

COVID-19 Adjusted Teaching Models for UA's Domestic Campuses

Background: Here at the University of Arizona, we're committed to putting our students first. Most of our students want to come back to campus and be in the classroom with their professors and peers. [A survey of our undergraduate students](#) conducted in May by Student Success and Retention Innovation found that "among those planning to return, most students (53%) were looking forward to having in-person experience. 29% were nervous but looking forward to it. Another 15% reported being uncomfortable but willing to come whereas 3% were uncomfortable and planned to enroll in online courses."

We want to fuel our students' wonder, nurture their drive for exploration, and ensure that they can complete their studies on time. We also want to uphold our values of inclusion and compassion. Numerous groups across campus have spent weeks thinking through how to balance students' needs for in-person engagement with the health concerns brought about by the current pandemic. We think that these modalities—coupled with steps being taken to sanitize classrooms, wear masks and practice physical distancing— strike the right balance between flexibility, student engagement and risk mitigation.

We also recognize that these are tough financial times. Faculty and staff know this directly through the furloughs/pay reductions that have been announced. In addition, families around the country and around the world are facing tremendous financial burdens as they think about where their children will attend college. We rely on having a significant number of out-of-state and international students in order to pay the 15,000 employees here at the U of A. Those students and their families will be strongly incentivized to find cheaper solutions elsewhere if they perceive that they are not getting the value they look for in exchange for the in-person tuition.

Students have made it clear that if we are all online, they won't be coming. Without enough students, we cannot sustain our current workforce. We are all trying as best we can to save jobs and our institution. So, thank you for all your hard work during these unprecedented times to support our students, colleagues and community.

Purpose: Provide university-wide guidelines to faculty, departments, and colleges in order to plan for class modalities for our resumption of in-person classes in Fall 2020

Assumptions: These guidelines are connected to the university's public health protection protocols which will be in place to minimize the risks of COVID-19 spread, allowing low-risk students, faculty, and staff to be on campus. As the pandemic changes, we also may adapt our plans, but this plan identifies our initial plan for Fall 2020 class offerings.

Goals:

1. Allow colleges and departments the flexibility to offer their classes in ways that both maintain, whenever possible, the culture and experience of their degree programs and fall within the university's guidelines related to COVID-19.
2. Minimize confusion among students and parents through consistent and clear messages about the teaching modes to be offered in the Fall 2020 semester, and perhaps into Spring 2021.
3. Maximize the number of new and returning students choosing the University of Arizona by providing class modalities they are seeking and allowing them to complete their academic programs in a timely manner.

Principles:

- Our objective is to offer at least 50% of the courses offered within all Academic Degree Programs and 70% of Gen Ed and Foundations courses* with a minimum of one in-person component each week.

- For classes that were to be offered through an in-person or hybrid modality, offer faculty members [three \(3\) instructional modality options](#) with two (2) of these involving some in-person engagement.
 - Classrooms and instructional facilities will be operated with enhanced health protections
 - Faculty, instructors, and instructional support staff will work with their supervisor to identify and develop appropriate temporary modified work conditions as requested, in alignment with the teaching modalities for each class.
 - Information supporting instructors to plan for the various teaching modalities for Fall 2020 is [available online](#).
- Plan for 20% fewer students to be present on campus.
- A new maximum occupancy will be assigned to each classroom which will be at most 50% of its current maximum occupancy. Some rooms may have less than 50% capacity if the room features warrant it.
 - An article/ meta-analysis sponsored by WHO and incorporates multiple studies about the classroom spacing is available [here](#).
- Course-associated laboratories can enroll at full lab room capacity, with additional mitigations of surgical masks, gloves (such as nitrile or latex), and eye protection (including goggles or safety glasses). Students will be required to clean their own workstation prior to beginning lab work.
- No more than 250 people can gather at any time in any enclosed space on campus.
- We will do our best to relocate all classes at or close to the maximum occupancy into larger classrooms, once we identify classrooms freed up because of shift to fully remote/online modes.
- Ensure that a remote, asynchronous engagement mode is available to each student for **every class** to accommodate students who cannot attend in-person because they are high-risk for infection, ill, or need to be quarantined. These opportunities can be accomplished through the following:
 - Recording synchronous sessions and making them available for students through D2L
 - Providing slides, readings, video content, guided exercises, etc.
 - Providing office hours weekly through Zoom and allow for telephone-based office hours (particularly important for rural and Native American students).

Approval path for class modality shifts:

Heads, Directors, and Colleges to coordinate.

Timeline:

Development and socialization:

- ✓ **Week of June 1:** This document and timeline are reviewed by CAAC and other academic leaders for feedback, and it is approved for circulation by the Provost.
- ✓ **June 2:** [Talking points provided to advisors and others who are working with new students and families during Orientation](#), which begins on June 3rd, with particular emphasis given to the coordinated plan for changes to teaching modalities and course schedules.
- ✓ **June 5:** Instructional modes for AY21 sent to Heads, Chairs, Directors. This includes the [Group 3 Teaching and Learning Implementation Guidelines Summary](#) and [The Road Home infographic](#).

Changes to class schedule:

The schedule of classes will remain locked for adjustments to main campus class modalities until July 7th. Additional iCourses can be added after July 7th.

June 5 - June 22:

Instructors, department heads and directors, and colleges identify the classes they are offering and assign one of the teaching modalities to each section.

June 22: Colleges provide their draft plan to Registrar.

June 24: Provost Council meeting to review college-level plans.

June 26: Actionable list of teaching modalities for each section is sent to the Registrar/Room & Course Scheduling for update to the Class Schedule.

July 7: Class schedule updates fully completed and communication to students is crafted.

Week of July 15: Notification sent to students with updates to teaching modalities and course schedules.

***Percentage Calculations:**

The goal is that the modality mix creates options for each student in every academic program. Students should be able to create a schedule that includes at least 50% of their classes with an in-person or flex in-person modality. Departments should attempt to schedule in-person and flex in-person modalities across a variety of courses whenever possible to allow for the most options for student course selection.

To support this effort there will be a review of the student credit hour offerings and total section mix.

- SCH Capacity = minimum credit unit multiplied by the capacity of the class.
- The (sum of SCH Capacity for class formats of In-Person and Flex In-Person) divided by the (total SCH Capacity for all class formats.) will give us the In-Person Engagement Percentage.
- Broken down by Class Category (i.e., Foundations—English, Tier 2 – Arts, non-Gen-Ed) and by College
 - Independent study courses will be excluded from all calculations.

Sample report available [online here](#).

Supplemental Information

The following documents can assist in facilitating this process:

1. [Implementation Guide from the Teaching & Learning Re-Entry group – including health and safety](#)
2. [Fall 2020 Re-entry Flexible Course Delivery Options – Non-Lab Courses – Faculty/Staff View](#)
3. [Templates from RCS with current Fall 2020 schedules and columns for changes](#)
4. [Resources from Office of Instruction & Assessment on ideas and resources to support instructors planning for various teaching modalities for Fall 2020](#)
5. [Classroom technology available for each Centrally Scheduled Classroom.](#)
6. [Student Success & Retention Innovation Report on Student Challenges and Fall Enrollment Plans](#)
7. Resources from the Assessment & Research Office (AssessmentResearch@email.arizona.edu):
 - a. [COVID-19 Health and Wellness and Online Classroom Experiences – Student Needs Survey – Qualitative Insights](#)
 - b. [Graduate/Professional Fall Enrollment Plans and Student Challenges](#)
 - c. [Undergraduate Students’ Hometown Context and COVID-19 in the US](#)
 - d. [Student Perspectives on UA COVID-19 Response Summary](#)