

Recommendations Related to Teaching and Student Success

The university will provide central resources and support for its faculty and researchers while also allowing for decentralized and flexible decision making at the college and unit level.

Flexibility and efficiency are critical to teaching and student success. Decisions in appropriate areas must remain fluid and based on the dynamics of the virus, new information, and other important factors.

I. Redesign the course calendar, timetable, and delivery options to mitigate the spread of the virus to and from the campus community.

- 15-week long semester, with classes beginning on August 24, 2020 and ending on December 4, 2020. The 2-day mid-semester break and three days prior to Thanksgiving will be converted to instructional days. All courses will transition to online instruction beginning November 23, 2020.
- Final exams administered through distance modalities after December 4, 2020. An updated final exam schedule will be provided.
- Offer *each student* a combination of online and face-to-face courses to allow for greatest flexibility in teaching and learning and to provide students with the in-person experience. All face-to-face classes must be adjusted for students who may be unable to attend in person. All classes must be able to pivot to online delivery should conditions associated with COVID-19 require this change.
- Offer Saturday classes and/or asynchronous online instruction to compensate for the loss of instructional time

II. Begin departmental planning now.

With guidance from the Office of Academic Affairs and College Deans, and in collaboration with faculty, Academic Unit Heads should use the decision tree and planning tools developed to support decision-making for course assignment and delivery.

Units will classify their fall 2020 offerings as those that:

- Must be taught entirely face-to-face (F2F)
- Can be taught entirely online (OL) in either a synchronous or an asynchronous manner
- Have some components that can be taught OL and some that must be taught F2F (Mixed)
- Can be broken into one small F2F class and one (typically large) OL dents in the OL class participating through *synchronous simulcasting*.
- Can be taught on a rotating F2F (RF2F) basis, where a portion of the class meets F2F, with different students participating F2F on different days of the week, and the other students learning synchronously OL.

III. Provide faculty development to ensure quality teaching, learning, assessment and research.

- Invest in the Ellbogen Center for Teaching and Learning to provide faculty development to safeguard quality teaching and learning.
- Begin contract review and selection process for outside pedagogical support to augment internal talent.
- Establish a summer stipends program for faculty and graduate assistants for summer work needed to prepare for 2020-21 academic year pedagogical model shift and impact on research programs

IV. Provide support for faculty success in scholarship, creative activity, teaching, service, and extension.

- Current and future academic planning should address flexibility and efficiencies in faculty workload, evaluation, enhancement of infrastructure for research, and collaborations across disciplines, academic units and colleges.
- Research policies and procedures will be reviewed and revised, as appropriate to:
 - Implement best practices for general building operations using input from building managers in research extensive spaces.
 - Establish a set of proactive actions to minimize research disruption in transitions from more permissive to more stringent public health restrictions.
- Academic policies and procedures will be reviewed and revised, as appropriate, to:
 - Support flexibility in timing for key events, such as the duration of T&P clock stops, time to degree for graduate students, and timing of required research experiences for undergraduate degrees.
 - Support flexibility in research experiences and expectations, such as programs of graduate study, the nature of undergraduate research experiences, and college and departmental T&P research expectations.
- Resources will be provided to mitigate research impacts, such as a small-grant program as well as a research and teaching scholars program.
- Begin acquisition and installation of technological equipment and resources needed to support residential teaching and learning.
- Develop staffing plans and begin hiring/contracting the staff needed to support faculty and to prepare and maintain the physical teaching environment for safe, effective teaching and learning (i.e., Instructional Designers, Technology Support, Operations [janitorial and other], etc.)