CEPP Meeting Minutes 3.16.20

Attendees\*: Feryaz Ocackli, Pat Hilleren, Jina Mao, Peter vonAllmen, Riley Filister, Amon Ameka (Guest)

\*Note: Meeting occurred remotely due to covid 19 guidance.

The minutes were approved as submitted.

Discussion started with potential interventions CEPP is considering regarding the Deans Cards. The main item CEPP had asked the FYE director to attend was including some training for students in the FYE on the Deans cards. Given students in the FYE have never filled out an evaluation prior this is a prime intervention point. This could likely be conducted, at least in part, by the peer mentors who could also be trained. While CEPP relished the idea of a group event to discuss, so as the occur in a systematic way, this is simply not feasible, and perhaps not advisable given the large number of students. In terms of what this might entail, could likely be a close reading of the statement that CEPP has recently drafted. The statement has been suggested to be part of the student feedback process. Logistically, including such discussion in the context of existing academic integrity aspects of the FYE seemed prudent. It was suggested they also be shown the deans card, though given the FYE has its own specific form there was some concern this might be confusing. The issue of timing was raised, and suggested that it not be right at the end, and perhaps before thanksgiving break. To address continuity amongst instructors the idea of a quick video was floated, which could be accompanied by some probing questions to facilitate discussion around the principles of rating instruction and coursework. The FYE director was amicable to a video, and collaborating on probing questions that minimally would be used to train peer mentors and recommended that faculty engage in this conversation as well.

Moving on, there was a question as to whether to embed the instructions/statement to students discussed above, or to include as a separate sheet in the packets of evaluations that are handed out at the end of the term. CEPP agreed that embedding for practical reasons was an acceptable approach. This will be conveyed to institutional research.

We discussed possible further recommendations. It seems there are recommendations that will occur independent of the faculty handbook (e.g. instructions to students, and education in the FYE), and there may be recommendations that will involve the faculty handbook and will need to involve other committees.

The FDA (P. vonAllmen) suggested there may be an assessment (e.g. survey) of faculty/department chairs/PD response to the current forced evolution of course delivery given the current public health crisis. This may help to learn from the current situation, but this concept is very new and will likely be developed by the FDA/Institutional effectiveness with collaboration from CEPP.

Respectfully Submitted by,

Steve Ives