Strategic Planning for Fall 2020

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GOAL
The committee's goal is to ensure that departments and other units can deliver courses with minimal disruption during the scenarios below.

CONTEXT
The UI Critical Incident Management Team will make campus-wide decisions related to the operation of UI as needed and is anticipating that these three scenarios are possible during Fall 2020:

i. A complete move to online learning with students leaving campus.
ii. A partial move to online learning with students remaining on campus but with rigorous social distancing enforced, resulting in hybrid teaching strategies.
iii. An early close after Thanksgiving Break.

It is important to bear in mind that the Provost’s office has a committee also working on fall instruction, and the College will need to coordinate our guidelines with those set forth by that committee.

PLANNING DOCUMENT: FALL 2020 INSTRUCTION

I. CLAS must be sensitive to the differences among the disciplines represented in the college and recognize that one size does not fit all
   • DEOs will work with their faculty to implement discipline-specific solutions
Committee will make overarching recommendations based on consultation among members and the institutional response

II. Generally, faculty should plan to teach their on-campus courses in a hybrid mode, with the lecturers recorded or pre-recorded. This will prepare for a smooth transition to online if it proves necessary. Face to face classes should plan on social distancing.
   - The syllabus should reflect the possibility that the course may start as a hybrid and then move totally online; it should require little modification
   - It is important to create community among students so that they do not feel isolated and so that they feel comfortable participating in discussion sections
   - It would be a good idea to organize courses into modules of 3 to 4 weeks according to learning outcomes; such organization gives students a clear sense of structure and goals
   - Work on final papers and projects should be clearly distributed across the semester with deadlines for the individual tasks leading to completion so that students have received regular feedback and have a specified amount of work completed if the semester ends early or access to resources is curtailed
   - Frequent dialogue with students through anonymous surveys using ACE or other tools is encouraged. It is crucial that students understand the goals and learning outcomes of the course and that faculty know whether adjustments should be made
   - High-stake exams, papers, or projects should be one of several tools considered for assessment since academic integrity and contingency planning are ongoing issues
   - It is important to bear in the mind regarding student absences that some students will get sick and others exposed to the virus may be quarantined.

II. For those courses that are sequential (e.g., lower levels of Math, Computer Science, Chemistry, Foreign Language, etc.), faculty should plan to spend time reviewing material from spring 2020
   - Make available Online review materials
   - Offer online tutoring sessions

III. The number of students in TA-taught sections or classes should be balanced out in courses such as Studio Arts and Rhetoric so that social distancing can be achieved

IV. Schedule for fall should be reviewed. Courses/sections should be pended in light of the anticipated drop in percentage of enrollment. Can courses taught by adjuncts be taught by regular faculty? Can an advanced graduate student teach a course regularly assigned to faculty? Can the number of courses be reduced?

V. Should we offer classes that cannot be converted to online?
VI. Should we offer in-person classes in which physical exertion and the potential exchange of bodily fluid is an especial danger to students and faculty (e.g. orchestra, dance, aerobics, etc.)

VII. Should currently online sections be converted to in-person or blended classes? or if an online and in-person class are both being offered in the fall, should only the online section be offered?

VIII. Planning for lab and studio experiences should be coordinated with the reopening of research.

IX. Faculty and graduate assistants who are at risk should be allowed to teach online courses.

X. DEOs should have a contingency plan for delivering all courses in the event that a faculty member becomes ill

CHALLENGES (WITH POSSIBLE SOLUTIONS)

I. Offer Uniformly High-Quality Classes
   • Provide online training for faculty to improve their online teaching and provide them with best practices for teaching online courses
   • Courses must provide a variety of learning activities, otherwise students will disengage

II. Secure Proctoring of Exams
   • UI licenses for Proctorio that will enable all faculty to use this fraud detection device or other fraud detection platforms
   • Train TAs and undergrads to review videos
   • Identify and address needs of students who are taking online exams

III. Computer/Internet Access
   • Make emergency funds available that allow students without access to buy laptops
   • Identify resources that provide access to reliable internet with high speed/bandwidth

IV. Isolation of Students
   • Online support groups for students that includes tutoring for many of their classes as well as to student clubs online
   • Student organizations online

V. Courses with Experiential Learning. Substitutions? Modifications?
VI. Off cycle courses: should their start date be moved up?