

Faculty Senate/All University Committee Report (2015-2016)

Committee:	Academic Affairs	Prepared By:	Sally Moomaw	Date: 3/29/16
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Committee Members at the Meeting:	Deborah Page, Chia-chi Ho, Stephanie King, Stacey Hummel, Ratee Apana, Sally Moomaw
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Topics Discussed: provide a brief description of each	<ol style="list-style-type: none"> 1. Dr. Patrick McSwiggen presented a request from the Math Dept., Clifton Campus, on the need for a grade option of NP for the remedial math course MATH 0039. 2. AA discussed the need for a university policy on students selling course materials. This is happening on all 3 UC campuses. Policies from University of Maryland and UC-Berkley were reviewed. 3. AA discussed a request from Tara Warden for Senate support for the UC Advising Strategic Plan. Information regarding this plan is in the Jan. AA report. 4. AA reviewed Ohio HB 474, which would allow high school students who are not yet ready for college math to enroll simultaneously in a remedial college math course and a regular college math course while still in high school. 5. Student Government syllabi requests regarding statements about Title IX and Mental Health were once again reviewed. These were brought to Cabinet in February. 6. Student Government requests for Mid-Semester Review and Grade Forgiveness were once again reviewed. These were brought to Cabinet in February.
Action Items: List item and attach supporting document if action requires such background	<ol style="list-style-type: none"> 1. AA supports approval of the request of the Math Dept. for a grade option of NP for MATH 0039. Notes regarding the request, as well as a draft resolution from AA, are attached below. 2. Committee members voiced numerous concerns about students selling course materials through for-profit, online companies. AA feels that there is a need for the legal team at UC to develop a policy regarding the commercial use of course materials, including lecture notes, PowerPoint slides, tests, and audio/video-recordings. In addition, a response from the Provost regarding the eLearning report from last year is needed, as some of the same issues are covered by that report. Background information regarding this issue, as well as a draft resolution from AA, are attached below. 3. With regard to the PLA Strategic Advising Plan, AA would like the sponsors to deliver an executive summary, including a definition of the role of faculty and a list of impacted courses, to the full Senate for discussion. This step is needed before AA can consider a possible resolution of support. 4. AA is opposed to high school students taking college courses when they are still in need of remediation at the high school level. Therefore, a draft resolution in opposition of this portion of HB 474 is included below. 5. AA is awaiting information regarding the role of CAPS before moving forward on the Student Government request to include Mental Health information on syllabi. In addition, AA is requesting a revised statement from Student Government that also includes relevant information for the regional campuses. 6. a) With regard to the Student Government request for Mid-Semester Review, AA has revisited a resolution from 2007 recommending that faculty use of Blackboard to post key course information. AA has reaffirmed that resolution and added the posting of intermediary grades. That resolution is attached to this report. b) With regard to Grade Forgiveness, Student Government has already provided a detailed

	statement. AA requests that Cabinet members please read this statement in order to provide guidance to AA.
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Describe action needed on items above (discussion and input, vote, etc):	By Whom:
1. Decision on draft resolution regarding a NP grade option for MATH 0039. 2. Decision on draft resolution regarding the need for a university policy on selling of course materials. 3. Schedule PLA Strategic Plan presentation for full Senate. 4. Decision on draft resolution regarding HB 474. 5. Updated information on CAPS is needed. 6a. Decision on draft resolution reaffirming July 2007 resolution and including intermediary grades. 6b. Discussion and recommendation regarding Grade Forgiveness.	<u>3</u> By Faculty Senate <u>1 2 4 5 6a, 6b</u> By Cabinet ____ Others (List-)
Next Meeting: To be determined	

Item 1 – Notes and Draft Resolution regarding a NP grade for MATH 0039

Proposal to grant NP grade to Math 0039 – Patrick McSwiggen

The proposal is to allow MATH 0039 to use the NP (Not Proficient) grade--a grade that is currently reserved for ENGL 1001 and below.

History of the proposal:

- It went to Academic Affairs before (in Early 2011 with its quarter-course predecessor, 15-Math-139). It had the support of the A&S Faculty Senate. It was turned down by AA with the rationale that with the switch to semesters the entire set of grading options needed to be re-evaluated and this could be reconsidered later.
- That re-evaluation never happened with all of the other issues related to semester conversion.
- It was brought to Senate again on Jan. 19, 2016. Tracy sent the request to Gigi Escoe for clarification Jan. 24. Gigi sent it to Doug Burgess on Jan. 25 and asked who needs to approve the change. His response was as follows:

I would say that the appropriate process would be for the Math Department to secure endorsement from the College, and then for the College to submit a formal request to the Faculty Senate, which I'm guessing would then be reviewed by the Academic Affairs committee, which will make a recommendation for approval / denial to the full Senate with the Senate then passing a resolution of approval or denial which would then be sent to my office.

- There was a communication lapse following Doug's response, which delayed the process. It has now come to Academic Affairs for review.

Rationale:

In 2011 Math 139 had just been created and we didn't have data on it. Now we have several years worth of data and it simply is not fair to the students of MATH 0039 to limit them to only P/F. Math-139 and then MATH 0039 were always intended to be courses that would allow students who entered the university with inadequate algebra skills (below the level of the Ohio HS graduation requirement) to fill in the holes in their background on an individualized basis. The regional campuses offer a sequence of three semester courses to cater to the same set of students, but since developmental courses do not get subsidies at main campuses, we could not duplicate what the regionals were doing and needed to do something else. The idea is to assess students initially and then have each student work through only the material on which they are deficient in a "one-room schoolhouse" environment with tutors available. Since different students come to the university with different knowledge, and this one course is replacing three courses offered at the branch campuses, it was never expected that a student should be able to complete all of the material in one semester. Therefore, this course was designed to be repeatable. Moreover, the students have specific skills they need to master and they continue until they master them, so it doesn't make sense to run this as a regularly graded class--when they finally master the material they are given a Pass. However, if Pass and Fail are the only options, then necessarily any student who fails to master all of the material on their first attempt must be given a Fail. This course has a failure rate of roughly 50%--and it is not because the students were not doing what they were supposed to be doing, they just couldn't finish all of the material in one semester.

Not only does this start some of the most vulnerable of our students (the "holistic" admits) with an F in their first semester, but they can't even do a grade replacement because university rules say you can't grade replace with a P/F course--there is no exception for the case when the class is only offered P/F! (We have been working around this rule by creating special, hidden, normally-graded sections and giving students who need to do a grade replacement an artificial letter grade.)

I hope you can see why these students deserve to have a Not Proficient grading option available.

RESOLUTION RECOMMENDING SUPPORT OF A Non-Proficient GRADE OPTION FOR MATH 0039

1. **WHEREAS** the Mathematics Department of the McMicken College of Arts & Sciences, with the support of the A&S Faculty Senate and the college administration, has requested that a grade option of Non-Proficient (NP) be permitted for the course MATH 0039; and
2. **WHEREAS** the NP grade is currently reserved for ENGL 1001 and below ; and
3. **WHEREAS** the intent of MATH 0039 is to allow students who entered the university with inadequate algebra skills (below the level of the Ohio HS graduation requirement) to fill in the holes in their background on an individualized basis; and
4. **WHEREAS** the regional campuses offer a sequence of three semester courses to cater to the same set of students, but since developmental courses do not get subsidies at main campuses, A&S cannot duplicate the three-course offering of regional campuses; and
5. **WHEREAS** different students come to the university with different knowledge, and it was never expected that a student should be able to complete all of the material in one semester; and

6. **WHEREAS** with Pass/Fail as the only grade option available, students who fail to master all of the material on their first attempt must be given a Fail, which results in a fail rate for the course of approximately 50%; and
7. **WHEREAS** the results of the current process place some of the most vulnerable of students (the "holistic" admits) with an F in their first semester;
8. **THEREFORE**, be it resolved that the University of Cincinnati Faculty Senate supports the proposed grade option of Non-Proficient for the course MATH 0039.

Item 2 – Background Information and Resolution Regarding Students Selling Course Notes

Discussion Paper for UCBA Unit Heads – January 2016

- **Issue:** Students selling class materials on internet.

- **Example:** I received the e-mail, below, from a student in my class after the first class meeting.

I'm an Elite Notetaker for StudySoup which means I'll be uploading detailed notes for this class all semester for anyone who needs it. I will also be creating study guides for upcoming midterms, summarizing the chapters, and giving links to all helpful sources. My goal is for all of us to succeed in Professor Denton's class and hopefully to help anyone who needs it. If you have any questions or want me to create a specific study guide that will benefit us all, please feel free to email me at XXXXXXXXX@mail.uc.edu . Also, check my account weekly, as I will be posting new notes on Saturday/Sunday).

I just uploaded my first set of notes. These notes are notes on the chalkboard as he was explaining the various topics. I will also be sending a link on Sunday for the summarization of chapter 10 and any other information I think is important. After these two links, I will not contact you guys until 4 days before the first midterm. Despite this, there will always be new content so use this resource wisely. I will not upload my answers to any take home quizzes/homeworks/tests until a week after the due date. If you sign-up right now you can get my first set of notes for FREE :-)) and you'll get updates when I post new materials: <https://studysoup.com/university-of-cincinnati-blueash-college/chem-1041/one-week-of-notes/general-chemistry-ii-chapter-10-notes?id=121248> hope this helps!

- **Concern:** What is the student's to sell? Copyright issues.

- **What the site says:** <https://studysoup.com/>

Do: post original, self created content, as well as helpful study materials that are detailed and well organized. Including weekly notes, and study guides.

Don't: post plagiarized material, including professor powerpoints. Don't post answer keys, or cheating material of any kind. Do not post past or current homeworks or anything that was not created by you. StudySoup has a strict policy against any such material.

- **What UC's Office of General Counsel said:**

Thanks for the additional information. We don't have a clear policy that would authorize a prohibition on the student selling their own notes. However, you do have the right to control the usage of course materials that you have developed. The college is within its rights to notify students that course materials may not be circulated without express permission from the instructor. I'd recommend sending an email to that effect and including it in course syllabi going forward

- **What other colleges and universities have done:**

Based on what I have read online, some Universities already have adopted policies or distributed information regarding this topic (attached). Here are some examples:

- **Next Steps:** Do we need such a policy?

RESOLUTION REQUESTING DEVELOPMENT OF A POLICY STATEMENT ON COMMERCIAL USE OF COURSE MATERIALS

1. **WHEREAS** complaints have been voiced by faculty on all three UC campuses regarding students selling course materials; and
2. **WHEREAS** course material being sold includes personal notes of faculty written on the whiteboard during class or delivered in lectures; and
3. **WHEREAS** faculty view their lectures as representative of their personal understanding of course content, and therefore material that they own and may use for future publication; and
4. **WHEREAS** some colleges record all courses, which has resulted in classes receiving test answers before they took an exam; and
5. **WHEREAS** recording of some classes has resulted in students in the second section not bothering to come to class because they could just listen to the lecture from the first class; and
6. **WHEREAS** ownership of course material is a topic that faculty have asked the Provost to address as part of Task Force Summary Regarding the Report on Best Practices in Distance Delivered and Hybrid Courses (March 2015); and
7. **WHEREAS** issues involving commercial use of course materials has become a national concern, which has resulted in legal teams at universities such as University of Maryland and University of California, Berkeley developing policies on this matter;
8. **THEREFORE**, be it resolved that the University of Cincinnati Faculty Senate requests that the UC Legal Affairs team, with faculty input, develop a policy on ownership and commercial use of course material; and
9. **THEREFORE** be it further resolved that the University of Cincinnati Faculty Senate reaffirms the importance of the Task Force Report on Best Practices in Distance Delivered and Hybrid Courses from March, 2015, and requests that the Provost take action on this report.

Item 4 – Summary of information on Ohio HB 474 and Resolution

HB 474 – Higher Education MBR
131st General Assembly
As Introduced

Sec 733.10 – College Credit Plus - remediation pilot program

- Creates the College Credit Plus Corequisite Remediation Pilot Program to be administered by the Chancellor.
- Beginning the 2017-2018 school year, approved partnerships may offer to high school seniors the opportunity to either:
 - Simultaneously enroll in a remedial or developmental course and an introductory college course in the same subject area. If the student successfully completes both courses, the student shall receive transcribed college credit for the introductory course.
 - Enroll in an introductory college course that incorporates remedial or developmental curriculum in the subject area into the course. If the student successfully completes the course, the student shall receive transcribed college credit for the course.
- Only courses in the subject areas of mathematics and English shall be offered under the program.
- The Chancellor shall approve not more than three partnerships for participation for the 2017-2018 school year.
- In order to be eligible for the participation, a partnership shall meet both of the following criteria:
 - The partnership shall consist of one school district and one public or participating private college;
 - The college shall demonstrate established and successful prerequisite remediation strategies in the subject area of mathematics or English or both.
- The Chancellor also may give priority to a partnership that includes either a school district that serves a high number of economically disadvantaged students or a school district and a college that already have an established partnership agreement under the College Credit Plus program.
- Each approved partnership shall collect, report, and track the data required. Additionally, not later than the date specified, each approved partnership shall submit to the Chancellor and College Credit Plus Advisory Committee an evaluation of the effectiveness of the pilot program.

RESOLUTION ON OHIO HB 474 AS RELATED TO REMEDIAL OR DEVELOPMENTAL EDUCATION IN COLLEGE CREDIT PLUS

1. **WHEREAS** Ohio HB 474, Sec. 733.10 – College Credit Plus Remediation Pilot Program, would allow high school students to enroll in a remedial or developmental course and an introductory college course in the same subject area; and
2. **WHEREAS** college readiness should, when possible, precede enrollment in college courses; and
3. **WHEREAS** high school curricula are designed to incubate knowledge and skills appropriate to the developmental needs of most high school age students; and
4. **WHEREAS** high school students should be encouraged to work at their grade level rather than enrolling early in college courses that are not at their educational level; and
5. **WHEREAS** encouraging students who are not college-ready to take fewer high school courses before entering college deprives them of their state-guaranteed educational benefits; and
6. **WHEREAS** shortening the educational path for students who are not advanced beyond grade level in their academic qualifications may produce citizens of Ohio who are credentialed rather than educated; and
7. **THEREFORE**, be it resolved that the University of Cincinnati Faculty Senate finds that it is inappropriate and counterproductive to use co-remediation to grant college credit to high school students, as stated in HB 474, sec. 733.10.

Item 6a Resolution Reaffirming July 2007 Resolution and Providing Intermediary Grades

RESOLUTION REAFFIRMING SUPPORT FOR UNIVERSITY OF CINCINNATI FACULTY SENATE RESOLUTION OF JULY 12, 2007, REGARDING FACULTY USE OF COURSE MANAGEMENT SYSTEM

1. WHEREAS the University of Cincinnati Faculty Senate made the following recommendation on July 12, 2007:

The Faculty Senate therefore recommends that all courses, with the exception of the independent study, should be made available using an online course management system and should include the following information at a minimum:

- Instructor contact information (Instructor's name, phone number, email address, office number, office hours)
- Course syllabus and/or course preview
- Communication tools
- Grade book

and

2. WHEREAS on June 23, 2014 the University of Cincinnati Board of Trustees approved the University of Cincinnati College Completion Plan, which was written to address the Ohio Board of Regents Complete College Ohio initiative and which suggested implementing and utilizing mid-term grades to serve as an early warning for students; and
3. WHEREAS the Student Government Academic Affairs Committee seeks a similar policy to maximize student success at the University of Cincinnati, and proposes that faculty members post unofficial grades, either in the form of letter grades or percentages, to Blackboard or their own personal gradebooks, for students in their courses one week before the official university Withdrawal date;
4. THEREFORE, be it resolved that the University of Cincinnati Faculty Senate reaffirms its support of the UC Faculty Senate Resolution of July 12, 2007 and recommends that intermediary grades be made available to students at least one week before the official university withdrawal date.

Item 6b Reposting of Student Government Report/Request on Grade Forgiveness

Grade Forgiveness

- Grade Forgiveness is not the same as the current UC Grade Replacement policy. Grade Replacement allows a student to repeat up to 15 hours of coursework and replace a failing grade with the new course grade. Grade Forgiveness would allow a student who has a D or an F in a course and no longer needs that course for graduation (probably because of switching majors) to have the grade for that course deleted from GPA calculations.
- Grade Replacement encourages students to retake a course they would no longer need if they switched majors. They may therefore stay in a major even if they have discovered that it is not a good match for them.

- Grade Replacement depresses the student's GPA in the new major.
- Grade Forgiveness would apply to up to 3 courses. It could not be used for a course required for graduation or for the new major.
- The courses would stay on the transcript, but the grades would not be used in calculating GPA.
- In terms of fairness, students who transfer into UC get a fresh start on their GPA.
- Grade Forgiveness would help with graduation rates and time to graduation, save students money, and support retention.

Student Government Statement on Grade Forgiveness

This policy is meant to address multiple concerns students have regarding the remedial policy of "Grade Replacement" at our university. For a full explanation of the Grade Replacement process, please refer to the following [web page](#).

As it stands, students often fall into a situation where their GPA is severely damaged due to tremendous academic struggles in an academic program they were previously enrolled in. Students can utilize the Grade Replacement policy in this situation, however, this often times forces them to retake classes that no longer count towards the graduation requirements for their new major; they can do a Grade Replacement, but only contingent on them paying the cost of three semester hours for a course they no longer need for graduation, and also no longer accurately reflects their ability to succeed in the discipline they are now engaged with. A student who switched from biomedical engineering to accounting should not have to do a grade replacement to amend their GPA after receiving a D in Medical Device Design I. Even if such classes would count as elective credit, it is unfair to expect a student to retake a course in which they performed poorly, especially since they have a slew of additional courses available to them for the same elective credits. There is also very little guarantee that they will do much better the second time around.

There have been a variety of conversations had by administration concerning the current Grade Replacement policy, and whether it truly serves the interests of our students. At the University of Cincinnati, it is the intention of all stakeholders to maximize the success of our community, the vast majority of which comprises the undergraduate student body. The Student Government Academic Affairs Committee (SGAAC) believes that the University of Cincinnati provides a number of services to students struggling academically, but that more can be done to prevent students from slipping through the cracks. In a great deal of situations, this population is comprised of individuals that are perfectly capable college students, but ran into significant adversity due to a myriad of circumstances. Many student enter college pursuing a program that is not at all well suited to their strengths and interests, others face life-related challenges and personal struggles, and others still simply lack the motivation necessary to do well in school. Even in this latter group, a great deal can be attributed to being in the wrong major. To address this issue, the SGAAC has developed a new policy that, if implemented, will coexist in tandem with the Grade Replacement policy. This policy is referred to as "Grade Forgiveness."

Several universities across the United States utilize a variety of remedial grade policies aimed at addressing the aforementioned situation in this document. A prime example exists at Clemson

University. Information on Clemson's "Academic Forgiveness Policy" can be found [here](#). As the page explains, students are able to have up to three courses in which a D or F was earned negated from calculation into their GPA. If Academic Forgiveness is used for a class required for graduation, the student is required to retake the class and perform satisfactorily. If Academic Forgiveness is used for a class that is no longer required for the student's graduation requirements, they may choose not to retake the course. The SGAAC understands that with such policies, there will be questions raised about their fairness to students, and that there are two avenues of accountability between students and faculty. In order to address these issues, we propose the following:

- Students at the University of Cincinnati will have the opportunity to utilize Grade Replacement **OR** Grade Forgiveness for up to 10 semester hours. On the current Grade Replacement forms students are required to submit when retaking courses, the option to use Forgiveness on a class will be installed. If a student decides to use Forgiveness for a class, the following conditions apply.
 1. The student must have received a D or an F in the course
 2. The student must have changed their major since receiving such grades in the course or courses.
 3. A course for which forgiveness is being requested must no longer be a major requirement for the student's graduation. In cases where the class may be able to count as an elective credit the course can still be used for forgiveness provided that other courses can be taken for the same elective credit.
 4. If the student uses Grade Forgiveness for a course, they will be restricted from registering for that course in the future.
 5. A student must obtain permission from their academic advisor to use Grade Forgiveness on a course. It is expected that the academic advisor will communicate with the appropriate faculty members regarding the student's situation.
 6. If a student uses Grade Forgiveness on a course, the grade received in that course will be negated from calculation into the student's GPA.
 7. Semester hours for courses that a student uses Grade Replacement or Grade Forgiveness on will be calculated aggregately. If a student uses Grade Forgiveness on a three credit hour course, they will be limited to seven remaining semester hours for which they can use Grade Forgiveness or Grade Replacement. The same applies in the reverse scenario.