

Drake University Faculty Senate Minutes

December 2, 2020

President Shelley Fairbairn called the regular meeting of the FY21 Faculty Senate to order at 3:30 pm, Wednesday, December 2, 2020. The following senators were present for all or part of the meeting: Natalie Banta Lynner, Klaus Bartschat, Michelle Bottenberg, Megan Brown, Dan Chibnall, Renée Cramer, Debra DeLaet, Matt Dore, Catherine Gillespie, Anisa Hansen, Matthew Hayden, Sandy Henry, Paul Judd, Doug Stilwell for Kevin Lam, Peter Levi, Yasmina Madden, Joan McAlister, Lynn McCool, Erik Maki, Chip Miller, Jimmy Senteza, Priya Shenoy, Ashley Sidon, Ron Torry, Jill VanWyke, Neil Ward, Shelley Fairbairn, and Carrie Dunham-LaGree.

The November 2020 minutes were approved on a voice vote. Motion by Michelle Bottenberg, seconded by Jimmy Senteza.

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President Martin’s report

- **Admissions update:**
 - Application numbers as of today are 5,279. Last year at this time the total was 4,580. The goal is 7000. Competitors’ applications are reported as down 15%, so they will be working hard to draw students.
 - Deposits as of yesterday were 69. Last year at this time the total was 52. The budget goal is 750, and the Admissions goal is 800.
 - It will take a collective effort to make sure those admissions and deposits turn into EFY students.
- **[Application for John Dee Bright College](#):** The application page for John Dee Bright College went live yesterday, and the first application was received within minutes.

Provost Mattison’s report

- Drake students went home before Thanksgiving, and they won’t return to campus until Feb. 1. It’s important for them to stay connected to their programs and other students over this long break. There are two opportunities for this that you can share with students.
 - **[Front Row at Drake](#):** Thursdays, 7:00 pm, via [Facebook](#), [YouTube](#), and other social media platforms. This offers short online programs, 10 – 30 minutes, and may include

performances, talks, athletics, student presentations, and so on. All faculty and staff are invited to submit proposal or short video. The first presentation is Dec. 3, and is a performance by Jazz I. If you have an idea, let Gesine know, and encourage students to take part or view. This might also be used as a recruiting tool.

- **January Jump Start** – This is a series of opportunities put together by Student Affairs with collaboration from colleagues across the institution to connect and support student wellness and development of college and career readiness. See the flier attached to minutes. Please spread the word to students.
- Registrations for spring semester are behind, so please be mindful of your students and helping them to stay connected. These two programs can be important retention tools.
- **Global Enhancement Grants** – Drake’s mission is to prepare responsible global citizens, but travel is not possible because of the pandemic. These grants are a way to be creative in the virtual world. They can pay for guest speakers on international topics, bring in a panel of experts, or develop project with students at partner universities. Our study abroad providers are offering some unique programming – such as virtual tours. Contact the International Office with questions or ideas.

Report from President Fairbairn

- Due to the change to the spring calendar, the first Senate meeting of 2021 will occur on Wednesday, Feb. 3, rather than Wednesday, Jan. 27. President Martin’s report on the Board of Trustees meeting will be the primary topic.
- Student Senate Report: Kody Craddick, Academic Affair Senator. (See separate document for full report.)
 - Fall semester was difficult for both faculty and students. In committee discussions, the following problems were noted with the hybrid and virtual classes:
 - Exhausting for both faculty and students
 - Students not engaged or appearing not to be engaged
 - Students confused about policies
 - Three main recommendations
 - *Encourage professors to increase the usage of discussions and breakout rooms in virtual settings, and foster a community building environment by giving students the space to connect with each other and their professors.* Even consider a short time for break out rooms at the beginning of class to engage in non-academic topics. These will encourages communication and collaboration
 - *Set grading and submission standards in each respective major, school, college, etc., and clearly inform students about modified academic expectations for the duration of the semester.* Provide clear guidelines and some leniency. Allow more curriculum modifications.
 - *Encourage professors to schedule one-on-one discussions with students in their respective classes as a means to open up communication and understanding.* Find time in the first weeks of the semester for 1:1 meetings with each student. This might be part of the first weeks’ classroom time. Bulldog Foundations showed students are more willing to engage in the class if they have that 1:1 connection with the professor.

Unfinished Business:

Discussion of teaching insights gained this semester and ideas for spring teaching (Van Wyke)

Motion by Shelley Fairbairn, seconded by Renée Cramer, to consider this item on an informal basis. Approved on a voice vote.

Jill Van Wyke: During fall semester, classes proceeded as if we were not in the middle of a pandemic. This resulted in an increased workload for both faculty and students, and left everyone exhausted. In discussions with students, they are begging us to modify the classes and acknowledge the strain they are under. We want to make sure we are doing right by our students, for their education, for their wellbeing, and for retention.

- Took advantage of online training offered over the summer, and this was helpful. Some national organizations also have training opportunities.
- Troubled by the assumption that students aren't engaged because they are not using their camera or mic. Cameras take band width they might not have.
- In my FYS this past fall, two of my most engaged students spoke without their cameras on and two others didn't have their cameras on, but used the Zoom chat frequently to respond, ask questions, or make good points.
- I am under the impression that I can't force them to switch on their cameras. I do have a problem with testing without use of the camera.
- Engagement is improved with cameras on. Some students will turn them on more in small groups.
- Building community is a big issue. If I can build community, some issues can be solved.
- [Miro](#) is an online white boarding tool. It's free for educators. Miro boards provided a place for graphic design critique.
- I used break out groups to create a classroom compact at the beginning of the semester.
- Touch base with them frequently: How are we doing? What are you able to do?
- Learning takes longer – 2 week project stretched to 3.
- I added “Pandemic Objectives” to both my undergraduate and MBA syllabi and received positive feedback from students for doing that. Recognition that this is hard for all of us.
 - To embrace the opportunity to learn new skills and grow as students and as individuals. Corporate teams around the globe are currently operating remotely. This class will be an excellent opportunity to gain confidence in your online communication and team-work skills.
 - To be understanding and patient with ourselves and each other
 - To communicate openly and clearly about our expectations, concerns, and goals. If you are unsure about something or require assistance, please let me know as soon as possible and I'll do my best to help.
 - To be flexible. We are all a bit anxious and circumstances may change over the course of the term. We will work together to make this class the best experience possible.
- Have a little vulnerability. All sorts of stressors for us too.
- Condensed content.
- Used videos or narrated PowerPoints for homework, and then cut face-to-face time, and had smaller group classes.
- Every sessions begins with checking in and sharing of feelings.

- Time for fun conversations. Sharing bread recipes. Students come alive a bit – being treated like human beings.
- Pushing back deadlines.
- Community piece – help students recognize there is a feedback loop with communication. This is difficult for all of us. It’s hard for professors to look at screen of black boxes.
- In terms of fostering community and class discussion, students seem to like the “poll” function in Zoom. I use it to ask silly questions as well as prompting questions for class discussion. You can set it up for anonymous poll responses (or not).
- If we can't require them to have their camera on, can we require them to at least put a picture in Zoom so we can see what they look like?

New Business

Resumed the use of Robert’s Rules of Order on a motion by Shelley Fairbairn, seconded by Renée Cramer. Passed on a voice vote.

- Erin Lain: Guidance on the Senate Resolution regarding faculty use of racial epithets. Developing guidance on uses that do, not on its face, rise to the level of creating a hostile environment.
 - Teaching topics connected to an epithet or marginalizing language.
 - Using a euphemism for an epithet or marginalizing language when reading a text or discussion a concept connected with the course.
 - Conducting scholarship on epithets or marginalizing language.
 - Assigning texts that contain epithets or marginalizing language. (These are important historically)

This is still in draft form, and will completed for spring semester.

- 21-06: Motion to implement a Religious Accommodation Policy was approved on voice vote, motion by Debra DeLaet and seconded by Jill Van Wyke.

Erin Lain: Students have reported that it has sometimes been hard to get accommodations for their religious holidays. It is not our job to determine which religions are more important than others. This provides equity, and places responsibility on the Student to communicate with professors.

Motion to consider the next topic informally, on a motion by Shelley Fairbairn, seconded by Renée Cramer. Approved on a voice vote.

- Discussion of J-term Summer Pay recommendations from the Ad Hoc Committee on J-term and Summer Instructional Time
 - *J-term Pay*. That the Associate Provost and Deans work together to find ways to incentivize the option whereby J-term is taught as part of a faculty members’ spring load.
 1. NB: the cost of these would be borne by units, rather than the Provost’s Office. (If take course release, then hire adjunct, unit pays for adjunct)

- *Summer Pay.* That undergraduate summer courses be paid at a flat rate, between \$6500 and \$7500 for 3-credit classes – with the possibility of unit level discretion in setting that amount, as long as each unit meets the Provost office’s requirement that summer session operate within each unit with a cost:revenue ratio of 34% or better.
 1. How do faculty feel about this?
 2. How would a flat fee influence faculty decision-making regarding teaching in the summer?

Discussion

- Need to consider economic impact on junior faculty and on those who have been teaching J-term or summer for years.
- Forces faculty to compete for students in the summer.
- We will have fewer J-term and more summer.
- Summer pay – why is it only for undergraduate faculty? Those teaching graduate may be paid more or less.
- Course release for teaching for J-term is not an option for some specialists – such as instrumental music. We can’t take work release.
- About 10 of 50 CBPA faculty teach core summer school classes: ¾ said they’d vote against this because of a decline in their summer pay. They would be less inclined to teach over the summer.
- This would be a pay cut for CBPA, but an increase for SJMC.
- It would be helpful to have a flat rate for budgeting and planning
- In favor because it’s more equitable
- It should be indexed year to year – tied to cost of living index, for example
- Bothers me that it reduces pay for some. Traditionally, if a class filled 8 out of 10, the instructor could take 80% of the pay. Could we do that on the other end: The instructor would be paid more for a class that surpasses 10 students? You’re generating more money for the institution, so you get paid more.

The meeting was adjourned at 5 pm.