

Summary Report to the SPH Faculty Council on CEPC Discussions and Actions 2019-2020

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.

2019-2020 Initiatives

CEPC oversight of curriculum-related issues in 2019-2020 fell into three general categories: curriculum oversight concerns including changes related to the new MPH curriculum as well as clarifications in membership and voting rights in CEPC; faculty oriented topics including peer evaluation and copyright protections; and student oriented topics including EPIC training for sexual harassment prevention.

Of course, 2020 was also an exceptional year due to the COVID-19 pandemic and its impact on the academic community. CEPC continued to meet during the spring quarter when all of the university was closed to in-person and on-campus activities. The meetings included discussions and updates related to the UW SPH responses to the pandemic, especially the effects on instruction of SPH courses.

Curriculum Oversight

SPH Core Competencies – In December 2019, CEPC approved reducing the four core competencies of SPH in order to reduce redundancy with CEPH competencies. The single competency retained for the School is: *Recognize the means by which social inequities and racism, generated by power and privilege, undermine health.*

Data Sciences Option – Creation of this “option” has been a longstanding topic for CEPC. In 2019, Carey Farquhar, Vice Dean for Education, was tasked by the Dean with convening a working group to continue addressing the goal of pursuing a data science degree or other “option”. This work will continue into the next academic year.

MPH Practicum – In March 2020, CEPC approved Janet Baseman’s (Associate Dean for Public Health Practice) request to increase the required number of hours for the MPH practicum from 120 to 160, equaling four credits, with 80 hours needing to be on site of the practicum as a requirement of the MPH degree.

MPH Steering Committee Charge – The Charge for the MPH Steering Committee was reviewed by CEPC in September 2019. CEPC successfully requested that the CEPC Chair serve as ex-officio member of the MPH Steering Committee.

CEPC membership and voting rights – CEPC started to review and update in October 2019. One specific question considered was whether the MPH Core Director should be a voting member of CEPC. In April 2020, CEPC initiated discussion about the CEPC Charge as a standing committee of SPH Faculty Council. James Pfeiffer, Chair of Faculty Council, attended the meeting in May to discuss the CEPC Charge, specifically regarding who should be included as voting members of CEPC. The discussion concluded

with agreement, and ultimately approval from Faculty Council in June, that the voting membership in CEPC shall consist of representatives of each department and degree granting SPH interdisciplinary program. Representatives of the Dean's office, including the MPH Core Director, will be non-voting members.

Course Application Reviews:

New course applications	6
Courses change applications	28
Pre-Applications	15
1503s - significant program changes	2

Faculty Issues

Peer evaluation – Creating more uniformity in peer evaluation across the School, as well as making peer evaluation a more beneficial tool for faculty, was a goal of CEPC for 2019-2020. Information about current practices for each unit was gathered and discussed throughout the year. Mike Rosenfeld concluded 2019-2020 with his recommendations for best practices (below).

Recommended Best Practices for Peer Course Review – CEPC 2020

1. **Assignment of reviewers:** Where feasible, 2 reviewers should be assigned to review courses and one of the reviewers should have familiarity with the topic area of the assigned course.
2. **Pre-course discussion with instructor(s):** Reviewers should try to talk with the course instructor(s) to determine whether there are parts of the course that the instructor(s) would like most feedback and which of the scheduled lectures the instructor(s) recommend be attended by the reviewers.
3. **Attending classes and/or discussion sections:** Where feasible, reviewers should try to attend at least 2 lectures and/or discussion sections and the 2 reviewers should try to not attend the same lectures. If possible, reviewers should also try to talk with students and TAs during class breaks, after class, or via e-mail. Reviewers should also be respectful of the instructor(s) by arriving in the classroom before the start of the lecture and asking the instructor(s) where the reviewer should sit within the classroom.
4. **Review of course website for design and content:** Reviewers should request access to the Canvas course website prior to the start of the course. If the course syllabus is not available on the website, reviewers should request copies of the syllabus from the instructor prior to the start of the course.
5. **Use of checklists:** It may be helpful for the departments and programs to develop checklists of items related to both the lecture and course website reviews as reminders of things to pay attention to and to include in the final report.
6. **Exchange of reviews between reviewers:** If feasible, the 2 reviewers should exchange and discuss their reviews prior to writing the final report.
7. **Post-course discussion with instructors:** The reviewers should try to talk with the instructor(s) prior to writing their final reports to discuss any strengths and weakness that will be included in the final report.
8. **Submission of the final report:** It may be helpful for the departments and programs to develop an electronic form for the final report. Instructor(s) should have the opportunity

to approve or rebut in writing, any comments included in the final report prior to submission of the report to the department chair.

Faculty protection (copyright protections) – In November 2019, Sara Mackenzie alerted CEPC to the publication of course materials on websites like “Course Hero”. The recommendation for protection against this sort of sharing of course materials is to include copyright information on all course materials.

Student Issues

EPIC training – In October 2019 EPIC training designed for academic student employees to promote prevention of gender-based discrimination and sexual harassment was discussed. This training is administered through the Safe Campus office. CEPC recommended that each unit in the School adopt the EPIC training as required for academic student employees.

Recommendations for syllabi across the School –

1. CEPC approved the following recommendation for adding links to writing skills resources to all syllabi:

Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help you be successful throughout your future course work and career. Therefore, this course includes written assignments with the goal to help you identify areas of strength and improvement in your writing. However, if you feel that you could benefit from additional opportunities to improve your writing skills, a list of resources at the UW and others accessible online can be found on the SPH website at <https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>.

2. CEPC discussed the religious observance language to be included in SPH syllabi.

Both of the above are reflected in the SPH syllabus guidelines:

<https://sph.washington.edu/faculty/academic-resources/syllabi>

Change of Chair of CEPC

Mike Rosenfeld retired from the university in June 2020. In December 2019, Mike asked CEPC members to put names forward as possible replacements. Elizabeth Kirk was nominated by Mike, and her nomination was supported by all CEPC members in April, 2020. Thus the Chair of CEPC for 2020-2022 will be Elizabeth Kirk.

Elizabeth is a Senior Lecturer / Associate Teaching Professor in the Department of Epidemiology. She is the Associate Director of the Nutritional Sciences Program, one of the non-departmental programs housed in the School of Public Health.