

## UPAAC Meeting June 23, 2020: Instruction in the Fall Semester

### Pre-read

Instruction guidelines; School level outlines for graduate education; Peabody/KSAS/Whiting initial plan for UG programs; website linking all draft guidelines for resumption issued up to date

### Framing

Please come prepared to discuss the following regarding **instruction** in the Fall semester (or appropriate the terms in the case of BSPH and CBS).

UPAAC members are part of their school-level processes which UPAAC isn't intended to replace. But schools impose externalities on each other and we need to have a common articulation of principles that undergird all programs.

Given that variation in pedagogy, students' choices and instructor choices/accommodations necessarily mean a decentralized, local approach to instruction in the fall, what common principles should we consider articulating on the following key issues from the perspective of the academic program?

- Health and safety considerations, beyond the advice of an independent health advisory panel, on resumption
- Accommodating student choices and constraints, especially for students from disadvantaged backgrounds, and ensuring meaningful progress towards their degrees
- Resources and support for faculty beyond the usual needs; accommodations and adjustments for faculty preferences; TA usage and usage of CER/CTLs.
- Ensuring quality of educational experience despite the fragmented modalities of instruction
- Minimizing the impact of truncation/interruption of the semester

As preparation for this, it may be useful to consider the following questions:

- In your assessment are the primary concerns for faculty regarding teaching in the fall?
- How can these concerns be best addressed? In the case of concerns regarding health and safety, how can these concerns be allayed?
- What do faculty expect life to be like in the Fall? How can we provide support for social interaction, both among faculty as well as between students and faculty?
- Given that we expect many students will be in Baltimore, how can the faculty participate in the life of the students?

### Agenda

1. President's remarks: 10 minutes
2. Process and Timeline (Sunil): 5 minutes
  - a. Consultation up to now; workgroups within schools; faculty surveys; student committee consultations
  - b. Working back from July 14 – drop dead date for registrar to set courses. (Other schools may finalize earlier)
  - c. Draft UG guidance to be posted for comment on June 29; schools to post any time but no later than July 14

3. Framing today's meeting: Articulating common principles despite decentralized decision-making (Sunil): 5 minutes
4. Discussion of the background questions (Andrew to facilitate): 15 minutes
  - In your assessment are the primary concerns for faculty regarding teaching in the fall?
  - How can these concerns be best addressed? In the case of concerns regarding health and safety, how can these concerns be allayed?
  - What do faculty expect life to be like in the Fall? How can we provide support for social interaction, both among faculty as well as between students and faculty?
  - Given that we expect many students will be in Baltimore, how can the faculty participate in the life of the students?
5. Articulation of common principles (Andrew to facilitate): 25 minutes
  - Health and safety considerations beyond the advice of an independent health advisory panel on resumption
  - Accommodating student choices and constraints, especially for students from disadvantaged backgrounds, and ensuring meaningful progress towards their degrees
  - Resources and support for faculty beyond the usual needs; accommodations and adjustments for faculty preferences
  - Ensuring quality of educational experience despite the fragmented modalities of instruction
  - Minimizing the impact of truncation/interruption