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Subject: Follow-up to September 18th Faculty Forum

Thank you to everyone for your participation at the Faculty Forum on Friday! For those who were unable to attend, the video recording of the meeting is on Mustang: S:\Faculty Meetings\2020\Faculty Forum 9-18-20. Here are some take-aways:

- **PharmD Honor's Research Program**: Please send Allison Blackmer any suggestions for matching students to faculty mentors, and any research projects you have that may be appropriate for a PharmD Honor's project. Her slides are attached.
- **Course director meetings**: After a discussion about how the semester is going so far (see highlights from the discussion below), it was decided that we will institute course directors meetings for each class. This will entail all course directors and the student leadership for each class meeting via Zoom to discuss what is working well and what is not working well in each course. This should allow for timely interventions that will improve student learning. An important overarching aspect of these meetings is that they are constructive. Frequency of these meetings will largely depend on the feedback received.

Highlights from semester check-in discussion:

- Faculty need to be aware that there is no mandate regarding lectures being delivered in a synchronous manner. The requirement is that if a faculty member wants students to watch a prerecorded lecture, it must be as professional as possible, e.g., narrated Powerpoint presentation, Zoom or Techsmithrelay recording. Our instructional designers can provide guidance in this area. They can also provide insights into the ideal durations of videos. The mandate is that faculty members should not use Panopto recordings from previous years.
- Other issues to think about:

  - *Time demands on students.* Instructors should be cognizant of the time demands being placed on students inside and outside of the classroom. For example, if you require students to watch an hour of a video presentation prior to class, think about how much time the students should be required to engage in in-class activities.
  - *Zoom fatigue.* Like faculty, students are suffering from Zoom fatigue. How can we make in-class sessions more engaging?
  - *Break-out room group membership.* Students prefer break-out groups in which the membership of each group is consistent within a course. Having the same members in a group promotes individual student accountability to the group effort to a greater extent than does random assignment of students to groups. Here is a link to the directions for pre-assigning students to break-out rooms: https://support.zoom.us/hc/en-us/articles/360032752671 ; attached is an example .csv file showing the format for a pre-assigned group upload file (make sure all email addresses have the cuanschutz.edu extension!).

- *Not following instructions.* A larger number of students in each class are missing instructions provided by the faculty. We may be underestimating the impact informal discussions between students in a live lecture theater environment had on spreading instructions within the course. Perhaps potential solutions to this issue can be identified at course directors meetings (see above).
- *Information overload.* Students are becoming overwhelmed by emails emanating from Canvas announcements and from faculty members. As each course director attempts to promote clear communications with the students about their courses, the multitude of announcements end up filling the students' email accounts. One way to alleviate this is to make sure critical information is readily available to students in Canvas (and not just in the syllabus).
- *Inconsistency in information location.* Course directors are entitled to develop their courses as they believe best educates the students. However, this leads to differences in how instructions are provided to students. Some courses have the same Zoom URL for the semester while the Zoom URL varies from class to class in other courses. Where the URLs are posted also varies between courses, e.g., some are in announcements while others are in the modules.
- *Chat can be distracting.* Students and instructors can find the chat occurring during class distracting. Should we restrict the chat functionality in Zoom such that students can only send messages to the instructor? Then, should instructors intentionally stop every 10 minutes and respond to chat questions?
- OSS will provide guidance to students regarding proper Zoom etiquette.

Our next faculty forum is on October 9th. Please let me know if there were topics from last Friday that you feel need further discussion so they can be added to that meeting if time allows.

Best,

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