

UHD Faculty Senate

Minutes recorded by: Michael Cavanaugh
Out of Cycle Zoom Meeting June 2, 2020 2:30 – 4:03 pm
Online through Zoom

Senate: Michael Duncan, Ronald Beebe, Hsiao-Ming Wang, Michael Cavanaugh, Franklin Allaire, Maria Benavides, Alexander Bielakowski, Dexter Cahoy, Kristen Capuzzo, Stephanie Coleman, Prakash Deo, Isaac Elking, Krista Gehring, Angela Goins, Felicia Harris, Pamela Hurley, Tahereh Jafari, Timothy Klein, Cynthia Lloyd, Laura Mitchell, Mitsue Nakamura, Nathan Neale, Andrew Pavelich, Joseph Sample, Johanna Schmertz, Jace Valcore, Pat Williams, Julie Wilson, Ting Zhang.

Absent: Susan Henney, Steve London, Jeffery Martz.

Guests: Eric Link, Provost/VPAA; David Bradley, VPAF; Jerry Johnson, AVP Faculty, Research, and Sponsored Programs; Michelle Moosally, AVP Programming and Curriculum; Pat Ensor, Library Director; Hossein Shahrokhi, AVP IT; Lucy Bowen, Executive Director Academic & Student Affairs; Darlene Hodge, FS Admin; Irene Chen, Professor; Sheryl Sellers, Student/Dateline Correspondent; Ed Cueva, Professor; Rachael Hudspeth, Lecturer; Charles Gengler, Dean MDCOB; Courtney Standlee, Lecturer; Vaishali Chabaul, Lecturer; Rachna Sadana, Department Chair NS; Houston Brown, Lecturer; Michael Connell, Professor; Jonathan Schwartz, Dean CPS; Linda Dune, Associate Professor; Weining Feng, Associate Professor; Timothy Redl, Associate Professor; Akif Uzman, Dean CST; Simon Jakubowski, Lecturer, Shohreh Hashemi; Associate Professor; Rebecca Quander, Associate Professor; Amy Baird, Associate Professor; Elisa Olsen, Executive Director, University Relations Advancement; Katherine Shoemaker, Assistant Professor; Lea Campbell, Director Academic Assessment Institutional Effectiveness; Georges Detiveaux, Assistant Director CTLE.

Call to order: The Senate was called to order at 2:30 pm by Senate President Michael Duncan.

Minutes

Dr. Duncan proposed two wording changes to the draft minutes for clarity. Dr. Cavanaugh explained the changes to Senate. May 5th Zoom Senate minutes with changes were passed unanimously.

Reports

Dr. Duncan introduced Dr. Lea Campbell who gave a presentation on the faculty and student surveys from the Spring 2020 semester (see attached).

After the presentation, there was one question.

Q – Dr. Shohreh Hashemi asked whether there was a difference between freshman and upper level students?

Q – Dr. Campbell explained that there was. About 45% of the responses were from seniors and 8% were from freshman. There was a significance difference.

Dr. Campbell thanked everyone for their time and said that if there were further questions that they could contact her.

A senator raised an issue on why the meeting was being recorded and asked whether this was already decided against by the Senate. Dr. Duncan explained that the Senate decided against posting the recordings to the website but that the recordings are only being used to help Dr. Cavanaugh with the minutes. The senator explained that there were issues with surveillance and the recording could dissuade others from speaking up. Dr. Cavanaugh said that he is not set up to take notes for the meeting as he thought the meeting was being recorded. It was suggested to Dr. Duncan that an audio recording could be shared instead of video. Everyone seemed to accept that proposed solution.

Provost Link came to Senate to give a few updates. As for enrollment, the Provost explained that the Summer is looking very good with total SCHs up 29% right now with increases possible. We are in a good position for Fall, but the year over year comparison is not reliable because of the Peoplesoft conversion last year. We are down in new applications for transfers and FTICs, and the big worry is the 11% drop in transfers. Enrollment management is working very hard at their jobs to boost those numbers.

As for the Presidential transition, Provost Link wanted to address that briefly. He also discussed two other executive leadership vacancies that will occur in the next month or so. Dean Fulton (CHSS) and Dr. Khoja (Provost's Office) are both leaving UHD. For CHSS, the provost will be meeting with the faculty and staff in a townhall like zoom meeting. He will explain the protocol for naming the interim dean and he hopes to have this completed very soon (by the end of June) for a smooth transition. As for Dr. Khoja, this is a major loss to UHD as she has been a fixture in the Provost's office for so long and has done all kinds of important work. With the hiring freeze in place, there will not be an immediate search for a replacement as there are more pressing needs across the university right now. In a few months, the hope is that the freeze will be lifted, and the search can begin. For the Presidential position, the Chancellor briefly met with the cabinet and gave us a quick run down on a general timeline. The idea is to run a national search and get that started very soon. She also intends to identify someone very soon to serve as the interim president for 6-8 months (could be shorter/could be longer) while the national search is being conducted.

Finally, the provost wanted to talk about the planning for the fall semester. Provost Link included a handout/presentation (see attached) which he went over in detail.

Discussion and Q&A followed

As a member of the working group, and to reflect its discussions, I wonder if we could add another baseline assumption: that because we are a 100% commuter campus, we will have more difficulty than residential campuses in identifying and tracing infection and keeping our community and the surrounding community of Houston safe.

Q - How much input will individual faculty members have in deciding whether their course is moved to online?

A – Provost Link said that he hopes that faculty will have a great deal of input. Right now, if a faculty member feels that they are at risk, they can go to ESO (right now) and seek accommodations. There is every intention treating faculty with compassion and flexibility when they go through the process and need an accommodation. Part of the reason to move all these classes online is to accommodate these

requests that go through ESO. Once we have a basic framework (this blueprint or a variation), we can get this out to the chairs, deans, schedulers, so that they can build this out as an action plan and faculty should be a part of building those plans.

Q - Isn't synchronous-flex an option without the classroom technology? Many of us did that after the campus closure by holding a zoom lecture during our normal class time.

A – The difference is that this would not be an online only classroom environment. We would have dedicated classroom space (about 25-30 classrooms around campus) where about half the students are sitting in class with the professor and the other half are on zoom. This could rotate by days (i.e., one group on Mondays another group on Wednesdays). It would give students the classroom environment and still reduce density on our campus and in the classrooms.

Q – Dr. Houston Brown asked whether there are metrics for online vs f2f from spring, or previous semesters? It seems that they may be skewed. Did many students take online before COVID, and were they the same students that took online?

A – Provost Link explained that he doesn't have those numbers in front of him, so he cannot answer the question right now. Institutional Research is looking into these types of questions. They investigated some of the sections of courses with a high N value comparing online to face to face. The preliminary results showed the success rates shot up with face to face interactions.

Q - If course has a face to face component to it and some students refuse to come or do not feel safe to come, are there stipulations or guidelines to manage that situation? There are practice courses in person in SW.

A – As Provost Link explained, this is a complicated question. There are a couple of pieces he cannot address. Specific programs will have nuances and there will need to be internal dialogue in the discipline on how to navigate these situations. Provost Link said he wouldn't be comfortable telling a program what they need to require in the area of community engagement. As for what can be done to students who do not show up, therefore we need to make our decisions quickly. Students should be able to pick a class that suits their own needs. We can deal with the odd exceptions, but we should have plenty of options available (i.e., online, hybrid, synchronous flex, face to face) for all our students.

Q - What if no students show up for the synchronous-flex class--does the faculty member just lecture to them via Zoom from the classroom? Isn't that technically just an online class then?

A – Provost Link said that these details can be developed at the departmental level. How should these classes be run, what are the attendance requirements for the students, who shows up on what days, etc.? We cannot answer those today. Those answers will come during the next step of the process. We probably will not leave it up to the students as to whether to show up as the intent is not to lecture to a 70-inch monitor.

Q – Dr. Shohreh Hashemi asked whether there are plans for accommodating our students with disabilities?

A – Yes. Provost Link said the Office of Disability Services is working on this and Student Affairs is also thinking about this. The university wants to make sure every student has an equal opportunity for success on this campus.

Q - Are we going to redirect funding for faculty development and support (CTLE, instructional designers, training opportunities, etc.) to support all these modalities at once, many of which will be taught by the instructor for the first time ever?

A – Provost Link stated that there has not been a discussion about this yet. We have made commitments that robust training and support for faculty through CTLE and other areas. If we need more resources behind it, the Provost indicated that he would discuss the issue with Mr. David Bradley.

Q – Dr. Courtney Standlee said the conversion of UHD classrooms sounds like a good idea. For the remainder of the classrooms/labs could we just provide external webcams so that faculty could decide to record lectures?

A – Provost Link said yes. If faculty need equipment, please let the chairs and then deans know about those requests. We want our faculty to be successful and if webcams help with that, then we will get them.

Dr. Rachna Sadana suggested that offering courses in multiple modalities creates a workload issue for faculty. It might be better to have a group of instructors create quality online courses by collaborating and sharing workload.

Q - This approach works for classrooms at UHD. What about classes that meet at LSC campuses? Much of LSC is going to be online in the fall with very limited f2f classes. In particular, LSC-CyFair and LSC-Kingwood we do not "own" the classrooms, we rent. What conversations have occurred regarding offering f2f classes on those campuses?

A – Provost Link said that we are still working out the details at the Northwest Campus. We are trying to have a synchronous flex classroom at the NW classroom too. At all of the campuses named, we rent space, so we will have to follow their rules. We expect the campuses to follow a similar blueprint to what we are proposing, but if they close their campuses, we will not be allowed to hold classes there either. While we rent specific square footage at some places (Northwest is an example), the Kingwood and Cy-Fair campuses are a bit different and we only rent space on an as needed basis. Provost Link explained that most of the UHD blueprint would be applicable to the distance sites, but he will let Senate know if he learns anything else about them.

Dr. Duncan asked Provost about how he would like feedback from Senate.

Provost Link said to send them however you sent them was fine. Send an email and pass it up the chain so that we can have constructive feedback on the blueprint. It will take a few weeks to build out the action plan and we need to get to the schedule soon so that faculty and students know what modalities are being offered, who is teaching them, and what can be taken. Time is important at this juncture.

Q – Can you add more clarification as to what kind of input faculty will have in moving their courses online? Also, how will the requests for accommodation be judged, is the grounds for accommodation medical, other reasons?

A – Provost Link explained he could only partially answer the question. ESO and VP Montalbano will look through all the rules, regulations, laws, guidelines, etc. (federal, state, and local) related to ADA accommodations and so forth when looking at these requests. We have a great team that will make these decisions. Provost Link said that he could not speak to how a certain application would be judged, but he said that everyone in cabinet is on board with the statement in the blueprint about being flexible and compassionate. There will be a great deal of grace extended to everyone: faculty, staff, and students. We want to make sure that people feel safe, they have options, and they trust UHD. Please go to ESO and they can help guide you through an accommodation request. If you are having issues with the request, please bring it to Provost Link's attention as well as raising those concerns with your chairs and deans.

Q – Dr. Sadana asked whether departments could start changing their schedules with respect to course modality?

A – Dr. Link said yes in the planning stages, but no in making changes yet. We want to make sure the blueprint is finalized before making the schedule changes.

If more classes will be online, course shells need to be opened very early, or Bb sandboxes. It looks like Bb1 will not be available until July 1. This does not allow faculty new to online teaching to prep 3-4 classes or CTLE or TTLC time to help them.

Dr. Michelle Moosally said that there needs to be a downtime for BB over the summer so that we can get all the updates done to deal with the glitches (like the student engagement column in the spring). We originally were planning on doing it later but moved up the date because of the possibility of more online components in the fall classes. The hope is to have a full rollout at the start of July. We have BB open until June 15th and there can be things rolled over from BB2 to BB if you need to work on stuff in the intervening time period.

Q - Will the implementation for modality changes be department specific? For example, if one department has 50% of courses already online and another has 10%, will both be asked to put more courses online (outside of accommodations).

A – Provost Link said that he couldn't really answer that question as that would most likely be determined by Deans working with chairs and chairs working with faculty. We do need to balance the needs of the students, the needs of the faculty, and the needs of the university when making those decisions though. There are no operational answers currently.

Provost Link thanked Senate for the time to discuss everything and the thoughtful questions. He also thanked the working group for the great job they did in piecing everything together.

Dr. Moosally presented on Prior Learning Assessment to Senate (see attached presentation).

Dr. Duncan thanks Dr. Moosally for her presentation.

Dr. Duncan explained that he will be sending an invite to new senators to meet with FSEC soon for a brief orientation. He also asked about meeting next. He suggested for a July meeting but maybe meeting earlier than that when the blueprint came out – maybe mid-June.

Motion for a mid-June meeting from Dr. Bielakowski with a second from Dr. Schmertz.

Dr. Duncan said June 16th would be the “mid-June meeting”

Vote was unanimously in favor (21 votes for).


Dr. Schmertz made a motion to adjourn the meeting and Dr. Benavides seconded the motion. Meeting adjourned at 4:03 pm.

S2020 Faculty & Student Surveys

FINAL RESULTS



Content

- Preparation to Move Online
 - Effectiveness of Course Design
 - Challenges
 - Faculty/Student Recommendations
- 



195 Faculty
Invited: 683
29% response rate



2557 Students
Invited: 13250
19% response rate



FACULTY

67% FT

23% - COB

36% - CHSS

21% - CPS

19% - CST

1% - UC



STUDENTS

Undergrads: 59% FT

Grads: 90% FT

29% - COB

19% - CHSS

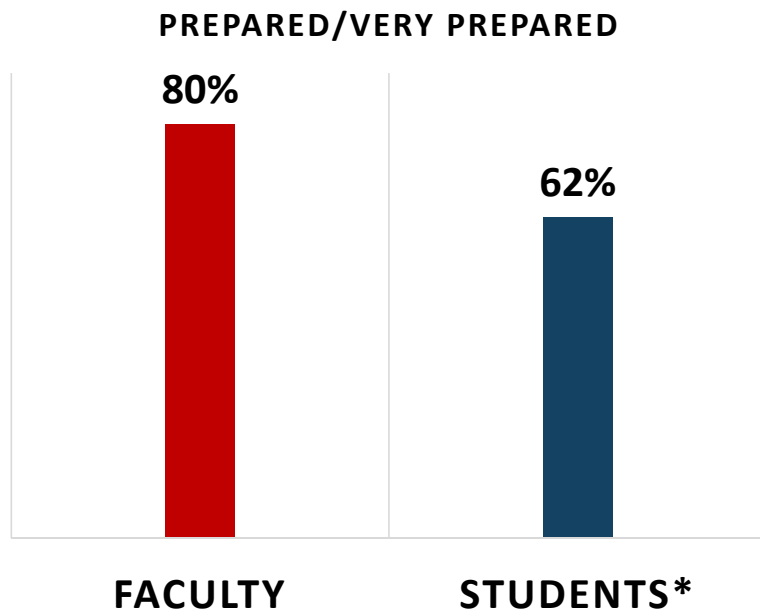
13% - CPS

16% - CST

22% - UC

Preparation

Preparedness & Online Experience



ONLINE EXPERIENCE		
	FACULTY	STUDENTS*
First semester online	29%	24%
1-5 courses previously Regular teach/learn online	23%	50%
Had 1+ courses convert	49%	26%
	84%	80%

*Excludes 100% online students

79% of faculty participated in PD

69%

Online training supported transition to online format

59%

Training should be required

77%

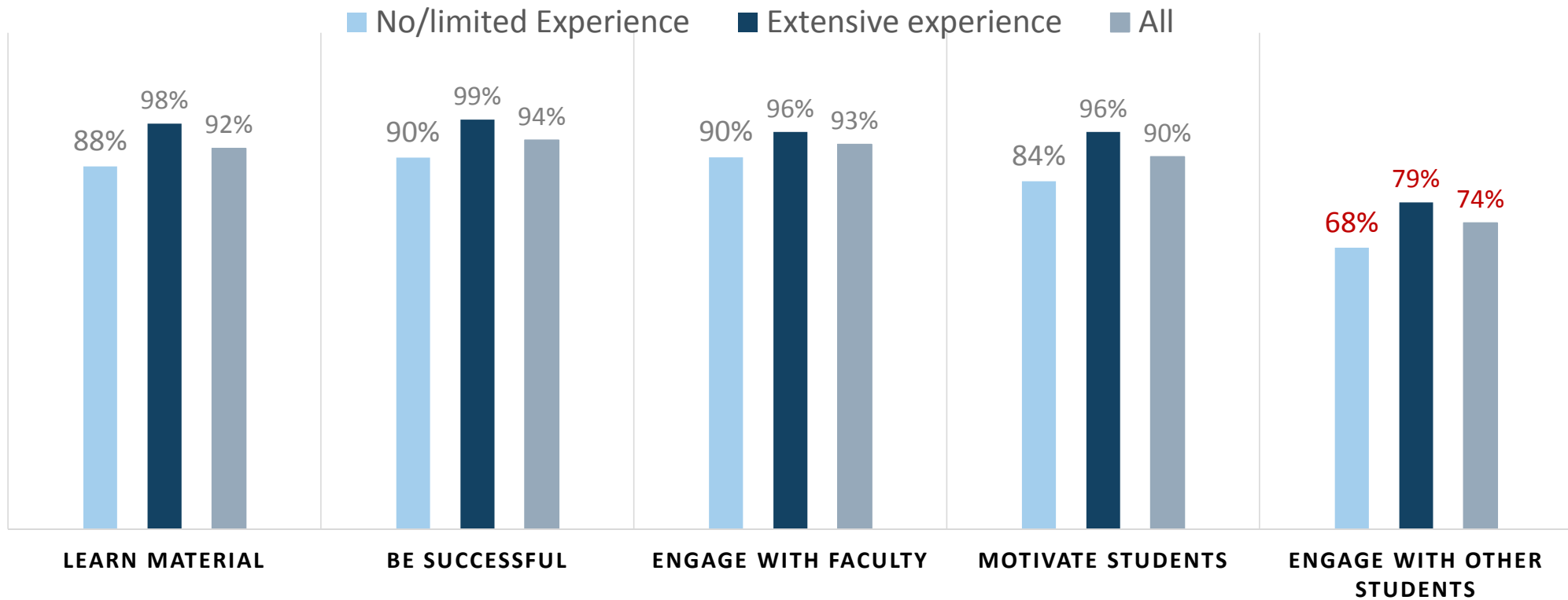
Likely to pursue additional professional development

*% agreed/strongly agreed/Likely/very likely

"With Covid-19, I learned that I need to have skills and I need to learn how to teach online, because my students deserve the best education and resources available to them"

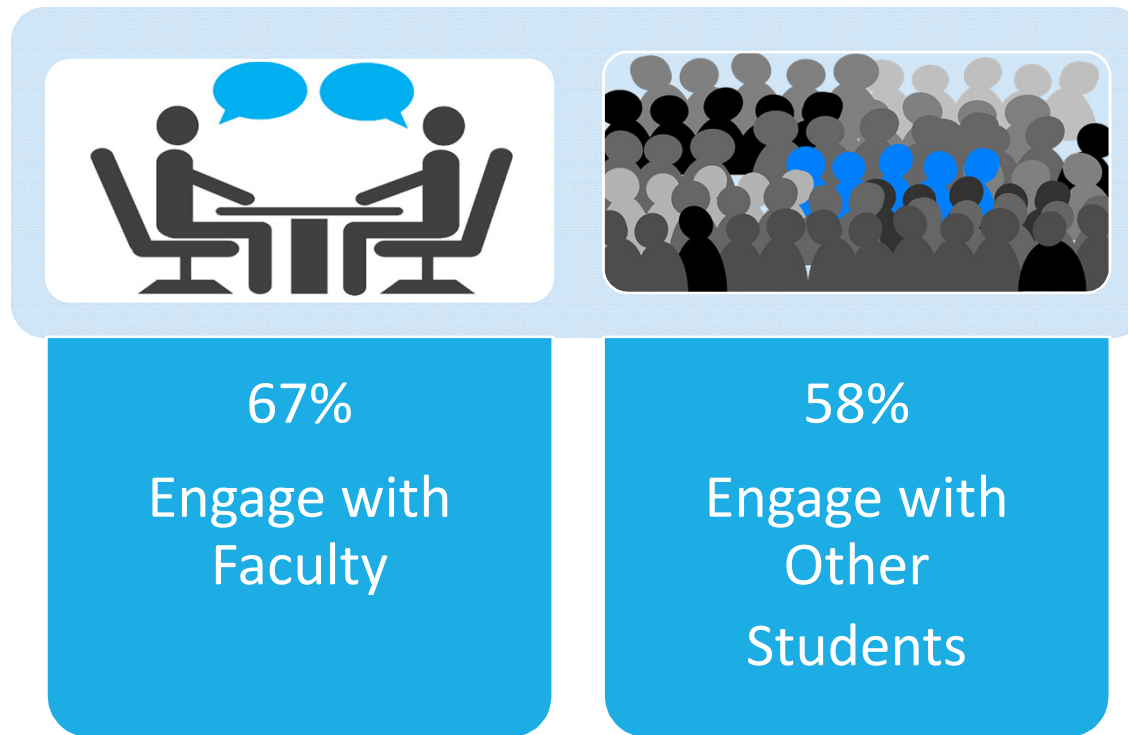
Effectiveness of Course Design

Faculty felt they were able to develop effective courses



All/most of their courses

Students Perception of Engagement



*True for all/most classes

Student Satisfaction

69%
Satisfied/very
satisfied



61%*

Engage with Material



66%* Be Successful

68%* Helped Student to Learn



61%* Motivated Finish

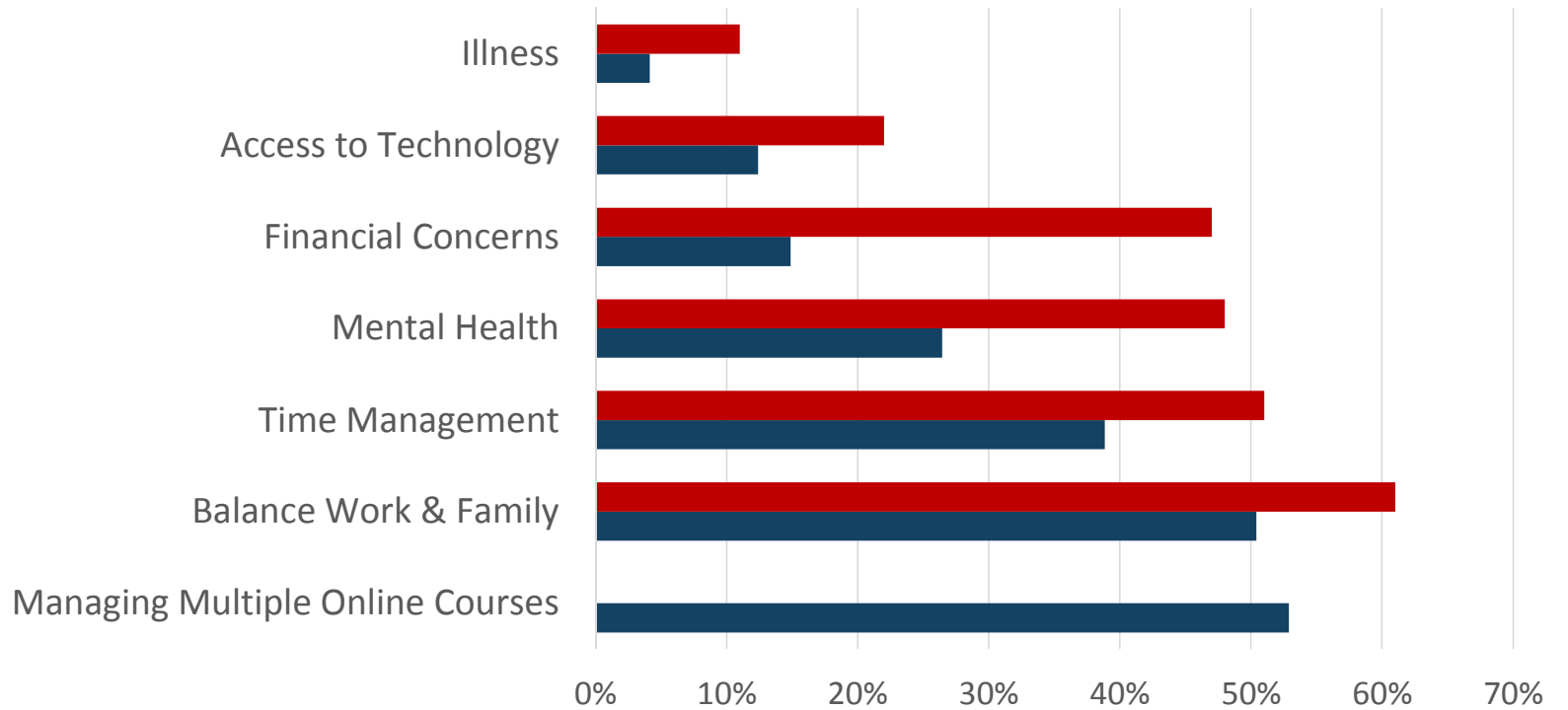
64% Course quality improved/stayed the same

*True regarding course design for all/most classes; excludes 100% online students

Challenges

Challenges

■ Students
■ Faculty



Faculty & Student Recommendations


MENTION BY BOTH

- *A well-designed, fixed BB structure*
- *Students technology needs*
- *Ongoing faculty development*
- *Coordinate assignment workload*

STUDENTS

- *More engagement with faculty (S)*
- *More timely response from faculty (S)*
- *Clarity on assignments and due dates (S)*

FACULTY

- *Resolve academic integrity issues (F)*
 - *Require both faculty and students to demonstrate LMS competency (F)*
 - *Recognize the time needed to teach online (F)*
 - *Be proactive/need for an emergency response plan (F)*
- 

Students do recognize UHD's efforts

"Dr. ____ was awesome -- I always felt prepared for class because he was prepared. Everything is available as needed and self-explanatory. He provided all of the tools necessary for success in the course. And that did not change when we went fully online...in addition, he responded to questions / concerns in a timely manner and seems to truly care about our success."

"Professor _____ did an amazing job of transferring her class to online. This is the class that I was most worried about because math is just one of those subjects that I believe need to be done in person. The videos and meetings, and simplifying the coursework resolved most of my anxieties. She really stepped up to the plate."

For additional information:

Lea Campbell - 281-773-0384/ campbellc@uhd.edu



Prior Learning Assessment

UHD Faculty Senate Presentation

June 2, 2020

Michelle Moosally

Purpose

We are bringing an initiative to the university community to develop a more intentional and visible Prior Learning Assessment resource for students and programs.

What is PLA?

A process to evaluate learner competencies acquired by a student through formal and non-formal learning experiences that occurred outside of the college classroom. Within the setting of an institution of higher education, the assessment evaluates whether the demonstrated learning outcomes are comparable to those required as part of a college-level course or academic program.

from the University of Wisconsin System: <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/uw-system-undergraduate-transfer-policy/#V.CreditforPriorLearning>

Why at UHD?

1. We are already granting PLA credit for areas such as AP, IB, CLEP, and DANTES. We need to coordinate these efforts to ensure that faculty can keep up with changes and provide institutional guidance on acceptance of this type of credit consistently and in compliance with external agency guidelines.
2. We have funding to hire a coordinator of PLA via the TAB 2.0 grant from the THECB from March 2019; the PLA component is part of our grant commitment.
3. PLA offers a way to recognize valuable knowledge and skills that our students bring with them to our classrooms and programs and supports our mission of serving regional needs and valuing life-long learning.

Commitment for PLA Development

While there will be many issues to consider as we build our processes and policy, we want to be clear from the outset that PLA decisions will be fully guided by these key priorities:

- No academic department or program should be compelled to accept certain forms of PLA; any portfolio-based assessment must be established and carried out in consultation with content experts in the appropriate discipline; and
- Any expansion of PLA at UHD cannot erode the academic integrity of any program. Learning objectives associated with curricula and programs must remain intact; nor, in general, can PLA be used to circumvent other requirements of the institution (such as residency requirements, etc.).

What is the Plan?

- **June 2020** --Present to Senate and UCC in June
- **July 2020** -- Develop and post job for PLA coordinator in July—led by AVPPC in coordination with Assessment leadership, the Registrar and TAB grant PIs; there will be a screening committee that includes faculty
- **July/August 2020** --Draft some initial descriptions of the need for PLA, list of resources on PLA, and projected policy considerations—in consultation with UCC

The Plan continued...

- **August 2020**—send out PLA descriptions/information to faculty and discuss with departments, program coordinators; seek UCC charge to draft PLA policy
- **September-October 2020**—draft policy language (as directed by UCC) and hold university-wide workshops with CAEL experts (funded by grant)
- **November 2020**—UCC reviews draft policy for first time
- **Spring 2021**—UCC finalizes and shares policy with faculty, revises and shares again as needed, sends to AAC

Office of Impact Learning (OIL)

- The vision for OIL was the result of a presidential initiative. Dr. Muñoz asked Dr. Khoja to develop a proposal to support the ongoing and expanded efforts related to key HIPs.
- The proposal was recently approved by the President: “OIL will provide access to and encourage all UHD students to participate in experiential learning opportunities during their higher education careers and build an ecosystem to support the mission of the office. Active and transformative learning at UHD will, initially, consist of four experiences: (1) Internships; (2) Service Learning; (3) Study Abroad; and (4) Undergraduate Research.”
- To support these efforts, we will shortly be launching a search for the Director of OIL--the money for the new position is coming from an endowment, so no new base is being used.
- This office will serve to enhance our commitment to HIPs across campus by supporting, capturing, and expanding the work already in place in our departments and programs.

Blueprint for the Fall 2020 Semester

Core ASA COVID Working Group Recommendation:

“Most courses for Fall 2020 should be moved preemptively and permanently to a fully online format (with faculty determining synchronous/asynchronous structures based on the currently published schedule of times/days). However, courses whose learning objectives require in person meeting opportunities will be offered as VAR formats (e.g., labs and studios). The in person % for each class will have to be guided by space/safety calculations and discussion with relevant faculty about the needs of the curriculum. If space and planning permit, the VAR structure could secondarily be applied to other target classes based on issues of success (e.g., FTIC courses, ODS-student needs, etc.), but must take into account faculty and student concerns regarding safety. Decisions about the format for all classes should be made as soon as possible to start communication with students and faculty and to allow time for planning.”

Current year-over-year breakdown of delivery modes:

Term	2090 - Fall 2019: 08/19-12/11		2120 - Fall 2020: 08/24-12/16	
	Active Course Count	Avg Enrollment	Active Course Count	Avg Enrollment
	Value	Value	Value	Value
P-Face to Face	1,234	16.62	1,083	6.20
WW-Internet	560	24.22	750	11.12
S-Hybrid	366	21.43	304	11.10
IH-Interactive TV/Hybrid	0	0.00	0	0.00
Total by COLUMNS	2,160	19.31	2,137	8.58

A Few Baseline Assumptions:

1. Campus will be open and transactional for students, faculty, and staff
2. Any blueprint should take into account student success metrics
3. Any blueprint should take into account the financial position of the university; a key driver will be the preservation, to the extent possible, of personnel
4. Operationalizing the fall blueprint will be a shared effort, requiring the full effort and participation of all faculty, staff, and students
5. There is no “right” solution—the objective is to build the best blueprint possible given the variables under our control at the moment
6. Time is of the essence in these matters—we need to flesh out a blueprint and begin to operationalize it as quickly as possible so that faculty and students can plan accordingly

Key Concepts for Fall Planning:

1. Instructional modalities (online/F2F/Hybrid) should be distributed across all colleges, so that students have some flexibility in modality choice (although the ratio of these options/modalities will change relative to previous semesters).
2. No erosion of operations or academic quality: any Blueprint for the fall semester should adhere to UHD standards in terms of operational quality, academic quality, and an ongoing commitment to the mission and values of the institution.
3. Reduce density of in-person activity on campus through a blend of increased online instruction, increased hybrid delivery, increased synchronous-flex classrooms, and space optimization.
4. Provide compassionate and flexible ESO accommodation for appropriate faculty and staff.
5. Operationalize Student Affairs, Enrollment Management, and Student Success operations through a blend of both limited on-site and remote modes. Maintain a campus that is transactional through both limited on-site and remote methods (including advising, financial aid services, student success initiatives, health and wellness services, student activities, and so forth).
6. Continue to engage in service activities—including committee meetings—but take full advantage of virtual meeting software (such as Zoom) to increase social distancing and further reduce density on campus.
7. Provide access to the library and computer labs on campus to faculty and students in a way that is compliant with CDC, local, and regional health guidelines and recommendations.
8. Establish a standing COVID response team for ongoing analysis as the year progresses. Cynthia Vargas will serve as Chair, other members TBD.

Fall Instruction:

The percentages/numbers here are just to provide some framework: they are in no way intended to be fixed.

For the 1083 classes currently on the fall schedule in a Face-to-Face modality...

1. Shift around 25-30% of them (250-300ish) online. Prioritize sections taught by faculty who have approved accommodation requests. For classes of which only one section is available, chairs/deans should work with the faculty member to determine the proper modality for the course, balancing the best interests of the students, the faculty member, and program, and all the while insuring quality of instruction. For classes where there are multiple sections, try to create an array of modalities (F2F/Hybrid/Synchronous Flex/Online) to provide students with options best suited to learning styles and enhance recruitment, retention, and graduation efforts, as well as promote student success.
2. Shift around 250-300 of the current F2F classes (another 25-30%) into either hybrid or synchronous-flex modalities. Beginning immediately, UHD will launch a campaign to equip 25-30 classrooms across campus for synchronous-flex delivery.
3. Identify those classes (in line with the working group recommendation) that require F2F interaction, and use a variety of VAR delivery options to provide the required instruction (let's assume this will be some 10-12% of classes, including labs, studio classes, classes with specific accreditation requirements, etc.)
4. Identify a limited array of courses (perhaps another 10-12%) across the curriculum that can be offered in a variety of F2F/VAR formats utilizing creative space optimization methods to enhance social distancing, and so forth. Focus on providing F2F options of some variety to FTIC students taking general education courses.
5. Design into the fall semester the option of completing the F2F/VAR class sessions at the Thanksgiving break, without having to adjust the catalogued dead week or scheduled finals. This option, if necessary, could prevent a possible surge in infections caused by returning students to campus.