



THE OHIO STATE UNIVERSITY

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Academic Transition Advisory Subgroup

RECOMMENDATIONS

June 10, 2020

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## Subgroup Members.

- **Trevor Brown**, Dean of the John Glenn College of Public Affairs (co-chair)
- **Kay Wolf**, Senior Vice Provost (co-chair)
- **Adrienne Bricker**, University Registrar
- **Susan Cole**, Professor of Molecular Genetics and Chair of Faculty Council
- **Kay Halasek**, Professor of English and Director of the Michael V. Drake Institute for Teaching and Learning
- **Elena Irwin**, Professor of Agricultural, Environmental, and Development Economics and Faculty Director of the Sustainability Institute
- **Cathann Kress**, Vice President for Agricultural Administration and Dean, College of Food, Agricultural, and Environmental Sciences
- **Ryan Lovell**, Interim Dean of Students and Assistant Vice President, Senior Director, Parent and Family Relations, Office of Student Life
- **Gretchen Ritter**, Executive Dean and Vice Provost, College of Arts and Sciences
- **Greg Rose**, Executive Dean of Regional Campuses, and Dean and Director of Marion Campus
- **Sharon Schweikhart**, Associate Professor and Vice Chair, Health Services Management and Policy, College of Public Health and Chair of Senate Faculty Council
- **Ryan Schmiesing**, Vice Provost for Outreach and Engagement
- **Piers Turner**, Associate Professor of Philosophy and Director of the Center for Ethics and Human Values
- **Karla Zadnik**, Dean of the College of Optometry

## Partners.

- **Alicia Bertone**, Vice Provost for Graduate Studies and Dean of the Graduate School
- **Amy Golian**, Senior Assistant Vice President and Senior Associate General Counsel
- **Rob Griffiths**, Associate Vice President, Office of Distance Education and E-Learning
- **Beth Hume**, Vice Provost for Student Academic Success and Dean of Undergraduate Education
- **Gil Latz**, Vice Provost for Global Strategies and International Affairs
- **Helen Malone**, Vice Provost for Academic Policy and Faculty Resources
- **James Moore**, Vice Provost for Diversity and Inclusion and the University's Chief Diversity Officer
- **Stacy Rastauskas**, Vice President for Government Affairs
- **Randy Smith**, Vice Provost for Academic Programs

## Executive Summary.

The Academic Transition Advisory Subgroup (ATAS) was charged by Provost McPheron to provide recommendations to the President's Post-Pandemic Operations Task Force on how to fulfill the University's academic mission during the COVID-19 pandemic (summer 2020, autumn 2020, and beyond). ATAS was also asked to develop a framework for colleges and other academic units to create plans for returning to campus and conducting their academic missions. Due to the interrelated nature of the academic mission of the University, ATAS acted as a coordinating body and reviewed many of the recommendations coming forward throughout the University. The co-chairs worked in conjunction with two other Post-Pandemic Operations Subgroups: (1) Safe Campus and Scientific Advisory Campus Subgroup and (2) Research and Creative Expression Return to Campus Subgroup.

The overarching goals provided to the ATAS were to:

1. Promote campus and community health and wellness
2. Fulfill the University's academic teaching/learning, research/creative expression, and outreach/engagement mission
3. Maintain the fiscal solvency of the University throughout the crisis and prudently steward the University's financial assets and resources
4. Identify and undertake innovative and creative strategies to position The Ohio State University for future growth and impact in autumn 2020 and beyond

ATAS used the following principles and values in crafting recommendations:

- Put people first, with special focus on vulnerable populations – students, faculty, staff, and community
- Balance central priorities with local discretion and autonomy through coordination and collaboration
- Promote equity, diversity, and inclusion
- Deliver value and quality

ATAS recognized in all planning that several factors had to be considered throughout the recommendations. These included the following:

1. Physical distancing
2. Housing arrangements for students (particularly first- and second-year students)
3. Overall availability and access to technology
4. Classroom guidelines
5. Availability of personal protective equipment (PPE) for medical, clinical, and other settings
6. Need for synchronicity across academic units that share student, faculty, and staff populations, while accounting for flexibility among different needs
7. Considerations of the impact of these changes on students, faculty, and staff

Throughout the discussions on each potential recommendation, ATAS considered the cost/negatives, benefits/plusses, questions/considerations, dependencies, and other decisions that were needed or influenced if the recommendation were adopted. Please see the appendices for a working summary of these items.

ATS provided recommendations for three sets of University constituencies: Provost and Post-Pandemic Operations Task Force, Deans and Colleges, and the University.

## **Recommendations for the Provost and the Post-Pandemic Operations Task Force.**

Academic Calendar Start Dates: Start course delivery on August 25, as currently scheduled, and end course delivery on December 4. Finals will take place between December 7 (Monday) and December 11 (Friday). Commencement will occur on December 13 or 20. With this recommendation, Labor Day, Veterans Day, and Thanksgiving will remain as breaks for students, faculty, and staff. However, the recommendation eliminates Fall Break and the Wednesday before Thanksgiving. All class content post-Thanksgiving (5 days and finals) will be delivered in distance-learning format.

Coursework Learning Platforms: Deliver coursework through the most effective pedagogy to yield the best possible learning outcomes for students while responding to health and safety concerns introduced by COVID-19. Given the proposed recommendations of the Safe Campus and Scientific Advisory Subgroup, ATAS recommends that colleges deliver courses to students through a balance of in-person, hybrid, distance-enhanced, and distance-learning formats.

Classroom Assignment: ATAS recommends that the Office of the University Registrar (OUR) coordinate the assignment of classrooms for courses that will meet in person by expanding the classroom pool to include all available rooms across the University, including those currently under the control of colleges. The exception to the classroom pool will be for unique facilities that are designed for specialized instruction. After the OUR makes an initial recommendation on classroom assignments, colleges should work with the OUR to suggest alternative assignments if initial assignments are unsatisfactory.

In-Person Class Limit of 100 (as initially recommended by the Safe Campus and Scientific Advisory Subgroup): In order to reduce overall congestion on campus, ATAS recommends that scheduled classes with sizes of more than 100 people (instructional staff and students included) not be permitted to meet in person for lectures during the autumn 2020 semester. To achieve this goal, ATAS recommends that the lecture portions of such classes be moved online. Thus, colleges are requested to instruct via online means all scheduled course sections for which more than 100 people (instructional staff and students) are scheduled to be in a single room. If, in addition to the online lecture, these courses have discussion, lab, or recitation sections, these course elements may be delivered in person as long as those sessions do not exceed the limit of no more than 100 persons in the room

assigned for that purpose. If stand-alone sections (those lacking a discussion, lab, or recitation component) of more than 100 people wish to reschedule into multiple smaller sections, classroom assignment may be possible depending on room/space availability.

## **Recommendations for Deans and Colleges.**

Faculty Assignment, Workload, and Evaluation: ATAS recommends that chairs and deans work with faculty members to make course assignments that balance pedagogical efficacy, faculty expertise, and the safety of both faculty and students. Faculty members are to be evaluated in a manner that recognizes and aligns with teaching or service assignments that may be higher than usual. Deans and chairs will make the final assignments.

Baseline Resources, Succession Plans: ATAS recommends that, at a minimum, chairs and deans expect that all instructional staff use Carmen Key 3 to ensure baseline access to critical course content. Instructors should follow the recommendations detailed in the Carmen Common Sense online resource and provide course materials in a variety of formats so that students can continue learning should they or instructors become ill or quarantined. Succession plans should be prepared that include processes for assigning additional unplanned instruction and identify instructors to be added to Carmen sites as substitutes in the event of the original instructor's illness. To assist in any needed transition, instructors should develop and post on Carmen all course content, activities, assignments, and assessments prior to the semester's start.

## **Recommendations for the University.**

Advising and Student Services Staff: ATAS recommends that academic advisors and other student services staff receive additional support and assistance so they can provide the best information to students during the 2020-2021 academic year. As colleges and departments change the modes of instruction for autumn semester, students will need to consider the courses and pedagogical platforms and modes that best fit their learning styles and meet program and graduation requirements. The work of academic advisors and other student services staff will be especially important for students' success. This support may require adjusted staff assignments, additional staffing, and/or additional funding.

Vulnerable Populations and Those Requiring Accommodations: ATAS recommends that as multiple decisions are made that change the academic programs and teaching modalities for the 2020-2021 academic year, potentially vulnerable populations and those requiring accommodations must be considered throughout the decision-making process. In addition, all students, staff, and faculty will face unusual and new challenges to be successful.

For additional information and a more complete description of the recommendations and the reasoning behind them, please refer to the full report and the appendices.

## Overview.

The Academic Transition Advisory Subgroup (ATAS) was charged by Provost McPheron to provide recommendations to the President's Post-Pandemic Operations Task Force on how to fulfill the University's academic mission during the COVID-19 pandemic (summer 2020, autumn 2020 and beyond). ATAS was also asked to develop a framework for colleges and other academic units to create plans for returning to campus and conducting their academic missions. Due to the interrelated nature of the academic mission of the University, ATAS acted as a coordinating body and reviewed many of the recommendations coming forward throughout the University. The co-chairs worked in conjunction with two other Post-Pandemic Operations Subgroups: (1) Safe Campus and Scientific Advisory Campus Subgroup and (2) Research and Creative Expression Return to Campus Subgroup.

## Overarching Goals.

The overarching goals provided to the ATAS were to:

1. Promote Campus and Community Health and Wellness – This was primarily a goal for the Safe Campus and Scientific Advisory Subgroup, and the ATAS reviewed and incorporated the subgroup's recommendations in its review.
  - i. Phase I (March 2020 – May 2020) – flatten the curve of cases and deaths (strategy: extreme physical distancing through campus depopulation)
  - ii. Phase II (June 2020 – autumn 2020) – stabilize viral spread to stay within the bounds of health care system capacity (strategy: moderated physical distancing with staggered return to campus) based on developing recommendations and public health guidelines
2. Fulfill the University's Academic Teaching/Learning, Research/Creative Expression, and Outreach/Engagement Mission
  - i. Teaching and Learning – deliver the highest quality education to undergraduate, graduate professional, and graduate students
  - ii. Research/Creative Expression – conduct world-class research that contributes to a greater understanding of the world and addresses pressing social problems (e.g. the COVID-19 pandemic); this was primarily the responsibility of the Research and Creative Expression Return to Campus Subgroup, and ATAS reviewed and incorporated its recommendations
  - iii. Outreach and Engagement – connect the knowledge created and the students trained at The Ohio State University to external stakeholders and communities

3. Maintain the fiscal solvency of the University throughout the crisis and prudently steward the University's financial assets and resources – The Office of Business and Finance will oversee this goal, and ATAS will maintain fiscal responsiveness while focusing on core academic functions.
4. Identify and undertake innovative and creative strategies to position The Ohio State University for future growth and impact in autumn 2020 and beyond

## **Principles and Values.**

ATAS used the following principles and values in crafting recommendations:

- People first, with special focus on vulnerable populations – students, faculty, staff, and community
- Balance central priorities with local discretion and autonomy through coordination and collaboration
- Promote equity, diversity, and inclusion
- Deliver value and quality

ATAS recognized in all planning that several factors must be considered throughout the recommendations. These included the following:

1. Physical distancing / public health protocols (e.g. number of people in a setting; time in a setting; recommended space allocation to meet physical distancing guidelines; reduction in human density during passing periods; cleaning protocols)
  - a. Federal/state/municipal-level decisions
  - b. University-level decisions
    - i. Columbus campus
    - ii. Regional campuses
2. Housing arrangements for students (particularly first- and second-year students)
3. Overall availability and access to technology
4. Classroom guidelines
5. Availability of personal protective equipment (PPE) for medical, clinical, and other settings
6. Need for synchronicity across academic units that share student, faculty, and staff populations, while accounting for flexibility among different needs
7. Considerations of the impact of these changes on students, faculty, and staff



## Recommendations for the Provost and the Post-Pandemic Operations Task Force.

**Academic Calendar Start Dates** (see Appendix A: Calendar Recommendations, pages 16-18)

**Recommendation: Start course delivery on August 25, as currently scheduled, and end course delivery on December 4. Finals will take place between December 7 (Monday) and December 11 (Friday). Commencement will occur on December 13 or 20. With this recommendation, Labor Day, Veterans Day, and Thanksgiving will remain as breaks for students, faculty, and staff. However, the recommendation eliminates Fall Break and the Wednesday before Thanksgiving. All class content post-Thanksgiving (5 days and finals) will be delivered in distance-learning format.**

The academic calendar is an influential consideration for the planning of the semester. The Higher Learning Commission requires 70 days of instruction in a semester. The required days of instruction also correspond to the number of credit hours for accreditation and financial aid eligibility.

The start date will influence faculty members' and graduate teaching associates' opportunity to plan and prepare for the autumn semester. The ATAS recognized two groups of faculty members (new faculty and associated faculty) that may have a need for greater assistance with preparing to teach in the autumn. In addition, many colleges use graduate teaching assistants for several courses, and they too will need access to online teaching professional development. The Drake Institute for Teaching and Learning and the Office for Distance Education and E-Learning will be available throughout the summer and academic year to assist new and continuing instructors. However, many instructors' appointments do not begin until August 15.

The end date of the semester depends on the start date. However, coursework can be moved online regardless of the type of mode with which it begins. Students' movement on and off campus throughout a semester may create an increased risk for exposure to COVID-19 and influenza. Per the Safe Campus and Scientific Advisory Subgroup, there will be increasing concern for the large number of students returning after Thanksgiving due to their exposure to more people. This may increase spread of both COVID-19 and influenza. Therefore, limited return to campus would be of assistance in decreasing risk for the Ohio State campuses (Columbus, regional campuses, Agricultural Technical Institute) and greater Columbus communities.

Another consideration for the calendar is the current scheduled days off for students that occur during the semester and prior to the Thanksgiving holiday. These include five days (September 7 – Labor Day; October 15-16 - Fall Break; November 11 – Veteran's Day; November 24 – Wednesday prior to Thanksgiving) or the equivalent of one week of classes.

Using this information, ATAS identified two preferred choices for autumn 2020 classes. Each of these include having students return home at Thanksgiving and all post-Thanksgiving coursework be online. Graduation can remain as currently scheduled for both options considered.

The **first option** considered was to begin on the original date of August 25, 2020. ATAS and deans reported that this date allows for continuity in expectations, assuming that an announcement is made as early as possible. Faculty and graduate teaching assistants can prepare in the summer knowing that this is the start date and that it allows for an acceptable end date. Depending on break days allowed, this option could allow classes to end earlier, so less coursework will be needed to transition to online delivery.

The **second option** considered was to begin classes August 31, 2020. This has the advantage of allowing lecturers, graduate students teaching classes, and new faculty members starting on August 15 to have one extra week for course preparation. Many on ATAS identified that this timing supported lecturers, graduate students, and faculty most needing extra time and support for teaching but still allowed for an early end date.

The end date varies depending on the break dates that are transitioned to class dates. Some faculty and Student Life members felt that eliminating break days would be difficult for both students and faculty members. However, others did not mind the elimination of days off, if this allowed the students to leave and not return after Thanksgiving. ATAS recognizes that the breaks (including holidays taken) may cause a concern with students coming to and going away from campus and knows that the Safe Campus and Scientific Advisory Subgroup may identify the best use of breaks and holidays. Ohio State's Office of Human Resources informed the subgroup that the two holidays may not be moved and will remain as breaks (i.e., Labor Day and Veterans Day).

With these considerations, ATAS recommends the start date of August 25 and the end date of December 4 for classes. With this recommendation, Labor Day, Veterans Day, and Thanksgiving will be breaks. The recommendation is to eliminate Fall Break and the Wednesday before Thanksgiving as days off. All classes post-Thanksgiving (5 days and finals) will be delivered in distance-learning format.

First day	Last day	Breaks	Finals	Commencement	Instr. Days	M	T	W	Th	F
8/25/2020 (T)	12/4/2020 (F) *One week of classes post- Thanksgiving	9/7 (M) 11/11 (W) 11/26-27 (Th-F)	12/7 (M)- 12/11(F)	12/13 or 12/20	70	13	15	14	14	14

## **Coursework Learning Platforms** *(see Appendix B – Coursework, pages 19-21)*

**Recommendation: Deliver coursework through the most effective pedagogy to yield the best possible learning outcomes for students while responding to health and safety concerns introduced by COVID-19. Given the proposed recommendations of the Safe Campus and Scientific Advisory Subgroup, ATAS recommends that colleges deliver courses to students through a balance of in-person, hybrid, and distance-learning formats.**

ATAS further recommends that classes be distributed across four types of learning platforms:

An **In-Person class** is defined by the registrar at Ohio State and the Office of Distance Education and E-Learning (ODEE) as one that is conducted in person with or without a limited amount of direct online instruction and interaction. The course includes 0 to 24 percent of formalized instruction and interaction at a distance from campus.

A **Hybrid class** is defined as a class with a combination of in-person instruction and online instruction. The course includes 25 to 74 percent of formalized instruction and interaction at a distance from campus.

A **Distance-Enhanced class** primarily offers online instruction but is enhanced by some in-person events. For these classes, 75 to 99 percent of the formalized instruction and interaction occurs at a distance from campus, and some campus components are required.

A **Distance Learning class** is offered completely online with no in-person components. One hundred percent of the formalized instruction and interaction occurs at a distance from campus. No campus location appears on the class interaction grid.

The Higher Learning Commission defines distance-delivered courses as courses in which at least 75 percent of instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other. Hybrid, Distance-Enhanced, and Distance Learning classes use one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The Internet
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices
3. Audio conferencing
4. Videocassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed above

**Classroom Assignment** (see Appendix C – Classroom, Lab, Studio, Performance, and Field Recommendations, pages 22-32)

**Recommendation:** ATAS recommends that the Office of the University Registrar (OUR) coordinate the assignment of classrooms for courses that will meet in person by expanding the classroom pool to include all available rooms across the University, including those currently under the control of colleges. The exception to the classroom pool will be for unique facilities that are designed for specialized instruction. After the OUR makes an initial recommendation on classroom assignments, colleges should work with the OUR to suggest alternative assignments if initial assignments are unsatisfactory.

**In-Person Class Limit of 100** (as initially recommended by the Safe Campus and Scientific Advisory Subgroup)

**Recommendation:** In order to reduce overall congestion on campus ATAS recommends that scheduled classes with sizes of more than 100 people (instructional staff and students included) not be permitted to meet in person for lectures during the autumn 2020 semester. To achieve this goal, ATAS recommends that the lecture portions of such classes be moved online. Thus, colleges are requested to instruct via online means all scheduled course sections for which more than 100 people (instructional staff and students) are scheduled to be in a single room. If, in addition to the online lecture, these courses have discussion, lab, or recitation sections, these course elements may be delivered in person as long as those sessions do not exceed the limit of no more than 100 persons in the room assigned for that purpose. If stand-alone sections (those lacking a discussion, lab, or recitation component) with more than 100 people wish to reschedule into multiple smaller sections, classroom assignment may be possible depending on room/space availability.

The Safe Campus and Scientific Advisory Subgroup states the following recommendations for lecture, seminar and discussion classes:

*Overall size limit recommendation: Scheduled classes with sizes of 100 or more people (instructional staff and students included) will not be permitted to meet in person for the autumn 2020 semester. Further, in order to reduce overall congestion on campus, it is recommended that such classes be moved to an online format for the lecture portion of these classes.*

The ATAS notes that should the COVID-19 conditions continue beyond autumn 2020, similar restrictions should be in place for spring 2021.

Adhering to these guidelines, colleges are requested to instruct via online means all courses with lecture sessions for which 100 or more people (instructional staff and students) are scheduled to be in a single room. These courses may have in-person

breakout, discussion, or recitation sections as long as those sessions do not exceed the limit of no more than 100 persons in the room.

While the recommendation from ATAS is for the Office of the University Registrar (OUR) to schedule all rooms on campus in which teaching and learning are conducted, it is intended that these rooms exclude unique facilities for specialized instruction, such as laboratories and studios, which will continue to be assigned by the colleges. Further, the process of assigning rooms by OUR will include consultation with the deans whereby they have an opportunity to review assignments and identify specialized spaces needed for the colleges' academic programs.

Prioritization of classroom assignment for courses requiring in person elements below the 100-person threshold will be required. ATAS recommends the following for consideration:

- Courses that require specialized space (labs, studio, or similar types of classes, and rooms designed specifically for a class);
- Gateway courses that impact future success for students in a major or program;
- Courses required for program graduation that semester or are offered in a sequence that influences graduation;
- Courses for which an important element is discussion, group work, group projects/presentations;
- Breakout or recitation elements of courses in which the lecture element, now being provided online, normally exceeds 100 students;
- Courses that enroll a majority of first- or second-year students that are essential for retention; and
- Core courses necessary for students to build a strong foundation for a major or program.

Other questions that influence the number of available classrooms and the prioritization criteria:

- What percentage of students will be in on-campus housing?
- Who will reside in University housing? First-year students? Second-year students? A mixture of first- and second-year students?
- How many online courses are appropriate for a first- or second-year student?
- Should classes be assigned to morning and evening slots (e.g. at 8 AM and after 5 PM) and/or Saturdays? Deans are supportive of a longer day for classes. This is based on the recommendation to decrease density on campus by increasing “passing time” between course offerings to reduce the concentration of people moving from one class to another.

## Recommendations for Deans and Colleges.

### **Faculty Assignment, Workload, and Evaluation** *(see Appendix D – Faculty Assignment, Workload, and Evaluation, pages 33-36)*

**Recommendation: ATAS recommends that chairs and deans work with faculty members to make course assignments that balance pedagogical efficacy, faculty expertise, and the safety of both faculty and students. Faculty members are to be evaluated in a manner that recognizes and aligns with teaching or service assignments that may be higher than usual. Deans and chairs will make the final assignments.**

ATAS considered faculty needs and support throughout the active timeframe of teaching disruption caused by the COVID-19 pandemic. The ATAS considered workload, the assignment of classes and modality, and evaluation. Specifically, the following goals were considered:

1. Provide recommendations to deans on how to fulfill the University's academic mission during the COVID-19 pandemic (summer 2020; autumn 2020; beyond) relative to workload, succession planning, and evaluation.
2. Develop a framework for colleges and other academic units to create plans for returning to campus—with respect to workload, succession planning, and evaluation.

As the University moves forward in supporting instructors through the transition to academic year 2020-2021 teaching, the ATAS takes as a primary concern careful attention to and flexibility in supporting vulnerable populations, including instructors who need and request accommodation due to COVID-related risk.

The ATAS also recognizes the critical importance and value of timely and clear communication of decisions and the availability of and access to robust resources to support teaching and learning. Specifically, instructors will benefit from advanced notice and clear articulation of requirements and approval processes for hybrid and online courses. They also require sufficient time to prepare for new teaching modalities and guidance on and expert support for developing courses.

Faculty evaluation will continue to be a consideration during the changing dynamics of classes. In recognition of workload impacts of faculty modifying modes of instruction during calendar 2020 due to COVID-19, faculty responsibilities for calendar 2020 may be adjusted to increase the relative proportion of effort focused on instruction. For example, if a faculty member's normal responsibilities consist of 40% teaching, 40% research and creative inquiry, and 20% service, the proportion associated with teaching may be increased to 50%, with proportional decreases in research and creative inquiry, and service. The increased focus on instruction should be taken into account during annual reviews and in the Annual Merit and Compensation process conducted in 2021.

## **Baseline Resources, Succession Plans**

**Recommendation: ATAS recommends that, at a minimum, chairs and deans expect that all instructional staff use Carmen Key 3 to ensure baseline access to critical course content. Instructors should follow the recommendations detailed in the Carmen Common Sense online resource and provide course materials in a variety of formats so that students can continue learning should they or instructors become ill or quarantined. Succession plans should be prepared that include processes for assigning additional unplanned instruction and identify instructors to be added to Carmen sites as substitutes in the event of the original instructor's illness. To assist in any needed transition, instructors should develop and post on Carmen all course content, activities, assignments, and assessments prior to the semester's start.**

## **Recommendations for the University.**

### **Advising and Student Services Staff**

**Recommendation:** ATAS recommends that academic advisors and other student services staff receive additional support and assistance so they can provide the best information to students during the 2020-2021 academic year. As colleges and departments change the modes of instruction for autumn semester, students will need to consider the courses and pedagogical platforms and modes that best fit their learning styles and meet program and graduation requirements. The work of academic advisors and other student services staff will be especially important for students' success. This support may require adjusted staff assignments, additional staffing, and/or additional funding.

### **Vulnerable Populations and Those Requiring Accommodations**

**Recommendation:** ATAS recommends that as multiple decisions are made that change the academic programs and teaching modalities for the 2020-2021 academic year, potentially vulnerable populations and those requiring accommodations must be considered throughout the decision-making process. In addition, all students, staff, and faculty will face unusual and new challenges to be successful.



## Appendix A: Academic Calendar

Item	Potential Recommendation	Costs Negatives	Benefits Plusses	Questions/Considerations	Other decisions needed or influenced
<b>Start Date</b>	August 25	<p>Less time for faculty/UITL/ODEE to prepare courses for hybrid or virtual delivery</p> <p>Less time for housing to prepare for student move-in</p>	<p>Original date</p> <p>No changes needed</p>	<p><b>Deans:</b> No strong reason not to start at this time.</p> <p>Allow faculty to know sooner than later that this is the recommendation – they will be prepared</p> <p>Current:</p> <ul style="list-style-type: none"> <li>• Instruction 8/25 (T) – 12/9 (W)</li> <li>• Breaks 10/15-10/16, 11/11, 11/25</li> <li>• Reading day 12/10 (Th)</li> <li>• Finals 12/11 (F) – 12/17 (Th)</li> <li>• Commencement 12/20 (Su)</li> </ul> <p>Current start, eliminate breaks and reading day:</p> <ul style="list-style-type: none"> <li>• Instruction 8/25 (T) – 12/3 (Th)</li> <li>• No breaks</li> <li>• No reading day</li> <li>• Finals 12/4 (F) – 12/10 (Th)</li> <li>• Commencement could be 12/13 instead of 12/20 (Su)</li> </ul>	End date could be Thanksgiving which is safer for community
<b>Start Date Variability</b>	August 25 for graduate professional programs	Less time for faculty/UITL/ODEE to prepare courses for hybrid or virtual delivery at graduate level	Incremental start to on campus activity	College of Education has student contracts with schools; will this meet need?	

Start Date Variability, continued			Allows those with clinical experiences to begin and finish in semester  Graduate students may have time to start classes and prepare to teach undergraduate students (head start)		
	September 8 for undergraduate students	<p>International students need visa time adjusted</p> <p>Graduate students may be starting courses at two times Might require using Saturday or evenings</p> <p>Impact on work/life concerns</p> <p>Childcare issues for faculty, staff, students</p> <p>Impact on student employment</p> <p>Impact on co-curricular student life activities Condensed learning might impact student success</p>	<p>Additional time for faculty to prepare for hybrid or online</p> <p>Additional time for GTAs to prepare for teaching</p> <p>Additional time to assess where infection curve is for Ohio and US</p>	<p>Graduate/Undergraduate courses start at this time</p> <p>Will we need more class time so that Saturdays and later courses during the week will be scheduled?</p> <p>No fall break and no Wednesday before Thanksgiving off</p> <p>What are the required hours of instruction per credit hour per semester?</p>	<p>Schedules will change for current students who registered for AU in SP</p> <p>Published schedules currently available will need to be revised for new students/transfer students about to go through orientation</p> <p>Move in day for housing</p> <p>Move out day for housing</p> <p>Days off schedule</p> <p>Finals' dates</p>

<b>Start Date Variability, continued</b>			Additional time for student move-in to reduce physical distancing		
<b>End Date</b>	Last day of classes: Dec 9 (Weds) Finals: Dec 11 (Fri) – 17 (Thurs)	Could coincide with flu season and increase chances of students and instructors becoming ill	No Change		
	Move to Wednesday of Thanksgiving Week	<p>If no return after Thanksgiving, increase in students exiting housing at same time – safe distance difficult</p> <p>Finals online and many faculty members do not recognize as a good practice</p>	<p>No returning students reduces risk of bringing back infections from home areas</p> <p>If no return after Thanksgiving, increase in students exiting housing at same time making maintaining safe distancing difficult</p> <p>Reduces overlap with flu season</p>		<p>We may need to adjust to online for end of semester</p> <p>Plan for exiting housing</p> <p>Semester Schedule</p>

## Appendix B: Coursework Platforms

Item	Potential Recommendation	Costs/Negatives	Benefits/Plusses	Questions/Considerations	Other decisions needed or influenced
<b>Courses provided via Hybrid (combination of in person and online instruction)</b>		<p>Difficulty and/or potential educational compromises in providing certain types of courses in hybrid structure (laboratory, studio, field experience, clinical, etc.)</p> <p>If certain student populations are isolated to reduce potential spread of infection (athletes, dance and music students), a full range of online courses will need to be provided for those students</p> <p>Students will not have the full range of on-campus college experiences given certain restrictions on gatherings, events, etc.</p>	<p>Flexibility for students in a variety of personal circumstances</p> <p>Flexibility for faculty to reduce in-person exposure</p> <p>Will require limits on number of students meeting in person at any one time</p> <p>Includes delivery of in person instruction which for many courses may mean better instruction</p> <p>Faculty can build on or improve upon strategies employed during spring semester.</p> <p>Provides base for switching to fully-online if necessary mid-semester</p> <p>Provides basis for creating fully-online courses if needed</p>	<p>What will be the physical distancing requirements</p> <p>Will physical distancing requirements be different then than now (relaxed, intensified)</p> <p>How will physical distancing requirements be met how will they be enforced</p> <p>Will physical distancing requirements differ depending upon the type of class (lecture, laboratory, seminar)</p> <p>What will be the PPE requirements</p> <p>Support is needed from instructional designers to implement best pedagogical practices</p> <p>What classroom technology will be needed to successfully transmit in-class activities</p> <p>Will University and external systems be sufficiently strong to support the online instruction portion</p>	<p>Will hybrid instruction require a different tuition fee</p> <p>Will fees charged to students for labs, studio, etc. need to be different if portion of lab is not in person</p> <p>Does taking all hybrid courses result in a different level of financial aid support for students from Pell, OCOG, etc.</p>

<p><b>Courses provided via Hybrid, continued</b></p>			<p>Does not require prepping two completely separate courses: could involve a series of online elements (videos, chats, assignments, readings) for all students but also provides opportunities for valuable in-person elements (like discussion in a humanities class) that would be attractive to many students</p> <p>Assists with classroom capacity issues by not requiring a full regular meeting schedule, e.g. half of class meets in person in Mondays with the other half connecting online; groups are reversed on Wednesday</p> <p>Fewer approvals required than fully online courses</p> <p>Not require departments to spend time turning all classes into fully-online courses and focus only on those key courses best offered in online format</p>	<p>What will be the facilities needs to accommodate in person elements of courses, such as sufficient space in classrooms for distancing and in classroom and hallways to permit distancing during ingress and egress</p> <p>Are adjustments to faculty workload needed for preparing and delivering this model</p> <p>Should additional compensation be provided to faculty for preparing to teach in this method</p> <p>What is sufficient lead time for faculty for planning</p> <p>Support is needed from instructional designers to implement best pedagogical practices</p> <p>Will some students prefer to be fully online rather than receive hybrid instruction</p> <p>Who will determine when the student should be in person and when online—the faculty, the student</p> <p>How will physical distancing or PPE requirements be enforced</p>	
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<b>Courses provided via Hybrid, continued</b>				Should the calendar be adjusted to accommodate preparing for this model	
<b>Courses provided fully online</b>		<p>Will require converting all remaining AU (and SP?) courses in OSU curriculum to online, best practice driven structure</p> <p>Will require gaining ODHE, professional organization, and other (?) approvals for all AU and SP (?) courses in OSU curriculum</p> <p>Difficulty and/or potential educational compromises in providing certain types of courses in online structure (laboratory, studio, field experiences, clinical, etc.)</p> <p>Students will not have the full on-campus college experience.</p>	<p>Provides full flexibility for students in a variety of personal circumstances</p> <p>Eliminates in-person exposure</p> <p>Eliminates classroom capacity issues</p>	<p>Support is needed from instructional designers to implement best pedagogical practices</p> <p>Will University and external systems be sufficiently strong to support fully online instruction</p> <p>Are adjustments to faculty workload needed for preparing and delivering this model</p> <p>Should additional compensation be provided to faculty for preparing to teach in this method</p> <p>What is sufficient lead time for faculty for planning</p> <p>Will enrollment suffer, especially among first year students, in going to all online model</p> <p>Should the calendar be adjusted to accommodate preparing for this model</p>	<p>Will online instruction require a different tuition fee</p> <p>Will fees charged to students for labs, etc. need to be different or eliminated since labs, studio, etc. not in person</p> <p>Does taking all online courses result in a different level of financial aid support for students from Pell, OCOG, etc.</p>

## Appendix C: Classroom, Lab, Studio, Performance, and Field Recommendations

Item	Potential Recommendation	Costs/Negatives	Benefits/Plusses	Questions/Considerations	Other decisions needed or influenced
<b>Classrooms (for Lecture, Seminar and Discussion Classes)</b>	<p>Scheduled classes with sizes of 100 or more (instructional staff and students) will not be permitted to meet in person for the AU20 semester.</p> <p>For courses of less than 100 people, the minimum classroom spacing should be 30 square feet per student and minimum distancing between students of 6 feet. In classrooms, appropriate signage should indicate where students can (in assigned seats) and cannot sit.</p> <p>For regular seminar, discussion and lecture classes, students and instructors are to properly wear appropriate masks at all times, including as they enter their class building and as they depart from their class building.</p> <p>The inflow and outflow from classrooms should be regulated and clearly indicated through signage. Doors should be kept/held open during the time of systematic entrance and exit. In larger lecture rooms with more than one door or set of doors, it is recommended that the students and instructors all enter through the same door or set of doors and exit through the other door or set of doors. The doors must be kept closed during all other times.</p> <p>Facemasks should always be worn inside classroom/lab buildings</p>	<p>See curricular costs/negatives for online courses in curricular section</p> <p>May require adding sections</p> <p>May be difficult to find sufficient number of classrooms large enough to accommodate physical distancing requirements</p> <p>Will require extensive signage</p> <p>Need to consider overall number of classrooms in a hallway, size of hallway, stairwells, elevators, and movement in and out of buildings</p>	<p>See curricular benefits/plusses for online courses in curricular section</p> <p>Eliminates in person classroom contact for courses of 100 or more</p> <p>For buildings housing lecture halls holding 100 or more, eliminates issues of physical distancing in hallways, elevators, building entrances/exits</p> <p>Reduces in person contact for courses of fewer than 100</p> <p>Masks, physical distancing, and ingress/egress requirements should reduce virus spread</p> <p>Level 2 cleaning should reduce virus spread</p>	<p>If instructors wish to maintain some in person aspects (i.e. doing lectures online and having smaller groups meet intermittently during scheduled class times) would this be allowed</p> <p>Who is providing PPE to students/instructors; what kind of PPE/masks will be sufficient (homemade masks are more likely to be available and more sustainable, but who is going to police them) (being addressed by SCSA group recommendations)</p> <p>Extending time between classes will alter the scheduling grid and could perhaps require re-registration</p> <p>Extending time between classes may make it more likely that the day and/or the week will be extended</p>	<p>Will all/most classes need to be available to people who are not able to complete in person activities (due to health or distance from campus); for example, if a hybrid course has a required in person element, does there need to be an equivalent distance element to achieve the same goals</p>

<b>Classrooms (for Lecture, Seminar and Discussion Classes), continued</b>	<p>Provided that the above distancing and density recommendations are followed, the appropriate cleaning protocol is level 2 for regular lecture, discussion, and seminar classes.</p>	<p>Need to consider time for entering/exiting room and buildings; consider extending time between classes</p> <p>Masks, separation, entry/exit protocols, etc. will require adherence, but who will be responsible for enforcement?</p> <p>Will there be sufficient time between classes for janitorial staff to perform cleaning</p> <p>Doors may require electromagnetic hold-opens as kickplate doorstops would require handling and temporary doorstops may violate fire codes</p>		<p>Will need to be an organized effort to go through each classroom, classroom building, and curricular program to specify the accommodations needing to be made.</p> <p>Colleges/units/campuses need to figure out how to engage in that process</p>	
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		Since a significant portion of faculty will not be able to do in person teaching, more of it will need to be done by other faculty. Need to think about how to keep equity considerations in mind			
Item	Potential Recommendations	Costs/Negatives	Benefits/Plusses	Questions/Considerations	Other Decisions Needed
<b>Lab Classes</b>	<p>Where appropriate PPE is worn (i.e., masks, googles, face shields, eye shields) and appropriate ventilation present (local exhaust ventilation), requirements for social spacing can be reduced to 15 square feet per student or 3 feet between students.</p> <p>Spacing indicators need to be available for the use of bench space in rooms.</p> <p>Students are expected to follow normal cleaning protocols after using teaching lab space. Measures should be in place to ensure that protocols are followed. Signage should be present to encourage students to wash their hands before and after class.</p> <p>Facemasks should always be worn inside classroom/lab buildings</p>	<p>May require adding sections</p> <p>Will there be a sufficient number of lab spaces to accommodate the additional sections needed</p> <p>Need to consider overall number of labs in a hallway, size of hallway, stairwells, elevators, and movement in and out of buildings</p>	<p>PPE use will permit more students in lab sessions than in classrooms</p> <p>Level 1 cleaning protocols will reduce pressure on housekeeping staff</p>	<p>Lab quality disposable PPE may be very difficult to get; is reusable PPE (i.e. homemade facemasks) ok; if so, who provides and who cleans</p> <p>Do these recommendations also apply to undergrad, grad, and professional students doing research in faculty labs for credit</p> <p>Will need to be an organized effort to go through each lab, lab building, and curricular program to specify the accommodations needing to be made. Colleges/units/campuses need to figure out how to engage in that process</p>	

<b>Lab classes, continued</b>	<p>Individual mentored research experiences must conform to the guidelines put forth by the Research Recovery Committee</p> <p>Provided that the above distancing and density recommendations are followed, then the appropriate cleaning protocol is a level 1 for lab classes.</p>	<p>What will be the cleaning protocols for shared equipment and materials</p> <p>Need to consider time for entering/exiting lab and buildings; consider extending time between classes</p> <p>Who will conduct the cleaning between lab sessions</p> <p>Will require extensive signage</p>			
Item	Potential Recommendations	Costs/Negatives	Benefits/Plusses	Questions/Considerations	Other Decisions Needed
<b>Studio spaces with shared equipment or materials, but not requiring vocal/oral performance or heavy physical exertion</b>	<p>Standard spacing recommendations apply unless local exhaust ventilation is present, in which case spacing protocols can be reduced to 3 ft separation and 15 sq ft per student, for instance on a bench or table.</p> <p>Facemasks should be worn at all times.</p>	<p>Cleaning of shared equipment required, some of which may be unusually shaped or large</p> <p>Cleaning of shared equipment between users will take time and require knowledge of cleaning needs</p>	Will permit offering of courses for which the in person aspects are critical and cannot be replaced by virtual	Will need to be an organized effort to go through each studio, studio building, and curricular program to specify the accommodations needing to be made. Colleges/units/campuses need to figure out how to engage in that process	

<b>Studio spaces, continued</b>	Regarding shared equipment and materials, efforts should be taken to minimize the number of people who access shared materials or who share equipment (e.g. asking students to bring their own keyboards).  On a daily basis, level 2 cleaning standards should be used. There should also be cleaning between users	Requiring some equipment to be purchased that is normally provided will increase students' costs			
<b>Item</b>	<b>Potential Recommendation</b>	<b>Costs/Negatives</b>	<b>Benefits/Plusses</b>	<b>Questions/Considerations</b>	<b>Other decisions needed</b>
<b>Performance based classes</b>  Performance-based classes requiring activities that will pose a higher risk than normal class instruction due to certain core activities required of performance-based students. Classes include dance, vocal performance, theatre, musical instrument (orchestra and band).	These recommendations are made knowing there is a certain increased risk of potential transmission with the violation of proposed physical distancing recommendations and the use of facemasks. A balanced risk assessment is required when considering the risk of virus transmission and the activities required. Every precaution should be taken to minimize this increased risk but there is an acknowledgement that certain core activities required of performance-based students will have higher virus transmission risk. This higher risk should be disclosed in detail with students and instructors prior to any higher risk activity occurring.	Potential enhanced risks to students taking these courses  What accommodations can/must be made for students uncomfortable accepting enhanced risk  What accommodations can/must be made for faculty or staff uncomfortable accepting enhanced risk	Will permit offering of courses for which in person, group, and/or close contact aspects are critical for learning and cannot be replaced by virtual  Focus the in person elements of the class on the rich, immersive aspects of education	Will need to be an organized effort to go through each performance space, building with performance spaces, and curricular program to specify the accommodations needing to be made. Colleges/units/campuses need to figure out how to engage in that process	

<p><b>Performance-based classes, continued</b></p> <p>Universal recommendations of physical distancing and hygiene (i.e. wearing a facemask) to reduce virus transmission may not be possible. There is no current evidence to guide risk determination and virus transmission for these activities</p>	<p>Students in performance-based classes will be required to have enhanced monitoring checked and recorded daily including temperature and symptoms screening when entering the classroom/facility. (It is often not feasible for increased testing to occur for these students at a frequency to ensure a lower risk during these daily performance-based activities.)</p> <p>Appropriate physical distancing for students and instructors in performance-based classes that involve high levels of physical exertion and/or breathing-intensive performance (e.g., singing, wind instruments, theatre projection) are 10 feet between each person and 79 sq. feet of space per person in a room.</p> <p>Students should be encouraged to maintain physical distancing recommendations whenever possible and should limit their activity where physical distancing cannot be maintained to only highly essential activity.</p>	<p>What are the increased organizational aspects (residence halls, dining, providing online courses for the remainder of the students' schedules, etc.) for isolating students taking these courses from the general student population</p> <p>What are the increased costs for isolating students taking these courses from the general student population</p> <p>Who will be responsible for the daily health checks</p> <p>Who will determine whether or when facemasks are required to be worn</p> <p>What cleaning protocols will be developed for students to use in cleaning their equipment (instruments, shoes, etc.)</p>			
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<b>Performance-based classes, continued</b>	<p>In specific, limited classroom settings in which students cannot wear masks because the activity involves a high degree of aerosolization (e.g. singing, athletics, dance) or in which it is important for the instructor to see the student's mouth (e.g. speech and language), evidence suggests that face shields may be an appropriate option. Face shields would not be appropriate in the vast majority of settings.</p> <p>Faculty should provide alternative performance-based activities to allow for physical distancing and minimize unnecessary high-risk activity.</p> <p>Students should use a facemask whenever possible during activity. Students and instructors should minimize the need for removal of the facemask (higher intensity activity, exercise, unmasked vocal and performance activity, etc.) realizing that activities without a face mask during performance-based classes puts students at a higher risk for virus transmission.</p>	<p>Will enhanced levels of cleaning be required for these practice or performance spaces</p>			
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	<p>Instructors should maintain physical distancing and use of facemasks at all times. Instructors should take extra precaution understanding that the potential for asymptomatic carriers and transmission may be higher in the performance-based students that engage in higher risk activities. They should also have enhanced health monitoring including temperature and symptoms screening at the time of entering the classroom/facility.</p> <p>All students should take extra precautions with frequent hand and face washing and hand and face sanitizing.</p> <p>Students should maintain and clean their own equipment (instruments, clothing, shoes etc.).</p> <p>If possible, students required to engage in higher risk activities should be provided housing options to limit their exposure to others outside of their discipline.</p>				
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	<p>Students should be instructed regarding the potential for certain activities to be higher risks for virus transmission and if they are uncomfortable with these required activities, the students should be given options for alternate activity or understand that they may have to postpone classes/degree requirements.</p> <p>Wherever possible, class and rehearsal times for indoor performance classes should be shortened to one hour or less (Where feasible, outdoor alternatives should be explored.) Thirty minutes of non-occupancy time should be provided between class or rehearsal sessions to increase ventilation and air exchange.</p> <p>Where appropriate, programs that offer performance-based education should also follow scientifically based guidance from their national professional organizations.</p>				
Item	Potential Recommendation	Costs/Negatives	Benefits/Plusses	Questions/Considerations	Other decisions needed
Field Based Classes	Wherever possible, field-based activities should be adjusted to avoid off campus transportation or overnight accommodation.	Will the requirements established by professional organizations be met by these recommendations	Will permit offering of courses for which the in-field or at site aspects are critical and cannot be replaced by virtual		

<p><b>Field Based Classes, continued</b></p>	<p>Where group transportation to a field site is needed, it should be done in a way that can accommodate physical distancing expectations or 6 ft spacing between passengers and 30 sq feet of space per passenger.</p> <p>Flow into and out of transportation vehicles and field sites should be designed to minimize contact among those on the field trip. At a field site, regular physical distancing expectations apply.</p> <p>Limit to a minimum the number of individuals present at the site at a given time.</p> <p>Minimize person-to-person contacts at all times using the general guidelines regarding spacing and human traffic flow, particularly if work needs to take place indoors.</p> <p>As much of the work as possible should be performed outdoors and in sparsely populated areas, and the time in buildings should be kept to the absolute minimum.</p> <p>Masks should be worn at all times. Regular hand washing or hand sanitizing should be practiced.</p>	<p>Will the requirements established by state or national licensing boards be met by these recommendations</p> <p>Who will be responsible for cleaning shared or fleet vehicles used to transport groups of students to field sites</p>	<p>These recommendations will track the recommendations coming from the Research Recovery Group. Alignment is a plus</p>		
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	<p>If students and instructors are using common equipment or materials, these should be disinfected before the first use, between users on the trip, and after the final use before being returned to storage.</p> <p>There should be no shared food or beverages. Students and instructors should be encouraged to provide their own food and beverages, and to eat and drink at designated times and in settings where physical distancing of 10 feet between each person can be maintained.</p> <p>Overnight field experiences may be permitted in outdoor, open air settings provided other kinds of safety protocols are maintained. Plans for overnight field experiences should be reviewed centrally by someone designated by the Safe Campus and Scientific Advisory Subgroup to conduct such reviews.</p> <p>OAA increases the size of the “classroom pool” to make the bulk of classroom assignments</p>				
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## Appendix D: Faculty Assignment, Workload, and Evaluation

Item	Potential Recommendation	Questions/Considerations	Other Decisions Needed
<b>Workload</b>			
<b>Assignment of classes and modes of delivery</b>	<p>Assignment of classes necessarily will balance a range of considerations.</p> <p>The top priorities are</p> <ol style="list-style-type: none"> <li>1. Supporting instructors who need and request accommodation due to COVID-related risk</li> <li>2. Aligning teaching modality with pedagogical need</li> </ol> <p>Subsequent priorities are</p> <ol style="list-style-type: none"> <li>3. Assigning instructors based on their areas of disciplinary expertise</li> <li>4. Assigning instructors based on their preferences for modality, noting that, when possible, instructors will deliver courses in the modalities with which they are most comfortable</li> </ol> <p>With respect to item 2, aligning modality with pedagogical need, we recognize that</p> <ul style="list-style-type: none"> <li>• Some courses <i>must</i> be taught in person</li> <li>• Other courses are <i>better</i> taught in person</li> <li>• Some courses are <i>better</i> taught online and</li> <li>• Units or individual faculty may <i>prefer</i> to teach other courses in person</li> </ul> <p>For those courses that must be delivered in person or would be greatly diminished if not taught in person, teaching assignments may need to be adjusted to meet that pedagogical need.</p>	<p>Deans have final responsibility for determining assignment of courses. In some colleges (e.g., those that are also TIUS), this is current practice. In other colleges, it is not.</p> <p>ASC may well have the greatest constraint on/limitations for offering online courses—if, e.g., 1<sup>st</sup> year students are priority for on-campus and in-person teaching</p> <p>In other words, both in-person and hybrid courses are considered as offering students “in-person” contact.</p> <p>A range of questions remains:</p> <ul style="list-style-type: none"> <li>• What is the process for appeal by instructors who wish to challenge their teaching assignment?</li> <li>• What are the expectations for faculty teaching in-person courses to accommodate student preferences for instruction (e.g., students who become uncomfortable in the classroom, become ill, or wish to learn remotely)?</li> <li>• What is the impact of resource allocation to departments that may either be assigned or take on a greater share of online teaching?</li> <li>• How might we recommend to departments and colleges that they create mechanisms to achieve equity in class assignments (e.g., junior faculty who are younger taking up responsibility for a greater share of in-person teaching). Additional time (extending tenure clock), while valuable, may not be an adequate response.</li> </ul>	<p>HR guidelines on criteria for qualifying for accommodations</p> <p>Threshold for courses offered in-person for students returning to campus and the basis on which hybrid or distance learning courses will be determined and distributed across colleges.</p> <p>Exigence and impact of 100+ rule on assignment and modality decisions</p> <ul style="list-style-type: none"> <li>• Has this decision been communicated out to deans and department chairs?</li> </ul> <p>Exigence and impact of space limitations on assignment and modality decisions</p>

	It may also be the case that faculty preference for teaching a particular course in a particular modality may not align with pedagogical need. In those cases, teaching assignments may need to be adjusted.	<ul style="list-style-type: none"> <li>If we consider the global student experience (achieved through adhering to the first two priorities but also attending to the percentage of courses delivered in person), how do we determine the distribution? Department or college ratio? Student population?</li> </ul>	
<b>Additional instructional labor</b>		Support need for a range of activities will likely increase for instructors across all teaching modalities, such as meeting ADA guidelines for accessibility (e.g., captioning of live Zoom lectures) or assigning additional graders or recitation leaders for in-person instruction distributed across instructional spaces meeting physical distancing requirements	
<b>COVID-related responsibilities</b>	<p>Create and distribute University-wide statement articulating expectations for behaviors and enforcement, as well as the staff who will be charged with COVID-related cleaning and mediations.</p> <p>Create sample syllabus statements</p> <p>Create code(s) detailing expectations for student, staff, and instructor behaviors and compliance</p>	<p>Instructors may object to being asked to be <i>solely or even primarily</i> charged with the responsibility for enforcing COVID-related guidelines or undertaking cleaning of their classrooms and labs. Short of this, they will certainly benefit from clear guidelines outlining their rights and responsibilities relative to student (non-)compliance.</p> <p>Will there be a hotline or other mode of in-time communication for instructors reporting critical issues?</p>	An HR statement on these expectations would be beneficial to assure clear understanding and consistency in University-wide application

<b>Succession</b>			
<b>Succession Action Plans</b>	<p>TIUs will create actionable, balanced succession plans that include processes for assigning additional, unplanned instruction.</p> <p>Best practices include</p> <ul style="list-style-type: none"> <li>Identifying substitute instructors who are added as instructors to the Carmen site at the beginning of the term</li> <li>Asking instructors to have semester content, activities, assignments, and assessments built out before the beginning of the term to assure smooth transition in the event of instructor illness</li> <li>Creating clear processes for evaluation of teaching for original and substitute instructors</li> <li>Designating staff to manage all SIS and related labor</li> </ul>	<p>To what degree do colleges and departments feel they need to have such plans from the University?</p> <p>Do TIU heads prefer a template or defined plan or the freedom to create their own plans?</p> <p>What other kinds of acknowledgement might be appropriate?</p> <p>Concerns about equity (especially for faculty with heavier teaching loads)</p>	
<b>Evaluation</b>			
<b>Graduate Student Support</b>	Consider extending the time to degree (and funding) for graduate students whose research may have been impacted by continued challenges of COVID	This recommendation likely will be made to the Graduate School rather than colleges or departments	
<b>Tenure Clock</b>	Consider extension of the one-year suspension of the tenure clock to probationary faculty hired during the 2020-21 academic year.	This recommendation likely will be made to OAA rather than colleges or departments	
<b>Annual Reviews, Promotion, and Tenure Processes</b>	Create TIU blueprints for addressing on-going challenges faced by faculty (e.g., research suspension, shifting of responsibilities for teaching and service)	How will this next semester "count" toward promotion and tenure? Example: Do chairs have the option of shifting duty percentages due to COVID?	Chairs need to be educated more fully about how to note the FTE and distribution of responsibility in an annual review (for all areas).

<p><b>Evaluation of Teaching</b></p>	<p>Identify processes by which department chair and P&amp;T committee will articulate in annual review, promotion, and tenure documentation any changes in distribution of work necessitated by COVID.</p> <p>Provide support and guidance from OAA to department chairs, who will shoulder a great deal of responsibility to articulate/describe the circumstances (e.g., closure of lab) that impact faculty evaluation.</p> <p>Assist impacted instructors in documenting in their dossiers the labor involved in any reassigned or redistributed work.</p> <p>Continue the practices followed in SP 2020 for additional language for SEIs and dossiers</p>	<p>Or does an offer of an additional year off of the tenure clock stand as the only option for accommodating shifts in workload for probationary faculty?</p> <p>Faculty may take on heavier service burdens, e.g., as part of rapid response to COVID or in additional service to their unit. Can this also be accommodated in revised workload ratios and/or rewarded at AMCP?</p> <p>Faculty, as a rule, can take three years' exclusion—and petition for a fourth. Is there any circumstance under which the opportunity to request a second exemption up to a fifth year this might be extended?</p>	<p>This may be a point to be made in the recommendations (e.g., suggested documents, language, framing)</p>
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