Message from:
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Faculty Assembly President's Report

March 2021

1. **What will teaching look like on campus this coming fall?** We anticipate that there will be much more in-person instruction available in the fall as the vaccines roll out. So, I'm changing my teaching mode to in-person. I'm told that will hold our room, and that we can change to hyflex, etc. if we need to. Plus, we've made an update to the instruction modes for fall to clarify hyflex and other modes. Please see attached.

2. **Provost search**- committee met March 1st and 2nd to interview 10 candidates. Three to five will be forwarded to the Chancellor for final review, and final candidates will come to the campus (virtually) on the week of March 15th, and from March 24th-26th.

3. **Faculty Assembly Elections for next year are coming soon.** Please watch for David Moon's announcements about this.

4. **Regents met with faculty assembly, staff assembly, and student government! New** Regents Chavez, Rennison, Spiegel, and Chancellor Reddy met with us last week. We had a great discussion of our students, how special UCCS is in the system, and how we can work together. Regent Spiegel had a separate meeting with Alex Baker of Staff Association and myself. It's great that they're taking a direct interest in the campus!

5. **Retired faculty committee-** There's now a committee charge and a description of what they would do as an advisory committee. Please let me know if you know anyone who would be interested in this committee.

6. **Online initiative-** This is moving forward now well. There are drafts of the Master service agreements between the Office of Digital Education for the CU System in draft form, and our faculty assembly committee led by Dave Anderson has been very active. Our faculty are working hard on this!

7. **Faculty Assembly passed the NTTF committee's motion to change their name last month-** Here's the motion that passed last month:

The Faculty Assembly Executive Committee moves that the Faculty Representative Assembly adopt the following resolution:

BE IT RESOLVED that the UCCS campus faculty categorical designation Non-Tenure Track Faculty (NTTF) be changed to Instructional, Research, and Clinical (IRC) faculty.

(Motion passed unanimously with 28 in favor, 0 opposed and 0 abstentions)

8. **Motions for voting this month:** Faculty assembly recommends the following faculty to continue on the System Privilege and Tenure committee:

- Suzanne Cook, Senior Instructor, Languages and Cultures (French), College of Letters, Arts & Sciences

- Rebecca Laroche, Professor, English, College of Letters, Arts & Sciences

-Andrea Hutchins, Associate Professor, Human Physiology and Nutrition, Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences

9. Motion- Faculty Assembly approves of the formation of a UCCS Retired faculty advisory committee (CSRFA) that would send a member to the system retired faculty committee, and work on issues of retired faculty as described in the committee charge.

UCCS Retired Faculty Association (CSRFA) encourages the active involvement of retired faculty in the educational, scholarly and cultural life of the UCCS campus. To ensure that retired faculty are recognized for their expertise and skills and adequately represented in alignment with the UCCS commitment to diversity, equity and inclusion, CSRFA will engage in the following activities:

- Provide expertise and representation on committees where experience of retired faculty can best benefit the university. In this regard the Retired Faculty committee provides institutional memory relevant to the university community
- Develop and implement programs of general interest to retired faculty, including opportunities for teaching and mentoring undergraduate and graduate students, junior faculty or newly appointed faculty.
- Encourage life-long learning by facilitating Retired Faculty access to campus seminars and cultural activities.

- Provide recommendations to Personnel and Benefits committee on matters pertaining to benefits and needs of Retired Faculty or soon to retire faculty, including facilitating access to educational sessions, gaining perspectives on retirement portfolio options and improving parking arrangements and health benefits.
- Hold regular programs, and/or sessions on topics of importance and interest to retired faculty, many of which
entail retired faculty members' academic expertise and experience.
- Hold celebrations in the recognition
of Retired Facultyaccomplishments or substantial contributions to campus life, including luncheons, talks or seminars.
- Continue connections with UCCS retired faculty by communicating and eliciting their feedback on issues pertaining to their welfare and university standing.
- Provide one or two members from Retired Faculty to the
system committee. Members from all categories of retired and soon-to-be retired CU faculty are eligible to participate

Best, David J. Weiss, Ph.D., Faculty Assembly President

UCCS Instructional Modes

Implemented Spring 2021
Faculty Assembly and Academic Affairs

Since many faculty indicated that they were confused about our current instructional mode terms, the faculty assembly has worked on clarification in this document, with input from the faculty assembly executive committee. This document borrows from a CU Denver's Teaching and Learning Center document where they describe the aspects of each mode of teaching for their campus, and is designed for faculty and colleges, as well as academic advising. The examples are not meant to be all-inclusive, and they are specifically designed for the campus during COVID 19.

There is a description of the key components of each type of instruction, as well as examples. There is also an indication if a classroom is reserved on campus for the course, and we hope this will help both students and faculty decide how to classify their courses, and understand the classifications.

Note that any In-person, Hyflex or Hybrid/Blended courses may become remote courses during the semester at any time that is deemed appropriate by the campus due to COVID 19.

In-Person

- All instruction is on-campus when the faculty meet with students in-person.
- Course meets in person on campus in a classroom with a specified meeting time according to the course schedule set by the Office of the Registrar.
- During the pandemic, In-Person should be applied only to courses permitted to meet entirely on campus.
- The instructor may also use the online Canvas course shell for assignments and/or readings and other course materials.

Example: Tom teaches Business to a group of students who can fit into his assigned classroom within the social distancing guidelines. His entire class enrollment can fit into this classroom. He teaches his class as he would during pre-pandemic time.

Meeting Location and Time: A building and room number scheduled by Office of the Registrar, at a specific regular day/time.

Hybrid or Blended

There are two types of Hybrid or Blended Courses:

- **Hybrid** courses are those in which there is a combination of in-person and online instruction. In this case the instruction is primarily online, designed as an online course, and not a remote course. **The instruction is 50% - 99% online.**
- **Blended** courses are those in which there is a combination of in-person and online instruction. In this case the instruction is primarily in the classroom where the additional instruction is **1%-49% online**.
- These courses have a classroom at a particular time on campus for their in-person components
- All students meet together at a pre-determined time and place, but not for the full semester. The rest of the course is online, usually asynchronous.
- In-seat meetings are always for all students at the same time and place.
- **Hybrid and Blended courses are different from Hyflex in that all students are required to meet in a classroom at a specific, regular time for some portion of the course. For Hyflex courses some students may be in the classroom in-person and some may not.**

Example 1: Fred wants to make his criminal justice course a **hybrid** course for the spring. He has a classroom that will allow all of his students to do be there at one time, and starts off the semester with all students attending once a week. The rest of the class instruction is online where students work together doing projects related to social justice and policing in groups. In this case, **the class meets together in-person at a classroom on campus at the scheduled class day/time only for the first few weeks of the semester.**

Example 2: Michele teaches an accounting course where face-to-face instruction is critical to students understanding the course material. She meets with her students as a **Blended** class where students attend for 13 weeks in-person in the classroom. The final few weeks they work online on projects together to complete the course.

Meeting Location and Time: A building and room number scheduled by the Office of the Registrar at a specific regular time, as well as online.

HyFlex

- In this mode, the course section is offered as a combination of both in-person and online content. There are several scenarios here:
    - In one Hyflex model some students in the class meet in-person, while others are remote synchronous and involved in real-time in the classroom.
    - Another Hyflex model is to have different cohorts of students in the class over the course period. For example, half of the class can attend at a time

during the course period if there is a room size limitation for the course. The other half of the class might be remote on days they don't attend.
- o Another Hyflex model is where some students come to meet in-person while others are not comfortable with that. The students who do not feel safe meeting in-person will receive all of their coursework remotely.
- o Another Hyflex mode might be for students to meet in-person and not have a remote portion of the course, as health mandates allow.
- The in-person portion is held on campus in a classroom with a specified meeting time.
- We recommend that a regular schedule be kept for these courses that are announced to students well in advance.
- **Classes with only one meeting on campus should be classified as Hybrid.** A major difference between Hyflex and Hybrid or Blended classes is that ALL students are required to have class meetings on campus in Hybrid or Blended classes, where some students may be completely remote in Hyflex classes.

Example 1: Heather teaches her health sciences course in-person but not all of her students can fit into her classroom at one time. She splits her class into teams A and B, and Team A comes on one day of lecture when the other is online, and then the second day of lecture Team B comes to the classroom while Team A is online. Day three of lecture is online for both groups of students. Students get to choose which team they want to be in, and some students may choose to be fully online for each class period.

Example 2: Janel teaches advanced organic to a group of graduate students as an in-person course. While her classroom isn't big enough to fit all students in at one time, she can split the class in half and use half of the teaching period for each group of students to deliver her content and assessments. She has all materials online available for students who do not feel comfortable with in-person teaching. For small group discussions where everyone must be present, those are online.

Meeting Location and Time: A building and room number scheduled by the Registrar's Office, at a specific regular day/time, and online (Teams, etc.)

Remote Synchronous

- Most instruction involves direct interaction and teaching by the faculty, in real time, but in a virtual environment.
- Course meets online during the specified meeting pattern but **does not have a room assignment.** There is no classroom on campus for this course.
- These courses are offered at a pre-scheduled time as indicated in the course schedule.
- Synchronous indicates the course is meeting in real time over the internet. This mode is meant to identify courses that would otherwise have been scheduled in person but are meeting online due to the pandemic.
- Remote synchronous courses do not carry the online course fee.

   Example: Paul teaches his graduate seminar class in History synchronously as a remote course because it is so popular that students cannot fit into his classroom space. His class is at the scheduled time, and all materials are available on

Canvas. He uses Teams to deliver his lectures at the class time, and Canvas for students to download reading material and upload their papers.

Meeting Location and Time: Online (Teams, Zoom, etc.) location, but at the day/time specified in the course schedule.

Remote Asynchronous

- This course is fully asynchronous, meaning there are no scheduled class meetings on campus, or online. They are differentiated from online courses in that remote asynchronous courses are not designed to be online, they have in-person content revised and moved online because of COVID 19.
- This course was meant to be in-person, but has been moved to be fully online because of the pandemic.
- There is no specific meeting time, classroom, or pattern for this course, and few, if any synchronous activities with the faculty.
- Remote asynchronous courses do not carry the online course fee because they were meant to be in-person courses.

Example: Pam realizes that she cannot fit all of her students in her Physics course into the classroom. Therefore, she moves her course to remote asynchronous which means she records all of her lectures and puts them on Canvas, but she is holding synchronous office hours where students can chat with her on Teams. All of her homework, and assessments are on Canvas with clear due dates so she can see how her students are doing. She also has "Reflections" assignments where students can talk about what they learned each week in this course, which are also available in Canvas.

Meeting Location and Time: Online (Teams, Zoom, etc.) location, and no specified meeting day/time.

Online

- All of the instruction is fully online including labs, discussions, activities, group work and peer interaction.
- These courses are asynchronous and do not meet at a predefined day/time or in a classroom on campus.
- These are courses that were developed to be online and are not temporary in nature like the two remote instruction modes.
- *If a class is primarily online but has even one **required** meeting, it will be designated as Hybrid and not Online.*
- **Online courses carry a $100 online course fee. Remote courses do not incur an online course fee.**

Example: Tom teaches his Biology course fully online, all materials are on Canvas and Teams, and all activities happen in an online environment. There is no required meeting time, and all activities are asynchronous.

Meeting Location and Time: Online (Teams, Zoom, etc.) location, and no specified meeting time.