Minutes
March 30, 2020
4:00 PM
University Faculty Senate
Shawnee State University

1. Call to Order

UFS President Tony Ward called the meeting to order at 4:05 p.m. This meeting was held via Collaborate.

2. Roll Call:

Secretary Jennifer Napper recorded the attendance (as follows):

Sarah Minter, Phil Blau, Eugene Burns, Linda Hunt, Barbara Warnock, Tom Piontek, Georgeann Kamer, Thomas Bunting, Sheena Shifko, Keijing Liu, Janet Feight (sub for Dan Johnson), Isabel Graziani, Adam Miller, Sarah Clausing, Mikel Stone, Ruby Gray, Mich Nyawalo, and all officers (Tony Ward, Kyle Vick, Jim Reneau, and Jennifer Napper).

Absent: Cynthia Hermanson

3. Minutes: Motion to approve February minutes was seconded by Linda Hunt. They were unanimously approved.

4. Agenda: Approved unanimously.

5. Remarks from President Tony Ward: President Ward commended everyone on what a great job they have being doing in the current situation.

6. Treasurer's Report: The $300 that was allocated for the faculty party, will not be used due to the cancellation of the event. There will most likely not be any more travel expenses for this academic year due to the cancellation of the OFC meetings. The $1568 left in the account would need to be used by the end of the academic year, if it is going to be used. There was discussion on using some of the funds for faculty awards like last year, but exact amounts were not discussed. This will be discussed at the next meeting. Report is attached to the minutes. Motion to approve the report was seconded by Phil Blau. Passed unanimously.

7. Administrative Reports:

President Jeff Bauer:

- We're going to be online for the rest of spring semester. Steps are also being taken to put courses online for the summer as well. The president is hopeful

to see some operations resume in person sometime in the summer, possibly June at the earliest.

- Commencement will be virtual on May 9. There will be a speaker and the names of the graduating students will be announced. Students will have the option of participating in the December 12th commencement ceremony in person.

- Employees on campus will be maintained through the beginning of May. Only two buildings are open right now plus the health clinic and so there won't be as much of a need to have as many people working over the short term. They've tried to rotate the staff to keep people working as much as possible, but this will need to be reassessed.

- Dr. Bauer expressed his appreciation for all of the work that we have done in the past couple of weeks and for the work still to do. We should also try and be as considerate as possible to our students, to help them through this difficult time. With advising season upon us, it is important to assure returning students that we will be here, and they will be able to graduate.

- The recruiting effort has not been put on hold. Admissions is doing a remarkable job with this. We will be holding virtual orientations and students will be able to register, but it doesn't replace the experience of coming to campus and meeting people. They are working hard to simulate this experience as much as possible. All of the other institutions are in the same boat.

- The president feels that we will be a stronger institution as a result of this situation. We will take a bit of hit financially in the short term with refunds and enrollment may decline in the fall as a result of all of this, however, we are still strong financially. He does not foresee a financial emergency in our future.

  Discussion: It is unlikely that the state will be able to provide funds to offset costs to higher education. However, with the stimulus, the federal government will set aside funds for higher education. We will have to wait and see how this will impact us.

  There was also a question about enrollment. The president hopes that the first-time freshman count this fall will be at least the same as last year, which was 804 students. The number of admissions compared to last year, is about the same.

8. Announcements from Senate floor:

Marc Scott reported the preliminary results[1] of a survey sent to students regarding the transition to online. The results are attached to the minutes. In short, the greatest concern was technology. Students are having trouble with recording and downloading video and audio files. They do not have reliable access to wifi. They also seem to prefer zoom to collaborate. The survey link was emailed out and posted to the SSU app for student participation. The full report will be sent to the Provost and shared with the senate.

Mikel Stone reported that we now have full approval on our post professional OTD program.

9. Committee and Director Reports
None.

10. Unfinished Business

None.

11. New Business

Linda Hunt motioned to bundle items 11a-v. This was seconded by Sarah Clausing. Passed by acclamation.

No discussion on bundled items. Motion to pass the bundle was seconded by Janet Feight. Bundle was passed unanimously.

Discussion Item: Pass/No Credit Option for Spring 2020.

The senate was asked to discuss the proposal to extend the deadline for the current pass/no credit option just for the spring 2020. It also would narrow down the option to either an elective or a general education course.

- Discussion included how this would affect the student's GPA and applications to selective programs. The pass/no credit option would not be calculated into their GPA. However, some selective undergraduate programs and graduate programs have grade requirements for their prerequisite courses and/or required courses, which means choosing the pass/no credit option could have a significant impact on the student's application or graduation. Students need to be made aware of this, so adding a clause to the policy requiring consultation by an advisor or the

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[1] The survey was released to students Saturday, March 28 and remained open to the following weekend.

faculty member was discussed, or even including this information in the announcement of the deadline extension.

- Western Kentucky University's policy was also discussed. They have a P/D/F option, so if a course requires a C or better, an assignment of a P would distinguish a C from a C- or lower.

- CCP students were also discussed. Historically, this has not been an option for CCP students, however new guidelines were just issued by the state. For spring 2020, if a university provides the option for all enrolled students to choose a pass/fail grade for a course, then a CCP student is permitted to choose a P/F grade under these circumstances. The updated policy is attached to the minutes.

- Departments can have policies in place for which courses can be included in this.

- Students did mention this policy in the results of the student survey discussed earlier.

- It was also discussed that many students probably do not know about this policy, so by announcing the deadline extension, there may be an increase the number of students choosing the pass/no credit option. Which, is also why it is imperative that the student be made aware of possible consequences of choosing this option.

12. **Adjournment:** Motion to adjourn the meeting was seconded by Sarah Clausing at 4:50 p.m.

Shawnee State University
University Faculty Senate
Treasurer's Report

As Of: 2020-03-30
Budget Per2020-21
Budget Ac10-1010-30-10042-*

Object	Description	FY Budget	Committed	Obligated	Other Consumption	Expenditures	Consumption	Budget Balance	Expended %
56101	Other Professional Svc	300.00						300.00	
58103	PERS 2	42.00						42.00	
58201	Medicare	4.35						4.35	
58202	Unemployment Compensation 2	1.50						1.50	
58203	Workers Compensation 2	3.00						3.00	
61007	Misc Supplies								
62101	Travel	574.35						574.35	
64104	Rental								
66199	Miscellaneous	643.39						643.39	
Total		**1,568.59**						**1,568.59**	

Notes:

Respectfully Submitted
James M. Reneau – Treasurer UFS

Becky,

Our survey to students regarding the transition to online-only delivery included several open-ended questions in which we asked student about their issues or concerns with the transition, what resources they might recommend to other students, questions or concerns they have about accessing campus resources, and any additional questions or concerns they have or issues they would like to report on behalf of their peers.

In order for me to provide data in time for the 4:00 UFS meeting, I've focused on questions about general issues and concerns students are having and student concerns about access to campus resources. In **bold** are the main trends identified in the data along, sub-trends are <u>underlined</u>, and I'll include a summary of what students had to say about that issue.

Student Issues with Transition to Online-Only Delivery

Access to Technology
Of the 128 total responses thus far, 54 students responded to our question about issues or concerns they have about the switch to online-only classes.45 of those responses had some type of reference to technology, including access to WiFi/internet, problems with specific applications, and need for specific applications to do their work. Others noted problems printing materials and general issues with technology.

<u>WiFi & Internet Problems</u>

1. I do not have wifi at my house so I am traveling 50 minutes multiple days throughout the week to maintain wifi to complete work.
2. I don't have any electronic devices (computer or tablet) and I don't have reliable internet.
3. Dorm wifi slowing down certain times of day
4. I have a data cap on my internet so my boyfriend and I both taking online classes is a problem.
5. I do not have internet or cell phone service at my house so I've done all of my homework from work.
6. My main issue is that my location has a very spotty internet connection and there is not much that can be done about that. It is what it is.
7. My Wifi is very spotty…
8. I don't have wifi at home, I just have a hotspot that uses data so it's not ideal, especially concerning speed and data usage.
9. Internet not very reliable.
10. Audio and video cutting out
11. My internet is iffy at times.
12. Getting kicked out of multiple classes (three times last week) using Collaborate because of our Internet
13. I don't have frequent access to internet
14. Weaker internet connection compared to being on campus versus now living at home.
15. I have no cell service where I live and the internet is terribly spotty.
16. I still have issues getting things to load in a timely manner
17. That many of the classes will have troubles staying connected
18. No WiFi
19. I have really bad internet which will disconnect me from classes
20. Internet reliability, often times my internet isn't strong enough to watch a video all the way through or download content.

21. Our WiFi at home works most of the time, but there are times where it lags or is slow.
22. Internet service is extremely slow.

Problems with Specific Applications

1. Blackboard collaboration has a lot of audio feedback, disconnecting issues, and lagging for video feed. Zoom is a much better source.
2. I cannot download lecture videos and I am unable to use proctoring sites for exams.
3. Not sure how I'm suppose to give presentations
4. I have't been able to access the live streams of certain classes. On some it will work, but other times it will put me in an empty lobby of the stream while the real stream goes on.
5. Having trouble accessing Blackboard Collaborate dispute instructions to disable the firefox wall.
6. pictures not uploading to blackboard correctly
7. The only obstacle I am facing is trying to figure out a way to record a ten-minute presentation and then uploading it as I do not know if my computer will be able to do it.
8. getting the audio and video to work, not all classes can be read using accessibility apps, or they don't work properly
9. And I have trouble seeing Zoom and doing Blackboard Collab. I have had to email my proffesors multiple times because I coudn't see or hear what they were saying in the video.

Need for Specific Applications

1. Some of my classes require programs that aren't able to be accessed using my current computer
2. Concern over my laptop having the strength to run Maya, as well as difficulties with Adobe over the temporary Adobe Suite access through the school.
3. I don't have all the necessary programs for classes
4. not everyone is able to finish their assignments with the equipment they have at home like being able to run adobe programs or maya
5. I also don't have access to any of the programs I'm supposed to use.

Other Issues

1. The only struggle I have had is with the lack of access to a printer.
2. Printing materials.

Issues with Faculty
Of the 54 student responses to the question about issues and concerns about the transition to online delivery, 18 students mentioned issues with faculty or how faculty were performing in online education. Students reported issues communicating with faculty and to a lesser extent had issues and concerns with course delivery and homework load.

Communication

1. My professors have been great during this transition keeping me informed of changes and how we will be holding class.
2. Professors are not being clear of their expectations when posting assignments or adjusting their syllabus.
3. No interaction

4. Difficulty with communication with some professors
5. My professors are not posting lesson plans or having lectures so it is hard to know what I am supposed to be doing.
6. Constant change of schedule and late postings by professors
7. I have been having problems with professors not receiving my emails and me not receiving their emails.
8. miscommunication amongst instructors
   - Not knowing what we need to do for class –
9. Lack of guidance from instructors

Course Delivery Issues

1. Lack of one-on-one instruction
2. Less instruction
3. Some of my professors have practically given up on instructing. The "lectures" are terrible, they weren't ever under the impression that they would have to teach classes online and it's very apparent.

Student Workload Issues

1. It's a lot to take in, and all my teachers are piling on homework, lectures, and exams/quizzes so it's a little stressful.
2. MORE class load despite the difficulty transitioning, LITTLE understanding from professors

Other Issues

1. Teachers not following what the school is saying
2. Professors that already take vacation and do not reach out to students anymore. Except when you mail them.
3. When brought up to professors they tell me to find a place to make it work and that it is not their problem. This unwilling to work with students make this very hard and scary on top of a already hard and scary time.

Student Concerns about Access to Campus Resources

In our question about whether or not students were concerned about accessing campus resources, 83.87% of students said they *did not* have concerns or problems with reduced access to such resources, but 16.13% of students who responded *did* indicate that they had concerns or problems with less access to resources. Of the 124 students who answered this survey item, 19 students added comments. Student comments included the following:

Technology Issues

1. not able to print from home
2. I and many other people have been concerned about the access to the mac labs since they are able to run the programs we have to use much more efficiently than personal computers. Some of

us are unable to complete our assignments with what we have at home and cannot travel all the way to Shawnee to use the limited macs that are open in the student success center.
3. I need to use computers there.
4. I miss getting to use campus Internet and campus computers
5. Some students don't have internet at home or their home computers cannot run software required for their courses.
6. I don't have access to the programs I need along with a good computer to work. Due to this I fear my ability to work for some of my classes has dropped dramatically.
7. I don't have cell service so I am unable to access my email on my computer since it now requires the text code.
8. The Labs in the Vern Rife is where I primarily worked on my work

Counseling Center/Accessability

1. I am wondering if resources like counseling will still be available during this time.
2. the counseling center doesn't seem to be as accessible as people need it to be
3. I miss getting to use campus Internet and campus computers. Also, counseling services
4. Had to go through withdrawal for 3 days due to lack of communication between counseling and psychiatrist (Dr. Z)
5. I've also been trying to get in contact with counseling services and I've been waiting for over a week to get assistance.
6. Accommodations
7. Accessibility.

Food Pantry

1. i often go to the food pantry because i pay 325 rent and work a minimum wage job 30 hours a week
2. I have no transportation to go and get pantry when needed. Also, since the hours of the pantry are changing constantly, it's hard to determine when I need to schedule a ride through ASC

The survey asked about the service provide students are using at this time. Most students completing the survey are using Spectrum/Time Warner as their internet service provider. We're trying to see if students are reporting issues with specific ISPs more than others.

Spectrum/Time Warner	55.91%	71
Frontier	11.81%	15
AT&T	6.30%	8
Verizon	3.15%	4
HughesNet	1.57%	2
I don't know	10.24%	13
Responses	11.02%	

Other (please specify your ISP):

Students were asked whether or not they had reliable internet access and equipment for different online learning tasks, and below is a summary of their responses.

Activity	Yes, has reliable access	No, does not have reliable access	Not sure
Reading & posting written content	89.06%	10.16%	.78%
Listening to online audio content on Blackboard or Zoom	82.03%	15.63%	2.34%
Recording online audio content via Blackboard or Zoom	59.38%	25.00%	15.63%
Viewing online video content via Blackboard or Zoom	80.16%	17.46%	2.38%
Recording online video content via	53.54%	29.92%	16.54%

Blackboard or Zoom			

Students were asked about the devices they were using at this time, and below is a summary of their responses.

Computer	82.54% 104
Tablet/IPAD	3.97% 5
Smartphone	7.14% 9
Telephone without internet access	0.79% 1
Responses Other (please specify your device):	5.56% 7

	ORC/OAC REFERENCE	EXISTING REQUIREMENT	REVISED FLEXIBILITY/GUIDANCE
1	ORC 3365.03(A)(1)(a) OAC 3333-1-65.1 (A)(1)(b)(ii)*(b)*	Intent to Participate Deadline Students in public schools must provide a completed Intent to Participate form by April 1, 2020.	The extended deadline is **May 1, 2020**. Public schools will accept Intent to Participate forms via electronic mail, postal mail, or other options using social distancing. Counseling sessions should occur remotely via telephone or other online method to the greatest extent practicable. The ability for secondary schools to accept forms after the May 1 deadline may be considered to respond to particularly exceptional circumstances.
2	ORC 3365.03(A)(1)(a) ORC 3365.03(A)(2) OAC 3333-1-65.1 (A)(1)(b)(ii)*(b)* OAC 3333-1-65.8	Intent to Participate & Funding Application Nonpublic and homeschooled families must complete the electronic Intent to Participate acknowledgement and Funding Application by April 1, 2020.	The extended deadline for nonpublic students and homeschooled students to complete the electronic Intent and Application is **May 1, 2020**. Families can upload the appropriate documents including admission letters from colleges (provisional or fully accepted or some other document showing progress with application). The date of May 1, 2020 allows for timely processing of applications so that students can receive funding award letters and participate during summer term, if they so choose.
3	ORC 3365.03 (A)(1)(b)(ii) OAC 3333-1-65.3 (D)(2) OAC 333-1-65.11	Student Eligibility Colleges/universities cannot test new students for **summer term** enrollment for eligibility and admission consideration due to shut down of campuses and ACT/SAT testing. Depending on length of pandemic, colleges cannot test new students for **fall term** eligibility and admission consideration.	For summer and fall terms 2020: 1. In order to meet student eligibility requirements, a student shall have an overall high school grade point average (GPA) of 3.0, if that prospective College Credit Plus (CCP) student has not had the opportunity to complete an assessment exam due to this emergency. 2. If a prospective CCP student had previously completed an assessment exam and did not meet student eligibility requirements based on those scores, a college can consider that student as eligible if the student has an overall high school grade point average of 3.0. 3. The institution of higher education still has the opportunity to use institutional standards for admission decisions and placement into courses. 4. Colleges shall collect data related to the multiple measures used in anticipation of reporting to the CCP Data Portal. 5. Once the student has been determined as eligible, has been admitted, and has enrolled in summer and/or fall term courses, the student remains eligible for the remainder of their participation in the program. There is no need to re-test for eligibility purposes.
4	OAC 3333-1-65.12 (D)(1)(e) ORC 3365.04 (E) ORC 3365.06 (C)(1) OAC 3333-1-65.2 (B)(2) OAC 3333-1-65.2 (B)(6)(a) and (b)	Grading CCP Courses using Pass/Fail Many colleges want to give the option for students to have Credit/No Credit or Pass/Fail (or some other similarly named grade) on a college transcript in lieu of a final letter grade. Currently, administrative code lists Pass/Fail graded courses as "nonallowable" for College Credit Plus, unless that course is an internship course. The rule does not apply to a transferable course that is graded on a pass/fail basis for all students enrolled in the course.	1. For spring term 2020, if a college or university provides the option for all enrolled students to choose a Pass/Fail grade for a course section, then a College Credit Plus student is permitted to choose a Pass/Fail grade under these circumstances. A student shall have the option of either a P/F or a letter grade. 2. Students shall be advised by secondary school and college staff that a P/F grade may have future implications on weighted grading and class rank at the secondary school, NCAA eligibility, OHSAA eligibility, and certain graduation seals that require a grade of B or better. 3. Secondary schools will recognize a passing grade in a college course and provide high school credit for that course as a substitution for a high school graduation requirement. 4. If the reason for the student's grade of "F" or failing the course on a P/F scale is due to a lack of technology, lack of internet access, or other COVID-19-related disruptions, and the option of withdrawing is not available to the student from the college, then the secondary school shall not seek reimbursement from that student/family for this course.

	ORC/OAC REFERENCE	EXISTING REQUIREMENT	REVISED FLEXIBILITY/GUIDANCE
5	ORC 3365.09 ORC 3365.07 OAC 3333-1-65.13 (B)(1)(b)	<u>Withdrawing from Spring 2020 Courses</u> Colleges are giving the option for all students to choose to withdraw after the census date. The issue is that secondary schools could seek reimbursement from student and the W grade could be used in calculating underperformance (CCP Probation).	1. If the colleges provide the option to withdraw to all students, then CCP students may choose to withdraw from college courses of the spring term 2020 due to the impact of the COVID-19 pandemic after the census date. 2. The institution of higher education will determine the final date by which a student may withdraw. 3. Since the student had completed a large portion of the course and had been enrolled beyond the census date, the college will report this enrollment to the CCP Data Portal as normally would occur (if they had not already done so). The secondary school will follow the regular process of reviewing/approving the course within the ODDEX system (if they had not already done so). 4. If the reason for the student's withdrawal is due to a lack of technology, lack of internet access, or other COVID-19-related disruptions, then the secondary school shall not seek reimbursement from that student/family. 5. Secondary schools shall carefully counsel the students of the impact of this withdrawal on current or future graduation requirement implications. 6. Secondary schools will not use this withdrawal as part of the consideration for CCP Probation or CCP Dismissal. 7. Colleges and universities shall carefully advise the students of the impact of this withdrawal on any satisfactory academic progress policies, future financial aid, or admission considerations for now and in the future. 8. Colleges and universities shall communicate the requests for withdrawal with the students' secondary schools immediately.
6	ORC 3365.07 OAC 3333-1-65.6 OAC 3333-1-65.7 OAC 3333-1-65.9	<u>Payment of Spring 2020 Courses</u> In various scenarios, the secondary schools are concerned about financial responsibility for courses that may not be completed due to access to labs or to technology/software. Colleges are concerned about reimbursement for courses that are now online and would be reimbursed at a higher default rate.	Since the courses for spring 2020 have completed a large portion of the term, the funding process will remain the same as long as the courses are still in progress. The original delivery mode will remain the same for reporting purposes for spring 2020 even if the course was converted to online.
7	ORC 3365.05 (G)(2) OAC 3333-1-65.4 (A)(4)	<u>Approved High School Teacher Observations</u> Colleges must complete annual observations of approved high school teachers.	For spring 2020, this required observation will be waived, if it has not already been completed and documented. The college/university shall communicate this waiver to the teacher and prepare a plan for the observation to occur at the next available opportunity when classes resume during the 2020-2021 academic year.
8	ORC 3365.04 OAC 3333-1-65.1 (A)(b)(ii)	<u>Counseling Services</u> Secondary school are required to provide and students/families are required to sign a form for the secondary school records before participating in CCP. However, schools cannot counsel in person due to building closures and possible extension of that closure date.	Secondary schools should conduct counseling to the extent possible via remote methods to students individually or as a group prior to May 1, 2020. If counseling cannot occur prior to May 1, 2020, and the Intent to Participate form includes this counseling as a requirement for signature, a notation should be made by the student/family that counseling is pending and will be made up at a later date. Lack of time to counsel will not be a reason to prohibit students from participating.

	ORC/OAC REFERENCE	EXISTING REQUIREMENT	REVISED FLEXIBILITY/GUIDANCE
9	ORC 3365.12 (A) OAC 3333-1-65.4 (A)	Continuation of Spring 2020 CCP Courses with Approved High School Teachers Need to ensure that high school teachers serving in adjunct position for colleges and teaching college courses previously located at the high school will continue to teach these courses remotely with guidance from college faculty and staff.	Ohio Administrative Code section 3333-1-65.4 requires that teachers providing instruction in college level courses in the secondary school shall follow the same course syllabus and learning outcomes, use the same textbook and materials and assessment as the college course delivered on the campus. The expectation remains the same for all courses delivered by instructors for a college course regardless of the changes affecting the course delivery. High school teachers and college faculty/staff should work together to overcome any logistical or access issues.