Tuesday December 8, 2020

Educational Policy and Planning Committee Meeting

Present: Chair, Jarrod Hanson, SEHD; Secretary, Rachel Stott, Library; Tod Duncan, CLAS; Inge Wefes, Graduate School; Wendy Bolyard, School of Public Affairs; Bryan Wee, CLAS;

Absent: Vice Chair, Jimmy Kim, Engineering; Dennis DeBay, SEHD; Matthew Shea, College of Architecture and Planning; Christopher Merkner, CLAS; Jing Zhang; Business; David Liban, College of Arts and Media

1. Call to order
2. Approval of minutes from November, 2020
   a. Motion to Approve: Tod Duncan; Second: Bryan Wee
   b. Motion to approve passes
3. Update on Faculty Evaluations for 2020 and use of FCQs
   a. Faculty Assembly passed a resolution making recommendations for modifying evaluating system to a binary ranking system and taking a holistic approach and not requiring FCQs to be part of evaluation
   b. It's unclear what will happen next at this point, but there was a meeting with the Provost
4. Feedback on Remote Day Policy Pilot
   a. Joann Brennan joined meeting to discuss this policy pilot
      i. Some context: there may be more closures on campus this spring than normal due to campus-level issues (snow removal)
   b. Discussion from EPPC
      i. Is spring the best time to pilot, as we're still in a pandemic and things are chaotic
      ii. Faculty already had to decide how to deal with a weather closure – is this policy suggesting that faculty will have to then hop on Zoom? If students are already on campus, this could create equity issues for access to online classes
      iii. Are these specific expectations beyond faculty needing to have a contingency plan, which most already do already?
      iv. Feels like micromanaging from administration
      v. Being forced into a quick Zoom turnaround for content might actually make the learning less meaningful compared to having more time to make up the activities in other modalities
      vi. Making up content for a snow day really should be left to the autonomy of the faculty/instructor

  vii. The syllabus addendum could be more inclusive of making conversations with students at the beginning of the semester a priority to make a plan for snow days

  viii. This pilot is mandating to faculty how they have to meet their contact hours, and it gets into the discussion around what is faculty-driven and what is administration-driven

5. Feedback on Spring Syllabus Addendum

  a. Joann Brennan joined meeting to discuss this syllabus addendum

    i. Some context: this was developed to try to create an additional frame for faculty to think about the pandemic and finding a balance between suggestions and some things that admin would like faculty to do

  b. Discussion from EPPC:

    i. It's a burden to record Zoom onto a hard drive and then convert for Canvas because of HIPPA restrictions at Anschutz, CU Denver faculty are unable to record to the cloud. Has a solution to this moved forward?

      1. JB answer: some of the documentation that was created over the summer helps address the ease of recording; but the technology/licensing issue has not been solved

    ii. Question: does the syllabus need to be posted four weeks in advance or first Monday of January date? Four weeks might work better for fall, but spring is maybe more practical for two weeks

      1. JB answer: A recommendation out of the T&L implementation team; we asked faculty to create a welcome page four weeks in advance; but we are in a better place to go two weeks in advance at this point (for fall, it was really necessary for student understanding of format)

    iii. It would be good for student support services and CFDA to communicate this widely (for students and faculty)

    iv. How will faculty become aware of these policies in time for spring 2021?

      1. JB answer: worked with Deans/Associate Deans to communicate the syllabus addenda to faculty; as soon as we have clarity of the addenda, Joann will be asking Deans/ADs to communicate it to faculty/dept chairs

    v. Some colleges have already had syllabus deadlines at this point, making it more difficult to add things now

    vi. Syllabi are already really long—maybe when the whole policy is revisited, there can be a way to wordsmith or provide a template to make it easier for students to digest/more impactful; faculty may need to create their own diversity statement so that students aren't re-reading the same one over in all of their major courses

       vii. One nice thing about the policy is the suggestions for support, rather than dictating what needs to be in; would maybe be great to add ways to support faculty and staff to creating syllabi

      viii. Suggestion to require rubrics for grade expectations
1. JB: the policy statement requires rubrics; so it's not in the addendum (but maybe EPPC should look at the entire policy to make suggestions for a future working group); more pre-populated pages that address some of the syllabi content could be made for Canvas shells
2. Maybe other permanent links to student services could be added to the Canvas menu (similar to links to Writing Center and Library)

      ix. What are the means for collecting anonymous feedback related to the diversity statement?

      x. Suggestion to add a faculty health and wellness statement in addition to the student statement to reinforce that we're all humans and we're all doing our best. (note: the student wellness statement was created by student gov't and approved by fac assembly)

6. Feedback on revised Credit Hour and Contact Hours Guidelines
   a. Joann Brennan joined meeting to discuss this revision
      i. Some context: the instructional contact hour—many faculty are looking at the ratios and thinking they mean direct instruction time:credit hour. The intention is that the "oversight" is meant to include direct contact, indirect contact, communication, idea of time on project – it's not meant to represent hours in direct contact with students
   b. Discussion by EPPC
      i. Has the word supervising/supervisory been considered? That might suggestion "under my purview" rather than direct contact.
      ii. Overall time expectation vs. actual contact hours
      iii. How is this used for faculty expectations compared to student expectations
      iv. On page 4: talks about credit hours guidelines – is it correct to say 1 credit hour = 1 contact hour
      v. JB: intention is not to overburden with info keeping, but developing guidelines for moving forward

7. Review of AIC Bylaws/Policy, specifically with respect to membership composition (main concern over lack of faculty representation)
   a. Saved for February

8. Do we want to revisit Facial Recognition use given <u>new information</u> provided by Shea Swauger?
   a. Saved for February

9. Adjournment: 12:05pm

EPPC information including agendas and minutes is available on the UCD website at http://www.ucdenver.edu/faculty_staff/faculty/assembly/downtown/committees/Pages/Educational-planning-and-policy.aspx