**Administrative Brief for Faculty Senate for November 2020**

**Prepared by Dr. Darren Dawson and Dr. Christine Curtis**

**11//18/2020**

**Faculty Senate Report**

**Facilities Report**

* **Morton Hall Addition & Renovations** – The Contractor is currently completing final punch list items and warranty repair requests that arise. This project is complete pending receipt and approval of project closeout documents.
* **Spragins Hall Exterior Renovations** – The Pre-Construction Conference for the Front Entry Column, Bean & Soffit Cladding project was conducted on October 23, 2020. Substantial Completion is scheduled for February 23, 2021.
* **Bevill Conference Center Cooling Tower Replacement** –JK Johnson Mechanical Contractors has made good progress since the start of construction on September 14, 2020. The required HVAC shutdown and new equipment tie-in will be conducted at the end of the semester, after the students are gone. Therefore, project substantial completion is scheduled for December 21, 2020.
* **Shelby Center Exterior Renovations (Phase 1)** – The project has received preliminary approval from DCM and is currently in the Construction Documents phase. The project remains on schedule for completion of construction documents in December and bidding in January. The anticipated start of Construction is scheduled for March 2021.
* **Shelby Center Lab 341 Renovations** – Bids were received on September 24, 2020 with Garber Construction Company submitting the lowest and best bid. Construction Contracts have been prepared and are currently under advisement**.** Construction will begin in November with substantial completion and User move-in scheduled for February 2021.
* **Altenkirch Lawn “Greenway” Phase III -** The project is currently in the Construction Documents phase and remains on schedule for bidding in November with UAS Board of Trustees approval in February, and the start of construction in March 2021.
* **Campus IT Data Center Hardening Upgrades** – The project is currently in Schematic Design as we continue to work with the Design Professionals to finalize the programmatic needs for the new facility. Currently, we are planning to submit for a Stage III Submittal to the UAS Board of Trustees in April 2021. The anticipated start of Construction is summer 2021.
* **BAB Cyber Security Lab** – the bid opening for this project is scheduled for November 13, 2020. The Pre-Bid Conference was conducted on October 29, 2020 with strong interest from many local contractors. Construction is scheduled to begin in January 2021 with substantial completion and user move-in scheduled for the summer of 2021.

**Miscellaneous Items**

**Committee Meetings Calendar**

* **Budget and Planning Advisory Council –** Second Week of December, Third Week of February, and Third Week of June
* **Campus Planning Committee -** Second Week of March and Third of Week of September
* **Financial Aid Committee -** Second Week of June, Third Week of February, and Third of Week of September

**Academic Affairs**

**Academic Affairs Dean Search and Dean Reviews**

* Dean of Science. The interviews for the top two candidates for the College of Science dean search are completed, reference checks are underway, and discussions are starting with one of the finalists.
* Dean Jason Greene of the College of Business is undergoing his fifth-year review.

**Policies**

* **Interim Policies – Due December 1, 2020**

02.01.51—Communicable Disease Policy (interim)

* **Interim Policies – Due February 1, 2021**

02.01.52—Summer School Operations Policy (interim)

02.01.70—NC SARA Professional Licensure Notification (interim)

* **Outstanding Policies -- Due November 20, 2020**

These policies were sent to the Faculty Senate in December 2019 with return comments and recommendations due in the late spring 2019**.**

02.01.xx—Authorship and Classroom Material Selection Policy

02.01.xx—Electronic Signatures

**Commencement**

Due to the increase in the number of COVID-19 positive cases and the number of COVID-19 hospital inpatients in the Madison county area, UAH has made the difficult decision to cancel the December 2020 commencement ceremony.

We know this comes as a great disappointment to graduates and their families who planned to celebrate this achievement in person. When the ceremony was announced two months ago, the coronavirus infection levels and the associated hospitalizations were relatively low. Unfortunately, the state of Alabama, and Madison county, have experienced marked increases in COVID-19 cases in recent weeks, and both the Centers for Disease Control and Prevention and our own public health experts do not believe it is safe to host a large in-person gathering at this time due to the increased risk of transmission.

Canceling the ceremony does not affect graduation or the awarding of degrees. The actual conferral of degrees, updating of final transcripts, and mailing of diplomas will remain unchanged. Once the semester ends, faculty will submit grades as usual, and degrees will be conferred. All graduates will receive their diplomas via mail.

Those students earning their degrees at The University of Alabama in Huntsville have achieved a significant accomplishment, one that we hope to celebrate together as soon as we can. The UAH faculty and administration welcome all graduates to participate in our next in-person commencement ceremony when we can safely host large events.

**End of Fall Semester 2020 Schedule**

November 20: Last day classes meet in person

November 23 to 27: No classes during Thanksgiving Week

November 30: Classes resume online

December 4: End of fall semester classes

December 5 and 6: Study days

December 7: Finals begin

December 14: Virtual Commencement (pending)

**Spring 2021 Class Schedule**

Spring semester classes will begin on January 13, 2020. There will not be a spring break in 2021. The last day of class is April 23, 2021. Finals are scheduled for April 26 to 30. Commencement will be held on May 5.

**Plexiglass around Lecterns in Classrooms**. If a faculty member wants plexiglass around the lectern in the classroom in which he or she is scheduled to teach, the home department should submit a Facilities & Operations (F&O) work order. Facilities & Operations is poised to respond to individual classroom lectern needs that arise.  Please submit any such request to our F&O work order system via phone:  256-824-6490 or email:  [wodesk@uah.edu](mailto:wodesk@uah.edu). Please submit this request as soon as possible.

**ACT Test Optional Admissions Pilot**

The UAH ACT Test Optional Pilot was presented to the Board of Trustees as an information item at the November Board meeting.

**Updated “Expectation and Enforcement Notice” for Employees**

Before fall semester, I notified you of the “Expectation and Enforcement Notice” that outlined penalties required by the UA System for violations of the University’s Safety and Health Requirements for Presence on UAH’s Campus During the COVID-19 Pandemic Policy, Number 02.01.71 (the “Policy”). After several months of proven compliance to the Policy by UAH faculty and staff and multiple conversations with the UA System Office asking for relief from the overly harsh penalties, the UA System changed penalties for violations in the “Expectation and Enforcement Notice.” The amended “Notice” now reads

**“On-Campus Safety Requirements”**

“Employees who have returned to their on-campus work location must comply with all UAH COVID-19 safety measures, policies and directives such as wearing a face mask, completing the required reports on the Charger Healthcheck, social distancing, etc. If an employee fails to follow these on-campus safety requirements, progressive disciplinary measures will be imposed according to the UAH Faculty and UAH Staff Handbooks, respectively. Repeated, egregious or willful violations of COVID-19 safety measures, including insubordination, will result in heightened sanctions, up to and including unpaid suspension or termination of employment.”

“\*\*Employees who believe they need a medical or other accommodation to enable them to complete the steps required to return to their campus or, upon returning, comply with all mandated safety measures should address those issues with and obtain approval from their supervisor and Human Resources prior to returning to campus.”

It is important for each of us to abide by the safety and health requirements to protect your health and the health of others in the university community.

**Pass/Withdrawal for Fall 2020 and Spring 2021**

We are instituting Pass/Withdrawal option for Fall semester 2020 and Spring semester 2021 out of concern for our students, some of whom are feeling overwhelmed. We are also concerned about our enrollment for spring and want to give students who are facing challenges a way to continue with their studies. For Fall 2020 and Spring 2021, we will enforce the prerequisite requirements as was stated in the document which was sent out to students, faculty and staff on Friday, October 16, 2020. We are relaying to students the clear message about the possible consequences of electing a P rather than a course grade, as employer, graduate school, and professional school feedback is that they will not look upon such grades favorably.

Below are instructions that will be given to the students. If you have any input regarding these instructions, please Brent Wren at [wrenb@uah.edu](mailto:wrenb@uah.edu).

**Pass/Withdraw Grading Option Instructions**

Students wishing to take advantage of the Pass/Withdraw grading option for Fall 2020 will use their Self-Service Banner account. The steps in the process are defined below.

Please keep the following facts in mind as you make your selections:

* Some programs such as nursing and teacher education do not permit Pass grading. All students are allowed to select the Withdraw option after seeing their grades. **Be sure to speak with your advisor before making a decision.**
* **Faculty have until December 15 to enter final grades,** but many grades will be available for viewing before then. Grades will be added as quickly as faculty enter them. If you do not see a grade for a given course, please remember to check again later.
* You have from **12:01 a.m. on Wednesday, December 16, until** **11:59 p.m. on Friday, December 18** to view your assigned grades and make changes. This deadline will not be extended.
* After **December 18**, all grade choices are final and cannot be changed.
* For each course you must select Pass, Withdraw, or Keep Grade.
* If no selection is made, “Keep Grade” is the default selection.
* You may switch to a P for courses where you earned an assigned grade of D- or higher for undergraduate courses, or C- or higher for graduate courses. If a course or major requires a higher grade in order to advance to subsequent courses or to graduate, you must have earned a high enough assigned grade in order to advance, even though you receive a P on your transcript. For example, Engineering requires a C- or higher in all their courses. **Before you select this option please consult with your advisor to ensure you meet the requirements for advancing and graduating.**
* You may need to keep at least one graded course to satisfy scholarship GPA requirements.
* If you need assistance in determining how the Pass/Withdraw option will affect your scholarship, progress towards degree completion, GPA calculation, graduation with honors, admission to graduate school, or academic status please check with your academic advisor. Find your advisor here <https://www.uah.edu/academic-advising>

**Reorganization of the Graduate School**

The Graduate School is in the process of being reorganized with the goal of making the University more competitive in recruiting professional master’s students, thereby increasing both graduate enrollment and revenue in terms of tuition and fees. The admissions and marketing part of the Graduate School is moving from the Graduate School to the Graduate Admissions Office in the Office of Admissions. Three positions are moving: two graduate and international admissions positions and a marketing position. The Graduate Admissions Office will focus on eight to twelve master’s programs for enhanced marketing. The programs selected will need to appeal to the professionals in our region and be available to the working professional who likely travels for business.

The reorganization will also change the position of the Dean of the Graduate School and International Services into a new Associate Provost position. The associate provost position will have responsibility for administering and managing the Graduate School, International Programs for undergraduate and graduate students, faculty and staff, Study Abroad, and Academic Integrity for undergraduate and graduate students.  The associate provost will be responsible for academic quality and academic integrity of the graduate and international programs and will serve as the chair of the Graduate Council, ex officio.  The associate provost will also be responsible for operations, programs, adherence to federal and state regulations, and fiscal management of the Graduate School, International Programs, and Study Abroad and will be the University official who is responsible for the administration of the Postdoctoral Fellow Program. The associate provost will administer and manage academic integrity and academic misconduct for undergraduate and graduate students.

Dr. Sean Lane is serving as Acting Associate Provost and will retain his position and responsibilities as Dean of the College of Arts, Humanities, and Social Sciences. A search for the associate provost position is underway and will be conducted with a search committee representative of the University. Brent Wren will serve as chair of the search committee.

The academic deans working with their chairs and faculty developed a list of professional master’s programs and certificates that they propose to be used for enhanced marketing.  The listing of professional master’s programs for enhanced marketing is given below.   Would the Faculty Senate please review the list and send me any comments or recommendations that the Faculty Senate may have about the proposed list?

In addition, if the Faculty Senate has master’s programs that the Faculty Senate would like to suggest for enhanced marketing, would you please send me the name of the program, whether it is online, and your rationale for why the Faculty Senate believes the master’s program or certificate is a good candidate for enhanced marketing.

Please send the information to me by Monday December 14, 2020.  Please copy Michele Kennedy.

**Proposed Master’s Programs for Enhanced Marketing**

11/18/2020

**College of Arts, Humanities, and Social Science**

**Master of Art in English - Technical Writing and Technical Writing Graduate Certificate** *Online*

**Master of Art in Public Policy/Public Affairs** *Online*

**Master of Art in Professional Communication** *Online*

**College of Business**

**Master's in Business Administration (MBA)** *Offered online and on campus*

**Master of Science in Information Systems (MS-IS)** *Online*

**Master of Science in Supply Chain and Logistics Management (MS-SCLM)** *Online*

**College of Education**

**Master of Education in Differentiated Instruction (Advanced Class A Licensure)** *Online*

* Autism Spectrum Disorders (Class A Collaborative K-6 or Class A Collaborative 6-12)
* Differentiated Instruction in Elementary Education (Class A Elementary)
* English Speakers of Other Languages (Class A ESOL)
* Reading Education (Class A Reading Specialist)
* Secondary Education (Biology, Chemistry, English, History, Mathematics, Physics)
* Visual Impairments (Class A Visual Impairments P-12)

**Master of Science in Applied Behavior Analysis** *Online*

**College of Engineering**

**MSE in ISE with Engineering Management option** *Online*

**MSE in ISE with Systems Engineering option** *Online*

**College of Nursing**

**MSN-Family Nurse Practitioner (FNP) Track** *Hybrid* **\***

**MSN-Adult Gerontology Acute Care Nursing Practitioner (AGACNP) Track** *Hybrid\**

\* Students are brought in one day every other week (7 times for 15 weeks) for class and lab. Students also have clinical hours to complete each semester but can do so these anywhere if we can get a contract in place.

**College of Science**

**Graduate certificate program in Data Science** (15 credit hours) (new program) O*nline*

**Create a new graduate certificate program in Cybersecurity and offer the certificate online using the current distance learning model** *Hybrid.*

**The MS degree in Cybersecurity is an interdisciplinary program**.    If other departments are interested in offering the MSCBS degree online, the CS department will support

**Synopsis of Student Surveys: Student Responses**

**Faculty Performance Issues:**

* Faculty not equipped or prepared
* Autograding/AI to grade exams
* Changing format midstream
* Lack of unified course formats (college and university)
* Increased difficulty/Expectations/Workload
* Mailing it in/“Me and the book”
* Lack of understanding of time constraints and student challenges

**Technology Issues:**

* Lockdown browser significant issue
* Canvas not displaying correctly, especially calendar/due dates (setup issue)
* Internet variability, especially residence halls
* Zoom distractions
* Access to physical and digital tools to succeed (software, lab)

**General Dislike of Online:**

* Feels more difficult
* Learn better face to face
* Motivation issues
* “Didn’t come here for this”

**Cheating/Misconduct:**

* Everyone else cheating
* Requirement for installing test proctoring software that acts as malware/spyware
* Fear of being falsely accused

**Stress/Grades:**

* COVID stress (infection)
* Worried about grades
* Feel isolated and disconnected
* Uncertainty about future
* Forced to be on camera in my private space
* **I am so terrified of being forcefully quarantined that I am suspicious of everyone I am around.**

**Quality:**

* Cannot ask questions, especially on exams
* Not getting what I am paying for
* Not going to be prepared for future
* Not learning much
* GPA impact

**Faculty Survey Without Comments**

Below are the questions and results from the faculty survey.

**Q1 - Which of the following technological issues are a current challenge for you this Fall? (Check all that apply.)**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 9 | I have not had any technological issues this semester | 23.17% | 60 |
| 1 | Student discomfort or lack of familiarity with required technologies or applications | 22.39% | 58 |
| 8 | Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards) | 15.06% | 39 |
| 2 | My own discomfort or lack of familiarity with required technologies or applications | 10.81% | 28 |
| 4 | My access to reliable internet/service | 10.81% | 28 |
| 6 | My access to specialized software (e.g., Adobe products, statistical packages) | 7.34% | 19 |
| 5 | My access to a reliable digital device (e.g., laptop, mobile device) | 4.25% | 11 |
| 3 | My access to reliable communication software/tools (e.g., Zoom, Skype, Google) | 3.86% | 10 |
| 7 | My access to library resources | 2.32% | 6 |
|  | Total | 100% | 259 |

**Q2 - How would you say your students have adapted to online/remote learning, so far this semester, from your experiences and observations as an instructor?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 3 | My students seemed to adapt reasonably well to remote learning. | 44.31% | 74 |
| 2 | My students seemed to struggle somewhat with adapting to remote learning. | 34.13% | 57 |
| 1 | My students seemed to struggle a great deal with adapting to remote learning. | 10.78% | 18 |
| 4 | My students seemed to adapt extremely well to remote learning. | 10.78% | 18 |
|  | Total | 100% | 167 |

**Q3 - Which of the following were challenging for you in adapting course design and/or assignments to remote learning for the Fall? (Check all that apply.)**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 4 | My personal preference is for face-to-face learning. | 19.78% | 71 |
| 9 | I have not had any issues adapting my courses to remote learning | 15.88% | 57 |
| 7 | Students have not been adequately available/responsive. | 15.60% | 56 |
| 5 | Course lessons or activities haven’t translated well to a remote environment. | 12.53% | 45 |
| 8 | Other (please specify) | 10.86% | 39 |
| 3 | I have limited personal time or energy to effectively adapt. | 10.31% | 37 |
| 6 | I am uncertain about how to best assess student learning in this environment. | 9.19% | 33 |
| 2 | I have limited knowledge of options for online course delivery. | 3.34% | 12 |
| 1 | I am not familiar or comfortable with online applications/tools. | 2.51% | 9 |
|  | Total | 100% | 359 |

**Q4 - What were your biggest concerns with the transition to online/remote learning for the Fall? (Check all that apply.)**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Diminished student learning | 24.87% | 94 |
| 8 | Security/privacy in proctoring online exams | 15.87% | 60 |
| 3 | Not being able to communicate with my students | 14.55% | 55 |
| 6 | Evaluations of my teaching effectiveness | 14.29% | 54 |
| 9 | Other (please specify): | 10.32% | 39 |
| 10 | I have not had any concerns with the transition | 6.35% | 24 |
| 7 | Impacts to tenure eligibility | 4.76% | 18 |
| 2 | Changes to grading structures (e.g., pass/withdraw) | 4.50% | 17 |
| 4 | Online privacy, protection of student data | 2.65% | 10 |
| 5 | Online privacy, protection of my personal data | 1.85% | 7 |
|  | Total | 100% | 378 |

**Q8 - Overall, my department chair and dean have done a good job helping me adapt to the changes at the institution brought on by the spread of COVID-19.**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Strongly agree | 51.85% | 84 |
| 2 | Agree | 24.07% | 39 |
| 3 | Somewhat agree | 7.41% | 12 |
| 4 | Neither agree nor disagree | 4.94% | 8 |
| 5 | Somewhat disagree | 4.32% | 7 |
| 7 | Strongly disagree | 4.32% | 7 |
| 6 | Disagree | 3.09% | 5 |
|  | Total | 100% | 162 |

**Q10 - Overall, how satisfied were you with the support you received from your college to help you adjust your instructional methods this Fall?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Very satisfied | 41.72% | 68 |
| 2 | Generally satisfied | 35.58% | 58 |
| 3 | Neither satisfied nor dissatisfied | 12.88% | 21 |
| 4 | Generally dissatisfied | 6.13% | 10 |
| 5 | Very dissatisfied | 3.68% | 6 |
|  | Total | 100% | 163 |

**Q16 - Overall, how satisfied are you with the support provided from the University (ETL, SSC, Online Learning, etc.)**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 20 | Extremely satisfied | 42.59% | 69 |
| 21 | Somewhat satisfied | 35.19% | 57 |
| 22 | Neither satisfied nor dissatisfied | 12.96% | 21 |
| 23 | Somewhat dissatisfied | 7.41% | 12 |
| 24 | Extremely dissatisfied | 1.85% | 3 |
|  | Total | 100% | 162 |

**Q19 - What is your preferred teaching format for Spring 2021 courses? (check all that apply)**

|  |  |  |  |
| --- | --- | --- | --- |
| Answer | # | % | Count |
| Online Synchronous where students must join the course at a specific time | 3 | 27.41% | 54 |
| Hybrid format (part in-class and part remote) | 2 | 25.38% | 50 |
| Online Asynchronous where students complete at their own pace | 4 | 23.86% | 47 |
| Traditional, in-class courses that only meet campus | 1 | 23.35% | 46 |
| Total |  | 100% | 197 |

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