Education Committee – Fall Reopening

June 11, 2020 (with calendar revisions, July 2, 2020)

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Preamble

We are planning for on-campus instruction that includes blended course delivery options for students who need to stay at home and for those on campus who cannot attend some classes in person. Some courses will not be offered remotely. UNH will work diligently to ensure that undergraduate students remain on track to graduate in 4 years and will provide support to graduate students to complete their degrees in a timely manner.

This complex plan is being developed for the opening of the University’s campuses that takes into account the myriad factors that must be considered in the COVID-19 era, and in recognition that this is a dynamically evolving set of circumstances with many uncertainties.

Committee Charge

In the wake of COVID-19, recommend specific strategies for instruction that would allow both undergraduate and graduate students to have an educational experience as close as possible to the typical residential collegiate experience that is the hallmark of a UNH education.

Guiding Principles

Maximize the face-to-face (F2F) classroom experience while minimizing the public health risks for students, faculty and staff.

Retain the Fall 2020 course schedule in its current start date, end date, and day/time structure as much as possible within the context of reduced capacity in classrooms.

Ensure instructional support, offer faculty training, and provide the tools to provide students with a high quality education while maintaining academic standards and rigor.

Monitor the situation by working with other constituencies on campus to maintain the health and safety of all individuals and pivot to alternate plans, if necessary.

The Committee offers the following recommendations for consideration.

Academic Schedule

- Classes will start on August 31, 2020, as scheduled.
• Common Exam time will be moved providing additional classrooms during ‘prime hours’ on Tuesdays and Thursdays.

• Some meeting times may need to be moved, but such changes should be kept to a minimum. We may also need to use non-standard times or extend the day until 9pm. We will have a better understanding of this once first-year and transfer students are enrolled.

• Student course schedules will include a mixture of modalities, with course delivery methods being decided through the use of a course capacity optimization tool in active consultation with and guidance from college deans, department/program chairs and faculty, and that takes account of particular curriculum needs.

• It is likely that once classes begin, the add/drop process will have to be altered. Discussions about how add/drop would occur in light of mandatory reduced population densities have begun. Capacity over-rides will not be an option to sustain the COVID-19 population density controls.

• Face-to-face (F2F) classes will end on Tuesday, November 24, 2020 and then switch to a remote/online format after Thanksgiving (effective Monday, November 30) for a total of 10 days (with instruction ending on Friday, December 11) unless things improve dramatically, and we are able to maintain the same mode of operation listed under ‘Guiding Principles.’

• Final exams will be conducted only online as scheduled from December 15 to December 22.

• Mid-semester break (October 12) will be an instruction day.

• UNH will be prepared to respond to changing community health situations, which could require a shift to an online format during the semester for short or long durations depending on the severity of the pandemic, or if the pandemic eases, a move to “normal operations” for classroom instruction could also occur. (*NOTE 6/22/20 – The color coding scheme was created after this report was submitted. Please see Plan B in this document.*)

Course Modalities

• F2F instruction should occur as much as is feasible given current health and safety recommendations.

  What is likely to occur is a mix of course modalities where some courses are totally F2F, some online, and some with rotating attendance for the class with some students F2F and others remote in real time, at various scheduled class times during the week.

• Flexibility (where feasible) should become the operating principle to meet the needs of students, faculty, and staff who become ill, are in quarantine, or cannot be on campus.

• Grading policy is as listed in the Students’ Rules, Rights and Responsibilities. No change is being recommended.

• It is likely that a few classes will be located in classrooms that would permit all of the students to physically come to class each and every scheduled day. This means that in most courses, students will rotate in-person attendance on a schedule designed by the
instructor based on course enrollments, meeting schedules, and instructional goals. For classes where it is not possible for all enrolled students to be physically present in class on a given day due to social distancing recommendations, support will be provided for the student to participate via Zoom. If Zoom capability is not available, support will be provided for faculty to design their course in order to address this situation. It is likely that some classes will be held totally online, and resources will be provided to support those instructors as well (see Appendix for details). These may include some classes that have enrollments greater than 70.

Classrooms

- Classroom occupancy will be reduced to limit the density of individuals present in a classroom. Occupancy will be roughly one half the normal room capacity.
- Masks shall be required in all classrooms and academic buildings.
- Classroom cleanliness will be maintained by facilities.
- Classrooms will have different levels of Zoom capability. Where classroom configuration permits technology enhancement, we will have true Zoom-enabled classrooms. For smaller rooms or other configurations, we are providing portable equipment that supports Zoom (OWL kit). Some classrooms will have no Zoom capability beyond the faculty member’s ability to plug in a laptop and start and record a Zoom session that can capture the faculty’s lecture. Wherever possible, instructors are encouraged to record and post their in-class lectures.

Laboratory and Studio Arts Settings

- Laboratory and studio arts courses pose unique challenges. No two are alike. PPE and other safety requirements will vary in these environments. In most cases, the use of face masks and shields will be appropriate PPE. The details of informed decisions regarding safety should be made at the local department/program level, in consultation with the respective dean, faculty, department chairs and appropriate experts. We strongly encourage individual faculty members (and their Chairs) in charge of laboratory and studio arts courses to contact Environmental Health and Safety (EHS).
- Students shall be required to use PPEs (masks, safety glasses, gloves, face shields, etc., as appropriate) while working in labs and studios. Hand sanitizers and cleaning agents will

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1 An optimization tool is being developed to determine ‘best or optimal’ course scheduling under COVID occupancy rules with a goal to maximize efficiency (match COVID capacities with course capacities or enrollments). Student registrations will be evaluated to assess mix of F2F/online/rotating attendance. The goal is to have as many classes meet F2F or in rooms with Zoom technology.

NOTE: Information on class scheduling will only be available after June orientation and not before the first week of July. In addition to regular classrooms, we are actively considering adding rooms in the MUB, Library and other places in the university.

2 Discussions are ongoing about protective devices for instructors (Plexiglas; plastic face masks for instructors; increasing zoom capable rooms (50%); mobile zoom tools for faculty, etc.)
be provided, and proper protocols shall be followed in keeping the students and instructors safe. If the situation changes during the semester and it becomes necessary to switch to Plan B (see end of document), we recognize that not all labs and studios can switch to an online format. (See the Appendix for resources available on creating virtual labs.)

**Internships and Other Placements**

- Internships, clinical placements etc. should be allowed until the end of fall semester (December 22) as long as conditions allow for safe participation.

**Study abroad**

The State department still has a Level 4 travel warning for U.S. Citizens travelling worldwide [https://travel.state.gov/content/travel/en/traveladvisories/ea/travel-advisory-alert-global-level-4-health-advisory-issue.html](https://travel.state.gov/content/travel/en/traveladvisories/ea/travel-advisory-alert-global-level-4-health-advisory-issue.html). The CDC recommends avoiding non-essential travel, and many of the countries that students are planning to study in are not open. Other impediments include getting a U.S. passport and/or visas. [https://wwwnc.cdc.gov/travel/](https://wwwnc.cdc.gov/travel/)

Based on these factors, we are recommending that all study abroad be canceled for fall.

**Study Away**

The Washington Center is planning to have students interning in DC for fall semester. They’ve made a 50% reduction to their apartment occupancy and moved their workshops and classes to remote delivery. Internships will be in-person with some remote capabilities. UNH has 10 students planning to participate in the fall.

**National Student Exchange (NSE)** allows the hosting campus to determine whether or not they will take students. The whole California State University system (which is very popular with UNH students) has cancelled, and many schools in urban areas have also gone to remote learning only, but there are a fair number still planning on taking fall exchange students. Several students who had planned on going away fall are deferring to spring ‘21. UNH has two students left (out of an original pool of 10 applicants) who are planning to go on exchange for fall, and both are planning to attend the University of Guam. The leadership of NSE has created this document, which lists all member campuses and their fall plans.

**Syllabus**

- The syllabus should clearly state the instructor’s expectation for F2F work and participation so that students who cannot come to campus during all or a significant portion of the semester can select a different course during the add/drop period.

- In the event that a course specifies some rotating attendance, the expectation is that students will engage remotely with the class and instructor during the regularly scheduled time period.
• If the instructor chooses to utilize an online proctoring software, this should be clearly stated in the course syllabus so that students with privacy concerns can switch to a different section or course during the add/drop period.

• The university will be strictly adhering to CDC and State of New Hampshire guidelines which may change over the course of the semester. Students should be notified in the syllabus that this may lead to revisions regarding physical attendance and other policies that are designed to maintain a healthy and safe classroom environment.

• To ensure the health and safety of everyone, students should only physically attend class on their designated days.

**Instructional Guidance**

We have galvanized efforts across UNH to support instructors to meet the challenges of teaching for fall 2020. Faculty and staff from Academic Technology, the colleges, CEITL, Faculty Development & Engagement, the Library, Student Accessibility Services, and the Writing Center are partnering to provide specific online resources, training, consultations, and workshops (see Appendix for training resources).

As we plan for reopening, one of our highest priorities is providing a safe environment for our students, faculty and staff. There will be PPE (Personal Protective Equipment) expectations, sanitizing and increased cleaning. Since the move to classes online due to COVID-19, students have told us they are looking forward to a face to face residential campus experience in the fall, including in-person classes and instruction. This is the university’s direction for fall opening. With the move away from remote working, some of our colleagues with a medical condition may require temporary reasonable accommodations. To make determinations before fall opening, we ask that **requests be submitted by June 30, 2020**. Faculty requests will receive priority because of potential impacts on teaching workloads and scheduling of instruction spaces.

• **Attendance & Assessment Policies**

Instructors should rethink how they are going to assess student attendance. For instructors that take attendance, this means that there would need to be a mechanism for taking remote attendance (if such a policy is to be enforced) and quizzes (if offered) would need to be provided online and F2F (or totally online). It is highly unlikely that it will be possible to convene all students in the same physical space and time to administer a F2F exam. It is important to note that the health protocol for the fall will probably be that if a student is feeling ill, they should remain home and possibly get tested for COVID-19. Please note that public health protocols might preclude strict attendance or other classroom policies, thereby affecting the classroom experience. AT will work with the Faculty Senate and student government representatives to address the use of proctoring software for online assessment.

• **Zoom**

All faculty should consider enrolling in a summer training course to learn how to make use of Zoom when teaching what is essentially a bifurcated student population composed of those who
are in class and those who are remote in real time. Faculty training will be provided by AT and CEITL.³

- **Online**

  In those instances where a faculty member has previously developed an online version of their course, it might make most sense to consider using those materials and assessments as the foundation for the fall. In this way, if a Zoom-capable classroom is not available, then students who are unable to be in class can still learn the material and complete assignments, while those who are able, can attend class for discussions/activities/projects that will help develop a community of learning capable of providing a significant F2F component.

- **Multi-Section Courses**

  For core courses where multiple sections of the same course are offered, instructors might want to think about adopting a team-based approach that utilizes a common textbook, assignments, assessments, and syllabus. This would provide maximum flexibility for students who for health reasons may not be able to consistently come to class, who might have internet or other technology issues that require they attend class in person, or for students who are served best by having access to multi-modal forms of instruction. In this way, an instructor may be able to specialize in one modality – F2F, Zoom, or online, and would not need to be proficient in all three.

**More to Come**

As the more complete plan unfolds in early July, we will have more complete details about how the fall will look and what additional adjustments might need to be made.

**PLAN B (Other changes during the semester)**

UNH will be prepared to respond to changing community health situations, which could require a shift to an online format during the semester for short or long durations depending on the severity of the pandemic (see first bulleted item below), or if the pandemic eases, a move to “normal operations” for classroom instruction could also occur (see second bulleted item below).

- Pause F2F classes for a two-week period and shift to remote learning during that time. This would hopefully contribute to slowing down the spread of the virus. Over that two-week period, everyone would be in some form of quarantine and once conditions stabilize, the university would return back to the “new” normal. Students would need to maintain discipline and structure in a remote environment. *(NOTE 6/22/20: Under the color coding scheme that was introduced after this report was submitted, this would be condition ‘orange.’)*

³ Academic Technology will make recommendations on test/exam proctoring software during the summer.
If the situation were to improve dramatically, we should be able to maintain the same mode of operation listed under ‘Guiding Principles’ for the entire duration of the semester. *(NOTE 6/22/20: Under the color coding scheme that was introduced after this report was submitted, this would be condition ‘yellow.’ We now know that we will be switching to remote learning after Thanksgiving break.)*
Appendix:

Instructional Resources

Access online resources and get guidance on the best path for preparing your fall 2020 courses at The Teaching and Learning Resource Hub: https://mycourses.unh.edu/courses/69598.

Review the Weekly Update email sent Mondays at 9:00am. This email includes updates and events for the week related to instructional support. It is sent to all faculty including adjuncts. If you are not receiving the Weekly Update, contact Marty.England@unh.edu.

CEITL Talk about Teaching Summer Series
https://www.unh.edu/cetl/talk-about-teaching-2020-summer-series

Academic Technology training calendar
https://at-training.unh.edu/apps/ssr

The following list is an overview of the types of support planned. We will offer 23 difference, focused sessions around specific tool features to support specific instructional aims.

- A guided menu of recommended instructional strategies based on course attributes
- A curated resources page with self-help tools and how-to articles
  - Planners, checklists, syllabus mapping, etc.
  - Specialized teaching resources for labs, theatre, dance, music, the arts, etc.
- 60 to 90-minute strategy sessions to inform planning of engaging f2f and remote students, preparation of course content, lectures, assignments, assessments, and other activities
- 30-minute targeted training on myCourses, Kaltura, Zoom, and other academic technology tools
- 1:1 consulting on specific instructional challenges like developing an assessment plan, flexible instruction, teaching remote labs
- 1:1 consulting on use of specific tool features like the myCourses quizzes, Kaltura lecture capture, Zoom breakout rooms, etc.
- Faculty-to-Faculty sharing of instructional challenges and solutions
- Training for using a Zoom capable classroom
- Training for using a portable OWL device to record your lecture in the classroom and enable remote students to participate

Lab Resources

1. KEEN Webinar Series

- How To Create Virtual Engineering Labs
- How to Move Engineering Classes Online & Preserve 'Hands-on' Learning
- How to Plan & Manage Virtual Engineering Capstone Classes
• Review chat logs for each of the conversations

2. Virtual Lab Resources
• MERLOT Virtual Labs for engineering and the sciences
• VLAB Virtual Labs for engineering web-enabled remote learning
• JoVE Engineering Resources, Faculty Resource Center, Video Journal

3. Platforms and Formats
• Lab Recommendations, develop a mix of:
  o Virtual lab simulations
  o Flip the class, record video of lab, discuss in class
  o Provide data and require data analysis
  o Create inexpensive lab kit for students to complete at home
  o Run the experiment real-time in your environment
• Digital Platforms: NYU Vertically Integrated Projects Remote Resources
  o Arduino in Tinkercad, Microsoft MakeCode and Arduino MakeCode
  o Collaborative CAD Fusion 360, SolidWorks, ANSYS, Autodesk
  o Slack, Microsoft Teams, Monday, Trello, Google Drive, Github
• Sample Video: Steel Tensile Test, Heat Transfer, Controls Lab Kit
• NYU Civil Virtual Computing Lab, ASU Remote Computing Lab, NYU VCL

4. Other Resources
• Chronicle of Higher Education How to Quickly Move a Lab Course Online