



19 Nov 2020

Faculty Senate Meeting Minutes Nov 19, 2020

Missouri University of Science and Technology Faculty Senate

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Volume XIII, Number 3
Minutes of the Faculty Senate Meeting
November 19, 2020

I. Call to Order and Roll Call

The meeting was called to order by President Steve Raper. Roll was called by Secretary Kathryn (KC) Dolan. Those whose names are grayed out below were absent.

Akim Adekpedjou, Julia Alexander, Venkat Allada, S.N.Balakrishnan, Stuart Baur, Jeff Cawlfeld, Amitava Choudhury, Steve Corns, William Fahrenholtz, Mahalet Fikru, Darin Finke, Mark Fitch, Samuel Frimpong, Michael Gosnell, Sarah Hercula, Mike Hilgers, Kelly Homan, Ali Hurson, Matt Insall, Ulrich Jentschura, Kurt Kosbar, K. Krishnamurthy, Ashok Midha, Fui-Hoon (Fiona) Nah, Parthasakha Neogi, Jonathan Obrist-Farner, Lonnie Pirtle, Jorge Porcel, Steve Raper, Prakash Reddy, Melissa Ringhausen, Chaman Sabharwal, William Schonberg, Michael Schulz, Sahra Sedigh Sarvestani, Kathleen Sheppard, Jeff Smith, Nancy Stone, Shoaib Usman, Jee Ching Wang, David Westenberg, Daniel Willis, Maciej Zawodniok

II. Approval of Minutes

The minutes of the September 10, 2020 and the October 22, 2020 were approved as distributed prior to the meeting.

III. Campus Reports

A. Staff Council

Amanda Kossuth, Staff Council President, spoke about the resolution of appreciation from the inner campus student council and the inner campus faculty cabinet. An email was sent to staff on November 17th. Thank you to the faculty and it was much appreciated by many staff members.

This month Staff Council will be awarding scholarships for spring 2021. Two awards have been submitted to the financial office and over the next couple of weeks the winners will be notified.

For November, staff council is working with Grace and holding a toy drive. Collections will be accepted until December 1st.

B. Student Council

No report.

IV. President's Report

The IFC had a meeting on September 6th and received a positive report on the Chancellor's Council from President and Chancellor Choi. Documentation was shared at the Board of Curators meeting.

Michael Bruening will serve on an ad-hoc committee for revision of the Dismissal for Cause CRR.

Faculty Senate has invited Beth Chancellor to the first spring faculty senate meeting to discuss email policy and potential changes.

The bylaws ad hoc committee will be holding an open forum soon.

The COACHE survey is still being reviewed and the committee is working on selected results.

There has been some concern about getting grades in for finals week and meeting the deadline. Deanne Jackson said those who had Friday finals could have one extra day to submit their grades. If you have a Friday final, you have until December 23rd at 11 p.m. to submit your grades. The registrar's office will be posting grades at 11pm on Wednesday night. If you don't have your grades in by Wednesday, December 23 at 11pm you're officially late and will have to do grade changes at that point. The official due date is still Tuesday, December 22.

V. Administrative Reports

A. Chancellor's Report

Chancellor Dehghani started his presentation by highlighting some numbers that we've been struggling with. The S&T campus was very fortunate up until early November and then we had a spike in coronavirus cases. Our numbers are now getting back down. Most of the cases were due to communal living, in our case fraternity houses are responsible for 50% of the cases. There has been virtually no dormitories or classroom transmissions. Students typically experience cold like symptoms or in the majority of cases, loss of smell. Missouri S&T is doing the best in terms of having fewer cases than UMSL and UMKC and UMSL and UMKC do not count the numbers like we do. The message to students and faculty has been consistent and everyone should be ready to

pivot if needed. The final exam is at the discretion of the faculty. Parents have been contacting Missouri S&T and the response to the parents has been that faculty make their own decisions. Due to our low rates, parents are wanting us to continue the semester on campus because it is safer than some places. The discussions about continuing on campus has been made with consultation from the Provost and feedback from the Faculty Senate Officers. S&T is a place of academic freedom and faculty are asked to be flexible but it is up to the faculty's discretion how to do final exams.

A virtual commencement will be held at 10am Saturday, December 19. There will be a Facebook live feed so please attend if you can.

A few things to highlight about the Kummer Institute. Fred and June Kummer are updated on a weekly basis and the first Kummer board meeting has been held. I'm happy to report that there was unanimous agreement with the plans that we have. There will be 10 endowed chairs and 10 endowed professors and we are establishing centers of excellence. Outreach programs will include 100 Kummer doctoral fellowship programs and we are reaching out to our undergraduate applicants. There will be a scholarship for qualified students who might not otherwise be able to attend the University. Other various activities include reaching out to high schools. Student Council gave an impressive presentation last week and they are orchestrating what will be referred to as the army of champions. This will consist of seniors who have agreed to go back to their high school and talk about Missouri S&T. The goal is to expose more Missouri kids to a STEM education. The second part of the vision is to have an economic impact and grow the economy of south central Missouri. A position profile has been put together for the Dean of the School of Innovation and Entrepreneurship.

B. Provost's Report

Interim Provost Roberts presented and reminded everyone that the UM System has issued a requirement for an online teaching certification. This information was presented at the October Faculty Senate meeting as well. There are currently six options to satisfy the requirement for online teaching certification and after speaking with Faculty Senate Officers and department chairs, we are encouraging a possible seventh path. After asking for feedback last month, one piece of written feedback was received on the news that was presented. The feedback was positive and our colleague wrote "this sounds great and they look forward to a similar implementation for in person teaching certification." Many colleagues asked for a another path to online teaching certification so department chairs, CAFE, the Associate Dean of Academic Affairs and the global learning advisory board is exploring that. They will be asked to work together to develop a rubric for demonstrating effectiveness and online teaching.

This rubric would be used for faculty who have less than five years of online teaching experience. This new path that I'm describing, would be for faculty who have less than five years of online teaching experience, but some online teaching experience. It would allow them to prepare a dossier of evidence for online teaching experience and effectiveness that would be scored against the rubric created by the colleagues. And then, pending a satisfactory score against the rubric, the faculty member wouldn't be able to attain certified status simply through that abbreviated recertification.

We are going to be using a data analytics approach to inform academic advisors of student performance and giving these advisors, the opportunity and charge of interventional advising. In the universities that have made substantial progress in improving retention rates and graduation rates, the use of data analytics predictive analytics and interventional advising has been found to be very effective. If you look at the API degree completion award that's handed out annually, the universities that compete for that have done this every year. Currently, interventional advising is possible through student assessment scores that are maintained in the Canvas Gradebook and the setting of red flag performance thresholds. Faculty who use Canvas to grade would set red flag performance thresholds and then notifications would be sent to the student or to their advisor through S&T connect. If a red flag has been raised on that students' academic performance, interventional advising is also possible through mid-semester grades that are entered through Peoplesoft. The problem is that not all instructors maintain a record of assessment scores in Canvas Gradebook. Not all instructors who use Canvas Gradebook use the red flag or set the red flag performance thresholds that trigger notification. And finally, not all instructors assigned mid semester grades through PeopleSoft. S&T's predictive analytics software, Starfish is populated by student assessment scores maintained in the Canvas Gradebook. If a student's assessment scores are missing or not kept in the Canvas Gradebook then the power of the tool is limited, but far more importantly, the ability to help students through early intervention is limited. Therefore, starting in the spring of 2021 all instructors must keep a record of student assessment scores in the Canvas Gradebook, our official learning management system and set red flag performance thresholds that would trigger interventional advising. This is in the best interest of the students. In addition, grades can still be kept in any fashion that you see appropriate as well.

VI. Reports of Standing Committees

A. Budgetary Affairs

Mark Fitch reported that the Budgetary Affairs Committee (BAC) received a referral about the tuition discount rate and will be sharing more information on that.

For the big picture balance sheet, S&T has more students that receive scholarships than Mizzou. For FY19, S&T had an internal discount rate of 30% and for this year it will likely be and has been budgeted for 35%. MU is reported to have a 26% internal discount rate.

For all funds budget regarding revenue, it appears that there's only a \$3.85 million decrease. But when you look at the general operating revenue, there is indeed a much greater decrease.

The all funds general revenue budget that was shared in October for FY20 vs FY21 is \$58 million larger than the one for general revenue presented today. The larger budgeted amount reflects revenue that we don't have a lot of choice in, like research funding that comes in and goes out. A lot of endowments are also given for specific things.

Tuition and fees have declined for the current fiscal year by \$6 million. The decline in distance education tuition is \$1 to \$2 million dollars for a total of at least \$7 million. The discount rate has hit 35% which means an additional \$4.2 million decline in revenue, which is an 11% increase compared to the previous year.

State appropriation appears to be flat. There was some withholding already and Cuba Plain says they're not expecting more withholding this year. F&A is greater than what has been budgeted. All of this results in \$12 million less revenue than fiscal year 20. The All Funds revenue looks okay and includes cash sitting in an account. The vast majority of the GRA decline is the decline in tuition of \$7 million and the increase in scholarships offered of maybe \$4.2 million. A \$1 million dollar contingency is pretty much always built into the budget, previously it was built in as an expenditure and System decided to make it a negative revenue.

For the GRA cut/All Funds cut, the numbers presented today is the subtraction of the differences. All Funds this year shows a rise in gifts but the money is already dedicated as to where it can be spent. Roughly \$7 million of the cut is due to the scholarship allowance.

For the general revenue budget costs, the intra unrestricted current fund got a lot smaller because distance and some other things got moved out of there and into the previous slide's income and therefore the drop of \$3 million isn't really a drop, it's an accounting movement.

For expenditures, we cut \$2.4 million in costs as well as people. Benefits for people laid off still need to be paid. There has also been some benefit growth. The \$6 million spending decrease has been pointed out by Finance and Administration as something

that's not sustainable. There's a lot of things we're not doing because of Covid 19 and those things will have to come back at some point.

B. Curricula

Steve Raper said the Campus Curricula Committee (CCC) met on October 28th and the next meeting would be on December 16th. The committee reviewed 1 program change (PC) form, 4 course change (CC) forms, and 4 experimental course requests. The CCC moves for faculty senate to approve the PC and CC form actions.

Motion passed.

C. Public Occasions

Sahra Sedigh Sarvestani presented and stated the Public Occasions Committee moves that the following be adopted as Public Occasions dates for the 2020-2021 academic year. She mentioned that the addition was proposed by the Office of Admissions and shared their responses to the committee's questions about the need for this additional Open House date and safety precautions that would be taken in light of the pandemic.

Open House	Saturday, October 10, 2020
Homecoming 2020	Friday-Saturday, October 16-17, 2020
Open House	Saturday, October 24, 2020
Open House	Saturday, December 5, 2020 (addition)
Open House	Saturday, November 7, 2020
Open House	Monday, February 15, 2021
Open House	Friday, April 2, 2021

Motion passed.

The Public Occasions Committee moves that the observed date of the Independence Day holiday be changed to Monday, July 5 on the academic calendar for 2020-2021. The revision is for compliance with UM rules about observance of the holiday.

This holiday is currently listed as being observed on Friday, July 2.

SUMMER SESSION 2021

Open Registration Ends	June 6, Sunday
Summer session opens 8:00 a.m.	June 7, Monday
Classwork begins 8:00 a.m.	June 7, Monday
Independence Day Holiday (observed)	July 5, Monday
Final Examinations begin 8:00 a.m.	July 29, Thursday
Final Examinations end 12:30 p.m.	July 30, Friday
Summer Sessions closes 12:30 p.m.	July 30, Friday

*Schedule shows the regular eight-week Summer Session.
Other special four-week course sessions may be scheduled.

Motion passed.

D. Academic Freedom and Standards

Kurt Kosbar presented on the maximum academic load at the October 22, 2020 meeting and asked for feedback. At this meeting the following motions were presented;

Motion 1

Maximum Academic Load

Whereas,
Students need to allocate sufficient time to prepare, attend, and study for their classes

Whereas,
Instructors may feel pressure to lower the quality and scope of courses when their students have insufficient time to devote to their class

Whereas,
Students need time for non-academic pursuits and obligations

Whereas,
Current regulations arguably limit student academic load for 16-week sessions, but are silent on the limits for shorter sessions and overlapping sessions

Resolved,
That the S&T Faculty Senate approves the following changes to the S&T Student Academic Regulations (***strike-out text to be removed, and underlined text to be added***)

III. Schedules / A. Definition of Credit Hour and Grade Point

~~A credit hour is the credit obtained for satisfactorily passing course of approximately 16 classroom hours. Three laboratory hours are considered the equivalent of one classroom hour.~~

A credit hour is the credit obtained from passing a course requiring approximately 800 minutes of instructional time during a session. Students may need to spend an additional 1,600 minutes preparing and studying, for a total time commitment during the session of 2,400 minutes.

During a 16-week session, this time per credit hour is normally divided into 50 minutes of instruction per week, and 100 minutes of preparation/studying time per week, for lecture courses. Laboratory and experiential learning courses may choose a different balance between instructional and preparation/study time, but the total time commitment will still be approximately 2,400 minutes per session.

B. Permissible Schedules

~~The normal undergraduate schedule consists of not more than 19 credit hours. If the student has a grade point average of 2.500 or higher (see Section VIII.H, Determining Scholastic Standing) they may, with the permission of his/her advisor, take extra hours according to the following schedule:~~

- ~~• Cumulative GPA 2.500 or above — 1 extra hour~~
- ~~• Cumulative GPA 2.750 or above — 2 extra hours~~
- ~~• Cumulative GPA 3.150 or above — 3 extra hours~~

~~For additional hours or for any schedule exceeding 23 hours, including military courses, the student must petition their department chair.~~

Undergraduate academic schedules should not require a student to spend more than 3,000 minutes in any week to prepare for, attend, and study for their courses. If the student is enrolled in a single session at a time, this will translate to a maximum number of credit hours of:

- 20 credit hours during a 16-week session
- 10 credit hours during an 8-week session
- 5 credit hours during a 4-week session
- 2 credit hours during a 2-week session

If a student is simultaneously enrolled in a 4-week and 16-week sessions, the following limits apply

- 1 credit hour in the 4-week session limits the 16-week session enrollment to 16 credit hours
- 2 credit hours in the 4-week session limits the 16-week session enrollment to 12 credit hours
- 3 credit hours in the 4-week session limits the 16-week session enrollment to 8 credit hours

- 4 credit hours in the 4-week session limits the 16-week session enrollment to 4 credit hours
 - 5 credit hours in the 4-week session prohibits simultaneous enrollment in a 16-week session
- Student's schedules which exceed these limits require the permission of the student's academic advisor, and chair of the advising department.

A friendly amendment was made to the motion (highlighted in red below)

III. Schedules / A. Definition of Credit Hour and Grade Point

A credit hour is the credit obtained for satisfactorily passing course of approximately 16 classroom hours. Three laboratory hours are considered the equivalent of one classroom hour.

A credit hour is the credit obtained from passing a course requiring approximately 800 minutes of instructional time during a session. Students may need to spend an additional 1,600 minutes preparing and studying, for a total time commitment during the session of 2,400 minutes.

During a 16-week session, this time per credit hour is normally divided into 50 minutes of instruction **per credit hour per week**, and 100 minutes of preparation/studying time **per credit hour per week**, for lecture courses. Laboratory and experiential learning courses may choose a different balance between instructional and preparation/study time, but the total time commitment will still be approximately 2,400 minutes per session.

Amended motion passes.

Motion 2

Limiting Degree Credit from Short Sessions

Whereas,
Sessions shorter than 16-weeks can provide valuable options to students and instructors

Whereas,
The rapid pace of instruction used in short sessions can make it a challenge for students to fully comprehend and appreciate the course content

Resolved,
That the S&T Faculty Senate approves the following addition to the S&T Student Academic Regulations:

III Schedules

E. Credit Required for a Degree

3. Limits on Short Sessions

Undergraduate students may not normally use more than 60 credit hours taken in sessions shorter than 15 weeks toward their Bachelor's degree. In addition, there may be no more than 30 credit hours from sessions shorter than 7 weeks, and no more than 15 hours from sessions shorter than 3 weeks in length. All limits may be increased by up to 20% with approval of the student's academic advisor and chair of the advising department.

Motion passes.

VIII. New Business

There was no new business.

IX. Adjourn

The meeting adjourned at 3:43 P.M.

Respectfully submitted,
K.C. Dolan, Secretary