Planning for Instructional Continuity and Student Engagement, Fall 2020

June 16, 2020

Amy L. Chasteen, Executive Vice Provost

Instructional Continuity Committee
Kelly Lester, Center for Faculty Development
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Planning for Instructional Continuity and Student Engagement: Fall 2020

The University of Southern Mississippi is preparing for the start of fall 2020 semester with plans for a welcoming, interactive, and positive learning environment for our students, despite the challenges created by the COVID-19 pandemic. We want to offer as many on-campus, face-to-face classes as possible while aligning with local, state, and federal public health guidelines. We know that COVID-19 will impact our teaching and learning for the upcoming year, yet the specifics of how our work will be shaped depend on many factors, from the trends in COVID-19 cases in our area to shifts in federal guidelines. Given the fluidity of our context, we must prepare our classes for far more flexibility than ever before; this plan outlines the specific mechanisms by which we will adjust the class schedule, shift the paradigm for how we design most of our courses, and prepare for teaching in a COVID-19 reality.

Planning committees (see p. 7) are working now on recommendations to the Office of the Provost, which they will complete by the end of June. Drawing on these recommendations, additional guidance will be forthcoming to the University community by mid-July, 2020. This current plan focuses on class scheduling, class design, and broad health and safety protocol, as we work with those committees on further details.

The Academic Calendar and Final Exams for Fall 2020

The existing academic calendar has been adjusted to start the fall 2020 semester on August 17, 2020, eliminate fall break, and conclude regular classes on Monday, November 23, 2020. This format will decrease the flow of students to and from campus for holidays and allow the semester to end slightly earlier.

- In-person classes that meet on Mondays may elect to hold the equivalent of one class meeting through Canvas in virtual format during the semester instead of meeting the Monday of Thanksgiving week.
- Night classes and classes that meet once weekly in block meeting times will have their final exams during regular class times in the week prior to Thanksgiving.
- Final exams for the remaining classes will be scheduled during the week of November 30 - December 4. All exams during that week will be administered virtually. These exams may be given through Canvas or using the Examity virtual proctoring platform. Instructors may also elect the option of a final project or paper in lieu of a formal exam.

Context and Constraints for Fall 2020 Classes

The modality for delivery of classes for fall will depend upon a combination of three primary factors: class size and room availability; pedagogical feasibility of online delivery; and target student audience.

Room capacity under COVID-19 precautions is approximately 25-33% of the typical level, primarily as a result of the need for physical distancing between students seated in the classrooms. In addition, we must also consider entrance/exit flow of students, air flow, and foot traffic in hallways and buildings. The availability of rooms of an adequate size, combined with broader health and safety considerations, significantly constrain the number of classes that can be taught face to face in fall 2020.

Because of the reduced capacity for classroom use in fall 2020, we will need to limit the number of classes that meet face to face during fall 2020, and we need to consider the key factors determining
which classes should be assigned to physical classrooms and which are best suited to entirely remote delivery.

The content and instructional design of some courses heightens the need for face-to-face delivery. For example, some laboratory sciences, clinical experiences, and performing arts are exceptionally difficult to translate to virtual environments without loss of learning outcomes. In addition, the transition to a new college environment can be challenging, and having the opportunity to connect in a face-to-face classroom with peers and an instructor can be an important part of the first semester experience for both new freshman and transfer students that heightens their likelihood of persistence.

Because we have to limit offerings to classes we can fit into the available rooms, in deciding which classes will be face to face, we will thus prioritize those 1) with learning outcomes that are extremely difficult to translate to a virtual environment and 2) that primarily serve new students (freshman and transfer) at the University.

**Process for Decision-Making: Proposing Face-to-Face Classes**

Classes selected for in-person delivery in fall 2020 will be chosen based on a strategic, intentional process guided by the priorities discussed above: pedagogical need and first-year student audience (freshman and transfer). For classes that are not able to hold face-to-face meetings in fall, the University will offer a series of workshops and provide recommendations regarding best practices. The University will also explore the use of CARES funding for investments in technology and other support for remote teaching under COVID-19. Regardless of modality, the guiding principles of fall 2020 will be community support, connection, and responsiveness, to the extent possible under the challenges of COVID-19.

In reviewing classes currently scheduled for fall 2020, some adjustments need to be made in response to the pandemic environment, especially to allow for physical distancing within classrooms and to create a structure that is flexible for the fluid environment we will be operating in. Towards that end:

- No classes over an enrollment capacity of 50 will be offered in person in fall 2020 due to space constraints; because classrooms will be limited to 25-33% maximum capacity, we cannot house classes this large. The Registrar’s office will transition these classes to online delivery immediately.
- Classes with a maximum enrollment capacity under 50 may be considered for face-to-face delivery, if rooms can be identified, through a proposal-based process that originates within the programs and schools. Proposals will be reviewed at the Deans’ level, in conjunction with the Provost’s office (see below).

**Step 1. Directors submit proposals to the Deans’ offices [DUE June 19th]**

Directors, in consultation with faculty, will submit requests for classes in their schools that fall into one of three tiers for face-to-face delivery in fall 2020. Directors should submit:

- A single template spreadsheet (template provided by the Provost’s office) that captures the critical details needed on each class in the school proposed for face-to-face delivery
- A brief memo from the director to the dean that highlights pedagogical reasons for the classes to meet physically in person and discusses any program-level rationale for the
selection of these particular classes. Directors may also wish to indicate a prioritization of classes listed, but that is not required.

**Tier A:** Classes with student learning outcomes and pedagogy that are highly dependent upon in-person delivery (in-person capacity under 50). These classes are extremely difficult to offer without in-person, face-to-face meetings (e.g., clinical experiences, certain science labs, some classes in the arts).

Directors should identify any classes scheduled in their schools for fall 2020 that meet these criteria and identify the pedagogical importance of offering these particular classes in person, explaining why learning outcomes for the courses are exceptionally difficult to meet in an exclusively virtual environment (either on the spreadsheet and/or in the cover memo).

If online delivery with limited in-person meetings and/or partial class meetings is desired as part of the course design, that should be indicated on the spreadsheet and details should be described in the memo. For example, some faculty, directors, and deans have indicated a preference for alternate day attendance (e.g., half the class attends on Tuesday while the other half views the lecture online, then attendance reverses on Thursday) or limited class meetings (e.g., a class does not meet in person regularly but schedules five meetings in the early part of the semester to go over specific content). These scenarios are potentially workable and should be described in the proposals so that the Deans can consider feasibility of space. For such classes, directors need to specify the pattern and frequency of in-person meetings requested.

**Tier B:** Classes designed primarily for first-semester students, freshmen and transfer, that can serve as points of integration into the University (capacity under 50). For fall 2020, we will prioritize a set of courses that primarily serve these new students. In some cases, graduate courses for first-semester students may also fit into this tier.

Faculty and/or directors should identify classes designed primarily for new students that they would like to offer in-person for fall 2020. In the appropriate column on the spreadsheet and/or in the memo, directors should note the audience for these classes and the ways in which they contribute to the students' integration into campus life, heighten their likelihood of persistence, and/or uniquely connect them to instructors.

**IMPORTANT NOTE:** The dean’s office of the College of Arts and Sciences will work with the school director and the Registrar’s office to transition 75% of English composition, MAT 100, MAT 101, and CMS 111 sections for fall 2020 to appropriate rooms for physical distancing and assign the remaining 25% for fully online delivery. No proposals are needed for these classes.

**Tier C:** Other courses that faculty and/or directors wish to offer face-to-face that do not fall into Tier A or Tier B. These requests should include both graduate and undergraduate classes.

For these requests, directors should prepare a single, stand-alone memo at the school level discussing all Tier C requests from the schools. These memos should describe the courses and the rationale for needing in-person meetings. In addition, directors must clearly argue that the pedagogical necessity of face-to-face delivery outweighs the health and safety risks of being in
proximity. These memos should be filed for any class that the Director believes should be offered in person that is under a 50 enrollment cap, including both graduate and undergraduate.

Step 2: Deans’ and University-Level Review and Prioritization (June 19-25)

Once proposals are received at the deans’ level, the deans will review the memos and spreadsheets, discuss with directors any questions that arise, and evaluate space availability for courses requested. All deans will meet and discuss space needs across colleges, in collaboration with the Provost’s office and the Vice Provost for Gulf Park, to identify ways to maximize room usage across the institution.

During conversations among deans and with the Provost’s office, every effort will be made to keep classes at originally scheduled times. Given that thousands of students are already registered for fall, the more we can avoid adjusting class days and times, the less disruptive these adjustments will be. However, in order to accommodate more classes, additional class times may be made available, particularly in the evenings, and offered to directors for classes in their schools.

Once the class schedule is solidified, deans’ offices will enter the schedule information on a spreadsheet provided by the Office of the Provost, and the Office of the Registrar will make the changes in SOAR. No change-of-schedule forms will be needed for this process.

Preparing for Fall 2020 Classes

Regardless of whether classes are designated for exclusively remote delivery or will have some in-person meetings, all classes will have significant online content housed in Canvas. The realities of COVID-19 are unpredictable, yet we can expect that there will be students who will need or be required by the University to self-isolate for two weeks at a time during the fall semester, perhaps due to COVID-19 exposure. If students indicate such exposure, they should be directed to the Dean of Students’ office for standard absence verification processes. Those students will have to be able to continue their classes remotely. Given this context, all classes will need to be designed so that students can be remote at any time, even if the class is an in-person course.

All courses for fall 2020 will center the class on Canvas, even if the class is delivered face to face. Classes will either be fully remote or will integrate online and face-to-face components. No classes will be exclusively face-to-face without virtual interaction and content in Canvas. One way to think about course design for fall 2020 is to imagine all classes as remote classes, built in Canvas, even if they will be meeting in-person. Designing from that paradigm will help ensure accessibility to content and adaptability for students who need to be remote for periods of time.

As a reminder, minimal content that must be in Canvas includes:
- The course syllabus
- All assignments
- Grades
- Office hours (held virtually for all classes using Teams, Zoom, or WebEx)

In addition, all classes must include instructor-led interaction, per Department of Education standards. No classes can rely exclusively on textbooks or other external content without instructor-led discussions, lectures, or other unique content. The critical point is to engage the students, interact with them (e.g.,
through virtual office hours), and ensure that they have access and support from the instructor of record, regardless of class modality.

Faculty Development Opportunities
In spring 2020, faculty members had to transition classes online rapidly without the opportunity for much preparation. Looking to fall 2020, we have more time and are able to offer a variety of workshops, seminars, and one-on-one consultations over the summer. Faculty members are encouraged to continue working with the Center for Faculty Development and the Office of Online Learning to attend workshops, watch videos, and/or get one-on-one assistance with course design.

- A series of workshops and webinars are posted now on the Center for Faculty Development’s website (see Appendix as well). Quality Matters certification on Applying the Quality Matters Rubric is available virtually through the Office of Online Learning, and registration is now open.

Guidelines and Examples for Canvas Use
Faculty members have developed a wide range of successful and engaging classes in the Canvas environment, and faculty are encouraged to attend workshops and talk with colleagues to hear from other faculty members about their varied course design strategies. In general, there are some broad guidelines to follow, and we can offer some examples of a few practices among many that have positive instructional outcomes for engaging students in learning course material.

As classes are being planned, faculty are encouraged to:

- Select class materials that are available electronically whenever possible.
- Minimize use of proctoring, as it incurs both costs and complications (due to access to proctoring sites and/or reliable internet for virtual proctoring). Please try to require no more than two proctored tests per term, designing classes with other forms of assessment whenever possible. Proctoring may be done through in-person sites as long as those are open; otherwise, Examity needs to be used. Plans for proctoring and associated costs must be on the syllabus in Canvas.
- Talk with students the first week of classes about course design, course plans, and expectations for communication as the semester unfolds; we all know that the fall will be an unpredictable time, so it will be important to talk with students about plans for the class, reassure them that remote learning will be possible if necessary, and answer any questions they have.

Some examples (among many) of how faculty members have managed interaction in online courses in prior terms include:

- Holding a live meeting or posting a short welcome video on the first day of the term can be an important step for the students to meet the instructor of record “in person”; this connection can make the class more real to the students.
- Pre-recorded lectures (e.g., PowerPoint presentations with voiceover narration) can be uploaded to Office 365 for students to access through Canvas. Students can then watch those on their own time, asynchronously. Then, at a time set by the faculty member, students can be invited to log in for a live Q&A session about that lecture so that students have the opportunity to ask questions and the faculty member can explain key points in more depth.
- Students in larger classes can also be divided into groups for virtual interaction within the Canvas environment, creating more student-to-student connections and conversations.
• Faculty members can hold regular open discussion times via Teams, WebEx, or Zoom to talk with students, answer questions they have about the material, and clarify any points that the students seem to not understand (based on quiz or assignment performance).

Online Instruction: Synchronous and Asynchronous Content
Remote teaching can be done synchronously or asynchronously. With synchronous teaching, instructors and students meet together in real time through Canvas using Teams, WebEx, or Zoom. In asynchronous classes, instructors share course materials (e.g., lectures, videos, discussion posts, readings) with students, and the students download and read, view, and interact with this content independently, on their own time. Asynchronous courses allow more flexibility for instructors and students, which can be very helpful if internet connections are unreliable or people have complicated schedules. However, asynchronous courses require additional investment to be sure that students get a sense of connection to the faculty member and to peers.

Many resources exist online for considering the balance of synchronous and asynchronous content, including a detailed website at Stanford, this older Faculty Focus article, and a more recent COVID-related discussion in Inside Higher Ed. Faculty members are encouraged to review these resources as they consider whether to incorporate synchronous content into their fall classes.

Unlike spring 2020, when we went remote rapidly and students dispersed to many different locations, as we plan for fall 2020, we can operate with the assumption that students will have access to campus internet. Synchronous teaching is thus possible, although a few things should be kept in mind:

1. Any synchronous class meetings that are held for online courses must be held in the originally assigned class time. If instructors wish to have synchronous components to their courses, that will need to be reported to the director in June 2020 so that the Deans’ offices and Registrar can be notified. SOAR will identify the originally assigned class time as a synchronous meeting time, and the syllabus should then be used to identify how many times the class will meet and what that time will be used for. Any required synchronous sessions should be noted clearly on the syllabus.
2. Even if the University is fully open, not all students will have reliable internet and/or computer access. Faculty should keep in mind those potential limitations and consider making synchronous sessions optional or limiting the number of required synchronous sessions.
3. Synchronous meetings can pose accessibility challenges for students with disabilities and may require additional posts after the fact to accommodate some students’ learning needs.
4. Synchronous meetings are particularly helpful for community-building and student interaction opportunities. They are less optimal for content delivery. For instance, rather than giving a lecture synchronously, a faculty member can pre-record a lecture and post it either as a downloadable audio file or as a PowerPoint with voiceover, then have a synchronous meeting with students for discussion, group work, or clarification of main points.

In-Person Expectations
For those classes that remain face-to-face for fall 2020, they will shift into rooms with large enough space to allow for physical distancing and follow CDC and other relevant guidelines. To enhance the health and safety of the classroom:

• Face coverings will be required for attendance, and everyone must maintain the recommended physical distance when interacting face to face.
Tests and other assignments should be completed or submitted digitally where possible to avoid exchange of materials by hand. If paper is used, care will be taken to follow proper handwashing and other protocols as specified by the CDC.

The use of plexiglass will be considered in teaching spaces where that is appropriate.

All office hours, student-faculty conferences, group work, and other interactions should be conducted virtually, through Canvas, using Teams, Zoom, WebEx, or other similar platform.

Health and Safety Protocols

1. All faculty, instructional staff, and employees must wear face coverings unless alone in a private office. Face coverings can be removed during teaching if at least ten feet of distance can be maintained from the instructor and any students.

2. University protocol for handwashing, cleaning of work areas, and avoiding shared work materials must be followed.

3. If any faculty members or instructional staff have concerns about in-person teaching or campus presence due to health conditions, they should contact Human Resources to discuss their situation.

4. If faculty become aware of students who have been exposed to COVID-19 or who report having been diagnosed with COVID-19, they should direct that student to the Dean of Students’ office. The Dean of Students’ office will continue to verify student reports of health situations and communicate with faculty about any required absences from class.

5. Students who are required to quarantine because of exposure to COVID-19 will access class content remotely and communicate with instructors through Canvas to stay engaged with the class as they are able. Students will work with Moffitt to document and monitor their health status and receive appropriate treatment.

6. Standard signage will be used for all areas regarding face coverings, hand washing, physical distancing, and other expectations.

COVID-19 Planning Committees for Fall 2020

Six key committees have been formed to research and discuss the management of spaces, class activities, events and performances, and other functions. These committees include faculty and staff from both academic affairs and student affairs; membership is composed of nominees from leadership as well as volunteers. Committees will make recommendations to the Office of the Provost by the end of June, 2020.

Committees include:
Classroom Environment
Chair: Eric Tribunella (Senior Associate Dean, Arts and Sciences)

CBED
Patrick Browning (Dean's Office)
Sungsso Kim (MARCH)

Shane Wood (HUM/COMP)

CEHS
Joann Judge (KIN)
Joe Olmi (PSY)

CAS
Katie Anthony (COM)
Sam Bruton (HUM)
Matthew Donahue (MANS)
Max Grivno (HUM)
John Perry (MANS)

CNHP
Kim Smith (PNP)
Stephanie Parks (LANP)

Support Units
Robin Johnson (Gulf Park)

Charge: Discuss and make recommendations in relation to any necessary classroom adaptations to the Fall 2020 semester as a result of COVID-19.
- Face covering and distancing recommendations (including considering of masks for faculty members that include transparency for lip reading)
- Seating and square footage protocol and strategies to identify seats to be used
- Airflow recommendations (e.g., doors and/or windows, ventilation)
- Cleaning protocol for shared instructor equipment (e.g., microphones, computers, whiteboards, markers)
- Consideration of lapel microphones, headsets, and other needs for faculty

Specialized Class Activities
Chair: Susan Hrostowski (Faculty, Education and Human Sciences)

CBED
Patrick Browning (Dean's Office)
Steven Stelk (FIN)

Julie Hammond (PVA)
Cynthia Littlejohn (BEES)
Michael Vera (MANS)
Jon Pluskota (COMM)

Jean Parr (Health Professions)
CEHS
Anne Sylvest (EDU/EF)
Stacie Frey (CFS)
Lauren Zakaras (SWK)

CAS
Mary Sheffer (COMM)
Tina Masterson (MANS)
Autumn Webb (MANS)
Jackie McIlwain (Music)
Jennifer Courts (PVA)

Marlene Naquin (MANS – GP)
Stephen Howden (OSE)

CNHP
Melissa Kay (Health Professions)
CNHP
Hali Black

LIB

Charge: Discuss and make recommendations for possible adaptations to specialized courses such as labs, including computer, clinicals, studio, performance classes, Center for Child Development, and therapy clinics in relation to any necessary adaptations to the Fall 2020 semester as a result of COVID-19.
- Face covering and distancing recommendation
- Possible use of plexiglass dividers
- Agreements with external partners for clinical and internship arrangements
Other Academic Functions
Chair: Katie McBride (Director, New Student and Retention Programs)

CBED
Reginald Wilson (ACC)
Srinidhi Kanuri (FIN)

CNHP
Loretta Burns (PNP)

LIB
Tisha Zelner
Michele Frasier-Robinson

CAS
Emileigh McCardle (MANS)
Laura Stengrim (COMM)
Wei Wu (OSE)

CEHS
Kyna Shelley (EDU)

Support Units
Christy Oberst (UAC)
Kevin Walker (GP)

HON
Sabine Heinhorst

Charge: Discuss and make recommendations for possible adaptations to academic support services such as honors, library, math zone, and tutoring in relation to any necessary adaptations to the Fall 2020 semester as a result of COVID-19.
- Virtual and in-person meeting recommendations
- Recommended best practices in use of online platforms for student engagement and support
- Space and seating protocol for in-person meetings
- Communication recommendations about support

Events and Performances
Chair: Stacy Reischman Fletcher (Director, School of Visual and Performing Arts)

CBED
Wei Wang (MKT)
Arielle Newman (MGMT)

CAS
Ben McIlwain (Music)
Andrew Haley (HUM)
Louis Rackoff (PVA)
Robert Corey (Facilities Manager)
Deanne Stephens (GP)

CNHP
Beth Tinnen (PNP)

CEHS
Teresa Welsh (LIS)
Heather Houston (EDU)
Tammy Greer (PSY)

Support Units
Lauren Bridges (NSRP)
Ashley Jones (NSRP)
Torie Fowler (Foundation)
Laurie Benvenutti (Admissions)

Student Affairs
Emily Holmes (LSI)

Charge: Discuss and make recommendations for possible adaptations to campus events in relation to any necessary adaptations to the Fall 2020 semester as a result of COVID-19.
- Crowd size recommendations
- Space/seating protocol
- Recommendations for performers and physical distancing protocol
- Live stream options and promotional/engagement recommendations
Public Interface

Chair: Bret Blackmon (Faculty, Education and Human Sciences)

CBED
JT Tisdale
Kelli King (MAR)

CAS
Jay Morris (PVA)
Mark Rigsby (PVA)

CNHP
Lynlee Morgan (PNP)
Marti Jordan (LANP)

Student Affairs
Christy Arrazattee (CCE)
Denny Bubrig (Assistant VP)

CEHS
Noal Cochran (EDU)
Kristy McRaney (PSY)

LIB
Sarah Mangrum

Support Units
Sarah Dixon (Luckyday)
Lee Bell (UPD)
Heather Miller (GP)
Colette Byrnes (GP)

Charge: Discuss and make recommendations regarding policies and protocol for interacting with campus visitors, clients and partners with whom we work.
- Face covering and distancing protocol
- Conference and training meetings on campus and attendance allowed per room
- Consideration of screening recommendation (e.g., questions, temperature)
- Walk-on visitor guidelines
- Recommendations for students involved in field experiences, volunteering, etc.
- Communication strategies with the public

Building Committees
Each college Dean’s office will manage a building committee to discuss the management of the buildings associated with the college in the 2020-2021 academic year. The chairs of the college committees will be appointed by the Deans.

CEHS

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<tr>
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<td>Bonnie Nicholson</td>
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<td>Martha Resavy</td>
<td>EDU</td>
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<td>Kristy McRaney</td>
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<td>Adrienne Patterson</td>
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<td>Angel Herring</td>
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<td>Erin Whittington</td>
<td>Dean's Office</td>
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<td>Jennifer Lemacks</td>
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<td>Keith Rushing</td>
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CNHP

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<td>Terry Whittington (Chair)</td>
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<td>Leslie Oglesby</td>
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CBED

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<td>Karen Bates</td>
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**CAS**

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<td>Elizabeth Cranford (Chair)</td>
<td>Craig Dettman (SVPA)</td>
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<td>Kevin Sellers (College technology)</td>
<td>Colin McKenzie (Music)</td>
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<td>Ann Marie Kinnell (IDSPD)</td>
<td>Andy Reese (BEES)</td>
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<td>Bernd Schroeder (MANS)</td>
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<td>Bret Calhoun (PSE)</td>
<td>Kayce Lowe (CIFSS)</td>
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<td>Craig Dettman</td>
<td>Maggie Williams (COMM)</td>
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<td>Colin McKenzie</td>
<td>Kelly James-Penot (SVPA)</td>
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**Charge:** Discuss and make recommendations for possible adaptations to building access, flow, and spacing. Be mindful of ADA accommodations and need for accessibility in all adaptations.

- Elevator and stairwell use
- Hallway flow (e.g., one-way directional or divided pathways)
- Seating/study space and student lounge usage (e.g., should they be closed?)
- Water fountain/bottle stations
- Vending machines and student lounge areas
- Meeting/conference room protocol (e.g., when necessary to use vs. virtual meetings)
- Waiting areas of offices and recommendations for use (e.g., spacing of any chairs)
- Graduate student office area protocol
- Bathroom policies and recommendations (e.g., strategies for increasing ‘no touch’ use of doors, door handles, water, soap, paper; number of people allowed in at a time)
- Labeling options (e.g., floor stickers, colored floor tape, wall signs, A-frames, digital signage)
- Computer lab policies and recommendations
- Food Service “Pods” – recommendations for relocation outside or other strategies for decreasing congestion and congregation of student
- Recommendations for food service/restaurant access (e.g., in Scianna, Asbury)
- Management of seating immediately outside of buildings
- Considerations for entrance/pass-through traffic (e.g., only enter if have class)
APPENDIX

June Workshop Descriptions (For July descriptions, see the CFD Website)

1. June 9 | Advising at a Distance | 1:00 - 2:30 pm

Advising students virtually presents unique challenges, as well as new opportunities, from the perspectives of both the student and the advisor. This will be an interactive workshop, with opportunities to highlight key experiences in virtual advisement during spring 2020. Join us to discuss how to connect with your students and implement best practices for effective remote advisement. We will focus on the following virtual advising topics:

- Components that hold steady from face-to-face format
- Common issues & challenges
- Creative solutions & helpful resources

Presenter: Christy Oberst, University Advisement Center
Tuesday, June 9, 2020 | 1:00 - 2:00 pm

2. June 11 | Approaching Laboratory Courses in a Remote or Online Environment | 10:30 am - Noon

The differences between online and remote learning laboratory experiences for students and faculty is an important consideration during course and curriculum development. This workshop will address those differences and provide tips for development in both formats, including resources and alternative assessment ideas. Participants will have the opportunity to share and participate in discussions and sample assessments.

Presenter: Lisa Burgess, Broward College
Thursday, June 11, 2020 | 10:30 am - Noon

Prof. Lisa Burgess is a full time tenured professor with Broward College in South Florida. She is ACUE certified and holds an MS in Pharmaceutical Sciences from the University of Florida as well as an MS in Molecular Biology and Biotechnology from Johns Hopkins University. She currently teaches online, blended, remote and traditional classes in general and majors Biology, Genetics, Biotechnology, Medical and Veterinary Entomology and Microbiology. She has been teaching online lab courses for 5 years and is a faculty coordinator and facilitator for the Broward College Center for Teaching Excellence and Learning, a comprehensive faculty training and development component of BC. She has created online lab curriculum and course shells for biology courses, microbiology and environmental science.

Recent Blog featuring Burgess: [https://community.acue.org/blog/getting-creative-with-biology/](https://community.acue.org/blog/getting-creative-with-biology/)

3. June 15 | Tips and Tricks from Faculty Who Successfully Transitioned Their Courses | 9:00 - 10:30 am

This panel discussion will feature faculty whose creativity and approach to transitioning classes online in spring 2020 led to a successful learning experience for their students. Faculty panelists will describe their approach and results, followed by a Q&A.
Monday, June 15, 2020 | 9:00 - 10:30 am

Panelists:
Sam Bruton, Philosophy and Religion, School of Humanities
Susan Dobson, Public Health, School of Health Professions
Whitney Martin, English, School of Humanities
Jay Morris, Theatre, School of Performing and Visual Arts
Tommy Patterson, Geography and Geology, School of Biological, Environmental, and Earth Sciences
Brooke Slawinski, Psychology, School of Psychology

4. June 16 | Making Your Online Course Accessible to All Learners | Noon - 1:00 pm

Implementing accessible teaching practices in the online environment can be daunting. Faculty are often not properly trained in these techniques and feel ill-prepared to apply them. However, there are simple steps instructors can take to make any online course more accessible, compliant with federal laws, and appropriate for students with a range of learning styles and abilities.

This webcast will help you take the initial steps needed to create more accessible content, keep accommodations services to a minimum, and minimize the risk for civil rights complaints about inaccessible offerings. You’ll leave with practical ways you can adjust your course design, materials, and instructional methods so as to be more inclusive of all learners.

Who Should Attend:
This training is intended primarily for those designing and/or delivering online courses who have little prior knowledge of accessibility requirements and practices and want to know how to get started. Both faculty themselves and those working with faculty to design online courses will benefit from this training.

Agenda:
1. Definitions and Guidelines: We’ll discuss the meaning of “accessibility,” how it is defined by law, and what implications these guidelines have for creating classroom materials.

2. Design and Formatting Considerations: We’ll cover ways to ensure your course materials are accessible to all learners and in compliance with federal laws, including creating content for screen readers, keyboard assisted technology, video captioning, layouts and headings, and the use of hyperlinks.

3. Creating Learning Opportunities for ALL Learners: We’ll introduce ways to engage all learners through interaction and instructional methods that present content in multiple ways.

5. June 16 | Maintaining Research Productivity in Trying Times | 1:00 - 2:30 pm
Research, just like everything else, has been affected by the global pandemic and the shut down of activities on campus. Join us for a discussion about coping with these changes, from pausing or extending timelines; working with sponsors and collaborators; and adapting as needed through change in protocols, budgets, reduced on-site research, remote work, and health and safety guidelines. We will share some tips on how to maintain research activity while keeping staff, students, and coworkers safe and engaged.

Presenters:
Dr. Kelly Lucas, Director of the Thad Cochran Marine Aquaculture Research Center and Associate Vice President for Research, Gulf Coast Operation
Marcia Landen, Associate Vice President for Research
Tuesday June 16, 2020 | 1:00 - 2:00 pm

6. June 17 | Managing a Remote Team: How to Motivate, Maintain Morale, and Ensure Accountability | Noon - 1:00 pm

Our new ways of working remotely have presented unique challenges in terms of overseeing teams and projects. Many supervisors find themselves leading remotely for the first time and are looking for ways to motivate, maintain morale, and ensure accountability for their teams. In this webcast, we will look at three possible scenarios of team dynamics and discuss how to best lead within each of these. We will also ask the audience to share lessons learned as they evolve these new ways of working.

Who Should Attend:
Anyone who is leading a team remotely and looking for better ways to build trust and efficacy while maintaining a balance of oversight and autonomy.

Agenda:
In this webcast, we will explore how to manage a remote team in three scenarios:

--A well-functioning team who has recently transitioned from in-person to remote
--A new team in which members don’t know each other well and have not had a chance to build trust before moving online
--A dysfunctional team whose challenges have been exacerbated by the move to remote working

7. June 18 | Scaffolding Online Writing and Speaking Assignments | 10:30 am - Noon

Faculty and instructors will learn strategies for facilitating writing and speaking assignments in online or hybrid environments. Drawing on evidence-based practices from the scholarship of online teaching and learning, this workshop addresses how to scaffold assignments across a unit and create consistency for students. Attendees will be introduced to online tools for feedback and collaboration, such as Canvas rubrics, commenting, and peer review functions as well as Google Docs. Each strategy will include practical suggestions for implementation, so faculty and instructors are encouraged to bring drafts and ideas for their course plan or syllabus.

Presenters:
Maria Conti Maravillas, PhD, Writing Center Director and English faculty
Laura Stengrim, PhD, Speaking Center Director and Communication faculty

8. June 22 | Developing a Hybrid Class with Face-to-Face and Online Components | 9:00 - 10:30 am
This workshop will cover how to build a strong course that integrates face-to-face and online components. The workshop will cover:

- Building a class shell that integrates face-to-face and online content seamlessly
- Protocol in fall 2020 in-person classrooms (masks, social distancing, entering and exiting the space)
- First day of class plans
- Communication with students through Canvas
- Best practices for virtual office hours
- Effective use of the gradebook tool in Canvas
- Scheduling due dates and synchronous class experiences

Presenter: Kelly Lester, Center for Faculty Development

9. June 22 | Update on Student Experience in Spring 2020 | 2:00 - 3:00 pm

Megan McCay, Director of Institutional Research, presents data from the Student Experience in Spring 2020 survey. This survey was facilitated through EvaluationKit to gain information from the student experiences in spring 2020 when courses quickly transitioned to online learning. The information offered can help faculty and administrators plan for courses and preparation for the fall semester.

10. June 23 | Promotion and Tenure: Working with PDFs | 1:00 - 2:30 pm

The electronic dossier files will require bookmarks for the major sections and subsections of the PDF files. This session is geared towards faculty who are preparing their dossiers for promotion/tenure/pre-tenure review.

Participants will review the basics of creating PDF files (Save as, Print to), combining and manipulating PDF files, and adding Bookmarks to PDF files.

Presenter: Allison Gillespie, Office of the Provost


12. June 29 | Deterring and Detecting Academic Integrity Violations in Testing | 9:00 - 10:30 am

Testing was one of the greatest challenges faculty met with the sudden shift to online learning. Maintaining integrity in an online testing environment poses unique challenges. This workshop will address some of the ways to make testing more integrity-friendly with some simple adjustments to testing strategies as well as faculty mindsets about testing.

Presenter: Cindy Blackwell, Center for Faculty Development/Academic Integrity Officer

13. June 30 | Creating Collaborative Projects in Canvas | 1:00 - 2:30 pm

Collaborative Projects, a high-impact practice, can teach students applicable skills for career development, including: teamwork, negotiation, distribution of work, and application of feedback. In the online learning
environment, these types of projects require attention to clear guidelines, project design and scaffolding of project components, knowledge of technology, and transparent assessment. This session will offer ways to incorporate collaborative projects into courses on both a small scale and on a longer comprehensive scale.

Presenters:
Lawanda Baskin, School of Leadership and Advanced Nursing Practice
Greg Bradley, School of Management