

# Drake University Faculty Senate Minutes

April 15, 2020

President Carrie Dunham-LaGree called the regular meeting of the FY20 Faculty Senate to order at 3:30 pm, Wednesday, April 15, 2020. The following senators were present for all or part of the meeting: Godfried Asante, Michelle Bottenberg, Dan Chibnall, Matt Dore, Shelley Fairbairn, Bruce Gilbert, Michael Haedicke, Teri Koch, Jerrid Kruse, Peter Levi, Yasmina Madden, Erik Maki, Chip Miller, Dorothy Pisarski, Jimmy Senteza, Ashley Sidon, Ron Torry, Jill VanWyke, Melissa Weresh, Cris Wildermuth, Craige Wrenn, Matt Zwier, Carrie Dunham-LaGree, and Renée Cramer.

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**The Faculty Senate met in Executive Session via Microsoft Teams at 3:30 pm.**

## New Business

Approve the recommendations of the Drake Medal and Honorary Degree Committee.

- Drake Honorary Degree recipient – Motion by Renée Cramer, seconded by Craige Wrenn, and approved on a voice vote.
- Drake Medal recipient – Motion by Bruce Gilbert, seconded by Mel Weresh, and approved on a voice vote.

The executive session was adjourned.

**The Faculty Senate reconvened in open session via Blackboard Collaborate at 3:45 p.m.**

The March 2020 minutes were approved – motion by Jill VanWyke, seconded by Teri Koch and approved on a voice vote

## College/School Announcements

**CBPA:** MBA program moved up 38 spots to 89 in the US and #2 in Iowa on US NEWS. Online MBA ranked #47 (tier one) on 2020 Global Online MBA. Masters of Accounting is #71 in nation and #2 in Iowa.

**SOE:** The incoming School of Education Dean, Ryan Wise, is now on campus and using this opportunity to meet with faculty and staff individually. Randy Peters continues in his role as interim dean. It's nice to have both here during this transition.

**AS:** A virtual honors convocation is in the works for Arts & Sciences. We have been working collaboratively online to create a video and it has been uplifting and fun. The video will go live on April 16.

**Law:** Last week the Drake Law School Client Counseling Team (3Ls Billy Daniel and Tyler Adams) won 4th place in the National ABA Client Counseling Competition. These two students won the Regional competition in Kansas in February. The Drake team, like others, competed virtually on Zoom because the in-person competition in New Haven, CT was cancelled due to COVID-19. This required considerable adjustments by the students, but they performed superbly. In the latest US News Rankings for Law Schools, the Law School moved up 17 spots to # 105. Our Legal Writing Program, headed by Mel Weresh, was ranked in the Top 12.

## President Martin's report

### Update on Drake's Covid-19 Response

- We are adapting and making progress. We can celebrate and be proud of this.
- Need to remember there are very real consequences to this pandemic. We have colleagues and students who have lost loved ones to this virus.
- Shared two slides from [McKinsey and Company](#) on "No Regret Actions" that should be taken in response to Covid-19. Drake has implemented the "near term" (March – May) actions. Efforts are underway for "medium term" (May – Sept.) actions.

Category	Near-term (March-May)	Medium-term (May-Sept)
 <b>Teaching &amp; learning</b>	Migrate all courses online Support faculty to adapt courses to online tutoring Make early decisions on graduation and grading policy (e.g., moving to pass / fail) Identify and support students who need additional support in virtual learning environment	Create plan for additional support for incoming class who missed up to 3 months of high school education Build support tools for new graduates who may struggle to find jobs in this climate Develop strategy for school year 2020 – 2021 learning delivery
 <b>Enrollment, retention and student outcomes/experience</b>	Expand mental health support services to students Pay special attention to vulnerable students (e.g., food insecure, parents have lost jobs) Stand up a command center to increase accepted student yield Migrate admitted student days and other admission experiences online	Develop high touch approach for students at risk of not enrolling or returning (e.g., low-income or international students) Update communication strategy to highlight relevant strengths of institution and community
 <b>Faculty &amp; staff</b>	Decide policies regarding leave / compensation throughout spring & summer (e.g., emergency sick leave)	Further train faculty for online delivery
 <b>Ops &amp; Infrastructure</b>	Ensure viable infrastructure to support students online Institute best practice health protocols Consider options to repurpose dorms and other infrastructure temporarily (e.g., for housing for medical personnel)	Invest in long-term infrastructure to support online learning Integrate new technology tools into college system Consider adjustments to school year timeline Stress test financials across different scenarios
 <b>Alumni relations</b>	Build communication and engagement strategy to maintain community	Develop plan to engage alumni to create informed advocates Support alumni who lose their jobs as a result of COVID-driven recession
<p>← Actions may be overseen by nerve center that is most effective when established immediately →</p>		

## There are some ‘no-regret’ actions that colleges can take over the next 6 months— to be refined in coming days and weeks (2/2)

Category	Near-term (March-May)	Medium-term (May-Sept)
 <b>Containment, health and safety</b>	Encourage students to return home for the rest of the semester and shift all courses online Enforce restricted access to campus buildings and close campus to all outside visitors Develop and implement an infection preparedness plan (e.g., identify quarantine site)	Update health and safety protocols for student, faculty and staff Implement new safety measures to ensure safe re-opening, including ramping up temperature taking and quarantine protocols as isolated cases are likely to remain through 2021
 <b>Research</b>	Inject support to faculty with relevant expertise on COVID-19 (e.g., testing & vaccines, ‘nudge’ behavioral economics and communications to encourage social distancing) Evaluate lab closure within broader campus closure measures	Provide training for virtual conferences Assess impacts on federal research funding

- Drake is planning for FY21 based on three scenarios, based on different levels of enrollment and discount rate.

### Questions

- Will BOT have information on the three scenarios for enrollment at its upcoming meeting next week? We will share as much as we have at that meeting. It will not be completely built out by then. We will also seek their opinions – many are/were CEOs who saw their companies through the 80s recession.
- Will there be a tuition reductions if we start the fall online? We will model that in these financial scenarios to make sure we are accounting for all eventualities. But that is not necessarily what we will do. It will be a response to the marketplace. We want to be prepared.

- What has been the financial impact so far? Our FY20 budget was built on \$4 million deficit, and we were determined to beat that. We were beating that. Our projections had us at \$3 million ahead in January. We are continuing to refine projections. We are sitting in a good place. We have had significant loss of revenue for housing and meal plans and financial relief to students. There have been significant losses in Athletics and the Drake Relays. We have lost revenue from the state track meet and high school graduation. There have also been savings from the shut-down of campus - travel, events, and the hiring freeze are examples. So we are operationally at a less than \$1 million deficit, which is good. We will have some one-time expenses we have to address - electrical and roofs. We will talk to the board about shifting some of those into the FY20 budget. Our solid position now is built on the fact that all of us have done a great job of managing FY20, and we responded very judiciously. FY21 is an unknown at this point. This is why we are doing scenario planning. We are enrollment driven, which will take all of our efforts.

## Staff

- We have an opportunity to claim a tax credit through our retention of employees. We are retaining employees. They will have to track their time to identify hours that staff is underemployed. Some may worry that if I identify myself as being under employed, then I'm at risk for furlough. No, not at all - we want to be able to claim this tax credit!
- We would like to repurpose underemployed employees. A spreadsheet has been built to indicate where there is work that needs to be done, and we are inviting colleagues to fill those gaps. Will start to push that hard.
- Combining these two efforts will help Drake be more robust. "We're all in this together"

## Questions

- What will be done with our stimulus money? Supplement 3 from Federal Government included stimulus funds for higher education. The allotment was based on overall student enrollment and the number of Pell grants. Drake will receive about \$2.2 million, and of that 50% must be spent on supporting students impacted by Covid-19. We believe we have a year's time to distribute these dollars. We are getting continuous interpretive guidance, and it's not all consistent. We are a number of days away from being clear enough to make decisions on some of this. We are confident that the \$1.1 million for student relief can only be expended on current students. The other \$1.1 million is for the University as a whole. We are tentatively planning to use \$300,000 for grants to prospective students to drive yield. These are one-time dollars, so just for the FY21 school year. There will be funds for graduate students.
- What can we do to support Drake right now? Continue to deliver your course the absolute best way you can in this remote fashion. Our spring and summer online instruction will create confidence in our current students, and we will be able to pass it along to future students. It's always about how well we deliver on our educational promise. Secondly, support our admission and retention efforts. If you have the opportunity to connect to prospective students, do it, and do your absolute best.

## Provost Mattison's report

## Transfer Articulation

We have expanded our transfer articulation agreements to include AA degrees from Minnesota, Illinois, and Missouri.

## Covid-19 Responses

- Students were asked to complete ITHAKA survey to help us understand how things are going so far. We have had over 700 responses as of Tuesday. A critical piece is that about 21% rated reliable access to the Internet as an issue. We need to be aware of this and offer some grace.
  - ITHAKA Report Links
    - Aggregate dashboard: <https://ql.tc/AY0M6K>
    - Current year or class level: <https://ql.tc/3eOdNx>
    - Major or field: <https://ql.tc/SPRDq1>
  - Summary analysis from Kevin Saunders

I encourage you to review the data in detail, to help guide various intervention and support strategies. Overall, some high level impressions thus far include the following (subject to change as more respondents complete the instrument):

- General awareness of where to find information and current policies
- Desire to hear about current services and resources in: financial aid, academic advising, counseling, registration, residential life, and career services.
- A majority of students (78%) agree that they have the resources they need to complete their coursework, while 11% “somewhat disagree” and 6% “strongly disagree.”
- Greatest difficulties include time management, balancing work and school responsibilities, balancing family and school responsibilities, finding quiet space, and adjusting to online instruction. Note that some other difficulties may be lower, but critical (e.g., 21% rated reliable access to Internet as very or somewhat difficult). Note that “in the last week” 59% of students rated “adjusting to online instruction” as difficult.
- When rating difficulty of course activities or assignments, group projects/presentations are rated the most difficult course activities, with online quizzes or tests also being difficult.
- Many students are feeling disconnected from other students (60%) and instructors (43%).
- Students are concerned about their physical and mental health.
- Several students are concerned about food, money for food, affording rent, and affording utilities.
- Over 28% do not know where to find information on available emergency resources.
- \*\*Most students who do are unlikely to register for classes in the upcoming fall (81) indicated unlikely) are graduating (64).

## Pandemic Proofing for Fall

- We do not know what will happen, but the consensus among epidemiologists is that this virus will continue over the summer or it will come back later in the calendar year. Within 12- 18 months we can expect a vaccine and better treatment options.
- How do we remain strong until then? There can be no sitting on our hands to simply wait it out.
- We must focus on our mission. It has to guide our decisions in these critical times.
- How do we replicate vibrancy of Drake Campus experience online?

- Curriculum rests in the hands of the faculty, each college and school will work on its own plan, led by the Dean.
- Also focusing on co-curricular experience online.

### Faculty Market Adjustment Compensation

- HR and Kevin Saunders are updating the targets for each individual faculty member, based on updated CIP codes.
- Voluntary Retirement – six faculty have chosen this option, with three additional in the law school (their budget is separate). Amount of salary freed up will be enough to address those furthest from their targets (\$20,000 or more from target).
- Klaus’s formula provided something to everyone who had a sufficient merit score. We will use this when everyone is close to their targets – probably in the third year. If we divided amount that way now, it would still result in a huge disparity between those who are close to their targets and those who furthest away.

### Question

- What about staff salary adjustments? Venessa has been working on some staff salary adjustments. Staff had been following its methodology for a number of years and are closer to their targets.

### Report from President Dunham-LaGree

#### Drake AA Working Group Update from Craig Owens

- The pandemic and pandemic response required us to pause planning for a couple of weeks around Spring Break, but the group is back on track.
- In the First week of April:
  - HLC reached out for some clarification about
    - Program assessment practices
    - Capacity for student services
  - We responded to HLC on Friday, April 3
    - Offered a detailed clarification of our program assessment capacity
    - Acknowledged ongoing steps to build student services capacity
      - Flight
      - Crew
      - True Blue Skills
      - Pro-active advising
      - Starfish
- Last week, the AA Working Group held two open virtual sessions for faculty and staff feedback. Topics of conversation included:
  - Coordinating with student services and other administrative offices to avoid either duplicating labor unnecessarily or getting crossways with what those offices are already doing.
  - Differentiating the programs from those already available and making clear the value proposition of this program, especially in marketing its availability

- Advised to be work closely with departments when it comes to recruiting instructors from among current Drake faculty to ensure that departments from which faculty are drawn retain capacity to serve their current needs
- Ensuring that students don't slip through the cracks and that we have a sensible way of helping students for who the new programs are not a good fit after all to transition smoothly out of them.
- Questions about whether these are to be remediation or technical skills programs. Some of our colleagues still are wary of offering what they see as a “second-class” degree or “consolation prize” for those who couldn't get into Drake. In response, we emphasized again that the AA programs would be...
  - Academically rigorous programs
  - Responsive to student needs without working from a “deficiency” model of student preparedness.
  - Attempt to mitigate structural deficiencies—not personal or cognitive—that students have been unable to overcome
  - Integrate real-time responses to student needs.
  - Accelerate student progress through the cohort + faculty/mentor model.
- Currently, work focuses on mapping to seminar and program-level outcomes to AOIs
  - Course-level and program-level
  - We await a response to an advisory request to UCC, Carrie, Registrar, Student Success on how our blanket articulation agreements might suggest a “pathway” to follow.
- Looking ahead, an interim report to BOT academic affairs committee in April. Still on pace to present a proposal requesting implementation authority and budgetary support to BOT in June.
- Between then and the end of the semester we'll expand the team to include input from administrative personnel to advise on planning the administrative and budgetary environment.

### Question

If HLC approves Drake for this AA program, will other units be able to offer AA degrees in future? Yes.

### Senate Elections

- At large senators have been elected and unit senators in process
- Shelley Fairbairn will be organizing a transition meeting, so be watching for this

### Faculty Senate Covid-19 Responses

- Please let Carrie know about how this online video meeting went for you and what we can do to improve. Faculty Senate will have a lot more to do in May.
- FY21 Academic Calendar – we may need to be more flexible, and we will need to discuss how this might happen

Carrie: I have been attending the Emergency Operations, M-F, and I've never seen our core values exhibited more than this. The Emergency Operations Team is handling our responses with grace and joy and securing the future of Drake. It has been wonderful to be a part of it.

### Unfinished Business

None known

The meeting was adjourned at 5:01 pm.