

# Fall Planning 2020

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GUIDELINES FOR ACADEMIC PROGRAMMING AT UHD

PRESENTED JUNE 17, 2020

# The Goals

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## **Establish a well-informed set of principles and corresponding action plans that will**

- Provide students with the opportunity to make steady progress toward their degrees
- Offer a full network of student support services and student engagement opportunities
- Prioritize the health and well-being of students, staff, and faculty

## **Key factors (among many):**

- Identity of the institution as a commuter campus with a high percentage of part-time and non-traditional students
- Diversity of our student body and high-percentage of first-generation students among the population
- The financial position of the university
- Ongoing recruitment, advising, enrollment, retention, and graduation efforts
- Importance of student success initiatives and wraparound student services

# Campus will be open: What does that mean?

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- Buildings will be open and can be accessed by faculty, staff, and students.
- Students, faculty, and staff will be able to engage on campus
  - Interactions will be significantly limited to ensure health and safety regulations.
- Student-facing operations will run in one of three ways
  - Parallel on-site and remote operations
  - Hybrid operations that provide some F2F interaction
  - Virtual fully online environments
- Students should have some choice—with necessary limitations—in class modalities and how they interact with other campus services (computer labs, the library, paying bills, advising or tutoring, etc.)

# Faculty and Staff Service, Committees, Meetings

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- Continue (and/or resume) the service and governance work of the university.
- Continue to use virtual meeting software platforms to maintain social distancing and further reduce campus density as appropriate.
- On campus meetings can be held with proper social distancing measures in place at the discretion of the members of the committee or unit manager if they conform to UHS/UHD safety guidelines.

# COVID-19 Related Accommodations

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- If any faculty or staff member has a concern that may require a COVID-related work adjustment contact ESO's Benefits team at [Benefits@uhd.edu](mailto:Benefits@uhd.edu).
- Supervisors should prepare to accommodate individuals who receive an ESO recommendation for work adjustments.

# Instructional Programming

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Primary goals of fall instructional programming are to

- Significantly reduce the density of in-person activity on campus
- Preserve the quality of academic enterprise while maintaining our core institutional mission, values, and identity

This will require the strategic use of multiple course delivery modalities, including

- Increased online instruction
- Creative and innovative use of variable delivery modes such as Synchronous-Flex (S-Flex) classroom spaces, hybrid/VAR, and modified FTF offerings
- Careful space optimization on campus

# Initial Considerations

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- Distribution of instructional modes is a shared responsibility of all colleges and departments.
- Distribution across units should be done so students have some flexibility in modality choice (although the ratio of these options/modalities will change significantly relative to previous semesters).
- In identifying F2F classes that can/should be moved fully online, priority should be given to faculty who have approved accommodation requests from ESO.
- All classes—regardless of modality—will be completed through online/remote instruction after Thanksgiving (without altering the length of the semester or the timing of the final exam week).
- College Deans are responsible for assembling and operationalizing the programming plan for their colleges. Plans must be approved/coordinated by the Office of the Provost.
- All faculty and staff should be prepared to make adjustments as pandemic conditions either improve or worsen.
- Whenever possible or appropriate, IR will support fall planning efforts with data analytics and other support.

# Teaching/Course Delivery Options

Possible Course Offering Structures	Description	Other notes
<b>FTF</b>	Fully FTF as normal for all students in the section; potential course divisions to decrease caps.	This will be driven by space availability.
<b>Online</b>	Fully virtual <ol style="list-style-type: none"> <li>1. Fully asynchronous no meeting times</li> <li>2. Fully synchronous</li> <li>3. Synchronous/Asynchronous blend</li> </ol>	Online with any synchronous components are ideally courses that were fully FTF hybrid and now moving virtual. Times should stay as currently scheduled.
<b>Hybrid</b>	50% online and 50% contact hours in person on campus for all students in the class; F2F portion modified as necessary	This is our normal hybrid model.
<b>S-Flex</b>	Up to 40 -50% of students participate in person; the rest of class participates synchronously via Zoom; meets in this format on all currently scheduled class days at the scheduled time—e.g., faculty on campus 2x/week for a MW class. Requires special classroom and training.	
<b>Variable</b>	Not a new modality—should be limited to courses which require specially redistributed meeting days/times that do not conform to the options above or the currently posted schedule.	You will need to specify the proposed meeting plan so that the Registrar can determine how to code, allocate space, and message.



# Space Allocation Info

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## Synchronous Flex:

- 15 general classrooms are under construction with S-flex capacity; each room can hold about 15-20 students based on social distancing estimates.
- Faculty who teach in these rooms may need training, we also hope to provide in-class tech assistants.
- 5 smaller spaces are also in consideration, though timelines for completion may be extended—these may be best used for advising, tutoring, etc.
- We are also seeking spaces to set up 2 or 3 recording studios for videos and lessons for online courses.

We have estimated capacities for all regular classrooms spaces that will guide preliminary (re)assignments of rooms.

We are working to confirm estimates in the next couple weeks, and we will update the facilities list as needed.

# Key Scheduling Assumptions

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- Most courses with larger course caps need to go online—
  - Few teaching spaces that can accommodate in-person numbers higher than 20 with social distancing.
  - Some could be taught as S-flex - we have some rooms that can handle this.
- S-flex courses will likely have 2 parallel, cross-linked sections with appropriate caps for space availability
  - One for the in-person capacity and one for the synchronous online capacity.
- Faculty who teach in S-flex rooms may need to undertake a training prior to fall semester to learn to use the tech
  - We hope to provide assistants to actually be in the classrooms during the semester to help.
- Departments may choose to divide sections into smaller capacities and offer additional online or FTF sections to ensure courses offered in person can accommodate the limited space capacity

# Key Scheduling Assumptions, cont'd

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- Specific coding of each modality will be communicated by the Registrar's team when they are ready for us to enter the new schedule elements into PeopleSoft.
  - Please do not enter any changes until your area has met with Shannon to confirm viability of the distribution of courses and availability of space.
- To maximize clarity for students and advisors, scheduling should primarily adhere to currently scheduled day/time patterns and the commonly used modalities.
- The Registrar and Dean Marzilli, working with advising and the CRM team will develop a student registration and scheduling information campaign that will involve the entire advising operation of the university and ensure that each student can have access to advising needed to understand and plan his/her fall schedule.
  - Please wait for word from these folks before initiating any college-based communications.

# Action Items

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1. Survey faculty regarding willingness to teach in the different modalities.
  - Suggestion: ask for 2 modality options for courses
2. Begin mapping your courses onto these formats to determine a possible distribution. Please keep in mind the following key principles:
  - Ensure a portion of both online (synchronous and asynchronous) and FTF offerings.
  - Look at key courses in your disciplines that may merit FTF options to support student success. *[If you need data on the success rates of students in various modalities in specific courses, please contact Dr. Nazly Dyer, 713-226-5594 or [dyern@uhd.edu](mailto:dyern@uhd.edu), and her team will seek the data as quickly as possible.]*
  - Prioritize courses whose content requires FTF interactions for the spaces available.
  - Prioritize courses that serve FTICs for some FTF options.
3. Contact Shannon and Lucy with prioritized lists to begin discussion of space and final course distributions.
4. Led by plans from the Registrar and Dean Marzilli, initiate communication campaigns as appropriate to your divisions.

# Timeline

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- We hope to have the bulk of the revised schedule entered and available by **July 6**, recognizing there will be ongoing adjustments as we gauge student enrollment patterns.
- Try to get information to Shannon and Lucy starting next week
- Departments will start to enter the changes as soon as they get responses from the Registrar.

# For Additional Help

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Please feel free to email Jerry, Michelle, Lucy, and Natalie—we'll respond to individuals or groups and redirect queries as needed.

“In the Weeds” Fall Planning Hotline: contact Natalie Boehm. We will quickly act to answer questions as information becomes available on all topics related to fall ASA planning.

# Into the Future

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- All courses with FTF options should include some online interactions to orient students to the BB environment early in the semester to pave the way in case a shift to online is required.
- Faculty will need support as they transition to new formats.
  - Dr. Johnson will be working with Dr. Marzilli and the CTLE staff, TTLC, and the online task force to identify and prepare resources.