

Provost Update to Senate April 16, 2020

COVID-19

- I want to thank and compliment, once again, all of the faculty and staff for successfully delivering all courses in an online format since spring break. Despite a bit of a bumpy road here and there, it is going quite well. I want to thank you for your creativity and support of one another and above all our students.
- [IF ANYONE ASKS WHAT THE SURVEY ENTAILED - I HAVE COPIED THAT INFORMATION AT THE END OF THIS DOCUMENT]
All non-Law School students were sent a simple survey for each of their courses, in effect, asking them how the transition to virtual learning is going. A total of 20,300 surveys were sent and we received 4,692 responses, or a 25% response rate. On a 10-point scale (where 1=poor and 10=excellent) of the 673 faculty, the following percentage of faculty received scores greater than or equal to the scores indicated:
 - Greater than 6 = 84.3% of the faculty
 - Greater than 7 = 68.1% of the faculty
 - Greater than 8 = 44.7% of the faculty
 - Greater than 9 = 16.6% of the faculty
- As previously announced, all classes this summer will be fully online.
- Much too early to make any decision regarding the fall semester, though our intention would be to return to in-person classes in the fall, recognizing that classes will likely need to be offered in a hybrid format because there will likely be students unable to return to campus for various reasons (e.g., international students, home states of students still being under quarantine, etc.)
- I would remind everyone to regularly consult the Academic Area FAQ. They are located on the Provost's website and include ones for (1) Deans and Faculty, (2) Students, (3) Research Continuity, and (4) the Library.
- Regarding final exams, please remind all faculty that if they are giving a final exam, it is important to do so during the scheduled final exam time. There are procedures in place to move exams if needed, such as when there are too many for a student on one day.

“FIRSTS” DURING COVID-19

I wish to enter into the historical record a number of “academic sector wide firsts” that we have accomplished this semester.

- First fully virtual (via Zoom) Academic Affairs Committee Meeting of the Board of Trustees in the history of the University was held on March 16, 2020.
- First fully virtual (via Zoom and Poll Everywhere) Academic Senate Meeting in the history of the University was held on March 19, 2020.
- While University Communications released a story about a National Catholic School of Social Service dissertation being the first fully virtual (via Google Meet) doctoral dissertation defense in the history of the University, it turns out that there was a Nursing one that was held a few days prior to the Social Work one.
 - [The confusion comes about because Nursing had only been approved to have the student and one committee member participate remotely; whereas, the Social Work one had been approved for a fully virtual defense. What happened was that the Nursing committee members all ended up joining the defense remotely because of the dynamic situation of COVID-19.]
 - This week on the 14th, the first STEM PhD defense in virology was passed **with distinction!** A search for a cure for HIV. Technique is being used to find a vaccine for COVID-19
- First fully virtual (via Zoom) Town Hall meeting in the history of the University was held on March 27, 2020. The event was attended by both faculty and academic staff.
- First fully virtual (via Zoom and Poll Everywhere) Academic Senate CAP meeting in the history of the University was held on April 7, 2020. The meeting consisted of acting on three A&S promotion cases.
- First fully virtual (via Zoom) “airport interviews” for dean searches in Architecture and Planning, Arts & Sciences, and National Catholic School of Social Service. Also, “campus interviews” of four dean candidate finalists for Architecture and Planning were held virtually (via Zoom). The candidates were individually interviewed by groups of faculty, staff, and students of Architecture and Planning, as well as individually by the President, Provost, and collectively by the other vice presidents of the University and University Architect.

IMPACT ON TENURE-TRACK FACULTY IN THE PROBATIONARY PERIOD

Later in this meeting, I will ask the Academic Senate to approve changes to Part II of the Faculty Handbook that will provide the Provost the ability to extend the tenure clock for all tenure track faculty in extraordinary circumstances that cause a major disruption to the academic life of the University. We are now in the midst of such a serious crisis, unprecedented in recent memory.

UNDERGRADUATE RECRUITMENT

- This year, the Admission office hosted a Virtual Odyssey Day. I want to thank the faculty and staff for all you did to produce video content for the virtual event. The admissions office has kept the links up for those videos so prospective students can view them and will use them as part of the ongoing communication campaign to admitted students. You may want to visit the admissions office site as well to view some of your colleagues' content.
- I also want to thank all the faculty who have responded so graciously to the request to have prospective students visit their classes. We compiled a list of 73 potential courses for virtual class visits that we shared with Chris Lydon.

COMMENCEMENT

The University plans to hold a virtual Commencement on May 16. Details are still TBD; however, they could include a staged room like the livestream or more of a phased process where schools are allocated time slots and people come in and out. I would ask the deans (or their designees) to be available on this day to possibly read the names of their graduates. The Registrar, Julie Isha, and her staff are planning to assemble and mail a small packet or box together for each graduating student that includes: diploma, a program, a Catholic University decal and a letter from the students' Dean and/or President Garvey. Ideally, the Registrar is targeting to have this in the graduates' hands by Friday 5/15 or Saturday 5/16. To this end, we are requesting that the Senate hold an earlier vote on graduates to facilitate this process. Details regarding a later in-person Commencement have not yet been decided.

RESEARCH DAY

The COVID-19 pandemic will not deter Catholic University from its annual celebration of Research Day. This year, the event will happen online with more than 130 researchers explaining their work in virtual presentations.

The virtual event will be held throughout the day on Tuesday, April 21. There are no classes, including online classes, on Research Day so that the whole University community can participate. Non-law classes are cancelled through 5 p.m.; Law School classes are cancelled through 3:30 p.m.

The keynote address and program will be posted on the Research Day website with links that will provide access to the videos, posters, and other digital content created by the presenters.

Psychology Professor David Jobes will deliver the keynote address. His topic is: "The Psychology of Life: Lessons Learned from the CUA Suicide Prevention

Lab.”

TOWN HALL

Next Faculty Town Hall Meeting will occur Friday, April 24th from 1:30 pm - 3:00 pm via Zoom.

Update on Dean Searches

- First fully virtual (via Zoom) “airport interviews” for dean searches in Architecture and Planning, Arts & Sciences, and National Catholic School of Social Service.
- “Campus interviews” of four dean candidate finalists for Architecture and Planning were held virtually (via Zoom). The candidates were individually interviewed by groups of faculty, staff, and students of Architecture and Planning, as well as individually by the President, Provost, and collectively by the other vice presidents of the University and University Architect.
- “Campus interviews” are being planned for finalists in A&S and in NCSSS.

Moving Forward on Research

- Continuing our plans to invest in and ramp up research
- Finishing consulting contract with Vic McCrary to look at R1

SURVEY:

Dear Students,

Please take a few moments to let us know how things are going in your class now that you have transitioned to fully remote learning. This information will be compiled and quickly returned anonymously to your faculty member to assist him or her in adjusting course delivery to the extent possible in the final weeks of the semester.

Subj Cat Sec Course Title

Please rate your overall experience with remote learning in this course, Where 1 is poor and 10 is excellent. [1-10 scale]

What learning activities would you like faculty to START doing, or DO MORE of in this course? [Free response]

What learning activities would you like faculty to STOP doing, or DO LESS of in this course? [Free response]

What learning activities would you like faculty to CONTINUE to do, at more or less the same level in this course? [Free response]

If you have additional comments relevant to the delivery of this course remotely, please enter them here. [Free response]

The attached file contains the results for your department. Please note that results for courses which had an instructional method of "Online" in Cardinal Students were omitted, since these courses would have had minimal impact from the transition.

Tab 1: School. Average rating and student-course responses broken out by school. Note that Law was not included, but four students were cross listed and so appear in the report.

Tab 2: Department. Average rating and student-course responses for the departments in Arts & Sciences, Engineering, and Music, Drama, and Art.

Tab 3: Class. Total enrollment, average rating, and student-course responses for the classes listed in your department. Note that enrollment numbers are based on the spring census and may differ slightly from the students currently enrolled in the course based on late add/drops. Courses that had only one student enrolled are omitted to preserve anonymity.

Tab 4: Faculty. Average rating and student-course responses for the faculty who taught courses in your department. If faculty taught in more than one department, all courses were averaged across departments and the same result is reported to each department.

Tab 5: Responses. Free text responses as well as the raw rating for each student-course response for all courses having enrollment greater than 1. Although the scale for rating was given in the question, it may occur that a student "flipped" the scale in his or her mind. This should be apparent from the response text and the raw score.