

## Faculty Response to Student Senate Resolution (REC)2-F20

The Faculty Council (FC) received the Student Senate Resolution (REC)2-F20 on 11/3/20, discussed the three requests during the FC meeting on 11/4/20, and will vote via email to advance the Resolution to the full faculty to be discussed during the general faculty meeting on 11/18/20.

Student Senate Resolution (REC)2-F20 includes the following requests to the JCU faculty:

1. Having all lectures recorded for students to access after class
2. Having a coherent Canvas set-up for all classes so all assignments, links, and syllabi are easily accessible
3. Allowing students to watch synchronous classes asynchronously without penalty for attendance, and

The following summarizes the responses of FC to the above requests:

1. The request of lecture recording is consistent with the HyFlex instructional model currently adopted at JCU as well as with the general faculty practice. The FC will recommend to the full faculty that they provide class recording to the students when it is feasible, and explanations when it is not, with the following exceptions: 1) small-group discussions in breakout rooms will, by default, not be recorded (as those cannot be recorded by the meeting host/faculty member); 2) students should be notified that they can ask to pause recording before they speak.
2. The FC will recommend to the full faculty that they make their syllabi and all assignments accessible on Canvas, and explain the set-up to the students when necessary.
3. The FC is opposed to the request to allow completely asynchronous attendance, since synchronous attendance is often necessary for the sake of collaborative learning activities, active learning, or class discussion. The FC believes strongly that flexibility should be built into the attendance policies of all courses offered at JCU in the current pandemic situation, especially in case of student health issues. The complete absence of attendance or participation policy, however, is not part of the HyFlex instructional model, and can be highly counter-productive from both the teaching and learning perspectives.