

Face to face transition to online subgroup

Members: Scott Gaynor, Megan Slayter, Jon Scherger, Alan Rea, Sue Ellen Christian, Jim Springstead, Jennifer Harrison, Ed Martini, Monica Liggins-Abrams

1. All departments should review larger capacity courses, with the capacity limits determined under recommended guidelines and classroom capacities, and transition appropriate classes to online instruction. This decision is based on health concerns as well as the analysis that indicates that classroom capacities will be reduced dramatically, on average only at 37% prior capacity. The focus for decisions for these transitions should be safety and pedagogical needs for each course.
2. For those classes not transitioned online, a plan must be designed to move those courses to fully remote instruction within 48 hours as needed, according to recommendations by the CDC (<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html>). Plans should be made for these courses to satisfy student performance indicators and/or learning outcomes in accordance with applicable criteria from accrediting organizations. Plans should also be made for continuation of research, which is an integral part of several graduate programs.
3. A university-wide laptop policy should be implemented, including for students, staff, and faculty, with planning for affordable access to laptops, potentially including leasing program(s). Departments should also carefully determine any essential technology requirements for each of their programs, especially considering the potential requirement to move fully online. A plan should also be developed for bulk purchasing of necessary technology for students, staff and faculty to maintain consistency and reduce costs.
4. A plan must be designed to effectively transition academic support within 48 hours as needed and in accordance with recommendations by the CDC (<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html>). A plan should also be developed for bulk purchasing of necessary technology for academic support units to maintain consistency and reduce costs.
5. A list of best practices for online learning and supported online teaching and learning tools (i.e. E-learning, WebEx, Teams, etc) should be constructed and distributed to faculty, with a focus on consistency, to provide an optimal learning experience for the students. Inconsistent tools and software packages may lead to student frustration and impede student learning. Online training for faculty should continue to be widely available and promoted within WMU. Best practices for remote video conferencing and other remote meetings should be developed and considered for inclusion in course syllabi. Student concern form could also be expanded for student issues with technology (i.e. online connection or lack of proper equipment).
6. A change in academic calendar should be considered, potentially with the compression of the calendar, with face to face instruction perhaps ending by Thanksgiving and Finals administered remotely. Attendance policies for students, staff and faculty should be developed and widely disseminated. This plan should address contingencies including potential technology issues, if a student is sick in class, students, staff and/or faculty

missing significant amounts of time, and protocols for faculty to follow in the event of a student illness (i.e. including a potential expansion of the student concern form for notice of student illness or symptoms). Appropriate attendance policies should also be considered for inclusion in course syllabi.

Online—Large Class Mix Subgroup

Members: Anetra Grice, Deveta Gardner, Tom Grossman, Steve Butt, Kristal Ehrhardt, Yvonne Ford, Andrew Holmes, John Jellies, Cara Junghans, Lindsey Millet and Carrie Cumming

1. The Large Class Mix subgroup is considering a split curriculum approach which enables social distancing through a strategic blend of face-to-face and online course offerings.
2. To determine the seating capacity, given the 6 feet social distancing guidelines, an assessment was conducted by Facilities Management on general-purpose classrooms. It showed the overall seating capacity would be reduced by an average of 63%. The percentage varied depending on the furniture type in the room and the actual physical space.
3. According to the assessment, only ten classrooms would be available to seat over 50 students and only three classrooms would be available to seat up to 70 students. The group is therefore recommending large sections be split into multiple sections or offered online.
4. The goal is to offer as many students as possible the opportunity to take a face-to-face course during the fall semester, while maintaining social distancing. The group is working with deans and department chairs to prioritize which courses would work best for students when taught face-to-face and which courses could move to an online environment. This information, along with the classroom capacity data, will help determine an appropriate blend of courses for the fall semester.

Alternative Schedule

Members: Nic Witschi, Barb Caras-Tomczak, Eric Sauer, Bob Bensley, David Paul

1. Exploring a wide range of options, ranging everywhere from leaving everything as it is to block scheduling, from various combinations of early and late starts and finishes to compressed and elongated calendars.
2. We've been paying particular attention of late to questions of how best to compress the semester with either an early end or an early end to f2f instruction in combination with other curtailments or compressions of the calendar.
3. The group is also exploring the merits and challenges of models for alternate deliveries of instruction that borrow from J-Term or bridge programs and from quarter/trimester schedules.