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. (Others 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