



Center for Excellence in Teaching & Learning

UNIVERSITY OF COLORADO **DENVER**

OCTOBER 2021 NEWSLETTER



INSIDE OUR NEWSLETTER:

"Tips & Treats" - October 27th on the new floor for **Faculty Success**

Early Action: Supporting Students and Creating a Culture of Care

Attendance Policy & Flexibility within the classroom

CETL Workshops & Events: October, November, & December!

TIPS & TREATS:

A NEW HALLOWEEN TRADITION FOR FACULTY?

We're bringing the FUN back for faculty. We think faculty deserve to be celebrated and have just as much fun as students, don't you agree?

We are loving our **new space** in the Learning Commons building because we are on the 3rd floor which is designated for **Faculty Success!** We are surrounded by other departments dedicated to faculty like the Center for Faculty Development & Advancement, Thingstudio, UCDALI, and Faculty Assembly. Finally - a one-stop-shop just for faculty!

October 27th from 12-2 pm, all the departments on our floor will be hosting a "Tips & Treats" event to celebrate our faculty. Stop by and get coffee, treats, snacks, and important resources for your career and teaching. Did we mention that we will have donuts?





EARLY ACTION: SUPPORTING STUDENTS AND CREATING A CULTURE OF CARE

Written by Erika Larson, Executive Director for Student Success and Brie Mondragon, Program Coordinator for Student Success

Faculty spend more time with students than anyone else on campus, making them critical for student persistence and success. Early Action is a way to provide students with needed support early in the semester. Participating in Early Action notifies our Student Success Initiatives (SSI) team to reach out to students, offer support, and connect them with campus resources. The SSI team is focused on providing holistic goal-oriented and strength-based support to students with Early Action referrals. Sometimes, students are not aware of the processes at the University, do need support with our technology, or are unsure about how to access the many academic support resources on campus. By having a one-to-one interaction through phone or email, we can better understand the students' needs and partner with them in finding a path forward for the semester.

Faculty participation has been steadily increasing every semester by approximately 5%, with 31% of faculty participating in Fall 2020 and 47% in Spring 2021. We have also begun to track positive student outcomes. In Spring 2021, students that met with their advisor after their instructors submitted an Early Action referral persisted at a higher rate than those that didn't. Those that met with their advisor graduated or enrolled in Fall 2021 at 4.1 percent more than students that did not meet with an advisor, and likewise, students that met with the Learning Resources Center graduated or enrolled in Fall 2021 at 7.6 percent more than students that did not.

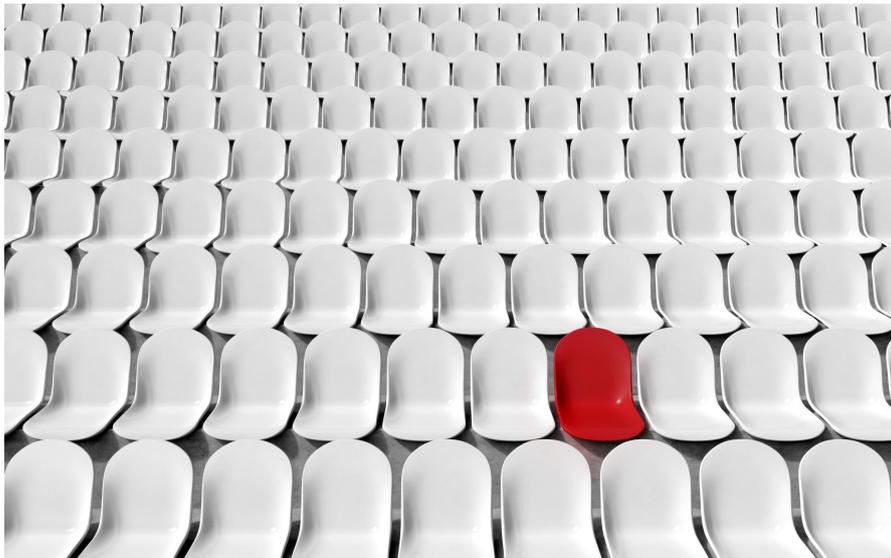
Submit Early Action when a student:

- Has multiple absences or very little engagement in class
- Needs additional academic assistance through the Learning Resources Center or another academic support office
- Has incomplete assignments or multiple low scores
- Needs help with accessing or using technology

When should you use a referral this fall?

- Course Progress Report:
September 20th - October 22nd
- 1st 8-Week Course Progress Report:
September 8th - September 22nd
- 2nd 8-Week Course Progress Report:
October 29th - November 17th
- ICB Course Progress Report:
October 4th - November 10th

If you have any questions, please contact success.initiatives@ucdenver.edu or reference the [Success Initiatives website](#).



ATTENDANCE & PARTICIPATION CONSIDERATIONS: FLEXIBILITY IN THE CLASSROOM

By Dr. Lindsey Hamilton, CETL Director

Our campus is unique in part because of our amazing student body. According to the 2019 NSSE Survey, in a typical week, our graduating seniors spend 21.2 hours working for pay, 16.5 hours preparing for class, & 6.4 hours caring for dependents!

Understanding our students and their lives means we can better understand how to support them. One way to help students in your courses is to offer increased flexibility and a less rigid attendance policy. In CETL, we believe flexibility in your classroom is meant to be every year, year-round -not just during a global pandemic. Why? Because it helps students!

Begin by thinking through your class attendance and participation policy and how to handle different scenarios. Set markers ahead of time and include them in the syllabus. For example, what would an excessive amount of absences, even if excused, be? Being proactive, rather than reactive, will help avoid frustration with your students and help ensure you are equitable in your mindset when applying similar policies to all students.

Clearly describe how attendance and participation contribute to the grade and guide students who need to seek accommodations through Disability Resources & Services (DRS). Invite students to contact you and share their status in the approval process if they are awaiting documentation. Provide accommodations in advance of DRS, to the best of your ability, and work with students to stay on track.

Flexibility with enforcing attendance policies and the type of documentation a student can provide will be the key to ensuring all students' full access and participation in your courses.

➔ Think about it from the student perspective

Circumstances beyond the current excused absence policy that may be worth excusing and may be difficult for students to document:

- personal illness (mental or physical)
- family member illness
- daycare or school closures (or remote school days) because of illness outbreaks or inclement weather
- recommended quarantining due to possible COVID exposure
- Public transit is not running on time/ according to schedule
- Internet or power is lost unexpectedly, namely for remote classes

Proactively think through alternative assignments or means of participating if a student misses class. If a student misses a class session involving participation in a discussion, an alternative opportunity to participate could be offered via a Canvas discussion board or having the student create a short video post. If a student misses a class session involving a quiz or exam, could an alternative assessment like writing a paper on the topic or a different version of the test be considered?

➔ Inclusive & Welcome syllabus statement

Add an inclusive and welcoming statement about how to communicate absences.

Example:

"Though attendance is tied to your success in this class, I understand that sometimes unavoidable conflicts may arise. If you must miss class, for any reason, please contact me as early as possible at my email (xxx.xxx@ucdenver.edu). Please share the reason you are missing. I will return your email within x days with feedback on what you may have missed and ideas for how you can learn more about the content covered. If you miss a class period during which there is a graded assignment like an exam or presentation, be sure to attach any documentation that you believe is relevant to support an excused absence. Makeup opportunities for missed graded assignments will be allowed for excused absences, as defined in the [CU Denver Student Attendance and Absences Policy](#).

Continue reading at next page >

Here is just one example of an attendance policy from UNIV 1110

Example rubric for participation and attendance from UNIV 1110

Criteria/Scale	Full Participation (80 points)	Partial Participation (20-80 points)	No Participation (0-20 points)
In-Class Discussion Participation <ul style="list-style-type: none"> Discussion around in-class lecture Discussion around previous lectures 	<ul style="list-style-type: none"> Student asked questions and/or provided comments around the in-class lecture and/or previous lectures in each class 	<ul style="list-style-type: none"> Student asked questions and/or provided comments around the in-class lecture and/or previous lectures in at least half the classes 	<ul style="list-style-type: none"> Student did not ask questions and/or did not provide comments around the in-class lecture and/or previous lectures in each class
In-Class Attendance <ul style="list-style-type: none"> Student attended all course meeting times for the full semester 	<ul style="list-style-type: none"> Student was present for the full class time for the full semester If student was absent, the absence was communicated with the instructor at least three days before the class If the student was absent due to an emergency, the student attempted to notify the instructor as soon as possible 	<ul style="list-style-type: none"> Student was present for the full class time for most of the semester If student was absent, the absence was not always communicated with the instructor at least three days before the class If the student was absent due to an emergency, the student did not attempt to notify the instructor as soon as possible 	<ul style="list-style-type: none"> Student was not present for the full class time for most of the semester If student was absent, the absence was not communicated with the instructor at least three days before the class If the student was absent due to an emergency, the student did not attempt to notify the instructor as soon as possible

List of Contacts for School/College for Attendance Policy Questions

BS – Assistant Dean, Shane Hoon Shane.hoon@ucdenver.edu
 CAM – Associate Dean, Mark Rabideau Mark.Rabideau@ucdenver.edu
 CAP – Associate Dean, Jody Beck Jody.beck@ucdenver.edu
 CEDC – Associate Dean, Mark Golkowski mark.golkowski@ucdenver.edu
 CLAS – Associate Dean, David Tracer David.tracer@ucdenver.edu (undergraduate courses)
 Associate Dean, Stephanie Santorico Stephanie.santorico@ucdenver.edu (graduate courses)
 SEHD – Associate Dean, Barbara Seidl Barbara.seidl@ucdenver.edu (undergraduate courses)
 Associate Dean, Scott Bauer Scott.bauer@ucdenver.edu (graduate courses)
 SPA – Associate Dean, Kelly Hupfeld Kelly.hupfeld@ucdenver.edu

Need a new or updated syllabus template? Go to www.ucdenver.edu/CETL, on our homepage under "Helpful Teaching Resources" choose, "CU Denver Syllabus Policy" to get started.

The Center for Excellence in Teaching & Learning (CETL@ucdenver.edu) can discuss pedagogical attendance or participation concerns with you and is available to be a thought partner in brainstorming alternative assignments that work for your class' needs.



ENTER OUR DRAWING TO WIN A PRIZE:

Tell us how *you* incorporate flexibility into your attendance or participation class policies.

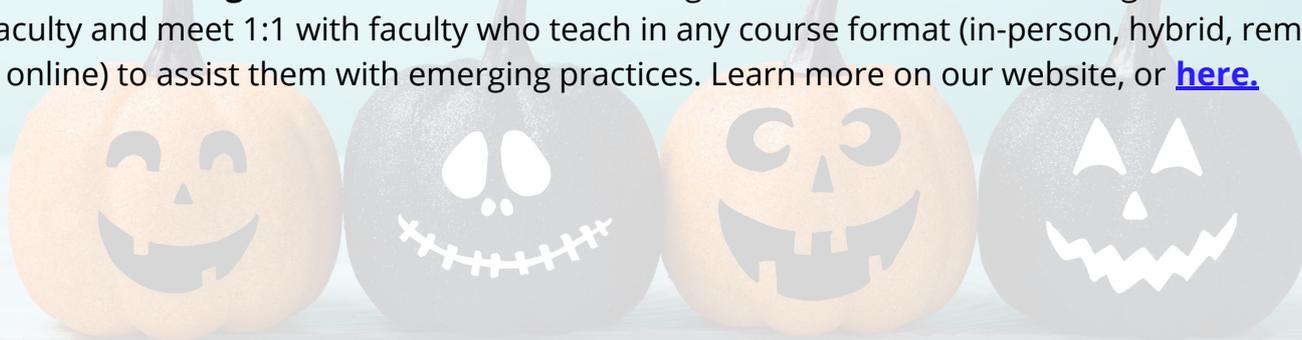
[Tell us here](#) or by scanning the QR code.

Featured Resources:

Designing & Teaching a Virtual Course - a self-paced Canvas course for faculty! [Enroll](#) on our website www.ucdenver.edu/CETL or [click here](#).

Auraria Library's [Open Educational Resource guide](#) - information about locating, adapting, or creating fully open learning materials as well as freely accessible and lower-cost textbooks.

Instructional Designers - CETL Instructional Designers will both create learning resources for all faculty and meet 1:1 with faculty who teach in any course format (in-person, hybrid, remote, and online) to assist them with emerging practices. Learn more on our website, or [here](#).



UPCOMING WORKSHOPS & EVENTS

LEARN MORE & REGISTER AT WWW.UCDENVER.EDU/CETL

Featured Event!

Faculty Success Halloween Tips and Treats

Wednesday, October 27th, 12-2 pm
Learning Commons, Faculty Success floor

Lunch & Learn (In person)

Time: 11:00 am - 12:30 pm

Titles & Dates:

Overcoming Student Resistance:

Tuesday, October 12th

Neurodiversity in the Classroom:

Tuesday, November 9th

Note: Lunches will be to-go only

Books@Work (Virtual)

Time: 1:00 pm - 3:00 pm

Dates & Titles

The Amateur Hour: Wednesday, October 27th

High Conflict: Wednesday, December 1st

The ABC's of How We Learn (In Person/Virtual)

Time: 11:00 am - 12:15 pm

Dates:

Wednesday, October 6th

Wednesday, November 3rd

Community of Practice Metacognition (Virtual)

Time: 11:00 am - 12:15 pm

Dates:

Thursday, October 21st

Community of Practice: Ungrading (Virtual)

Time: 11:00 am - 12:15 pm

Dates:

Thursday, October 28th

Thursday, December 2nd

Using Hypothes.is (Virtual)

Time: 12:30 pm - 1:30 pm

Date: Wednesday, October 20th