remote access instead).
- Although some faculty have an interest in online (including hybrid) education, others remain focused on in-class teaching, and are not eager to fundamentally alter their courses to fit university needs that are (hopefully) temporary. The strategy for many courses remains to “get by” until full face-to-face teaching can resume.
- Some courses have used low-tech methods to help mitigate technological difficulties (e.g., use students to monitor a chat box for questions). Relying on students currently enrolled in the course could have adverse effects on their learning. The university could support these efforts via (graduate and undergraduate) teaching assistants.
- Some faculty members have commented on their effective use of technology in teaching mixed classes (teaching face-to-face and online students at the same time). Their success stories need to be broadly shared. The committee discussed the possibility of a workshop and/or a repository of videos. (The “Education 2.0” committee may already be working on this.)

2. Student access to technology.

Another concern that appeared frequently in the surveys was student access to the necessary technology for remote learning. This includes access to hardware (e.g., laptops and tablets), software (e.g., necessary licenses for lab work), as well as Internet access (e.g., a suitable data plan).

- A “Tech Bundle” plan gives students access to loaner laptops. The program seems to be underused. It should be advertised more broadly, preferably before all courses switch to an online mode, and before final exams are administered online.
- CARES funds have been used to provide students who needed them with cellular data plans. These funds expire at the end of the year, and the university may need to plan for an alternate mechanism before the spring semester starts.

3. Online assessment and academic integrity.

The last major area of concern regularly mentioned by faculty pertains to online assessment (e.g., quizzes and exams), and in particular the increased risk of students cheating. This is a concern expressed widely across UNH. • In some disciplines, Canvas is perceived as inadequate for many courses’ assessment needs. It often requires substantial work on the part of the faculty to recreate existing exams and quizzes on Canvas. The platform also lacks some flexibility (e.g., custom grading schemes, display of mathematical notations).

- Having access to online tools that fit existing assessment practices seems preferable to having to blunt exams and quizzes that have proved effective in order to fit them into Canvas.
- There is no technological silver bullet that can wholly address the cheating issue. Systems like the Respondus proctoring software can be overly intrusive and/or unreliable due to high false-positive rates. Like hybrid classrooms, this is an issue that is outside the range of technical solutions, and deserves a broader discussion.
- Academic Technologies has started to explore alternate tools for online assessment, to be used in conjunction with Canvas, or as a replacement. The committee recommended that newer companies be considered in addition to established players. UNH, however, has a need for scalability and reliability that not all companies can satisfy.
- A combined use of Zoom alongside the Respondus lockdown browser, as a remote proctoring mechanism, was explored by Academic Technology. Although the pairing is possible, it seems to combine high setup complexity and low reliability.

APPENDIX 6.1

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

Academic Program Committee in Collaboration with Student Success Steering Committee

Description of the Relevant Charge, Problem, or Question

Currently the Student Rights, Rules and Responsibilities (07.12) mandates progress reporting for Freshman and new transfer students 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 with the goal of being able to provide support to these students earlier in their semester. This requires a change to the 07.12(fs) policy in the SRRR.

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.

The committee received feedback that for some courses there is not enough information available in the 5th week of classes to determine which students have below average performance. Nicky Gullace agreed that the progress reporting system could be re-opened following mid-semester for these course. The following language was added to the motion: ***Some faculty may not assess substantive progress until the Midterm Examination, so the request for the early alert progress reporting for Freshman and new transfer students will be re-opened following mid-semester for those courses for which earlier data were not provided.***

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 5th week of the academic semester, course instructors will provide early alert indicators on any Freshmen and new transfer students with below average performance in all participating courses. Some faculty may not assess substantive progress until the Midterm Examination, so the request for the early alert progress reporting for Freshman and new transfer students will be re-opened following mid-semester for those courses for which earlier data were not provided.

MOTION:

Motion Draft: September 24, 2020 (updated in red on 11/13/20)

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. Because 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 will re-open the Early Alert campaign during the accustomed Midterm Grade Report window, allowing faculty who were not able to submit a week 5 Progress Report to register their concerns about at-risk students after the Midterm Examination in weeks 9-10 of the semester.

Motion:

To 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 Students Rights, Rules and Responsibilities as follows:

07.12(fs) Freshman and new transfer reports. In the 5th week of the academic semester, course instructors will provide early alert indicators on any Freshmen and new transfer students **with below average performance in all participating courses. Some faculty may not assess substantive progress until the Midterm Examination, so the request for the early alert progress reporting for Freshman and new transfer students will be re-opened following mid-semester for those courses for which earlier data were not provided.**

APPENDIX 7.1

Motion on Survey Questions for Replacing Course Evaluations

Motion: Survey Questions for Replacing Course Evaluations for AY 2020-2021

Description of the Relevant Charge, Problem, or Question:

The Faculty Senate passed a Motion XXV_M12 on November 2, 2020, that included, among other things, that the Senate will replace the student evaluations of teaching with end of semester surveys that address the effectiveness of course modalities, technologies, and pedagogy. This motion also called for the committee to present the survey questions to the Senate at the November 16 meeting. The following draft of the questions are being presented to the Senate for approval.

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 did you learn in this course?*
- 2. What did your instructor do that was effective in helping you master the material? You may wish to choose a class session that was most inspiring and discuss why.*
- 3. What was an ineffective practice, and why? You may wish to choose a class session that you found less successful than others and explain.*
- 4. Do you have any other comments about this course or the instructor?*
- 5. Because of the pandemic, many course formats were changed. Think specifically about your course format. Did you have any specific challenges because of the format? What technologies worked well for you?*

Then, optional: departments and programs could add a question that is discipline specific; and individual instructors could add a question specific to their course.

The motion below represents the revised questions, developed by CEITL to reflect the intent of the motion for both formative feedback and accreditation needs.

What follows is the original charge and background:

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 # XXV – M12 on Replacing Course Evaluations for AY 2020-2021
- 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

Further actions and recommendations:

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

Motion:

Draft Motion: (11/13/20)

Faculty Senate Motion XXV_M12, includes, among other things, that the Senate will replace the student evaluations of teaching with end of semester surveys that address the effectiveness of course modalities, technologies, and pedagogy.

The following questions for the end of semester surveys are presented and approved by the Senate:

Inspire curiosity								
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This course helped me to think about how I might use the information

	1. Strongly Disagree	2.	3.	4.	5.	6.	7. Strongly Agree	8. Not Applicable
In a later course								
In a new context								
Outside the university								

2. Describe specific course components (materials and teaching strategies) your instructor used in this course and comment on how effective they were in helping you to master course material and achieve course learning objectives.
 For example, you might choose to expand on any or all of the following: your instructors' selection of course learning materials, lecture, demonstrations, discussions, learning assignments, practice exercises, group work, project work, etc.

Likert:

Please indicate on the scale from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*) the extent to which you agree with the following statements.

The following course components were effective in helping me to master course material and achieve course learning objectives:

	1. Strongly Disagree	2.	3.	4.	5.	6.	7. Strongly Agree	8. Not Applicable
Course learning materials (texts, articles, videos, etc.)								
Course lectures								
Demonstrations								
Discussions								
Course learning assignments								
Practice exercises								
Group work								
Project work								

3. What has been the *least* helpful to your learning in this course. Why?
4. Do you have any additional comments for your instructor?
5. How did the use of technology in this course help or hinder your mastery of course learning objectives?

**UNH Faculty Senate
Motion # XXV – M12
on Replacing Course Evaluations for AY 2020-2021**

1. **Motion Presenter:** Lisa MacFarlane, on behalf of the Academic Program Committee
2. **Dates of Faculty Senate Discussion:** 10/19/20, 11/2/20
3. **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. This motion applies to academic year 2020-21 only. 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. Faculty may, however, if they choose, opt to use the on-line teaching evaluations used prior to Spring 2020 by notifying the Information Technology team through their departmental or college administrator.

Two, the Senate will replace the student evaluations of teaching 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 sets of open-ended questions not to exceed 8 questions. All faculty will administer 4 common questions on instructor/course effectiveness; and 1 question specific to course modality. These items will be vetted and prepared for presentation to Senate at the November 16 Senate meeting. In addition, departments and programs may add as optional no more than 3 questions specific to individual courses and program needs specific to the discipline. Departments are also free to use supplemental items.

Neither the surveys nor the standard evaluations are to be used in assessments for renewal, promotion, or 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.

Senate Action: The motion passed with 52 in favor, 1 opposed, and 4 abstentions

Academic Affairs Committee Motion to approve the 5-year Academic Calendar

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

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, May 16	Commencement

SUMMER SESSION

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

APPENDIX 9.1

Motion: Continuing Fully Online ADD DROP Procedures through Spring 2021 Faculty Senate 2020-2021 Session

Description of the Relevant Charge, Problem, or Question

To reduce the amount of contact between students, instructors, and staff and to help maintain the COVID-19 classroom density recommendations, the Registrar's office proposed a fully online process where students would use their Registration Access Code (RAC) to make changes to their schedules for the full Fall 2020 ADD/DROP process.

The process seemed to work well in Fall 2020, and given the assumption that UNH will continue to be in a "yellow mode" of operation in the Spring 2021, the Registrar's office has asked Senate to consider extending the fully online ADD/DROP process to Spring 2021.

For details on how the ADD/DROP process has worked prior to the change in Fall 2020, see detailed policies:

https://www.unh.edu/sites/default/files/departments/student_life/final_pdf_90521.rights_and_rules_2018-2019_for_website_0.pdf

Description of Relevant Previous Senate Action

For details on the motion that Senate passed to modify the Fall 2020 procedures:

https://www.unh.edu/sites/default/files/departments/faculty_senate/to_approve_changes_to_add_drop_procedures_for_fall_2020_motnxx-m3-062920.pdf

Description of Actions taken by AAC in Motion Development

Description of Future Actions Needed for Implementation or Operationalization of Motion

1. Make sure this change of procedures is communicated to faculty, staff, and students.
2. Make sure the SRRR is updated to reflect this change in policy/procedures.

MOTION:

Motion Draft 10/28/2020

Presented by: Joe Dwyer, Academic Affairs Committee

Rationale: UNH will likely continue to be in a "yellow mode" of operation in the Spring 2021. The Faculty Senate passed a motion in the Summer 2020 to allow for a fully online ADD/DROP process for the Fall 2020. The change to procedures was made in order to reduce the amount of contact between students, instructors, and staff and to help maintain the COVID-19 classroom density recommendations.

Motion: The Faculty Senate approves moving the Spring 2021 ADD/DROP process fully online in light of the COVID-19 pandemic.

