IFC Meeting

11/6/20

1. Standard of conduct
   a. Approved the correction to the definition of academic dishonesty
2. The proposal for modifications in email will go to IFC members before moving forward
3. President Choi
   a. Tier 3 project will be supported but the amount of funding was reduced to $515K from system, $150k from the campuses.
      i. 20 projects funded ranging from $15-35K funds available the first of January. Notifications to go out early next week. Research board process was used.
   b. Upcoming Board of Curators meeting
      i. Council of chancellor report will be discussed
         1. What role and services should the UM System provide?
         2. What should be the role of the President?
         3. What should be the role of the Chancellors?
         4. What will be the scope of the Council and how should it function within the parameters set forth herein?
         5. What will the campus committee review, how frequently will it meet with the Council, and who will serve on it?
      ii. Additional meetings with faculty, staff and students will take place before anything is implemented
   c. Request from IFC was made to think about how to make future election days as flexible as possible. Ideas discussed included making it a holiday or ask faculty to provide flexibility to students
4. ASUM Student Survey (see slides for detail)
   a. Over 5K responses and personal outreach to 140 student organizations system-wide
   b. Campus climate - 85% feel supported by faculty and staff
   c. Thank you for being flexible on attendance policies on election day – we were able to do that because of your support!
   d. COVID financial toll on students
   e. Online learning
      i. Survey feedback: ask if they are taking online classes, if they opted for online, synchronous/asynchronous/mix breakdown, discipline
      ii. Auto access can get expensive, look at other options
      iii. Inconsistency of online and remote experiences
         1. Canvas templates
         2. Trainings for best eLearning practices
         3. Start here pages for courses – syllabus and all relevant information
         4. Standardized deadlines at least in their own courses to help students create a routine
      iv. Proctored and alternative assessments
         1. Opt to use writing and project-based assessments

           2. Be mindful of time constraints
      v. Finding the appropriate amount of coursework
           1. Ask how long assignments are taking them

5. Consensual romantic relationships
   a. Ran into some issues that might need updated i.e., previous romantic relationships aren't currently covered
   b. Could we reference code of conduct in the policy?
   c. Account for places where there should be exceptions/boundaries
6. Government relations update
   a. FY22 priorities
   b. Budget history
      i. Tax policy – 1980 Hancock Amendment
      ii. Term limits
      iii. Senate Bill 389 – tuition caps
7. eLearning
   a. Supporting instructors and students
      i. Canvas commons templates
      ii. New course shells
   b. Online teaching certification (OTC)
      i. Higher Learning Commission requirement for accreditation; new UM System policy to meet this
      ii. Policy is housed here; scroll down for FAQs and a flowchart.
      iii. Faculty/Instructors can register for OTC opportunities on the Keep Learning site
      iv. Why do some things count and other things do not count? What was the decision process?
         1. Governance for eLearning asked the Online Faculty Advisory Committee and the eLearning Academic Council to provide recommendations for what meets the requirements, in consultation with Office of eLearning Instructional Design staff
         2. Historical programs were included if they had sufficient content regarding actual online teaching practices
         3. IFC encouraged eLearning to let the faculty know the process and rubric to be better received
   c. Quality course reviews
      i. Standard forms based on quality matters – 18 areas, 2 reviewers: instructional designer and Faculty member at the institution
      ii. Final review form/rubric – if not passed instructional design will work with the instructors to make any changes necessary