

In attendance: Brad Hinson (chair), Charles Musiba, Crystal Gasell (OIT), Jiban Khuntia (vice chair), Lorrie Evans, Sheana Bull (ODE), Jason Drysdale (ODE), Sharon Grant (OIT), Troy Butler (secretary)

OIT Updates

- OIT Updates. Zoom updates
 - Sharon: Informs on zoom security updates coming after the 27th and default settings (wait rooms) that people may need to proactively change before settings occur in a couple of weeks.
 - Crystal: Potential challenges – monitoring the default wait room setup where students may drop in/out of zoom. May be better to setup a passcode to bypass the waiting room.
 - Brad: Progress on transcriptions of zoom meetings?
 - Crystal: Looking into a non-HIPPA compliant option.
- OIT Service Desk/Canvas-help
 - Crystal: systems are definitely busy. Long wait times. Things are getting much better now after the initial semester wave.
 - Troy: suggested planned outages occur on non-Fridays.
 - They will pull analytics on when students are logged in.
- OIT Leadership.
 - Brad: Faculty would like to be involved with Russ Poole's replacement. Interims were announced today in an email. LETTS is supposed to have a role in the hiring process for a permanent replacement.

ODE Updates

- Sheana: In May, President Kennedy asked ODE to expand services/role to all campus.
 - New Chancellor Marks asked to pause the entire accelerator program since the financial model appeared to not be in the best interest of Denver campus.
 - Now working with Alpha Consultants (previous relationship with Marks at George Mason Univ.). They are focused on the financial model now and to rethink the strategy. They delivered a report to the chancellors. We expect a final report or communications of a final report next Tuesday.
 - Brad: There are capacity concerns about ODE serving all campuses. Is there a service vacuum created by ODE being stretched thin across all campuses? Denver has led the way in CU online. How do we keep this momentum going?
 - Sheana: This is something being considered. How does ODE integrate into the services available to the system and the individual campuses? Questions on their mind.
 - Jason: The relationships ODE has had will continue at least through this AY as they seek a transition to the system level and determine what campus services should take the lead on certain support/service items.

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Agenda

Updates & Discussion

- ODE / CU Denver Online ([Chancellor's Proposal](#)) (Brad)
- Service Desk / Faculty Success (Brad, Crystal, Jason)
- Test Proctoring/Facial Recognition/DEI ([Shea Swauger letter](#)) (Brad)
- Polling Software (Crystal / Lindsay H.)

Pending Items

- LETTS transition to MS Teams (Brad)
- Zoom Options

Minutes

- ODE updates
 - Sheana: ODE history – developed and formally launched to serve CU Denver/Anschutz. President Kennedy changed directive to serve all four campuses instead of two. This was derailed in summer 2020 due to financial considerations.
 - Consulting group support was changed to Alpha Education recently. The financial model for providing support is now validated by Alpha Education. Now, logistics are being determined regarding Master Services Agreements between ODE and all four campuses. This is about the financial model for supporting ODE services from each campus. The Master Services Agreement is an overarching financial model.
 - What will be more directly impactful for faculty is what is called Term Sheets describing the deliverables from ODE and how to engage with ODE. In other words, a Term Sheet describes what you get from ODE and what ODE needs from the departments to support faculty.
 - A Term Sheet is like an MOU.
 - Topics being considered by ODE include rubrics for assessing how online offerings are being administered and determining what makes a program competitive, effective/attractive, etc. This will enable ODE to identify how they can aid departments be (more) successful in their offerings.
 - May not call it a rubric. It is about defining/identifying the attributes of success.

- Brad: Asks for clarification that the pipeline for interacting with ODE is staying the same between CU Denver with ODE or is it about all a carte services.
 - Sheana: This is still being determined and will be considered/informed in part by the rubrics/terms of service.
 - Lorrie: What about issues involving a program that has prerequisites/core courses outside of the department being offered?
 - Sheana: There needs to be a focus on developing an online core to serve the general needs of various programs where we focus on avoiding duplication. This requires figuring out what types of cross-listings and reciprocity agreements can be agreed upon between departments.
 - Sheana: Request to LETTS – we advocate for the technology/education needs we have through ODE.
 - Sheana: Partnering with ODE and taking advantage of new chancellor Michelle Marks should help Denver when it comes to dealing with duplications and other issues arising from competing departments with various campuses.
- Service Desk / Faculty Success update
 - Brad: Still trying to settle on OIT service desk in terms of its centralization and issues arising Canvas help and long queues for faculty.
 - Crystal: Service desk is paid 100% through OIT not ODE, so OIT services should reside in Denver.
 - We are missing academic technology support coordination between ODE and OIT stemming from when they split several years ago. Some people left a while ago that were not replaced that used to fill this role.
 - Polling Software
 - Crystal: Soliciting thoughts on a potential polling solution for large online courses. There are a lot of limitations in the functionality of how zoom polling works. There are questions about how to do live quizzes that pull grades/scores into Canvas. Would like to do a site license across all four campuses.
 - Storm Gloor: Sees a need in both his department and Center for Faculty Development.
 - Crystal: Please ask colleagues about what products they are using for polling, what they need/want/like/etc.
 - Brad: If we have a large system wide effort on this, then adoption rates should grow.
 - Test proctoring
 - Brad: Start thinking about the letter from Shea. We will discuss next time.

- Charles: students of color can become distressed with an exam where the facial recognition could not recognize their face.

In attendance: Brad Hinson (chair), Charles Musiba, Crystal Gasell (OIT), Jiban Khuntia (vice chair), Lorrie Evans, Sheana Bull (ODE), Troy Butler (secretary), Tony Fonzi (OIT), Storm Gloor, Suzanne Schuett (CEDC), Maryam Darbeheshti

Agenda

- **Digital Education @ CU Denver** – still a moving target. Chancellor strategic planning. Open discussion.
- **OIT Updates** – web forms, Tableau volunteers, Canvas support, Zoom update, Adobe Creative Suite
- **Proctorio & Ethical Ed Tech** – Proctorio remains our prime example of technical infrastructure with questionable ethics and issues tied to diversity, equity, and inclusion. I'd like to invite you to watch this movie sneak-peak for a sense of point. [Coded Bias](#). More broadly I'd like to discuss criteria for technology selection at CU Denver and at the CU System – we consider cost, features, and technicalities – why not ethics?

Minutes

- Sheana: Sheana has officially resigned (eff. Dec. 31) from her current position in ODE to focus on her position as a faculty in public health during the pandemic (an external factor).
 - Critical question: What would it look like if there were more faculty input/influence at the system level for ODE?
 - Jiban: Do we want to have a Faculty Assembly committee present at the system level to represent the ODE interests of CU Denver?
 - Brad: Is this currently under the purview of the Faculty Council or should we try to tap a single representative onto the Council?
- Brad: The Chancellor's strategic plan centers on the above questions at least somewhat. Brad is on a group involved with discussing issues with the Chancellor about ODE.
 - The dynamics are changing with ODE because they are interacted with as if they were a vendor.
- Brad: In regards to Proctorio & Ethical Ed Tech, we pick vendors/products/etc based on requirements that currently do not include the ethics of that company.
 - Lorrie: Accessibility is a deal breaker a lot of times, but there is a spectrum of accessibility. What about a spectrum of ethics of companies?
 - Crystal: OIT had plans to do an internal audit of tech before it is renewed. The ethical portion should be included in the review of tech.
 - Charles: We know there are a lot of biases in the AI technologies.
 - Troy and Jiban: How can we incorporate more pedagogical changes and assessment criteria to address a lot of these issues without incorporating more tech?
 - Suzanne: Has incorporated various approaches to work around the tech rather than work with the tech. Currently, the best solution is Proctorio.
 - Brad: We will make this a running agenda item for a while as we discuss ideas.

- OIT Updates
 - Crystal: Canvas support. Working with service desk to fill the gap with ODE leaving.
 - Sharon: Project review board is assembled for Adobe Creative Suite. There will be a lab license. Licenses are good for up to 2 devices.
 - Sharon: Zoom. Everyone will be able to use the full features of zoom. Target date: Jan. 18.
 - Sharon: Secure forms. Asking people collecting HIPPA data to move forms to Qualtrics soon to be compliant.
 - Sharon: Tableau volunteers. Need people to attend a weekly meeting at the system level. Rich Allen is one person to request. Looking for other suggestions of power users of Tableau. Will send a list.

In attendance: Brad Hinson (chair), Charles Musiba, Crystal Gasell (OIT), Jiban Khuntia (vice chair), Lorrie Evans, Troy Butler (secretary), Storm Gloor, Sharon Grant, Mary Guy, Sheard Goodwin, Maryam Darbeheshti

Agenda

- **Fall 2021 Planning** – FA has asked LETTS to review and comment on this document. These are proposed plans only. One item of interest is that CETL proposes hiring instructional designers to effectively replace the role of ODE in digital course development. Please find some time to review and annotate this document, so we may discuss when we meet on Fri Feb. 19th.
- **Zoom Cloud Changes** (OIT) – cloud recordings now live up to 120 days before removal (up from 30 days)
- **Knowmia Changes** (OIT) – Techsmith has announced that Knowmia is being discontinued. The search for a suitable replacement begins ASAP.
- **8 Week Courses** – Update – there is no requirement for digital courses to use the 8 week format. That is regarded as legacy detail from the former ODE. The new normal is that scheduling resides with the program, as it should.
- **Procurement Project** – I've chatted with a few folks about LETTS pursuit of ethics criteria for technology procurement, etc. I'd like to keep this a priority.
- **Accessibility Project** – crossovers with the Disabilities Committee (DisC)
- **Coded Bias** - I have asked the Auraria Library to license a cop for the campus, so we may potentially promote and host a watch-party. I believe this will drive our procurement and accessibility projects, and aligns with diversity, equity, and inclusion. Signs look good. I'd like to be able to say this is made possible by LETTS and the Auraria Library.

Minutes

- Brad will craft a response to the proposal on Fall 2021 course recommendations for us to first review before sending to faculty assembly. The proposal and a list of some of the issues to discuss in the response are:

https://olucdenver.sharepoint.com/:w/s/LETTS/EZFaRaigen1DgYeN5nUA_0ABTTntxDpg3uiHJQXRMqoiA?e=QEPog5

- There are significant personnel and organizational changes proposed; changes that reside under the Provost and a forthcoming Executive Director of Digital Education. Shouldn't we wait for these new leaders and their input? Their vision and direction?
- Proposed is an 8-week cohort model. There is no rationale or data as to why. Shouldn't scheduling reside at the program/curriculum level, with faculty?

- Proposed are a number of content-tracks for these cohorts (Creativity Track, Diversity Track, Society Track). Unsure how these course sequences interface with degree plans and sub-plans?
- Within these content-tracks, it is assumed a number of core courses will be offered in a hybrid 8-week format - ENGL, MATH, PMUS, BIO, etc. Again, has this been coordinated at the program level?
- Proposed hiring 5 Instructional Designers to implement all of the above - reporting to CETL and housing in the new building.
- Proposed is establishing a central testing/proctoring center to focus on cheating prevention/concerns of online students. This has negative assumptions about pedagogy, assessment, and digital students. Should faculty focus on better assessment techniques than student policing? Locations proposed, but no detail on costs or organizational structure.

- Procurement. Discussions are ongoing involving the process of technology procurement and the roles of accessibility, ethics, and inclusivity.
 - The procurement office is willing to incorporate criteria we want, but we need to come up with the criteria.
 - We need to have experts that evaluate the answers to the criteria questions asked of vendors.

- Zoom cloud recordings are now for 120 (through a semester) instead of the original 30. If you want to keep them longer, export them out and import them elsewhere.

- Techsmith has decided to no longer have Knowmia. Still will be doing Camtasis and Snagit, but are getting out of the cloud meeting business.

In attendance: Brad Hinson (chair), Charles Musiba, Crystal Gasell (OIT), Jiban Khuntia (vice chair), Lorrie Evans, Troy Butler (secretary), Tony Fonzi (OIT), Storm Gloor, Maryam Darbeheshti, Chris Vasques, Sharon Grant, Mary Guy, Sheard Goodwin, Jason Drysdale

Agenda

- **OIT Updates**
- **Office of Digital Education**
- **Chancellor's Strategic Planning**

Minutes

- **Sharon:**
 - The new zoom features are live. Cloud recording (lasts for 30 days) is available, but it is not ideal (not HIPAA compliant yet). Chat can be copy/pasted now and there is even a save button.
 - On track for access to the Adobe suite. All students will automatically be provisioned to go to Adobe and download at no cost. Faculty and staff have an annual cost of \$45 (have to manually cancel the auto-renew). Can download up to 2. Labs are also at no cost.
- **Jason:**
 - Despite the recent leadership resignations in ODE, no delays are anticipated on current trajectories. Moving ahead with the master service agreements.
- **Brad:**
 - A new group chaired by Diana White is focusing on the strategic planning aspects of digital education at the bequest of the chancellor. Brad has suggested to them that LETTS should be involved in this as well.

Suggested agenda item for next week is to address some 8 week online structures. Jason Drysdale will provide materials supporting this process.

In attendance: Brad Hinson (chair), Jiban Khuntia (vice chair), Lorrie Evans, Troy Butler (secretary), Storm Gloor, Sharon Grant, Mary Guy, Maryam Darbeheshti

Agenda

- [Feb 2021 Minutes](#) approval
- Update - [Fall 2021 Recommendations](#) / [LETTTS Response](#)
- [AVC for Digital Strategy & Learning](#) & CIO Position
- Ethical Enterprise Technology – update
 - Coded Bias – watch party
- [Hypothes.is](#) Pilot
- OIT/ODE Updates

Minutes

- Minutes from Feb 2021 approved.
- Sharon: Met with Adobe about expanding resources to campus. Students are using Adobe Spark to create/share content.
- Brad (presenting Crystal's list):
 - Ally is an optional accessibility feature for Canvas that is only turned on by request. Looking to have it turned on by default. Need to test out with some groups first and see how it works.
 - Hypothes.is is a good community tool for shared discussion of online documents. Will demo soon.
- The feedback on our response to the Fall 2021 recommendations was positive from faculty assembly and others, but is moot as we are returning to in-person this fall.
- AVC for Digital Strategy & Learning and the CIO position searches are moving forward. We will get our own CIO separate from Anschutz.
- Reminder to join the Coded Bias watch party.
 - There are some loose plans for follow-up discussions on what alternative solutions are for proctoring.
- Master Service Agreements may be renamed with ODE, but a baseline agreement will still be negotiated no matter what it is called. Eventually, individual programs will probably get to choose which services they want to get from ODE from the baseline agreement.

In attendance: Brad Hinson (chair), Jiban Khuntia (vice chair), Lorrie Evans, Troy Butler (secretary), Sharon Grant, Mary Guy, Maryam Darbeheshti, Crystal Gasell, Sheard Goodwin

May 21 Agenda

- Procurement – IRB Context – Brad
- Technology Pilots – Summer/Fall
 - Ally – Accessibility checks in Canvas
 - Hypothes.is – Annotation integration w Canvas
 - Slack – ThingStudio
 - Adobe Creative Cloud – Incentives – Crystal
- OIT Updates
- AVCDL / ODE Open Discussion

Minutes (none needed, direct agenda on catching up).

Proposal for CU Denver-Specific Online Learning Initiative

All Four: CU Online project update

At the CU system level, the All Four: CU Online project aims to expand the university's online capabilities to help it better deliver on its mission, broaden access for learners and meet workforce needs. Following significant progress on the project over the past year, the project was paused in August 2020 to reexamine the financial model and address other issues. The re-examination led to the conclusion that the financial model needed more work and the approach needed to shift from a system-driven initiative to one that was driven by each campus. This is a positive step for CU Denver as it will allow us to create and execute a specific online education strategy for both online-only and blended education tailored to take advantage of CU Denver's strengths. While there is still much to do, we have made progress that would not have been possible without the time, effort and commitment of all the members on the All Four project committees and the campus as whole. We appreciate all the expertise and dedication the campus has brought to advancing CU's online efforts and look forward to building on those efforts as we move forward.

Why focus on online learning at CU Denver?

Adult learners and working students now represent the fastest growing segment of the post-secondary education market. Meeting the educational needs of this group allows them to advance in the workforce, succeed in the economy and contribute to its competitiveness, an urgent regional and national challenge following the seismic shifts caused by the COVID-19 pandemic. It also represents an invaluable opportunity to CU Denver.

- 800,000 in Colorado over age 25 have some college credit but no degree
- 30,000,000 adults in America have some college credit and no degree
- Adults have increased need to gain career-oriented degrees and credentials

CU Denver has always been and remains committed to serving a diverse student body, including those whose needs are not well met by the traditional, residential university model. The majority of CU Denver's current student body are either adult learners, working students or both.

Online learning is essential in serving the adult learner, who is often juggling work and family obligations and unable to fit within the academic calendar constraints of traditional higher education. It also leads to greater equity, enabling students of less privilege to schedule their classwork around competing demands. CU Denver was an early leader in this area and continues to make progress, as evidenced by the over 2,000 students that CU Denver currently serves exclusively online and the increasing number of students who, even pre-pandemic, were taking an online/in-person mix of courses. However, CU Denver is still not meeting the market demand for this mode of education, leaving many adult learners to find solutions elsewhere, such as for-profit and out-of-state providers, or to delay their education indefinitely.

CU Denver is uniquely positioned to better serve these learners with a robust array of online offerings, given our history and experience in quality online education. Further, the importance of online education solutions to the market we serve in Denver and beyond, the importance of our role in the massive post-COVID economic recovery, and the readiness of the CU system to financially support an online expansion, make it paramount that we enhance our efforts in online education now.

Proposed CU Denver Online Learning Initiative

We (the chancellor, provost, CFO, and deans) propose a campus engagement initiative to develop a strategy for how CU Denver will pursue enhancing our position in online education (including fully online and blended education), with a goal of launching additional programs in Fall 2021 and beyond. The initiative would include the following key components:

- Engage the campus community in discussing a CU Denver strategy to online education.
 - Assemble a group from faculty and academic administration representing each school/college to discuss faculty and academic unit interests and concerns and ensure full faculty participation

- Assemble an online operations group composed of units that will be most impacted by the online acceleration, to discuss how to do this well, and assuming we proceed, to prepare for launch next fall
- Continue coordination with other CU Campuses
- Engage the now-systemwide Office of Digital Education (ODE) in discussion to clarify their role in strengthening and accelerating our online programs and the value of any CU Denver – ODE partnership.
 - Assemble a negotiation team to work with ODE to discuss and negotiate a potential Master Services Agreement that would govern our overall relationship, so that individual programs with interest can engage in program and school/college level discussions with them. The goal, assuming we proceed, is to have this MSA in place by the end of the Fall 2020 semester.
- Recruit a CU Denver-based online leader (replacing leadership that has moved to the System Office) to oversee the campus' engagement, lead the work on a campus-based strategy for online, manage the partnership with ODE and with any other campuses, and engage with the academic and administrative units to develop and support our overall campus-based online strategy.

Preliminary Timeline

October 2020

- Meet with key groups to address the value proposition for CU Denver, the market data for program demand, the proposed financial model, and the services potentially provided by ODE. Groups to include:
 - Faculty Assembly
 - Deans and other academic administrators
 - Faculty and staff representatives from each School/College

Late October 2020

- Email to campus community
- Begin MSA negotiations with ODE
- Develop CU Denver specific financial model

November

- Begin specific program negotiations

December

- Conclude overall MSA negotiation with ODE

February

- Conclude program negotiations – Fall 2021 program starts

LETTS Committee

Learning, Education, Teaching, Technology, and Scholarship
2020-2021 Report

Asynchronous: MS Teams <https://bit.ly/2GmJ3il> (Agendas & Minutes)

Synchronous: Zoom - 3rd Friday of every month 3:00 – 4:00

PM <https://ucdenver.zoom.us/j/96750155456>

LETTS Membership

3 from CLAS, 1 from others

- Brad Hinson (chair) | School of Education & Human Development
- Jiban Khuntia (vice chair) | Business School
- Troy Butler (secretary) | College of Liberal Arts & Sciences
- Lorrie Evans | Auraria Library
- Charles Musiba | College of Liberal Arts & Sciences
- Storm Gloor | College of Arts & Media
- Mary Guy | School of Public Affairs
- Maryam Darbeheshti | College of Engineering, Design & Computing

NA | College of Architecture & Planning

NA | College of Liberal Arts & Sciences

Ex officio

- Jason Drysdale | Office of Digital Education
- Sharon Grant | Office of Information Technology
- Crystal Gasell | Office of Information Technology
- Sheard Goodwin | Office of Information Technology

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Summary Activities

LETTS established new mechanisms for asynchronous/synchronous operations, with a MS Teams site dedicated to a running agenda, recording of minutes, and document sharing.

LETTS continued partnership and open dialogue with the Office of Information Technology (OIT) and the Office of Digital Education (ODE) on a variety of topics and areas of concern, including: OIT Service Desk Response Times (COVID), OIT Leadership Changes (Russ), ODE Relocation to the CU System, Changes to Zoom, Adobe Creative Cloud Licensing, Test Proctoring & Facial Recognition systems, Tableau Changes, a Hypothes.is Pilot, Recommendations for a Fall 2021 Return to Campus, the development of the Associate Vice Chancellor for Digital Strategy job description, and subsequent position search (underway).

LETTS Committee

Learning, Education, Teaching, Technology, and Scholarship
2020-2021 Report

Key Activities

Digital Developments – we were involved with various activities related to ODE’s transition to the CU System office and the planning around new leadership for CU Denver Digital, specifically. This included participation in an ad-hoc Chancellor committee focused on (a) review and feedback on ODE Master Services Agreement for digital provisioning (contracts) and (b) review and feedback on the development of a job description for a new *Associate Vice Chancellor of Digital Strategy & Learning*.

Digital DEI & Ethical Ed Tech – we committed to place a distinct focus on the digital aspects of diversity, equity, and inclusion, particularly as they emerge in CU enterprise technologies. Systems that leverage test proctoring, facial recognition, and data-mining are particularly prone to violating DEI core values and crossing ethical/moral boundaries.

We initiated a discussion/plan for additional criteria to be added to the technology procurement process, so that technology platforms are assessed for ethical/dei standards.

We partnered with OIT’s Kate Miller on an ADA Accessibility standard already in development, with intentions of expanding there – and bringing to the CU procurement office for review/consideration.

We pursued and promoted a campus watch party for *Coded Bias* to raise awareness and stimulate dialogue around bias encoded into CU systems, such as Proctorio.

Fall 2021 Return – we were invited to review and comment on the Fall 2021 Return to Campus document from CETL and Joann Brennan. We annotated the document in MS Teams, formulated questions, and concerns, and submitted/presented the results to Faculty Assembly. This was a troubling process as the proposal included numerous areas of concern for centralizing digital education under CETL and establishing new norms/mechanisms around digital education. Pedagogical planning and scaffolding and structuring was proposed without faculty input or consent. LETTS provided input and feedback on behalf of FA.

Technology – we collaborated with various parties on the launch, demonstration, and demise of various teaching technologies. *Zoom* was relicensed and expanded under the CU System office, enabling new transcription and cloud recording features. *Knowmia* is being retired this year by the company; *Panopto* is the likely replacement – have sat-in on demos and discussions here. A *Hypothes.is/Canvas* pilot is launching in Summer 21, thanks to SEHD & OIT. *Adobe Creative Cloud* has been licensed for all CU students and discounted for all faculty/staff, thanks to OIT.



Fall 2021 and Beyond Recommendations

- Grow and Enhance High-Quality In-Person Experiences for Students in AY 21/22 ~~in~~ Light in Accordance with Pandemic Safety Protocols (masks, social distancing, reduced capacities)
- Innovate and Deliver a World Class Education in a Hybrid Environment

Commented [GC1]: General Impressions: Recommendations are reactive and not in line with strategic planning efforts and priorities at CU Denver. Additionally, many people impacted by this proposal were not consulted or included in the building of this proposal.

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Prepared by: Joann Brennan, Lindsey Hamilton, Karen Sobel, and Margaret Wood

Stakeholders and Experts Consulted:

- Sheana Bull, former AVC ODE
- Gary Colbert, Business School
- CU Denver Associate Deans – Design Thinking Workshop focused on Fall 2021 and beyond recommendations , led by Kris Wood
- CU Denver Deans sharing ideas, opportunities and challenges in weekly Deans meeting
- Office of International Affairs

Feasibility Context and Rating Scale

Feasibility Context-

Dates by which modes of instruction, room requests, room optimization and registration deadlines should be considered in context to the time needed to deliver on recommendations.

- All modes of instruction and update requested room capacities per course entered in CU-SIS: **March 5th**
- Date when Registrar runs room optimization: March 8th
- Registration opens for Fall 21: April 1st

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Feasibility Rating Scale-

Each recommendation includes a feasibility rating designed to provide an assessment of our ability to achieve recommendations in context to dates included above

- Feasibility Rating 1. Actionable Now and Within Critical Dates
- Feasibility Rating 2. Will Require Focused Timely Effort to Achieve Before Critical Dates
- Feasibility Rating 3. May be Difficult to Achieve by Critical Dates

Commented [EL2]: Feasibility ratings conflict with each other to some extent. Rating 1 (can do now?) appears in three different categories. There are only so many resources, time, and people to do the work.

Recommendations Summary:

1. Prioritize Courses for In-person and Hybrid Delivery
2. Deliver Strategic AY21/22 In-Person Cohort Models
3. Hire a Team of Instructional Designers (IDs)

4. Utilize Alternative Spaces
5. Continue Student Course Assistant (SCA) Program
6. CFDA Faculty Restart Program and Academic Impressions Membership Pilot
7. Encourage all faculty to Offer Live Zoom, Video Record and Posted Course Orientations
8. Identify and Enhance Technology Solutions for Hands-on Courses Located in Specialized Environments
9. Increase Class Sections with Enrollment Caps that Reflect Functional Capacity of Classrooms
10. Launch an On-Campus Proctoring Center/Service

Recommendations

Prioritize Courses for In-person and Hybrid Delivery

(See Addendum #1)

- a. **Rationale:** Critical to supporting student success within targeted student populations and promoting success in high DFW rate courses, bringing students back who opted out, increasing student satisfaction and persistence. NOTE: Priorities from summer 2020 Safe Return work were not fully adhered to.
- b. **Resource Investment:** School/College planning efforts
- c. **Prioritized Courses for AY 21/22:**
 1. Influential Courses (specific course identified in Addendum #1 below) for first-years and sophomores with enrollment caps below 30 to allow students to rotate into on-campus classroom learning.
 2. Math courses commonly taken by first-year and sophomore students.
 3. Undergraduate courses commonly taken by International College Beijing (ICB) students particularly in Economics, Communication, and Math.
 4. Graduate courses commonly taken by large numbers International Students in the College of Engineering, Design and Computing, School of Business, College of Architecture & Planning, and School of Public Affairs.
 5. Hands-on and experiential learning courses including labs and studios.
- d. **Feasibility Rating 1**

Deliver Strategic AY21/22 In-Person Cohort Models: Pilot 2 in-person/hybrid course offerings scheduled on same days designed for specific student groups (seniors in capstone year, hands-on majors, core curriculum freshman) and pilot 8-week cohort course scheduling for prioritized student populations.
(See Addendum #2)

Commented [HB3]: It seems that the modality is relative to the program and the School/College. This is a local decision, correct?

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Commented [HB4]: What is the rationale for an 8-week cohort pilot? Again, isn't scheduling a local issue at the program level?

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- e. Rationale: Removes the Fall 20/Spring 21 issue of students backing out of in-person class meeting times due to the practical challenges of students having to switch between multiple format courses in a single day while growing our ability to develop more innovative and flexible scheduling approaches.
- f. Resource Investment: School/College planning efforts, faculty collaboration teams identified, faculty leads with 1 course release (amount of course release \$ needed is TBD).
- g. Feasibility Rating 3

Hire a Team of Instructional Designers (IDs)

(See Addendum #3)

- a. Rationale: Increase quality and effectiveness of course development and delivery.
- b. Resource Investment: \$350,000.00, **CETL oversight**, faculty collaborating with IDs, designated space for ID team on 3rd floor City Heights.
- c. Feasibility Rating 3

Commented [HB5]: An ID service center is a pedagogical influence, and something of wide interest among faculty. CETL might be the appropriate home? But I think faculty need time to reflect and consider. Also, there is a new digital lead being hired - should we not wait for that individual?

Commented [GC6]: Really curious if this is the right place for this can CETL provide this oversight effectively? How can CETL and OIT work together to ensure faculty are supported in the way they need, not in what is assumed is needed?

Utilize Alternative Spaces and ensure best-match course utilization with technology supports for teaching and learning success.

(See Addendum #4)

- h. Rationale: Outdoor spaces pose fewer safety risks, but possible increased personal risk (disabilities, allergies) larger spaces allow for more student enrollment in a single course.
- i. Resource Investment: School/College planning efforts, registrar collaboration with schools/colleges, tent rental, equipment purchase.
- j. Location List
 - i. Allocate parking garage levels as classroom spaces – 5th Street, 7th Street, Tivoli Parking Garages and move parking to surface lots
 - ii. Rent outdoor tents
 - iii. Utilize event and large spaces as classrooms; Wellness Center, Terrace Room, Business School Auditorium
- k. Feasibility Rating 2

Continue Student Course Assistant (SCA) Program to support 300 remote courses in the upcoming year

(See Addendum #5)

- l. Rationale: Grow support for faculty teaching remote courses to ensure high-quality teaching and learning in the remote format.
- m. Resource Investment: \$135,000 total for Summer 2021, Fall 2021, and Spring 2022 to hire 50-60 Student Course Assistants who will support a total of 300 remote courses over this time.
- n. Feasibility Rating 1

CFDA Faculty Restart Program and Academic Impressions Membership Pilot: Support faculty to “restart” their careers and/or focus more attention on their scholarly & creative activities, leadership and service, professional goal-setting, and professional involvement. Academic Impressions Membership 2-Year Pilot.

(See Addendum #6)

- o. Rationale: Due to the pandemic, faculty have been required to focus a significant amount of time on teaching and learning activities. As we look ahead to the upcoming year, faculty will need dedicated support in order to restart and or rebuild their scholarly & creative activities, leadership and service, professional goal-setting, and professional involvement.
- p. Resource Investment: 90K 2-year Academic Impressions Membership to be funding by CFDA and Faculty Affairs Office in addition to interested offices, CFDA development and delivery of restart program offerings.
- q. Feasibility Rating 1

Encourage all faculty to Offer Live Zoom, Video Record and Posted Course Orientations, in all courses in all format, before the start of the semester.

- r. Rationale: Provides a first impression high-quality touch point that will help reduce a slow course start for students, orient students to the course and semester, and build connections beneficial toward quality engagement as the course progresses.
- s. Resource Investment: Faculty trained to create and upload courses, faculty time to produce orientation, CETL support of this effort
- t. Feasibility Rating 1

Commented [EL7]: The wording here is confusing. How can something be live and a video record at the same time? Also it sounds like the media is to be available before the start of the semester - through what platform? The course would not be available yet, so it could not be through Canvas. Affiliate faculty/lecturers would get an extra stipend for producing media when not on contract?

Identify and Enhance Technology Solutions for Hands-on Courses Located in Specialized Environments - Convene "hands-on/experiential" course faculty together with OIT.

- u. Rationale: Due to the nature of specialized course environments, small enrollment caps in hybrid and in-person courses will continue. Increase the quality of these courses by ensuring technology solutions designed to support live zooming, posted recordings are working for our faculty are achieving the desired results of high-quality engagement and learning outcomes achieved for all students.
- v. Resource Investment: OIT and Faculty Meetings, OIT technology supplemental plan, OIT Technology Installation, OIT Faculty Support, Technology Purchase Amount TBD.
- w. Feasibility Rating 1

Offer More In-Person Class Sections with Enrollment Caps that Reflect Functional Capacity of Classrooms

Strategies/Approaches to Consider:

- In all groupings of multiple sections under a particular course, identify a specific number of in-person offerings with smaller enrollment cap (to reflect functional capacity of classroom) and offset with larger remote sections that are support by Student Course Assistants.
- Identify all faculty (not pre-tenure) that may wish to teach an additional In-Person course in AY 21/22 as a Differentiated Workload and strategically plan faculty assignments in response.
- x. Rationale: Increase the number of sections and students that experience an in-person course.
- y. Resource Investment: Hire additional faculty, School/College planning efforts.
- z. Feasibility Rating 2

Launch an On-Campus Proctoring Center/Service

(See Addendum #7)

- aa. Rationale: Provide equitable exam options for Online and Remote students and address cheating concerns raised by faculty in the Fall 20/Spring 21 semesters.
- bb. Resource Investment:
 - i. Option 1 – Turnhalle - Midterm/Finals - \$22,100/5500 students served
 - ii. Option 2 – Turnhalle - Finals only - \$12,475/2750 students served
 - iii. Option 3 – Wellness Center – Midterm/Finals - \$14,600/7000 students served
 - iv. Option 4 – Wellness Center – Finals only - \$7,350/3500 students served
- cc. Feasibility Rating 1

Commented [HB8]: Staffing and oversight?

Commented [HB9R8]: Cost to launch, and annual cost to sustain?

Addendum Index

1. Prioritize Courses for In-person and Hybrid Delivery
2. Deliver Strategic AY21/22 In-Person Cohort Models
3. Hire a Team of Instructional Designers (IDs)
4. Utilize Alternative Spaces
5. Continue Student Course Assistant (SCA) Program
6. CFDA Faculty Restart Program and Academic Impressions Membership Pilot
7. Launch an On-Campus Proctoring Center/Service
8. Design Thinking Workshop with Associate Deans
9. Fall 2021 National Context Scan

Addendum #1

Prioritize Courses for In-person and Hybrid Delivery

Introduction

The purpose of this section of the report is to provide recommendations of ways that we can continue to provide a world-class education with **increasing opportunities for students to learn on-campus in the Fall Semester of 2021**. With the development of safe and effective vaccines for COVID-19 it will be increasingly possible for our campus to slowly transition to the use of more on-campus learning. We anticipate, however that current requirements for social distancing and mask wearing will still be in place and that reduced classroom capacities established for the fall semester of 2020 will be maintained.

Based on a campus-wide survey¹ of students and national research we know that some groups of students (first-year, sophomores) are highly motivated to enroll in on-campus learning opportunities. We also know that some groups of students (international students) are not only interested in on-campus learning opportunities but also are required to participate in courses with on-campus, in-person components to maintain their immigration status. Finally, we know from faculty that learning in some types of courses (labs, studios, experiential learning) is maximized by in-person interaction.

For these reasons we recommend that the following courses be prioritized for delivery in either the In-Person or Hybrid format which include components of on-campus, in-person interaction between faculty and students:

- Influential courses² for first-year and sophomores with enrollment caps below 30 to allow students to rotate into on-campus classroom learning.
- Math courses commonly taken by first-year and sophomore students.
- Undergraduate courses commonly taken by International College Beijing (ICB) students particularly in Economics, Communication, and Math.
- Graduate courses commonly taken by large numbers International Students in the College of Engineering, Design and Computing, School of Business, College of Architecture & Planning, and School of Public Affairs.
- Experiential learning courses including labs and studios.

Definitions and Examples of Course Formats with On-campus Components

The definitions below describe course formats that include on-campus components. These definitions are extracted from the *University of Colorado Denver Course Format Guide*.³ The guide was developed by the Center for Excellence in Teaching and Learning in cooperation with the University Registrar's Office to help faculty, chairs, deans, and course coordinators develop courses and schedules for 2020-2021. The guide was reviewed, discussed, and endorsed for use by Faculty Assembly.

Please note that both In-Person and Hybrid course formats can include elements of both on-campus and virtual delivery. The primary differences between the two are the degree to which there is a commitment to on-campus learning (with In-Person classes having a greater commitment) and the expected proportion of synchronous learning (with In-Person classes having a greater expectation of synchronous interaction). The flexibility of both of these course formats will allow faculty to adjust the subtleties of how their course is delivered if there are changes to health regulations or classroom capacities in the upcoming months.

In-Person Course

Definition of In-Person Course: Taught primarily on-campus at pre-scheduled meeting times.

Features of In-Person Course:

¹ See Return to Campus Student Survey on Tableau dashboard.

<https://tableau.ucdenver.edu/#/site/University/views/ReturntoCampus-StudentSurvey/CourseFormat1?iid=1>

² Influential courses are determined by enrollment numbers of first-year and sophomore students, course difficulty, and enrollment capacity.

³ University of Colorado Denver Course Format Guide, Developed by CETL.

- Most instruction (approximately 90 percent or more) involves direct interaction between faculty and students and occurs synchronously and in a physical classroom.
- If all of the instruction does not occur synchronously in a physical classroom, then the remainder of instruction could be carried out either synchronously or asynchronously through the delivery of content, activities, labs, discussions, group work, peer interaction, etc. that is moderated, guided, facilitated or reviewed by faculty and occurs virtually.
- Because students must schedule multiple courses, synchronous sessions occur at pre-scheduled times indicated in the course schedule.

Location:

- Location = Building Name and Room # (classes with enrollment caps that can be accommodated by room capacity and class meets as a whole in a classroom)
- Location = Building Name and Room # and Zoom (classes with enrollment caps larger than room capacity where cohorts of students rotate attendance)

Hybrid Course

Definition of Hybrid Course: Taught with a mix of pre-scheduled, on-campus or virtual meetings and flexible-schedule online learning components.

Features of Hybrid Courses:

- Twenty to 80 percent of instruction involves synchronous direct interaction between faculty and students that occurs preferably on-campus. Sessions could switch to virtual delivery if health and safety regulations change.
- Hybrid courses must have at least one in-person, on-campus meeting to accommodate the needs of international students and veterans.
- The remainder of instruction is carried out asynchronously through the delivery of content, activities, labs, discussions, group work, peer interaction, etc. that is moderated, guided, facilitated, or reviewed by faculty and occurs virtually.
- Because students must schedule multiple courses, synchronous session occur at pre-scheduled times indicated in the course schedule.

Location:

- Location = Building Name and Room # (classes with in-person meetings)
- Location = Building Name and Room #, and Zoom (classes with in-person meetings and virtual instruction)

Classroom Capacity

If we adopt a model where class capacities are maintained and faculty are encouraged to rotate students through on-campus learning opportunities, classroom capacities are a key controlling factor. The following recommendations were prepared by only consulting classroom capacities established by the Safe Return Committee. Clearly, close analysis of our capacity to room classes will have to be done by the Registrar's Office.

Based on the functional room capacities established by the Safe Return Committee there are approximately 39 classrooms on campus with a capacity of 10 or more students. The average capacity for these 39 classrooms is 16 students. An additional 46 classrooms have a capacity of more than 6 students and less than 10. These classrooms would provide the base for conducting In-Person and Hybrid courses in the Fall of 2021.

Influential Courses for First-Year and Sophomore Students

We use the term "Influential Courses" to refer to courses that are commonly taken by first-year students and sophomores and are key to their early academic success. We know the first-year students and sophomores are hungry for on-campus learning experiences so prioritizing classes with high enrollment numbers of this targeted student population will be key to our recruitment and retention efforts. The list of Influential Courses below was generated using the following criteria:

- **Impact on Cohort:** Measures influence by how many first year and sophomores enroll in a course.
- **Course Section Cap:** We filtered the data so that only course with caps between 20 and 30 were considered. This could allow for faculty to accommodate for reduced classroom capacity by potentially rotating students through on-campus learning in the classroom using an In-Person or Hybrid course format.

FrSoEnrlCnt Fall 15-Spring 20	Subject	CATALOG_NBR	AvgCap	Avg# FR/SO in a Fall Semester
6767	ENGL-English	2030	22	676
5793	ENGL-English	1020	22	578
3134	BIOL-Biology	2071	24	313
2692	CHEM-Chemistry	2038	24	268
1823	BIOL-Biology	2081	24	182
1800	COMM-Communication	2050	25	179
1476	ANTH-Anthropology	1303	27	146
1291	CHEM-Chemistry	2068	24	128
1248	PHIL-Philosophy	1012	27	124
1094	PHIL-Philosophy	1020	28	109
1028	PSYC-Psychology	2090	30	102
877	UNIV-University Skills & Engagement	1110	20	145
812	PHYS-Physics	2321	20	81
796	COMM-Communication	1001	25	79

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646	PMUS-Performance Music	1110	26	63
606	SPAN-Spanish	1000	25	59
598	PHYS-Physics	2030	21	59
534	ENVS-Environmental Sciences	1045	25	106
484	BIOL-Biology	1560	29	48
467	PMUS-Performance Music	1210	25	46
464	PMUS-Performance Music	1200	29	46
433	FITV-Film and Television	1550	20	43
413	FITV-Film and Television	1040	21	82
410	ENGL-English	2156	20	81
409	FINE-Fine Arts	1400	21	40
398	ANTH-Anthropology	1302	23	39
346	ENGL-English	2154	20	69
287	FINE-Fine Arts	2405	21	56
268	COMM-Communication	2020	25	26

In order to maximize on-campus learning for first-year and sophomore students **we recommend that a portion of the sections of these courses be offered in an In-Person or Hybrid Format which includes some in person synchronous direct interaction between students and faculty in a physical classroom.**

Math Courses Taken by First-Year and Sophomores

Clearly, mathematics courses are highly influential for first-year and sophomore students. Math courses, like English courses are required as part of the University Core. The importance of these classes relative to the classes listed above can be gauged by the enrollment numbers. Math courses, however are capped just above 30 students so they did not appear on our initial list of Influential Courses.

FrSoEnrlCnt Fall 15-Spring 20	Subject	CATALOG_NBR	AvgCap	Average # Students in a Fall semester
3897	MATH-Mathematics	1110	33	334
4039	MATH-Mathematics	1401	35	286
2734	MATH-Mathematics	1010	32	209
1874	MATH-Mathematics	1130	33	161
1719	MATH-Mathematics	1120	33	130
2054	MATH-Mathematics	2830	33	122
1414	MATH-Mathematics	1070	32	151
1917	MATH-Mathematics	2411	32	114
1365	MATH-Mathematics	2421	33	54

In order to maximize on-campus learning for first-year and sophomore students **we recommend that a portion of the sections of these courses be offered in an In-Person or Hybrid Format which includes some in person synchronous direct interaction between students and faculty in a physical classroom.**

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International Students

International College Beijing (ICB) Students (Undergraduates)

The Office of International Affairs anticipates that approximately 150 students from the International College Beijing could be on campus in the Fall of 2021. Most of these students are undergraduate juniors and seniors and are majoring in either Communication or Economics. Many also minor in Mathematics. In order to maximize on-campus, learning opportunities for these students **we recommend that a portion of the sections of the courses below be offered in an In-Person or Hybrid format which includes some in person synchronous direct interaction between students and faculty in a physical classroom.**

FrSoEnrlCnt Fall 15- Spring 20	Subject	CATALOG_NBR	AvgCap
	ECON-Economics	3100	30
	ECON-Economics	3811	30
	ECON-Economics	4071	20
	ECON-Economics	4811	20
	ECON-Economics	Upper-division electives	20
	COMM- Communication	4000	30
	COMM- Communication	4051	25
	COMM- Communication	4260	30
	COMM- Communication	4270	25
	COMM- Communication	4660	30
	COMM- Communication	4710	25
	MATH-Mathematics	3000	20
	MATH-Mathematics	3382	20
	MATH-Mathematics	4310	20

International Graduate Students

The Office of International Affairs indicates that there are a large number of International Students in programs in School of Public Affairs, College of Engineering, Design & Computing, College of Architecture & Planning, and School of Business. **We encourage each school and college to review their offerings for graduate students, consider the number of International Students in their programs, and offer opportunities at various levels of course work for these students in Hybrid and In-Person formats.**

Experiential Learning, Labs & Studios

Several experiential learning courses are listed with the Influential Courses for first-year and sophomore students including several STEM labs and Music Performance classes. Obviously there are many more experiential learning classes that should be prioritized for In-Person and Hybrid course format delivery. We encourage each school and college to review their experiential learning courses and offer opportunities at all levels of course work for on-campus hands-on learning.

Addendum #2

Strategic AY21/22 In-Person Cohort Models

8-week and 16-week Time Frames

Rationale:

- Concentrate a strategic selection of in-person courses, designed for particular cohorts of students and within content themes, to be delivered on same days in order to ensure that coming to campus is worthwhile

Considerations:

- Plan the entire year of courses to ensure delivery, predictability, and planning efforts for students and faculty
- Faculty Teaching Loads: 1 8-week course is a course load
- Student Success Consideration: Do not mix 8-week and 16-week courses in a single semester – all 16 weeks or all 8 weeks for a cohort
- Leverage communication team to develop visually dynamic course map templates
- Utilize instructional designers to enhance high-quality high-touch in-person course experiences across the entire year
- Identify appropriate cohort size and best match modality (in-person or hybrid) while prioritizing and leveraging maximum in-person classroom locations to these cohorts.
- For Students – Facilitates cohort/group advising, sense of community, sense of belonging, in-person course offerings
- Form Faculty Cohort Teams –
 - Collaboration with faculty peers, innovator groups leading the way
 - Support of instructional designer for 8-week cohort offerings
 - Support of assigned grant writers/research team to facilitate and support scholarship of teaching and learning opportunity from this effort.
 - Leadership Opportunity - Assign one faculty member as team lead for each cohort and provide a course release to lead it

Commented [HB10]: Again, why 8-weeks?

Commented [BD11R10]: Is the 8th week a full week of finals or is there actually 7.5 weeks of instruction?

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Commented [BD12]: Why not mix? Let's operate under the assumption that sometimes 8-week is better and sometimes 16-week is better. Why would we then go all-in on one or the other for students? If we are going to have this flexibility for scheduling, then why take a one-size must fit all approach? Maybe it is a great idea for a student to take two 16-week courses and then back-to-back 8-week courses in a semester? If we are going to get creative, then let's get creative.

Commented [HB13]: costs?

Prioritized Student Categories

- Seniors in Capstone Year
- Hands-On Majors
- CORE Curriculum Freshman Year

Contact Hour Attributes for Cohort Design Consideration

- In-person
 - Meeting pattern 2 x a week in-person for 3 hours each time
 - Meeting pattern 1 x a week in-person for 6 hours
- Hybrid
 - Meeting pattern 2 x a week in-person for 1:15 each time with
 - Meeting pattern 1 x a week for 6 hours

16-Week Capstone Cohort (Senior Track) Example

Rationale:

- 6 Credits (2 courses) in person for both the Fall 2021 and Spring 2021 Semesters
- Full year of courses planned well in advance of the start of the semester - Course Plan
- 16-week semester with both courses listed as co-requisites
- Schedule both courses back to back in same day meeting pattern (M/W or T/TH)
- Manage Reduced Functional Capacity
 - Small senior class cohort size – In-person every class meeting
 - Medium and large senior class cohort size – Hybrid (1/2 in-person on M, other half in-person on W, Canvas Course Activities)
- Photography/VA Example:
 - Fall 2021
 - Advanced Photography (AM M/T)
 - Photography Theory and Criticism (Afternoon M/T)
 - Spring 2022
 - Advanced Photography 2
 - Studio BFA

8-Week Cohorts Strategy

Instructional Designer supports effort

Section cohort faculty work as a team with 1 Instructional Designer

- Full year of courses planned well in advance of the start of the semester - Course Plan
- Fall 2021/Spring 2022
 - 8 Week Session A
 - Course 1 and Course 2-
 - M/W or T/TH, AM/Afternoon meeting times or Afternoon/PM meeting times
 - 8 Week Session B
 - Course 3 and Course 4
 - M/W or T/TH, AM/Afternoon meeting times or Afternoon/PM meeting times
- Manage Reduced Functional Capacity
 - In-person every class meeting for smaller graduating class cohorts
 - Medium and large senior class cohort size – Offer 2 sections of the same course cohort plan and limit class size to all in-person numbers
 - Medium and large senior class cohort size use Hybrid Model- 1/2 in-person on M, other half in-person on W, Canvas Course Activities)

Core Curriculum 8-Week Cohort Model

- Design cohorts around content tracks where we can combine freshman seminar courses with similar content core courses and high DFW rate core courses (MATH/ENGL)
- Potential content tracks exemplified below (creativity, diversity, society)
- Utilize learning community strategies and provide additional value add experiences and support (virtual visiting artists, PALS, freshman seminars)
- Section cohort faculty work as a team with 1 Instructional Designer

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Commented [HB14]: Aren't content-tracks baked in to programs and degree tracks? Do these align there? Not sure how this intersects...

Commented [BD15]: Does anyone know why these have high DFW rates for the various courses? Is an 8-week model the answer for these? The math department introduced a YEAR long STRETCH algebra course that split up the traditional single semester college algebra into a two-semester sequence in order to enhance student success and reduce DFW rates. Does anyone know why we did that for that specific course? Are the students who struggle in lower-level math classes going to have improved performance by doing this?

- Deploy Instructional Designers to work with faculty teaching courses within the cohort to design courses in 8-week format

Creativity Track

Fall 2021

Session A

8-week Course #1 (3 credits) ENGL COMP 1020

8-week Course #2 (3 credits) Freshman Seminar – Sources of Creativity

Session B

M/W Schedule or T/Th Schedule

8-week Course #3 (3 credits) PMUS 1001 Music Appreciation

8-week Course #4 (3 credits) MATH 1010

SPRING 2022

Session A

8-week Course #1 (3 credits) ENGL 2030

8-week Course #2 (4 credits) BIO 1550

Session B

8-week Course #3 (3 credits) FA 1001 Introduction to Art

8-week Course #4 (3 credits) MATH 1010

Diversity Track

Fall 2021

Session A

8-week Course #1 (3 credits) ENGL COMP 1020

8-week Course #2 (3 credits) Freshman Seminar – Racial Minorities in the US

Session B

8-week Course #3 (3 credits) PSC 1001 The Quest for Freedom and Justice

8-week Course #4 (3 credits) MATH 1010

SPRING 2022

Session A

8-week Course #1 (3 credits) ENGL 2030

8-week Course #2 (3 credits)) ETST Intro to Ethnic Studies

BIO 1550

Session B

8-week Course #3 (3 credits) PHIL 1020 Into to Ethics and Society

8-week Course #4 (4 credits) BIO 1550

Society Track

Fall 2021

Session A

8-week Course #1 (3 credits) ENGL COMP 1020

8-week Course #2 (3 credits) Freshman Seminar – Communication and Popular Culture

Session B

8-week Course #3 (3 credits) HIST 1361 – Paths to the Present

8-week Course #4 (3 credits) MATH 1010

SPRING 2022

Session A

8-week Course #1 (3 credits) ENGL 2030

8-week Course #2 (3 credits)) PHIL 1012 Relationship of the Individual to the World
BIO 1550

Session B

8-week Course #3 (3 credits) ANTH 2102 Culture and the Human Experience

8-week Course #4 (4 credits) BIO 1550

Addendum 3

Hire a Team of Instructional Designers (IDs)

Instructional Design Team

Rationale – Utilize Instructional Designers to help faculty increase their teaching and learning effectiveness, student success, student persistence, and overall student satisfaction, in prioritized course offerings.

- Hire a team of 5 Instructional Designers 1-year Temporary Contracts
- Anticipated Impact - Ideally, this would be evident in higher student satisfaction rates with online, remote, and hybrid courses, improved course DFW rates (as students learn material more readily), and improved student retention rates.
- **Locate Team under CETL**
 - Instructional designers housed in CETL would allow CETL to coordinate effort, manage and support ID teams and increase faculty support in teaching and learning.
- Deploy IDs to Faculty Cohort Teams teaching 8-week and/or hybrid cohort course sequences
- Deploy IDs to work with teams of faculty delivering remote courses
- Deploy IDs to work with high DFW courses not included in cohort course sequences

Resources Needed-

- \$25K = 1 dedicated part-time Staff or Faculty Fellow or Assistant Faculty to oversee project through CETL
- \$315K = (\$63K Average full-time ID salary X 10 IDs)

Instructional designers would be responsible for:

- Assisting faculty in designing and developing methods for improving instruction with and without technology
- Conducting training sessions for faculty who wish to learn how to use instructional media and technology
- Assisting faculty in designing effective online, remote, and hybrid courses, based on sound methodology and scholarship on effective practices
- Providing one-on-one support for all faculty teaching fully online, hybrid, and remote courses
- Developing a systematic approach to teaching online skills and establishing ongoing professional development
- Assisting faculty in creating digital media to support learning (e.g., visual aids for face-to-face, various multimedia for online learning)
- Teaching faculty to create materials that are accessible to all students and educating about the importance of accessible digital content
- Researching and evaluating the use of technologies and their impact on student learning outcomes

Preferred Instructional Design Models to Deploy- Merrill's First Principles of Instruction

Rationale – Model aligns with a signature aspect of our course and program offerings, which is problem-based applied learning.

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Commented [GC16]: Define measures. Is this data available?

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Commented [GC17]: How do faculty get this help? Processes aren't in place and therefore could be underutilized or increased frustration about "hot potato" when faculty/students call for support and don't know who to call.

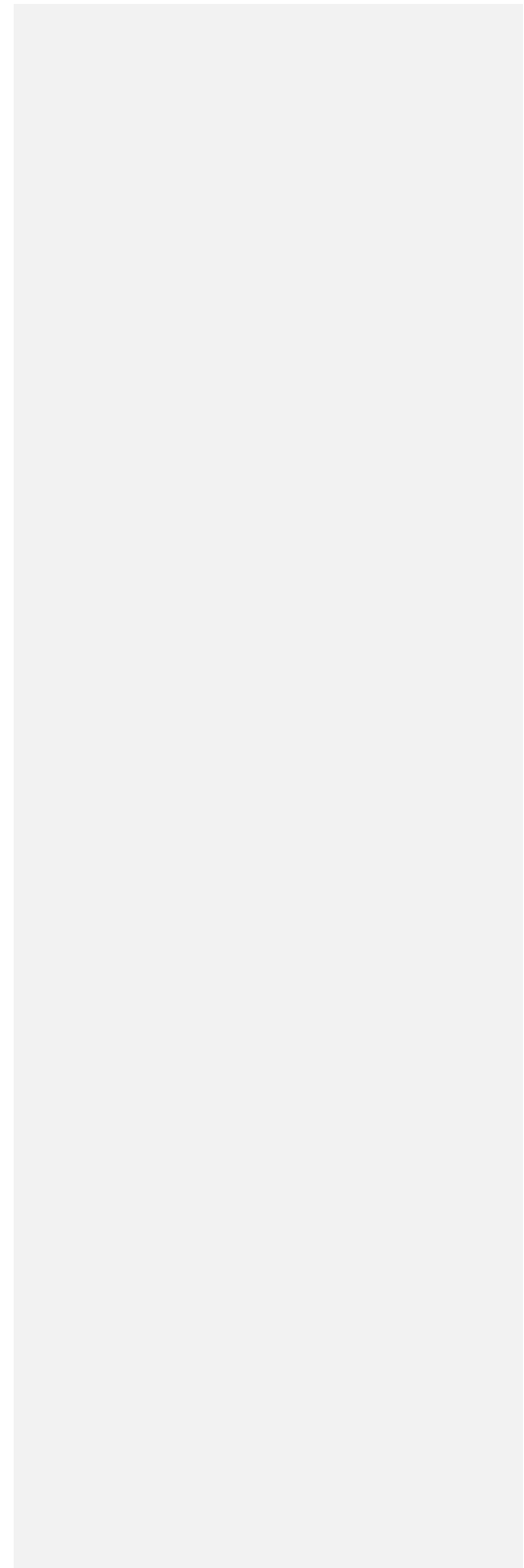
Commented [GC18]: FYI the math is bad here. (10 IDs would be over 600K)

Commented [HB19]: The new ODE?

Commented [GC20]: IMPORTANT POINT HERE: Many of these responsibilities are already being done by Academic Technology Applications and Design within OIT ... without resources since February 2020. Do we need a second office doing this?

Commented [BD21]: Can there also be a focus on simplicity, utilizing a very small set of technologies across departments/faculty, and basic things like expectations on responsiveness of faculty to students in an online setting? We need to avoid app fatigue and make it clear to faculty that just because you are teaching online, you still are expected to work 8+ hours a week per class and be responsive to students.

Effective learning environments are those that are problem-based and involve the student in four distinct phases of learning: (1) activation of prior experience, (2) demonstration of skills, (3) application of skills, and (4) integration of these skills into real world activities.



Addendum #4

Utilize Alternative Teaching Spaces

Framing the discussion: Our committee's discussions have centered on teaching courses that are traditionally held indoors, with students seated in chairs at desks, or in lecture halls. We have been open to the range of alternative spaces available both on campus (such as outdoor table or bench seating, outdoor "quads," and large indoor spaces such as theaters) and off campus (such as both indoor and outdoor spaces at the Denver Performing Arts Center).

Commentary on Alternative Teaching Spaces in Higher Education

- Very minimal commentary exists on use of alternative spaces in practice (in peer-reviewed publications, professional publications, or informal online sources)
- One piece of commentary on using tents as teaching spaces (from a commercial source, but detailing well respected universities): <https://www.techlearninguniversity.com/how-to/how-colleges-are-using-tents-and-outdoor-classrooms>
- One piece on teaching outdoors in colder climates, from the New England Board of Higher Education: <https://nebhe.org/journal/landscape-measure-animating-the-university-campus-to-promote-social-distancing/>
- A number of commercial sources provide guidance on creating purpose-built outdoor classrooms. Example: <https://www.marshall.edu/sustainability/greentrail/outdoor-classroom/>

Commentary from P-12 Literature

- A number of professional and commercial publications online, with an intended audience of P-12 teachers and administrators, discuss suggested best practices for teaching outdoors. They are highly tailored to teaching children. They also tend to emphasize creating new lessons for outdoor use, rather than adapting existing lesson plans.

Supporting Accessibility

- Lisa McGill, Director of CU Denver's Office of Disability Resources and Services, reports that no official, documented guidance on accessible teaching in alternative spaces exists.
- Lisa and Karen will meet the week of February 1st to discuss her suggestions in terms of principles.

Addendum #5

Continue Student Course Assistant Program

Summary:

In Fall 2020, approximately 45% of the courses at CU Denver were taught by faculty using the remote course format. For many faculty and students, the remote course format is attractive because it can closely resemble an on-campus course. Managing the complex live, digital environment of remote courses, however, can be a serious challenge for many faculty, especially those who teach large classes. The Center for Excellence in Teaching and Learning (CETL) developed the Student Course Assistant Program, a cohort of students 58 students who were trained to handle a variety of logistical tasks in Zoom including: monitoring chat, organizing break-out rooms, taking attendance, managing screen sharing, facilitating polling, and troubleshooting student technical problems. Faculty were assigned a Student Course Assistant who helped them for the entire semester. We supported 155 courses in Fall 2020. Feedback on the program was highly positive with indicators that this innovative program improved the quality of remote classes because it 1) made it easier for faculty to focus on their teaching; 2) promoted the use of digital tools that encourage student interaction and engagement; 3) made the remote course experience smoother for both faculty and students. The program expanded in Spring 2021, serving over 181 courses.

Commented [HB22]: STEM Learning Assistants. This was not developed in CETL.

Fall 2020

155 course sections served
Offered to 182 course sections
58 SCAs
\$38,698 in student pay
\$3500 Coordinator pay
\$2500 Program development
\$44,698 total costs for Fall 2020

Fall 2020 Survey results:

Students in remote courses with a SCA self-reported being more academically successful in this course format and that self-reported that remote courses were more effective than students in remote courses without a SCA. Students in remote courses with a SCA reported having fewer technology issues in their courses and being more comfortable using Zoom to learn than students in remote courses without a SCA. Finally, students in remote courses with a SCA reported more student engagement in the Zoom sessions through use of chat and breakout room features than students in remote courses without a SCA. Faculty response to the program was positive with 86% of faculty requesting a SCA for their courses in Spring 2021.

Spring 2021

153 course sections served (so far, more 8-week courses will be added midway in the semester)
Offered 216 sections
48 SCAs
\$3500 Coordinator pay

The CETL requests \$135,000 total for Summer 2021, Fall 2021, and Spring 2022 to hire 50-60 Student Course Assistants who will support a total of 300 remote courses over this time. This project will also leverage federal work-study funds to be cost-effective. We will hire and employ as many students as possible who are eligible for federal work-study.

Goal: Deliver on the promise of a high-quality academic experience and be a national leader in remote teaching.

Outcomes:

- Improve the quality of remote courses.
- Increase student interaction and engagement in remote course.
- Increase faculty comfort level and confidence in teaching remote courses.
- Employ students who receive important professional experience.
- Increase completion rates of large “gateway courses” that are taught in remote formats.
- Increase student retention (especially 1st year to 2nd year) by focusing on large enrollment, gateway courses.

Rationale:

The COVID pandemic has shifted so much learning remotely. As our finances are critically dependent upon enrollment, we need to invest in creating the best remote experiences possible to attract and retain students. This Student Course Assistant Program is a rapidly scalable approach that maximizes work-study funds to make this a cost-effective approach to enhancing student engagement in remote courses.

Prioritized Remote Courses for the SCA Program:

- Remote courses with enrollment >25

Financial Considerations:

- Payroll/HR/administrative support
 - Lexie King in the Center for Excellence in Teaching & Learning will support the program as the HCM rep as part of her regular program assistant duties. – (~10% of her time)
- Faculty coordinator for 1 year (**\$8,000**)
 - \$8000 stipend to Amanda Beyer-Purvis for coordinating the program
- Student Pay (**\$126,600 – estimated 50% work-study eligible**)
 - \$15/hour payment for ~50 student assistants to cover 300 sections over the year
 - 3 credit courses would require about 3 hours of work/week for a SCA
 - That’s 450 hours/week for 150 three-credit sections in one semester
 - 3 hours/week = \$45/week/section = \$675/semester/section
 - If work-study eligible, approximately 75% paid by the federal government
 - Estimate 50% are work-study eligible so that’s an overall cost of \$422/semester/section
 - \$126,600 estimated SCA pay/academic year/300 sections

Total estimate for 1 year: **\$134,600** (less if more than 50% of students are work-study eligible)

Program Management:

- Centralized Elements: Administrative Support

- School and College: Recruitment and Course Identification
- CETL: Training, Coordination, and Leadership/Oversight

Final Considerations about Scalability and Impact:

- Centralized approach allows for us to move quickly with consistency in training/execution
- By targeting high-enrollment remote courses, we will be having a cost-effective large impact on over **12,000 students** across the academic year

Addendum #6

CFDA Faculty Restart Program and Academic Impressions Membership Pilot

CFDA Programs

Summary: The CFDA will offer a series of workshops and opportunities for individual conversations & counseling to help faculty members “restart” their careers. The program will focus on research & creative activities, professional goal-setting, and professional involvement.

Workshops would be offered either virtually or with in-person & virtual options.

Timeline

Late summer, pre-fall semester

- Short CFDA survey on faculty needs, goals, and career-related emotional state
- Workshop: Career mapping: Taking stock of where you are right now.

First half of Fall 2021

- Workshop: Faculty Restart for TF/TTF: Assessing your current place; goal-setting.
- Workshop: Faculty Restart for CTT: Assessing your current place; goal-setting.
- Workshop: Faculty Restart for IRC: Assessing your current place; goal-setting.
- Workshop with Counseling Center: Faculty stress and emotions, post-pandemic
- Workshop (offer multiple times): Crafting a professional roadmap for the year
- Workshop: Design Thinking I

Second half of Fall 2021

- Workshop with Faculty Affairs: Faculty processes, rights, and responsibilities, post-pandemic
- Workshop with Ombud’s Office: Challenging conversations, post-pandemic
- Workshop: Design Thinking II

Ongoing offerings during Fall 2021

- Multiple communities of practice to support individuals’ “restarts”
- Coaching on individual goals (coaches from Academic Impressions and Associate → Full mentoring team)
- CFDA Writing Café (90-minute weekly writing sessions)
- CFDA faculty social gatherings (monthly)

Financial requirement

- Consider hiring an official “Designing Your Life” trainer for design thinking workshops.
- Consider subscribing to Academic Impressions (coaching, materials for communities of practice)
- Additional stipend for Associate → Full mentors who provide coaching for this program
- Funding for Academic Impressions coaches

Pilot Subscription to Academic Impressions

The Academic Impressions collection is designed as a professional development resource for higher education and focuses on seven main categories of topics: Academic Affairs

Advancement, the Business Office, Diversity and Inclusion, Enrollment Management, Leadership, and Student Affairs. Offerings in the Diversity and Inclusion, Leadership, and Academic Affairs.

Why?

Membership will 1) allow all faculty and staff to engage in the AI portfolio of offerings (depending on the membership level) which includes virtual trainings, webcasts, online boot camps, in-person conferences, articles and reports, and on-demand learning to **respond quickly to the training and development needs identified** and 2) to serve as the “backbone” from which to **stand-up longer-term customized training programs that emerge from strategic planning efforts.**

Academic Impressions in Context:

CFDA

- CFDA is focused on supporting the professional development needs of all Denver/Anschutz faculty. In addition, the CFDA is committed to valuing all faculty and bringing forth programming that supports our faculty of color while providing programs that advances diversity and inclusion efforts. Our CFDA Director, Karen Sobel, is leading strategic planning efforts, and meeting with groups across both the Denver and Anschutz campuses, to identify a faculty-centered mission, direction, and program priorities. In addition, Director Sobel will be working to identify the organizational and operational structure needed to deliver on that mission with faculty as collaborators and co-creators.
 - Academic Impressions aligns with the CFDA’s mission of supporting the University’s faculty members in their professional growth.
 - Programs support faculty across the various stages of their academic careers – from early stages, through mid-career, and into leadership roles.
 - Programs include single webinars or short training sessions to build specific skills or address specific concerns in shorter formats.
 - Faculty who wish to pursue a broader topic in greater depth have options of selecting multiple brief sessions or multiday trainings.
 - The Diversity and Inclusion section covers such topics as facilitating culturally inclusive meetings, overcoming white privilege in the hiring process, supporting men of color on campus, and incorporating themes of equity, diversity, and inclusion into student-centered campus events.
 - The Academic Affairs section offers training on supporting student retention, planning and performing interdisciplinary research, supporting student and faculty resilience during difficult times, and much more.
 - Leadership programs align to individual faculty building their leadership capacity as opportunities to grow leadership skills as they seek or engage in leadership roles.
 - The Academic Affairs section offers
 - Training on supporting student retention, planning and performing interdisciplinary research, supporting student and faculty resilience during difficult times, and much more.

- Materials that help support writing groups, which have been one of the CFDA's most popular offerings for the past several years.
- Writing productivity strategies that faculty can choose to pursue solo.

Faculty Affairs & HR Collaboration

Academic Leadership Development

- AI programs provide an opportunity to deliver a curated portfolio of leadership programs for our Denver/Anschutz academic leaders (including; Chairs, Program Directors, Associate Deans, Deans and other faculty leaders such as those serving in leadership roles on Faculty Assembly).
- Examples-
 - Cohort opportunities and the ability to customize a portfolio of ongoing vs one-off, leadership programs that incorporate experiences and programming we would build together with our own CU experts and leaders
 - Leadership programs to support women leaders
 - Management training
 - Professional coaching programs for academic leaders
 - Diversity and Inclusion programs that we can integrate into leadership development - facilitating culturally inclusive meetings, overcoming white privilege in the hiring process, supporting men of color on campus, and incorporating themes of equity, diversity, and inclusion into student-centered campus events.

Duration of Trial

Preferably two years. One year would be sufficient.

Annual Cost

Estimated at \$45,000

Faculty Affairs and the CFDA would pursue negotiation for a lower subscription rate.

Potential Funding Partners

- Office of Advancement (currently a member; membership fee can be applied to an institutional subscription)
- Office of Academic Achievement (Dr. Margaret Wood has expressed interest.)
- Office of Research Services ← Contains a great deal of material on interdisciplinary and other research partnerships.
- Human Resources

Funding Sources

The CFDA and Faculty Affairs Office can support a \$20,000 combined annual contribution.

The CFDA budget currently includes an available one-time pool of funding to offset the remaining costs for a minimum 2-year pilot period

CFDA Programs Supported

- Coaching offered as part of Fall 2021 Faculty Restart

- Materials supporting Community of Practice interest groups as part of Fall 2021 Faculty Restart
- Associate to Full mentoring program (materials, coaching)
- “Leadership Learning” series of CFDA programs ← Expansion of workshops & Communities of Practice based on interests shared during sessions
- Communities of Practice at the CFDA ← Easier creation and support of new communities
- Support for individual faculty members following one-on-one Faculty Consultations
- CFDA Writing Café
- CFDA First-Year Faculty Experience Community of Practice
- CFDA BIPOC Tenured and Tenure-Track Community of Practice
- Executive coaching for future leaders ← Potential future offering

Addendum #7

On-Campus Exam Proctoring Center/Service

Pros:

- Students prefer on-campus testing to online proctored exams (MERC lab data)
- Reduce need for facial-detection technology like Proctorio
- Provide students with more options
- More equitable as need for tech reduced
- Faculty have requested this option

Cons:

- Cannot require students come to campus to take exams
- Will not prevent cheating/academic misconduct concerns of faculty
- Cost- space is an issue
- Personnel to manage testing center

Expand/Continue Student Course Assistant Program

Pros:

- Survey data indicate it did provide a more engaging remote course experience for students
- Faculty appreciated the assistance in providing a high-quality remote course
- Provides students with needed jobs
- Innovative program gaining national recognition now
- Cost-effective due to use of work-study awards

Cons:

- As Zoom features have improved, less tech needs for faculty teaching remote courses
- Cost and time to run program
- Many issues may be resolved with consultations with instructional designers
- Will as many courses be offered remotely in Fall 2021?

Expand ACUE microcredential offerings

Pros:

- High quality course provides needed faculty training in equitable/inclusive online pedagogy
- Faculty earn microcredential towards full Effective Teaching Certificate
- Faculty interest in programs is high
- Students in courses taught by faculty with ACUE credentials are more likely to pass their courses

Cons:

- Cost- \$15,000/microcredential for up to 30 faculty participants
- Program takes 3 hours/week for 8 weeks which is a lot of time commitment for many faculty
- If we do not fill the microcredentials, not as cost-effective

Hire Instructional Designers in the CETL

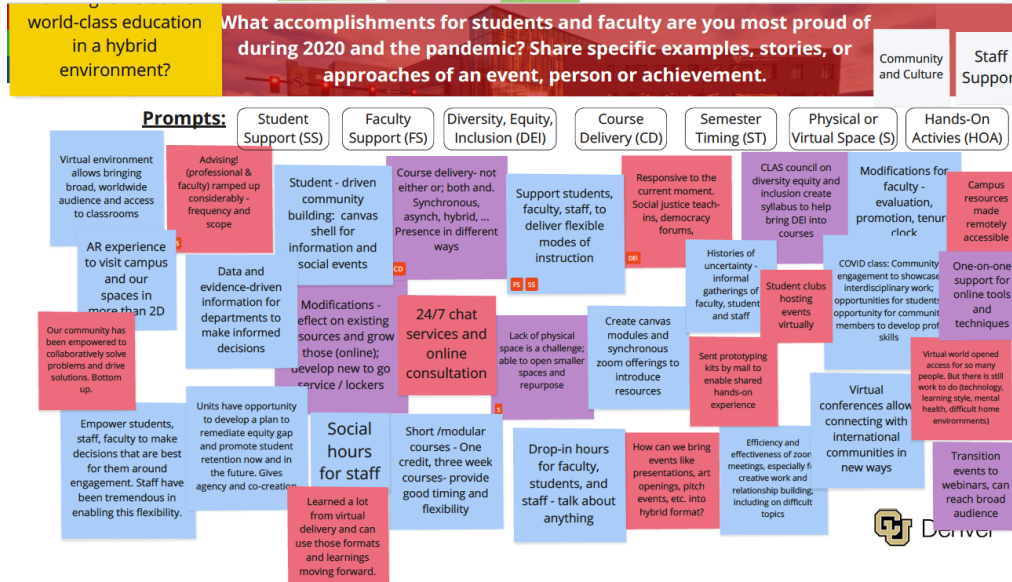
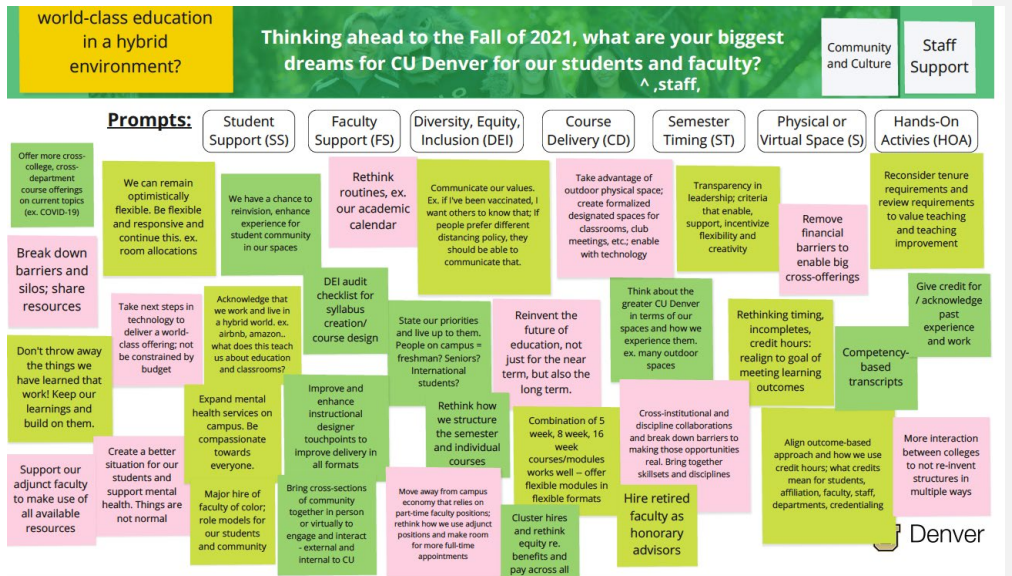
Pros:

- Help faculty design high-quality courses in any format, but especially any course with online components
- Faculty seem open to receiving this guidance based on surveys and response to Coaching Conversations
- Students retain knowledge longer in courses that had an instructional designer

Cons:

- Cost
- Limited number of courses could be redesigned each semester
- Confusion about what IDs do
- Confusion over relationship with ODE

Addendum #8
Design Thinking Workshop with Associate Deans
led by Kris Wood



Addendum #9

Fall 2021 National Context Scan

Summary: The majority of institutions are waiting until the summer to make a final decision on formats and strategies. Most that have made a decision (or a tentative decision, pending news on the covid-19 situation) are leaning toward in-person offerings. Few institutions have announced plans in great detail. It's worth looking for "creative solutions" again in a few months.

Institutions with Notable Responses

California College of the Arts (residential; San Francisco)

- <https://www.cca.edu/admissions/fall-semester-2021-plan/>
- Plans to return largely in-person.
- Mentions the importance of in-person studio courses.
- Will use masks, social distancing, and outdoor spaces (cites excellent local weather)
- Will offer mentoring for students on their studio work. (Not sure whether this is new.)
- Emphasizes that plans may change.

California State University System

- <https://www.presstelegram.com/2020/12/09/csu-system-plans-return-to-in-person-learning-in-fall-2021/>
- All 23 campuses will operate in person starting Fall 2021.
- "We are approaching planning for the 2021 fall term with the goal of having the majority of our on-campus experiences returning." – incoming system president Castro

Penn State

- Has not announced Fall 2021 plans as of yet. Will decide in July.
- According to an administrator (in Admissions at the Honors College), the University will work with the mindset that it is "fully open," and do its best to adapt all services, whatever the format needs to be.
- The administrator notes that PSU has identified ways to make tuition intake the same, regardless of course format. This takes away some of the pressure to hold in-person classes.

University of Virginia

- Repeating its Spring 2021 plans.
- All classes must offer a virtual option.
- Students may choose to come in person, or not.

West Virginia University

- No announcement about Fall 2021.
- Spring 2021 is 60% in person.

UNLV

- Intends to return “back to normal” in Fall 2021.
- Will revisit decision closer to date.
- (Via a former colleague)

NYU

- <https://www.nyu.edu/life/safety-health-wellness/coronavirus-information/nyu-reopening-and-operating-plan-for-covid-19.html>
- Does not detail Fall 2021 yet. However, it provides a resource page (above) for students who are facing either bias or severe financial struggle. Very open about poverty & covid.
← I liked this resource.

Colorado Institutions

UCCS β This response is the closest to CU Denver’s in terms of details.

- Has not made any definitive decisions.
- Conversations are focusing largely on hybrid options. Sounds much like CU Denver’s fall planning. (Via a colleague at UCCS libraries.)
-

Colorado School of Mines

- No announcements as of yet (from a faculty member)

Metropolitan State University of Denver

- <https://www.msudenver.edu/safe-return-to-campus/generalsafereturninformation/all-updates/>
- Not providing updates past Spring 2021 as of yet.
- Note that it is offering a number of compact courses

University of Northern Colorado (residential)

- <https://www.unco.edu/news/newsroom/releases/unc-fall-2021-in-person-course-delivery.aspx>
- Plans a full in-person return for Fall 2021, beginning 8/23/2021
- In-person return includes courses & events. Appears to be a full “return to normal.”

Colorado State University

- Has not announced Fall 2021 plans as of yet.

Regis University (Denver)

- Has not announced Fall 2021 plans as of yet. (Faculty are not aware of any institutional inclinations.)

Colorado Mesa University

- Has not announced Fall 2021 plans as of yet.
- Has had over 900 on-campus cases of covid-19.

CU Boulder

- No definitive news.
- Colleagues there report that conversation focuses on seeing how the vaccine rollout goes & making choices when there's more news.

University of Denver

- <https://www.du.edu/sites/default/files/2021-01/Creating%20a%20Community%20of%20Care%20--%20Winter%202021.pdf>
- Public versions of its plans do not discuss dates after June 2021.
-

Informational Resources

Chronicle of Higher Education

- Has a “pandemic” updates section.
- Does not appear to be compiling Fall 2021 statuses/plans yet.
- Just ran a feature on Spring 2021 plans.

Other Institutions with a Typical Range of Responses

Motlow State University (community college; non-residential; Tennessee)

- <https://www.msc.edu/news/motlow-plans-return-to-campus-fall-2021.html>
- Plans a return to campus in Fall 2021.
- Notes that a committee will create an “on the ground” plan to plan details during Summer 2021.

Syracuse University

- No decisions, or likely options, shared with faculty as of yet.

Portland State University

- On the quarter system.
- Has only announced through the spring quarter as of yet.

Virginia Commonwealth University

- No decision yet.

Northwestern University

- Waiting to make a decision at a future date (via Jill Rodriguez, an associate dean & former classmate)

UNC-Chapel Hill

- Has not announced Fall 2021 plans as of yet.

Harvard University

- <https://www.harvard.edu/coronavirus/campus-access>
- Has not made plans as of yet.
- Working to continually adjust Spring 2021 plans as needed.

Cornell University

- <https://covid.cornell.edu/students/academic-calendar/>
- Not publicly discussing plans past Spring 2021 at present.

College of Charleston (residential; South Carolina)

- Hoping to return in-person and back to normal
- Will revisit decision closer to Fall 2021.
- (Via a former classmate)

Friday, February 19, 2020

LETTS Committee review of the *Fall 2021 Recommendations* as prepared by Joann Brenann, Lindsey Hamilton, Karen Sobel, and Marget Wood.

Learning, Educational Technology, Teaching, and Scholarship (LETTS) Committee

- Brad Hinson, SEHD (chair)
- Jiban Khuntia, Business School (vice chair)
- Troy Butler, CLAS (secretary)
- Lori Evans, Auraria Library
- Charles Musiba, CLAS
- Storm Gloor, CAM
- Mary Guy, SPA
- Maryam Darbeheshti, Engineering
- Sharon Grant, OIT
- Crystal Gasell, OIT
- Sheard Goodwin, OIT
- Jason Drysdale, ODE
- Sheana Bull, ODE

=====

Summary:

The fundamental question LETTS has is the following: is this is a proposal for faculty discussion of is this a pre-determined plan?

Numerous programs, teams, and individuals are potentially impacted by this proposal, but were not consulted or included in its development. There are institutional implications and intersections beyond the scope of CETL. [If this is not a pre-determined plan, then](#) LETTS recommends taking a more holistic and transparent approach, as what could emerge from the strategic planning work in-progress.

~~[Is this a proposal for faculty discussion or is this a pre-determined plan?](#)~~

Context & Questions:

There are significant personnel and organizational changes that would reside under the Provost and a forthcoming Executive Director of Digital Education.

- Should we wait for these new leaders and their input before rebuilding digital education?
- –Should we engage the broader faculty body in re-architecting our digital infrastructure?
- Which faculty been consulted in drafting these recommendations?

Many responsibilities outlined are already being addressed with/by other teams, including the OIT Academic Technology Team, ODE (still), and ThinkStudio.

- Is this replicative?
- What other digital education teams have coordinated on these plans?

Feasibility scores were outlined for each item.

- What rubric was developed/utilized to ~~How were~~ define the feasibility scores ~~defined and how was and~~ the feasibility of each item ~~determined~~?
- Rubric?

Proposed for Fall 2021 are hybrid 8-week cohorts with specific content tracks, drawn from the undergraduate core.

- Have program faculty within these programs been consulted on the program-tracks, hybrid formatting, or 8-week scheduling?
- Do these tracks align or feed credentialed program plans?
- Why hybrid?
- Why 8-weeks?
- Do we believe classes with high DFW rates will be improved in an accelerated schedule? Is there evidence to back this up?

Proposed are 5 instructional design FTE, reporting to CETL at \$350k annual cost.

- Who determined CETL would assume the ODE role of digital pedagogy leadership?
- Which faculty, programs, or governing bodies were consulted in architecting this arrangement?
- How would these staff coordinate with OIT, ODE, ThingStudio, and other parties offering digital education supports?
- Who (within CETL) will be responsible to review annual FTE evaluations, merit-based promotions, etc? Who sets the criteria?
- Can we check the math around proposed ID salaries and number of hires? Some figures don't calculate.

Proposed is establishing a central testing/proctoring center to focus on cheating prevention of online students.

- Doesn't this pre-judge digital students as dishonest and digital pedagogies as flawed?
- What data supports a policing-strategy as necessary?
- What are the annual costs of such a facility (staff, equipment, etc)?
- Where would a proctoring center reside in the institutional hierarchy?

Interim Associate Vice Chancellor for Faculty Affairs
Office of the Provost, Academic and Student Affairs
1380 Lawrence Street Center
Denver, CO 80204

Interfolio Update Faculty Assembly

Note: The Interfolio project is specific to the Denver campus

Project Overview

Faculty Activity Reporting (FAR)

- Replace current Faculty Activity Reporting (eFRPA) system with a fully online customized digital tool.
 - Creates ease of use by faculty with activity input areas that capture the diversity of faculty activities across all engagement areas (teaching, research, creative work, scholarship, professional development, service, leadership, etc.).
 - Enhances data validation and integration into university systems (employment and course data) and publishing data bases (Pubmed).
 - Facilitates comprehensive reporting at the individual, school/college or campus level which can serve a variety of needs such as professional accreditation, campus accreditation, and gaining strategic insights into the productivity and excellence of our faculty.
 - Includes integrations into the RTP workflow tool.

RTP Workflow Tool

- Prioritized as second product to implement after FAR
 - A fully online tool that supports all aspects of RTP processes (candidate upload of required dossier materials, committee review, external reviewer letters and CV upload, hand-offs to review committees, etc.).
 - Integration with the Faculty Activity Reporting system (CV template required for Dossiers).

Guiding Principles of the Project

- Optimize and develop the tools to support our specific needs.
- Ensure transparency and inclusion in the development and use of the tools.
- Co-develop the tool and associated aspects (training, governance, etc.) in collaboration with school/college representatives.

Development and Implementation Team

Interfolio Advisory Group (IAG): School/College Representatives

- College of Liberal Arts and Sciences: Kathleen Bollard, Associate Dean and Michael Rogers, Professor and Chair
- College of Arts & Media: Mark Rabideau, Associate Dean
- School of Public Affairs: Chris Smith, Faculty Affairs Administrator
- School of Education and Human Development: Dorothy Garrison-Wade, Associate Dean
- College of Engineering, Design and Computing: Petrina Morgan, College Administrator
- College of Architecture and Planning: Jody Beck, Associate Dean
- Business School: Jahan Karimi, Associate Dean
- Auraria Library: Shea Swauger, Senior Instructor

Staff Expertise

- Nathan Schwab, Senior Research Coordinator, Office of Institutional Research and Effectiveness
- Jeff Quinones-Finch, IT Principal Professional, Office of Institutional Research and Effectiveness

Project Co-Leads

- Joann Brennan, Interim Associate Vice Chancellor for Faculty Affairs, Office of the Provost
- Dave Deffenbacher, Assistant Vice Chancellor, Office of Institutional Research and Effectiveness (OIRE)

Strategic Guidance

- Terry Potter, Associate Vice Chancellor, Academic Planning, Office of the Provost

Timelines

- Faculty Training Canvas Course Finalized – October 2
- IAG Prep to ensure school/college readiness to route questions, etc.- By October 9
- Provost Announcement Communication week of October 12
- Input Period Begins- Friday, October 16
 - (Go Live/Input Period) All data is loaded, all refreshed data is loading on a set schedule, basic Version 1 configuration for CV and help text, Canvas Course is live, Schools/Colleges ready to “train” or respond
- Input Capture- Friday, January 15
- Training Admin Users to be completed by November 13

FAR Updates

- Timelines confirmed
- Data integration going smoothly
- Interfolio response slowed due to pandemic – may impact solutioning
- Governance structure to be developed in collaboration with FA, Provost, Schools/colleges, IAG
- Canvas Faculty Training Course Completed

RTP Workflow Updates

- CLAS fully utilizing workflow modules
- Campus-wide templates developed from CLAS templates created
- Kathleen Bollard working with CEDC for utilization of the workflow this cycle
- Pandemic work slowed-down focused attention on this project to ensure successful launch of Faculty Activity reporting as the highest priority