

## Summary Report to the SPH Faculty Council on CEPC Activities, 2020-2021

The Curriculum and Education Policy Committee in the School of Public Health is a subcommittee of the School of Public Health Faculty Council (SPHFC). Its charge is to monitor and review all major curricular matters related to the educational mission of the University of Washington, School of Public Health (SPH) and to make recommendations to the SPHFC and the SPH Dean. The CEPC also has delegated authority from the SPHFC to approve changes to the curriculum.

### 2020-2021 Activities

Academic Year (AY) 2020-2021 was a challenging one from many perspectives due to the ongoing COVID-19 pandemic. The University of Washington pivoted to online learning in March 2020 and that status extended through the end of summer 2021.

During AY 2020-2021, CEPC set goals of 1) clarifying and standardizing the use of student course evaluations across the school, 2) establishing a school-wide syllabus format that includes required and expected statements, and 3) creating a faculty development plan for instructional faculty to promote equity, justice and anti-racism in the classroom using evidence-based approaches.

Curricular matters addressed in CEPC included discussion and approval of 6 new course pre-applications, 9 new courses, 40 course changes, and 5 program changes.

### Goals and Progress

#### 1) Use of student course evaluations

Addressing the use of student course evaluations became a focus of the Council on Education for Public Health (CEPH) site visitors (visited October 2020). The visitors conveyed that there was student distrust of faculty use of their feedback on course evaluations, and asked for that issue to be addressed. CEPC discussed current and suggested approaches, and arrived at a set of guidelines now published on the SPH Academic Resources site (<https://sph.washington.edu/faculty/academic-resources/course-evaluation-review-recommendations>). The guidelines were also informed by a Center for Teaching and Learning led workshop for SPH faculty, entitled *Using student feedback & course evaluations to improve teaching and learning: A Facilitated Conversation for Faculty and Staff educators in the School of Public Health* (hosted by CEPC in March 2021). There were approximately 50 attendees.

#### 2) School-wide syllabus formatting

The emphasis of this initiative was to assure that the *required* Academic Integrity, Access and Accommodations, and Religious Accommodations statements, and the *expected* additional EDI statements (Classroom Climate, Land Acknowledgement, Diversity Statement, Bias Concerns, and Pronouns) are included in every SPH syllabus and that SPH syllabi adopt a common format. A final discussion of this topic was held at the CEPC Retreat on September 8, 2021. As a result of that discussion, two additional *expected* statements have been added to the list: *COVID-related Expectations* and *Sexual Harassment*. Additionally CEPH competencies will be included where appropriate. The approved syllabus template with the included statements will be distributed for use starting autumn 2021.

#### 3) Faculty development for instructional faculty

This discussion has intersected with, and been informed by the Equity, Diversity, and Inclusion (EDI) Committee's offerings of anti-racism training, the Department of Epidemiology's course development and evaluation

guidelines, as well as the work of the MPH core curriculum instructors (specifically the work they engaged in to establish teaching and learning communities as they prepared to launch the PHI course sequence).

A detailed proposal of objectives and a timeline was introduced at the CEPC retreat on Wednesday, September 8, 2021, and will be added to future CEPC meeting agendas. Briefly, the 3 year plan will engage new SPH instructors in a) professional development, b) equity, diversity and inclusion in teaching, and c) evidence-based teaching and active learning. The first phase (a) will use the Center for Teaching and Learning, various online resources related to teaching, and the mentorship of the new instructors by volunteer experienced instructors. All SPH instructors will be included in the second and third phase trainings (b and c).

### **Discussion Items**

- ***Return to the Classroom***
  - During AY 2020-2021 a number of items were pushed into the forefront for discussion at CEPC meetings. The topic of safely returning to classroom instruction in autumn quarter was dominant beginning in the spring of 2021. Updates were provided by the Vice Dean of Education, Carey Farquhar, and CEPC members brought forth concerns from their faculty.
- ***MPH Capstone Course***
  - We engaged in discussions of the creation of a PHI capstone course to facilitate the successful completion of culminating projects by the growing number of MPH students. This will be introduced this AY as PHI 590. The course is intended to provide the structural components of capstone completion, allowing mentors to focus on the experiential aspects of the project.
- ***Sexual Misconduct Prevention Training***
  - We endorsed sexual misconduct prevention training for all faculty and students in October 2020. However, due to a conflict, the specific training we endorsed (presented to CEPC by Victoria Gardner, (EDI Committee Chair) was not offered.
- ***CEPH Accreditation***
  - We have had multiple discussions about monitoring courses to assure CEPH competencies are present and retained. Any changes in competency achievement (CEPH or specific degree competencies) must be reported to CEPH. CEPC discussed mechanisms for assuring monitoring of courses within units in SPH at the retreat on September 8, 2021.
  - There will be four components of the process:
    1. A list of changes that must be reported to CEPH will be developed and made available to those involved.
    2. An annual review of courses in which CEPH competencies are met will be conducted in the summer by each degree program in SPH. Reports from the Report Database will be provided to the Curriculum Committee (CC) Chairs of each unit. The CC Chairs will oversee course review by the Curriculum Coordinators and Instructors to assure that the CEPH and degree competencies continue to be met using the assessment plans provided to CEPH. If any changes are identified, they will be reported to the Curriculum & Accreditation Specialist in the Office of the Dean who will update the database and communicate the changes to CEPH.
    3. CEPC New Course forms and Course Change forms will be updated to include a question about CEPH competencies (does the course meet them and are there any changes).
    4. Whenever a change in the faculty instructor for a course meeting CEPH competencies occurs, the new faculty member must be made aware of the need to retain the assessment plans for the competencies.