

4-17-2020

2020-04-17 Minutes of the Academic Senate

University of Dayton. Academic Senate

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Recommended Citation

University of Dayton. Academic Senate, "2020-04-17 Minutes of the Academic Senate" (2020). *Academic Senate Minutes*. 158.

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Academic Senate Minutes

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UNIVERSITY OF
DAYTON

DAYTON, OHIO

MINUTES OF THE ACADEMIC SENATE

April 17, 2020

Zoom, 3:30-5:30 p.m.

Senators Present: Joanna Abdallah, Emma Adams, Paul Benson, Connie Bowman, James Brill, Sam Cika, Patrick Cool, Anne Crecelius, Lissa Cupp, Corinne Daprano, Michael Davies, Neomi DeAnda, Mary Ellen Dillon, Lee Dixon, Shannon Driskell, Jim Dunne, Deo Eustace, Mark Jacobs, Jake Jagels, Denise James, Jay Janney, Catherine Kublik, Suki Kwon, Laura Leming, Sayeh Meisami, John Mittelstaedt, Leslie Picca, Jason Pierce, Maher Qumsiyeh, Fran Rice, Eddy Rojas, Andrew Sarangan, Andrea Seielstad, Andy Strauss, Tereza Szeghi, Asari Vijayan, Kathy Webb, John White

Senators Absent: Ava Abner, Lee Miller

Guests: Christopher Agnew, Amy Anderson, Philip Appiah-Kubi, Deb Bickford, Justin Biffinger, Laura Bistrek, Sharon Bommer, Dorian Borbonus, Colleen Brennan, Tonya Breymier, Susan Brown, Sarah Cahalan, Christopher Calvin, Ying-Ju Chen, Shawna Collins, Kimberly Conde, Simanti Dasgupta, Alan Demmitt, Wiebke Diestelkamp, Gloria Dodd, Samuel Dorf, Jason Eckert, Youssef Farhat, Jeni Gerard, Erin Gibbemeyer, Hunter Goodman, Sharon Gratto, Elizabeth Groppe, Steven Hankle, Karolyn Hansen, Kayla Harris, Beth Hart, Linda Hartley, Michelle Hayford, Mark Hillman, Jeanne Holcomb, Emma Hughes, Sawyer Hunley, Margaret Hutter, Fred Jenkins, Kathy Kargl, Gregory Kennedy, Ryu-Kyung Kim, Jane Koester, Katie Kohnen, Carissa Krane, Christine Kremer, Michael Krug, Xiaoli Li, Tony Linz, Eddie McCarthy, Autumn Lockwood Payton, Heather MacLachlan, Angela Mammana, Ben McCall, Kathleen Miller, Sara Mirmasoudi, Grant Neeley, Sabrina Neeley, Don Pair, Michelle Pautz, Carolyn Phelps, Danielle Poe, Shazia Rahman, Julia Randel, Jamie Riley, Juan Santamarina, Cilla Shindell, Thomas Skill, Eric Spina, Laura Stevens, Sue Stewart Stute, Kimberly Trick, Joseph Valenzano, Gary Weik, Lisa Wellinghoff, Deborah Wilcox Powers, Stephen Wilhoit, David Wright, Shuang-Ye Wu, Yvonne, Gerica, Maureen, Diane, one phone in guest no name provided

1. Opening Prayer – Eddy Rojas (prayer)
2. Minutes – Minutes of February 28, 2020. Approved with no revisions
3. Announcements
 - a. Mark reviewed the rules for today's meeting.
 - b. Officer elections will take place at the April 24th Senate Meeting. Information about the election will be sent out next week before the meeting.
4. FAC proposed changes to Faculty Handbook—Andrea Seielstad summarized the revisions to the bylaws and operating procedures of the Faculty Hearing Committees on Grievances and on Academic Freedom and Tenure and the proposed policy "Response to Full-time Faculty Members Who Fail to Meet Expectations or Violate Policies Related to Faculty Responsibilities" before each

was brought up for a vote. The revisions to the bylaws and operating procedures of the Faculty Hearing Committee on Grievances was approved with a vote of 32 yes, 0 no, and 8 abstentions. The revisions to the bylaws and operating procedures of the Faculty Hearing Committee on Academic Freedom and Tenure was approved with a vote of 32 yes, 0 no, and 8 abstentions. The proposed policy “Response to Full-time Faculty Members Who Fail to Meet Expectations or Violate Policies Related to Faculty Responsibilities.” was approved with a vote of 34 yes, 0 no, and 6 abstentions.

5. SAPC report on the use of S.E.T.—Mark reminded everyone that the report was written before the classes were moved to online and does not address how S.E.T. will be handled at the end of the current semester. Laura Leming and Suki Kwon presented the report. The report included the charge given SAPC, a list resources used to inform the work of the committee, and short- and long-term recommendations. In light of new research on SET, SAPC recommends the tool be evaluated with strategies to reduce bias. Recommendations included the use of SET as an instrument, short term recommendations to address immediate issues, long term suggestions, and suggestions for future review processes.

Comments: From a student’s perspective, the survey is hardly representative, you needed to hear a wider student perspective. S.E.T. bias is an issue, criticism about an accent is not a bias, if we cannot hear or understand what is being said, we cannot learn. Response: Accents, when students hear an accent they question the faculty, an accent does not hinder understandability. Once students hear an accent, they don’t try to listen. An accent is part of my identity, listeners need to be active in this communication as well. Response: Yes, it was a very limited questionnaire, we approached students we had access to. It should have been done more widely. When we did the sample, we were able to include responses from all the different divisions as well as grad and undergrad students from a variety of majors and schools.

Make the end of course feedback simpler, the MID seems to be well accepted, it is useful to students and faculty. Questions are pretty straight forward, and there are not “numbers” associated with MID.

(from chat) I should point out that Udit/LTC’s Office of E-Learning and the Office of Faculty Development has launched an online version of MID that faculty can use at any time from within Isidore.

Students should be involved in the process of rewriting the questions. When faculty write them, students don’t know how to answer them. Questions are written by faculty for faculty, get students involved.

(from chat) Students were a part of the Senate’s SET committee that designed the current SET instrument.

6. Open discussion on current status of UD

Concerned about the lecturers. They were not given the possibility of a furlough, they will be laid off. How many will be offered contracts? What rubric will be used to determine who will be laid off? Concerned they will not have benefits.

We are overwhelmed by uncertainties, are there any updates? Response-Uncertainties in the

health crisis are the same. Until there is a vaccine, there will be restrictions on large scale gatherings of people. The University is working on staffing, should have a decision by the end of this month. Lecturers will continue to retain benefits until a decision is made about the fall. The university is considering a wide range of scenarios—scenarios that include a drop of 50% of our enrollment. We can't run the University on full scale with a drop in enrollment.

Are we coming back on campus? Isn't this too much of a risk for faculty, staff, and students. It might not be a good idea to return, we need to consider this.

If we do come back to campus, what will be the appropriate class size, especially in the labs. Possible to think about hybrid classes with a portion online and a portion in-person. Consider dividing the class in smaller groups.

Will testing of returning students and faculty be an option?

We have a gender division of work with women making up 60% of lecturers and staff. We need to consider who is taking up the workload of people being laid off and who will be doing the work.

Has there been any coordination on how other universities in our area, like Ohio State, Wright State, etc. will open back up?

It's important to involve faculty in decisions. It is important that we keep in mind our lecturers and who will be left to do the work. It is not true people will be made "whole" with unemployment and the CARES act, there are no guarantees the money won't run out. Lecturers will lose their health care at the end of July.

Would it be possible to partner with other Marianist universities, like Chaminade to deliver courses?

If we want to try to retain as many lecturers as possible, talk with faculty on what sacrifices they are willing to make to ensure this. For example, faculty workload, are faculty willing to take up the slack? It would be good to consult with faculty to see what they are willing to do, perhaps a temporary pay reduction or an increase in teaching in order to do this, but protect lecturers as much as possible

How much of this is fiscally challenging to the students, are we ensuring positive marketing to students and families?

Hope isn't a strategy. Our executive leaders are cognizant, they don't want to see anyone lose jobs. We need to recognize the disparity. We are a human centric university. We have done good things and are actively participating in good stewardship.

What options do we have for next fall, can we offer some courses on campus and some online? Students would have choices, is this something that would work?

I have 3 lecturers with full classes for the fall, will they be terminated or furloughed? Our department will probably need more lecturers. Response: We are not sure with the growing financial challenges of the University and the possibility of a second wave of COVID-19. Students may not feel comfortable coming back to campus. We have to wait until midsummer to see who

actually comes. That could be based on a number of factors like adequate testing, finances, etc. These are external issues that we don't control but will impact what we do.

I agree with the idea of having mixed classes. Student may not want to pay to have all online classes, Students may not be willing to come back if the fall is all online classes.

What actions should AS and faculty be specifically to summer—

It is absolutely critical that ECAS meets regularly over the summer

I agree, ECAS needs to meet and talk with the Senate as some point.

There won't be face to face classes in the fall. What I care more about is the health of students and faculty. Lecturers probably won't be given contracts this summer. Would it be possible to extend the furlough of lecturers to December to make it easier to bring back more lecturers? We would have more time to get our affairs in order instead of having only until the end of the semester.

We seem to be approaching this as adversarial, instead of a collaborative shared governance issue. The ground is shifting every day. We need to be smart and prudent on what the impact will be on all of us in the fall. This university needs to endure, and we have to make tough decisions. I pray and lose sleep over this every day, we owe ourselves and administration to be as understanding as we can. We can get through this together. It is important to hold onto those things, grace to students and community. At the end of the day, when UD goes forward, we will remember how we treated each other, keeping the institution at our forefront. I applaud everyone including students, going together forward.

The biggest question is the demand on enrollment. What are we doing to drive the highest enrollment numbers? Will there be a reduction in tuition and fees? We have something of value with a UD degree. What is UD doing to get the largest enrollment this fall?

What conversations are happening among university presidents? We won't be business as usual this fall, but it would seem safe to have some students on campus in the fall. Are there conversations between universities to have in person classes? Would it be possible to migrate to a commuter school? Could there be flexibility of transfer of credits from local colleges and universities to count at a student's home school?

If we are online in the fall, how are we going to deal with exams? I believe there's a lot of cheating going on. We need to ensure the UD degree actually counts for something. Right now there isn't a lot of things in place to stop cheating.

If we do have a version of face to face classes in the fall, some or all online we should encourage freshmen come but not take as many as usual. Offer a hybrid class, 10 in class and 10 online. If they could take two or three in person, they could meet professors, classmates, etc. This might make it easier. I hope there is continued consultation with AS about online teaching

I think students would put their life on hold, and take classes at community colleges. Being on campus is one of the primary reasons to go to college, to have friends, roommates, and faculty interactions. Students need to know now.

Everything will need to be different, and it will take a lot of minds and expertise to get us through this. UD hasn't been good on relying on our own expertise. The Senate should empower small groups to work on issues. We have decision making authority on some of these things. There are not enough people in administration to do this work. Rely on faculty and students to come up with better ideas than administration.

Could we have a delayed start or a compressed semester. This may seem radical, but not out of the realm. Delay a return to campus.

Colleagues in art in design, and classes that rely on a darkroom, how do you move these to an online course? Courses that require facilities are difficult to transition to online course. You say "We're in this together", who is the "we?" How can we reimagine our courses, that in person sense of community, sense of belonging, faculty personal mentoring, how can we retain this in an online class?

We are looking at ways we might blend some online some face to face. We have a new group working on this, the "New Normal Team." There are implications not only to the classroom, but to research, labs, the health center, dining services, housing, etc. Carolyn will be reaching out to ECAS for representation on this committee. We are talking with other universities at a high level. We are thinking of new ways to design new modes of courses and delivery. Will we have a delay start? There is a lot of attraction to this thought, it would give us a lot more time to be ready. We've begun the process of gathering expertise. And we are talking at other universities. Our primary focus has been to interact with families, we are seeing very positive signals but have to balance with harsh realities.

Will commitments to hire be honored? Response: Yes, commitments to hire will be honored. If the process to hire was stopped and there was no commitment to hire, there would be no contact offered. New lecture hires would not receive contracts until later in the summer—until we see what enrollment is. We will not hire a new lecturer until an old lecturer has been placed. We really want to bring back all lectures

Those of us in the arts don't work well online, as well as classes like music education that goes out in the community. We also serve many students that are not majors. Lecturers that are professional performers are suffering—what can we do to financially help adjunct faculty, students with financial needs the university has a responsibility to these people. The needs of many of our university family concern me. Response: The university has a student crisis fund, this has been a long-standing fund. Many made contributions to this fund on One Day One Dayton Day. If people are interested in contributing, contact advancement. International grad students are continuing to study here. We have established emergency food support for them, tens of thousands of dollars of food, the Emporium is open every day for students to get food. We also provide transportation for them. Many have lost their campus jobs, and we've been helping with rent and utilities. We're not too sure how long we can fund, but right now this is one of our top concerns.

(from chat) I've received multiple inquiries from students during our class meetings regarding the town hall. Some had watched the town-hall recordings and expressed concerns, questions regarding entertaining transfer given the crisis, etc. How much information around the fiscal challenges have been communicated to our students? And how are we focusing on positive

messages to help our enrollment numbers and not hinder our efforts.

From a student perspective, we're really struggling learning in this environment. If online classes continue in the fall, can there be some type of standard for online classes, more uniformity among online classes?

Link to Google Doc for additional comments, questions or concerns.

https://docs.google.com/document/d/1YyMMm_WfIQcvHOLImdiMRqbxW_6Zuxv2cri4nAcKigk/edit

7. Committee Reports-Committee reports sent to Fran Rice will be included in the minutes.

1. APC—Jim Dunne (attached)
2. SAPC--Laura Leming / Suki Kwon
3. FAC – Andrea Seielstad
4. ECAS – Mark Jacobs

8. Adjournment: 5:30

Respectfully submitted, Fran Rice

Academic Policies Committee (APC)

Report to the Academic Senate

April 17, 2020

Members: Deb Bickford (ex-officio – Associate Provost), Connie Bowman (SEHS), Neomi DeAnda (CAS-Hum), Mary Ellen Dillon (NTT), Jim Dunne, Committee Chair (SBA), Deo Eustance (SOE), John Mittelstaedt (SBA – Dean), Leslie Picca (CAS – SSc), Jason Pierce (CAS – Dean), Maher Qumsiyeh (CAS – NS), Tereza Szeghi (CAS – Hum)

1. Meetings: The Academic Policies Committee (APC) has met most weeks this term: 10 meetings thus far with the last two (Apr 2 and Apr 16) being conducted online.
2. Charges: The APC has two charges from the Executive Committee (ECAS).
 - a. ONE. Quality of Online Learning – investigate the academic quality and possibly develop recommendations. Recommendations could involve university policies.
 - b. TWO. 5-year CAP Evaluation. Our Common Academic Program was established by Senate DOC 2010-04. The first undergraduate class to take CAP courses was the August 2013 entering class that graduated in May 2017. DOC 2010-04 calls for a “thorough and systematic” evaluation of CAP – to be completed after this academic year, in AY 2020-21. Our APC charge is focused on developing a plan and a framework for that CAP Evaluation.
3. Activities:
 - a. Quality of Online Learning: We solicited data and thoughts from the academic units and Ryan Allen, the director of e-Learning. Our focus is on the online courses not developed

and offered in partnership with 2U. We have gathered data on such courses offered over that past few years. We have done some benchmarking other universities. We have a draft document reviewed by the committee. This document was reviewed by the Dean's Council, Associate Provost Carolyn Phelps and the Associate Deans of the academic units. We have drafted a proposed policy on online learning and plan one last review by e-Learning. As is clear to all, effectiveness of learning using online technology suddenly has become a very important topic this academic term.

- b. Plan for the CAP 5-Year Evaluation next academic year: With the help of Assistant Provost for CAP, Michelle Pautz, we reviewed the current studies and data gathering efforts on CAP. We also received input from the chair of the CAP committee and the Associate Dean in the college. The committee drafted a plan for this evaluation and coordinated with ECAS. At our April 2 APC meeting, the committee unanimously agreed to propose postponement of this CAP evaluation (which would involve considerable faculty workload) in light of the uncertainty associated with the COVID19 pandemic. Our final draft will be available for implementation or revisions next year when the university's structure has been determined.