

ACADEMIC SENATE – Instruction Committee

Winter 2021

Due: Friday, March 19, 2021

MEMBERS	
Name	College/Unit
Burleson, James	OCOB
Castro, Luis	CAFES
Giberti, Bruno	Admin
Hagen, John (CH)	CSM
Hillman, Catherine	Admin
Jankovitz, Kris	CSM
Jin, Xioamin	CENG
Knakiewicz, Bryan	CAED
Lopus, Sara	CLA
Sunata, Cem	Admin
Tejeda, Amanda	ASI
Vowell, Zach	PCS

CHARGES		
Charge	Complete?	Status/Notes
Collaborate with the Academic Senate consultative ethics group on a resolution addressing the university bookstore's Immediate Access opt-out process. Winter 2021	<input checked="" type="checkbox"/>	This resolution, AS-912-21, passed on February 23 rd .
Discuss revising requirement that student evaluations include qualitative comments (in collaboration with the Faculty Affairs Committee). AY 2020-21	<input type="checkbox"/>	We made extensive progress; see below under student evaluations.
Discuss best practices in online proctoring and options for proctoring software packages. AY 2020-21	<input type="checkbox"/>	Not started.
Draft a resolution on timely adoption of course materials. AY 2020-21	<input type="checkbox"/>	We made extensive progress; see below under Timely Adoption.
Work with Registrar's Office to come up with an asynchronous final exam schedule policy. AY 2020-21	<input checked="" type="checkbox"/>	Please see the attached note which will be sent to all faculty prior to the start of spring quarter.

Student Evaluations

Early this quarter, IC committee had preliminary discussions on this topic. The IC chair subsequently participated in a FAC meeting on this topic. Finally, the FAC chair meet with the IC later in the quarter. The consensus of the two committees was that this question should be addressed in the context of an overhaul of the entire student evaluation process. We contemplate a 2-3 year timeline for this change.

Both committees expressed concerns about written student evaluations, which occasionally contain defamatory statements, being incorporated into faculty PAFs. However, we do not want to eliminate them unless they are replaced by some other form of student feedback. We discussed a two-prong approach.

First, faculty would get formative feedback, such as survey data and midterm chats, from their students. This data would not be reported to anyone else and could not be included in the WPAF. However, faculty could be encouraged to reflect on what they learned when they revise their teaching philosophy and professional plan for teaching.

Second, written student evaluations often capture aspects of the class that are not addressed in the quantitative evaluations. We think that we could add questions to capture some of this information. For instance, we discussed developing an inventory of observable behaviors that are characteristic of good teaching.

Resolution on Timely Adoption of Course Materials

Our draft resolution was sent back by the Executive Committee at the January 26th meeting. We are researching ideas for a resolution that will both ensure that nearly all textbooks are adopted at least six weeks prior to the first day of instruction and be able to pass in the Senate.

Final Exams for Asynchronous Classes

Final Exams for Asynchronous Courses in **Spring 2021**

Greetings from the Academic Senate Instruction Committee. If you will be teaching an asynchronous course in spring, keep the following text in mind as you prepare your syllabus: Faculty teaching asynchronous courses are strongly encouraged to give asynchronous final assessments. Doing so has several advantages:

- It helps students who chose to take an asynchronous class because they have an inflexible or unpredictable work schedule.
- It helps students who chose to take an asynchronous class because classes are in the middle of the night in their time zone.
- It prevents time conflicts with other finals.

If a synchronous final must be given, faculty can choose to give it on the Saturday preceding finals week using a standard final exam time block (7:10-10:00 AM, 10:10-1:00 PM, 1:10-4:00 PM, or 4:10-7:00 PM) or in one of the 7:10-10:00 PM time slots M, T, W, or R of finals week. Students should be informed of the time and date of the final exam as soon as possible, and no later than the first day of class.

If a student has a time conflict between a final for a synchronous course and an asynchronous course, the instructor of the asynchronous course must offer the student an alternate time to take the final exam.