

Educational Policy Committee Agenda
Wednesday, August 26th, at 3:00 PM

Attendance: **Gunter (Chair); Mary Beth Deily (COB); Katrina Zalatan (COB); Ginny McSwain (CAS); Linda Bell (RAS); Susan Szczepanski (CAS); Sabrina Jedlicka (RCEAS); Henry Odi (DI); Hal Skinner (COH); Brenden Huegel (student, RCEAS); Tong Soon Lee (CAS); Brook Sawyer (COE); Ed Gomez (COH); Natasha Vermaak (RCEAS); Nathan Urban (Provost); Paul Salerni (CAS); Paolo Bocchini (RCEAS); Santiago Delgado (student, CAS); Matt Hornung (student, COB); Vince Munley (CAS); Jennifer Jensen (Provost Office); Steven Wilson (secretary).**

1. Introduction of members

Conducted without incident.

2. Approve minutes of April 29, 2020 Meeting

Approved without amendment.

3. Provost Nathan Urban comments.

Introduction of biography and professional background. Broad discussion of issues. Post-COVID, Provost sees value in renewing focus on student success and student-centric programming. Concerned that polls show that the public or collective value of education is in question; what can Lehigh do to address this? How can Lehigh community address concerns and challenges with regard to diversity, equity, and inclusion? Will need to address issues raised or accelerated by COVID; including delivery of instruction, needs of non-traditional students, and value of residential experience. Provost answered various questions from the committee members. General discussion followed.

4. Proposed revision to **R&P 3.7.1 General Conduct** (of Quizzes and Examinations) to allow quizzes/exams during last week of a semester (Jensen and Munley)

Munley introduced topic. Description of rationale appended to minutes (A). Discussion by committee members. Jensen confirmed no concern with regard to MSCHE accreditation. Gunter moved to accept proposal (to raise limit to 10% for Fall 2020 only; revisit in future to discuss permanent solution). McSwain seconded. Motion passed 12-1. Gunter will draft formal language, for review and correction, prior to sending to Senate.

5. Discussion of Ed Pol role in fighting racism (Gunter and Odi)

Odi discussed principles of DEI and anti-racism, and referred to document previously published by President Simon. Odi stated that the entire community would be involved in the work to follow, but that this committee will play a key role. Gunter invited Odi to return to continue the discussion at the following meeting (Sept. 9).

Adjourned at 4:25 PM. Next meeting scheduled for September 9 at 3:00 PM.

The following items listed below will be carried forward for discussion at next meeting.

*Proposed revision to **R&P 3.10 Scholastic Probation** to include a new category called “Scholastic Warning” and to revise the probation standard for students with less than 19 credits (Gunter)*

*Proposed revision to **R&P 3.20.1 Requirements for Graduation** (Jensen)*

*Proposed revision to **R&P 3.1.4. Transfer Credit** (Wilson)*

Discussion of online teaching standards and evaluation.

HU/SS designation for external internships (Szczepanski)

*Proposed revision to **R&P 3.7.3.1 Final Examinations** for cases where an emergency requires the cancelation of scheduled final exams. (Guest: Brian Chen)*

Discussion of necessity for a written policy regarding excuses from exams due to athletic competitions.

Discussion of Student Senate proposal to allow each student to miss one week’s worth of classes without penalty.

Discussion of sample letter to enable faculty to formative student assessment in the first 3 or 4 weeks of the semester.

Discussion of whether there should be a limit on the number of credentials a student should be permitted to earn. (RAS)

APPENDICES

(A)

R&P Section 3.7.1 reads:

Other than make-ups for missed quizzes/examinations, no quizzes or examinations totaling more than 5% of the final grade shall be given during the last five full class days of each semester except in those laboratory courses ineligible for final examinations.

The report of the Senate Committee chaired by Greg R. & Ageliki N. examining the Spring 2020 transition to online instruction contained the recommendation that in the online environment instructors should consider an exam structure that relies on more frequent assessment than the typical (e.g., two hour exams and a final) for multiple reasons, one of which involved academic integrity. One option along these lines is a series of quizzes, say every two weeks for a total of six or seven over the course of the semester. This could easily be increased to eight or nine if administered a bit more frequently but much more challenging to be increased to a number sufficiently large that the final one would be worth 'less than 5% final grade'. When I teach ECO 146 (Intermediate Microeconomics) I typically give two hourly exams, together comprising of six or seven questions (most with multiple subparts). Replacing two hour exams with more frequent quizzes of this type is more difficult logistically if one cannot be administered the final week of the semester.

A bit of institutional history may prove helpful here. When I first began teaching at Lehigh (Fall 1980) it was not uncommon for Lehigh faculty members to give the final exam during the last week of classes (with 'voluntary' consent of the students, of course). This was almost the norm in some professional masters programs (C. Ed. & MBA). I believe that the genesis of R&P 3.7.1 was that this was viewed as the most straightforward way to put an end to this practice (and it still took a while to be universally enforced). Might it be possible under the present circumstances to loosen this rule sufficiently to allow adoption of such a series of more frequent quizzes with the final one administered during the final week of classes worth no more than 10 percent of the final grade to accommodate the recommendation of the Senate Committee based on the evaluation of the transition to Online Learning in Spring 2020?

V. Munley, Department of Economics

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