

Drake University Faculty Senate Minutes

February 16, 2022

President Matthew Zwier called the regular meeting of the Faculty Senate to order at 3:30 pm, Wednesday, February 16, 2022. The following senators were present for all or part of the meeting: Rachel Allen-McHugh, Eric Barnum, Hope Bibens, Michelle Bottenberg, Megan Brown, Debra DeLaet, Matt Doré, Catherine Gillespie, Anisa Hansen, Matthew Hayden, Sandy Henry, Denise Hill, Paul Judd, Chris Kliethermes, Kevin Lam, Natalie Lynner, Erik Maki, Joan McAlister, Lynn McCool, Charlie Nelson, Thomas Rosburg, Jimmy Senteza, Priya Shenoy, Carol Spaulding-Kruse, Neil Ward, Greg Wolf, and Shelley Fairbairn.

The consent agenda was approved on a voice vote, motion by Jill VanWyke, seconded by Jimmy Senteza. There were two items on the consent agenda:

- January 26, 2002, minutes
- Motion 22-06: Spring break 2023 set for March 13 – 17.

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President Martin’s report

- Des Moines Public Schools have reached an agreement on the construction of the soccer stadium next to Shivers Practice Center. They are expected to approve the contract on March 1, and begin construction in May.
- College and University Sustainability Project (CUSP): A grant supporting a shared, cloud-based enterprise resource planning (ERP) system.
 - Cooperative effort by Drake University, Valparaiso University, the University of Evansville (UE) and North Central College
 - Chris Gill is on loan as CUSP project manager
 - Three components – Human Resources, Finance, and Student. HR and Finance will be the easier parts, and will be implemented first.
- Campaign update: Over \$122 million raised so far, with another \$9 million in verbal commitments. This puts Drake on target to meet its goal for the end of this year.
 - Concern raised that the campaign does not provide for Fine Arts, or that it’s not prominent. Response: The new University Center will include a Fine Arts addition,

and President Martin leads with that in every outreach. It will take a significant gift. There are ongoing conversations and President Martin is optimistic.

- Challenges of deferred maintenance will have to be met via the operating budget. It is incredibly difficult to get funds for this sort of project.
- Admission: Thanked faculty for ongoing efforts in recruitment. Encouraged all to be fully invested in recruitment this spring to achieve targets.

Provost Mattison's report

- [Academe Course Sharing](#)
 - Consortium of universities, created by educational associations, such as the Council of Independent Colleges.
 - Repository of about 8000 courses and sections.
 - Institution membership: \$1000/yr. Buy a course for \$700 and keep all the tuition above that.
 - Teaching membership: \$2000/yr. We can both buy and offer courses. We use our own LMS.
 - Benefits to students:
 - Option to allow students on probation or suspension to retake classes
 - Students can take prerequisites
 - Transfer students can fill in gaps
 - Students who get out of sequence can take needed classes
 - Benefits to faculty
 - Support for sabbaticals or emergencies.
 - Support for new program roll-in
 - Each college/school is approaching this differently. Talk with your associate deans for details.
 - There is no required participation

Discussion

The front page of the course-sharing vendor offers the possibility that students could retake a course (i.e., to improve on a grade) at a different institution than where they originally took the course. That isn't consistent with Drake's present policy. Will this be allowed? Response: Yes, if approved by the faculty member and associate dean, then the grade can be a replacement of the previous grade.

- Post tenure-review processes requirements: There is no post-tenure review for dismissal of tenured faculty. There is review for promotion, sabbaticals, merit, or other reasons. Acknowledged in AAUP, Charter, and our policies. The policy owned by Provost's office, but administered by the Dean.

Unfinished business: None known

New business

Parliamentarian Kerwin Dobbins shared his screen with the three motions under consideration.

Motion 22-07: Standardize grade appeals processes.

Approved on a voice vote, motion by Jill VanWyke, seconded by Jimmy Senteza

- Associate Provost Melissa Sturm-Smith presented a brief history and overview of the proposed standardized grade appeal process and the clarifications and changes the new process will provide.

Motion 22-08: Adopt a blended advising model.

Question was called, and motion passed on a roll call vote.

- Committee Chair Nate Newman presented a brief history and overview of the proposed blended advising model.

Discussion

- CPHS would rather not centralized this process. Response: There is no plan to take the advisors out of schools/colleges. Current staff will remain in place, and any new appointments will be appropriately placed within the schools/colleges.
- Each school/college will have its own reporting structures, and the advising specialists will report to their own college administration.
- A lot of data has been presented, but is there any Drake data? Response: You can look at case studies on campus in both CPHS and SJMC and see the success stories there. From 2014 to 2020 data: there was a significant jump in student satisfaction with advising. SJMC satisfaction on advising is at 90%.
- Why train others about what faculty know very well? Response: As a faculty mentor, I talk about pre-requisite work and how to get into the best position to be accepted into the post-graduate program the student wants. I don't have to worry about the AOIs. We have two sets of eyes helping students get to their goals.
- Was the 4% increase in retention in one institution? Response: The 4% figure came from an EAB report, referring to a single school.
- Other schools who have higher retention rates than us may be due to other factors. Is there any longitudinal data? Response:
 - Don't have longitudinal data at hand
 - Did have one school that changed its mode, and in one year showed significant change, like our Crew Scholar effect on retention – immediate and significant improvement in retention.
 - Triangulation of our data with peer and aspirational colleges and with the research, which is clear and goes beyond correlation
- Budget: if it turns out we pursue this and it does increase retention it will pay for itself, but what happens if retention does not improve? I don't see a clear line between mental health struggles and narrowly defined academic advising. Maybe it makes more sense to invest money for mental health counselors rather than academic advisors.
- Standardization: Clearly this model works in professional schools. It may or may not work in A&S. In A&S we don't have uniform or clear career pathways. Standardization of our curriculums is not helpful. A&S has a high level of satisfaction with our advising (88%). Are there unique needs that are not served by standardization? I'm not saying I'm opposed, but I'm not in favor of this yet.
 - Response: How advisor specialists are used in each college/school will be specific

to that unit.

- Response: Consider how much everyone appreciates Mary Beth Holtey and Alina Grimm. This proposal is to provide more people to fill that role. If any faculty wants to provide intense advising on AOIs, that's perfectly ok. The A&S advising satisfaction level is below the University median.
- Are the comparisons across our peer institutions statistically significant, and could we have more clarity on the effect-size of the plans?
- Some concerns about administrative bloat. This allows administrators to take away decisions that faculty are now making. What will be the long term effect on curriculum development?
- Early concern: It seems difficult enough for student to visit one, let along two advisors. But I have spoken to colleagues at other institutions with a blended model, and they changed my mind. When students have questions about AOIs, transfers, or if they are undecided ... I see Mary Beth handling those. This is a way to get help for Mary Beth and Alina. Many (if not most) of the retention issues I have seen over the years have involved undecided students who lose their way or don't feel they have a "home" department or advisor, or people who are not happy in their major and want to switch but don't know where to go/what to do. Maybe professional/staff advisors would help with those issues.
- Transfer student advisor: I work with students across the university, and I'm part of the blended model that exists either formally or informally. Professional advisors regularly make referrals regarding mental health concerns – as do faculty. We flag students in Starfish. A professional advisor might feel less intimidating to a student with mental health issues. We can provide a general road map – either very specific or flexible.
- **Chat comment**
I want to name a phenomenon we do experience in Crew. When students get great advising off the bat, even in A&S, they thrive. But, many students start in A&S and float...those students flail until someone really supports them and especially as they either are non-declared or change.
- Call the question: Approved

Motion to extend the meeting to 5:25 pm was approved on a roll call vote, motion by Jimmy Senteza, seconded by Jill VanWyke.

Motion 22-09: Convert January term into a May term, with action on specific calendar adjustments deferred to a later date.

Motion by Matthew Zwier, seconded by Jill VanWyke. Motion failed on a voice vote after question called.

Discussion

- Morgan Coleman: Student Senate report
 - Google form survey: 44 responses with 35 detailed comments. Responses were calculated across grade level and demonstrated a wide range.
 - Two focus groups, with 3 students at each
 - Overall responses: resounding negative.
 - Reasons cited
 - Impact on student mental health, need extended break mid-year
 - Would cause a decreased participation by seniors in a May term

- Create uncertainty for seniors if they walk at May commencement, then take a May-term class, and not receive their diploma until afterwards
 - Uncertainty about which classes students could take and what kind of classes would be offered
 - Report sent to President Zwier and Faculty Senate Executive Committee
- Support was tepid at last Senate meeting, and have received negative feedback from faculty and students, including Bright College students. Would rather vote now than table and vote later. Not hearing much support anywhere.
- CBPA Faculty Meeting discussion: Proposed as a financial consideration for students, and that might make a difference for some faculty. (1) Is there a way to address financial and financial aid considerations short of making this change; (2) was the financial piece a part of the discussion and surveys, because we don't want to ignore it.
- Feedback from multiple sources: there is confusion about student fees/overload fees
- It will create problems with spring internships and fieldwork for many.
- Faculty need J-term time as a break, for research, and to prep for new classes.
- Want senators to have the information needed to justify your decision.
 - If a student takes a J-term (3 credits) and then an 18-credit spring semester, it is an overload. This impacts 350 - 400 students, at a cost of \$3400 each.
- Students who are taking 21 or more – that is a huge overload. Are a few taking this type of overload and not just the normal 18-credit overload. Can we find something in the middle to address this?
 - About 350 – 400 are at the 18+credit overload.
 - About 160 – 190 are at the 21+ credit overload.
- Clarifying on the overload waivers: Could we still allow for waivers for those who have to take 18 credits in spring and want to take J-term. Response: Every semester I waive overload fees for students taking over 18 credits in spring – specifically for CPHS students, and students who must take music ensembles. These students are required to take those hours.
- Don't know what the answer is or the initial intent. Response – Students wanted J-term. There was a one-time tuition increase of 1%, and there would be no fee for taking J-term. There was no mention of an overload fee. UCM markets J-term as no fee. Seems disingenuous now to start charging an overload. Response – there is a policy, if a student is taking more than 18 credits, they will be charged an overload fee. Those who aren't in CPHS or music, charged \$3400, that's about 350-400 student.
- The University has persisted without the assessment over these overload fees. As a faculty member, I feel we are we effectively renegeing on a promise if we are to charge an overload fee. Have not heard a clear and convincing argument as to why J-term can't still be free.
- Looks enormously complicated to figure out the timing. Feels as though it has surfaced suddenly out of nowhere – how did it develop? We were told it came up in a COVID conversation, but it does not feel organic. It feels hurried and as though decisions were made prior to presentation to Faculty Senate. Response: No decisions have been made. It is a faculty senate decision. We want you to have the info you need to make it.
- According to the Charter fiscal or budgetary action is determined by the Board of Trustees. Faculty Senate is voting on academic principle: What best serves our students.

Questions called by Matthew Hayden. Call of question approved on a voice vote.

