



Syracuse University

**FALL 2020
OPEN**

**WORKING GROUP
ACADEMIC STRATEGY SUBCOMMITTEE**

SUBCOMMITTEE RECOMMENDATIONS

John Liu, Michael Frasciello, Marcelle Haddix, Chris Johnson, Peter Venable

COMMITTEE MEMBERS

Lois Agnew, *College of Arts and Sciences*

Amber Bartosh, *School of Architecture*

Kelly Chandler-Olcott, *School of Education*

Meg Cortese, *Registrar*

Vennie Cowart, *Falk College*

Chris Danek, *Campus Planning, Design and Instruction*

Martha Diede, *Center for Teaching and Learning Excellence*

Scott Erdman, *College of Arts and Sciences*

Mike Frasciello, *University College*

Aileen Gallagher, *Newhouse School of Public Communications*

Jenny Gluck, *Information Technology Services*

Marcelle Haddix, *School of Education*

Chris Johnson, *College of Engineering and Computer Science*

Bruce Kingma, *iSchool/Whitman School of Management*

Suzette Melendez, *College of Law*

Alan Middleton, *College of Arts and Sciences*

Lindsay Quilty, *Whitman School of Management*

Steve Schaffling, *College of Arts and Sciences*

Cole Smith, *College of Engineering and Computer Science*

Michael Tick, *College of Visual and Performing Arts*

David Van Slyke, *Maxwell School of Citizenship and Public Affairs*

Peter Vanable, *Graduate School*

1. INCORPORATE FACULTY INPUT TO INFORM THE PLANNING PROCESS

Responsibility: Marcelle Haddix and Peter Venable

Description

- Faculty input and expertise are essential to the success of Syracuse University’s planning process for resumption of residential instruction in Fall 2020.
- Led by Marcelle Haddix and Peter Venable, five focus groups (51 total participants) were held to solicit suggestions, concerns and feedback.
- Focus group participants included (a) Dean-nominated junior faculty, senior faculty and part-time instructors; (b) current Meredith faculty; and (c) representatives from major University Senate standing committees.
- Here, we will briefly synthesize feedback from faculty to highlight concerns and best practices regarding approaches to meeting instructional goals, as well strategic opportunities.
- See Appendix I for a full-length synthesis of feedback.

Findings

- On-campus safety and public health protocol: Faculty expressed concern about on-campus safety and emphasized the importance of University-level guidelines and protocols informed by public health directives. The timely release of guidelines for class size and classroom scheduling, density monitoring, disinfecting and sanitizing procedures, and social distancing and PPE protocol are factors in faculty determining their level of comfort with in-person instruction and conducting office hours. In particular, the focus on student behaviors and enforcement of social distancing and use of PPE protocol among the student population inside and outside the classroom was most pressing. Faculty also raised concerns about how the implementation and enforcement of protocols will take into consideration equity and justice issues, specifically around race and disability.
- Faculty options for teaching modality: Faculty concerns centered on their ability to determine if they could opt for a preferred modality of teaching—in person or online—and the possible support and accommodations they may receive in either environment. As students are given options to select a mode that provides a level of personal comfort, faculty request opt-out options related to health or other concerns (e.g., advanced age) without having to provide burden of proof documentation. There were broader questions about a model for determining which programs and courses will be conducted online, in person, and in hybrid modes.
- Decision-making processes and communications: Faculty expressed the need for transparency and clear communications regarding the decision-making process and central guidance. There was a common request for readily available operational and decision-level guidelines, including

who will be charged or involved with making decisions, how decisions are developed, a timeline and milestones for decisions, and a schedule for communicating decisions. Faculty inclusion in the decision-making process was articulated as an imperative to building trust and an important element in collaborative planning.

- Contingency and continuity planning: Much discussion focused on what happens in the event COVID-19 cases appear in our University community, whether it be one person or a worst-case scenario. While there were broader questions regarding the protocol for individuals who may test positive, also cited were the concerns for teaching continuity. Such vulnerabilities include a faculty member becoming unavailable due to illness, care-giving commitments, or other situations.
- Adapting to instruction in multiple modes of delivery and in the adjusted calendar: The discussion of teaching across multiple platforms and modalities brought to light concerns ranging from support and training to providing equitable access for students on campus and around the world. Discussions highlighted the needs of students with disabilities and international students. Faculty raised issues related to academic rigor, academic integrity and teaching evaluation. Faculty are concerned with issues of accessibility, equity, and inclusion related to technology, library access and student learning needs.
- Internships, practicum and other in-person experiences: Academic programs that require in-person, on-site practicum, internships, labs and other experiences present faculty with the dilemma of how to set and communicate expectations to students. As such immersive experiences may be part of their required coursework, whether it be for licensure or other professional credentials, faculty are concerned for students who cannot fully participate.
- Legal issues related to intellectual property: Faculty expressed concerns about control of intellectual property, student privacy and the potential for social media distribution of video and other elements of online classes. The strong preference of faculty is that they retain all rights related to the use of the digital content created.
- Professional development for faculty: Faculty communicated a desire for ongoing professional development and training in pedagogical approaches and use of multiple technologies and digital platforms. Faculty appreciate group workshops and individualized consultations. Beyond basic pedagogy, methodologies and best practices for encouraging student engagement online were stressed as needs for ensuring student and faculty success.
- Equity in labor and workload issues: Non-tenured faculty, adjunct and part-time instructors, and teaching assistants were often cited as being vulnerable. Issues of vulnerability raised include increased workloads and pressures to develop online courses and teach in-person classes, as more senior faculty opt to stay in safer environments. How this population of instructors are able to articulate their need for work equity and support is not readily, nor uniformly, apparent.

- **Childcare and dependent care needs:** Faculty raised the issue of other stressors that may impact their ability to return to campus and teach through the extended week (Friday through Sunday), such as dependent parents and childcare. If local schools and daycares do not reopen in the fall or the schools are forced to close during the term, faculty and staff may have a need to remain at home.
- **Research priorities:** Faculty shared concerns about the impact of shifting time and resources on course preparation and teaching for Fall 2020 open on research goals and expectations. As faculty shift priorities toward course preparation and professional development during the summer months, while most are not on contract, questions were raised about compensating faculty for their time and labor. Faculty requested a clear statement from central administration, to offer reassurance that research will be supported, in addition to acknowledging there may be costs to research productivity associated with dealing with crisis management. Faculty are also seeking more detailed information on how human subjects research will be accommodated or conducted, as well as protocol for lab space and other operations.
- **Libraries:** Student and faculty access to the libraries was posed as a concern, in addition to publishers resuming restrictive access to materials. The consensus was that the libraries would need to prepare for all academic contingencies with varying levels of access and modalities.

Recommendations

Input from the subcommittee, five faculty focus groups, and members of the University Senate informed the following recommendations:

1. Faculty should be invited to participate in a series of forums, with central leadership and deans, around topics on public health and safety and academic planning. These forums, in addition to regular and consistent communications, should address questions about decision-making processes, timelines, and scenario planning.
2. A model for encouragement and enforcement of social distancing and PPE protocols among students, faculty and staff should be developed and communicated broadly campus wide. This model should take into consideration equity and justice issues, specifically around race and disability.
3. In turn, schools and colleges should develop an accessible and equitable process to identify faculty teaching needs and preferences that take into account personal and health situations.
4. Schools and colleges should finalize decisions regarding faculty teaching modalities (online, in person, or hi-flex) and classroom assignments as soon as possible so that faculty can maximize preparation time over the summer.
5. Faculty should be compensated for additional time and effort over the summer for course development and teaching preparation.

6. Faculty should be provided ongoing opportunities for one-on-one and group-level consultations for adapting to multiple teaching modalities and use of digital technologies and platforms.
7. Criteria and expectations for promotion and tenure, research productivity, course evaluation and other forms of faculty assessment should be evaluated and adjusted in the context of AY 20-21 teaching priorities.
8. Fieldwork, clinical experiences, internships and other experiential learning in the community are important elements of the academic fabric. The University's responses relative to these experiences will be guided by public health guidelines, accreditation requirements and disciplinary norms, and faculty within and across units will collaborate to develop more specific recommendations.
9. The University should provide clear guidance on intellectual property policies in relation to digital content that is created for fall classes.

2. FRAMEWORK FOR SAFELY INTEGRATING IN-PERSON CLASSROOM INSTRUCTION

Responsibility: Chris Johnson

Description

- Planning for successful in-person instruction requires substantial modifications to existing approaches to in-person course delivery, as well as careful implementation of classroom disinfection protocols. The subcommittee considered several models for reducing the number of students attending class in-person at one time and for utilizing the University's classroom inventory efficiently.
- Public health considerations suggest that it is wise to end residential instruction prior to Thanksgiving. This will reduce the risk associated with sending students away from campus only to bring them back a few days later. A modified academic calendar that ends in-person instruction before Thanksgiving while meeting state educational requirements, federal financial aid laws and accreditation requirements has been developed. Details may be found in the Implementation Plan section, below, and in Appendix II.
- Physical measurements in a subset of instructional spaces indicate that the capacities of our classrooms are significantly lower if a six-foot social distancing requirement is enforced. For rooms with theater-style seating, the capacity under social distancing averages 20% of the normal capacity; for rooms with tablet-arm seating, the modified capacity averages 40% of the normal capacity. These modified capacities will guide room assignments for courses being taught face-to-face.

- To achieve acceptable social distancing levels for in-person instruction, large-enrollment classes will need to be taught online, medium-enrollment classes will need to be relocated to larger classrooms, and small classes will need to be moved to medium-sized classrooms. It may be possible to accommodate a few low-enrollment classes at full capacity, permitting exclusively in-person instruction.
- Even with moving classes into larger rooms, it will not be possible for most classes to meet at full attendance while maintaining social distance requirements. This, coupled with the likelihood that a significant fraction of our students will not be able to attend in-person classes, necessitates use of hybrid instruction models, described in Section 3, below.
- The Public Health and Emergency Management Subcommittee has recommended that class meetings be limited to 30 students. Furthermore, an analysis of the stock of classrooms indicates only 12 registrar-controlled classrooms will have modified capacities greater than 30 under a six-foot social distance requirement. Alternate-day attendance, in which 50% of the students attend on alternate class days, is a desirable goal. Hence, class sections in which 60 or fewer students are enrolled are ideal for hybrid in-person/online instruction. Very large class sections (150 or more students) will be delivered fully online with no in-person instruction. Many of those classes include smaller recitation and/or lab sections, which can be conducted in-person. Some class sections with enrollments between 60 and 150 will be accommodated on a space-available basis. Classes commonly taken by first-year students will be prioritized for these spaces.
- Hybrid instruction requires classroom technology that permits live streaming and/or recording of class sessions. Approximately 2/3 of the registrar-controlled classrooms and 1/3 of the “captive” classroom spaces currently have the necessary technology. Planning is underway to outfit the remaining registrar-controlled classrooms and selected captive classrooms with the necessary technology.
- Spaces that are typically not used for instruction are being considered for use as instructional spaces. The absence of appropriate technology for hybrid teaching is a significant limitation on such uses. Transit issues—specifically, low capacities of buses under social distance guidelines—make spaces away from main campus impractical (e.g., Manley Field House, OnCenter, Skybarn, Fairgrounds). Very large spaces—such as Flanagan Gymnasium, the Barnes Center gymnasium, Goldstein Auditorium and the Carrier Dome field—can be used as testing centers and for performance-based classes (e.g., musical ensembles, dance, etc.).
- An extensive protocol for classroom disinfection must be integrated with classroom use.

Concerns and Resource Requirements

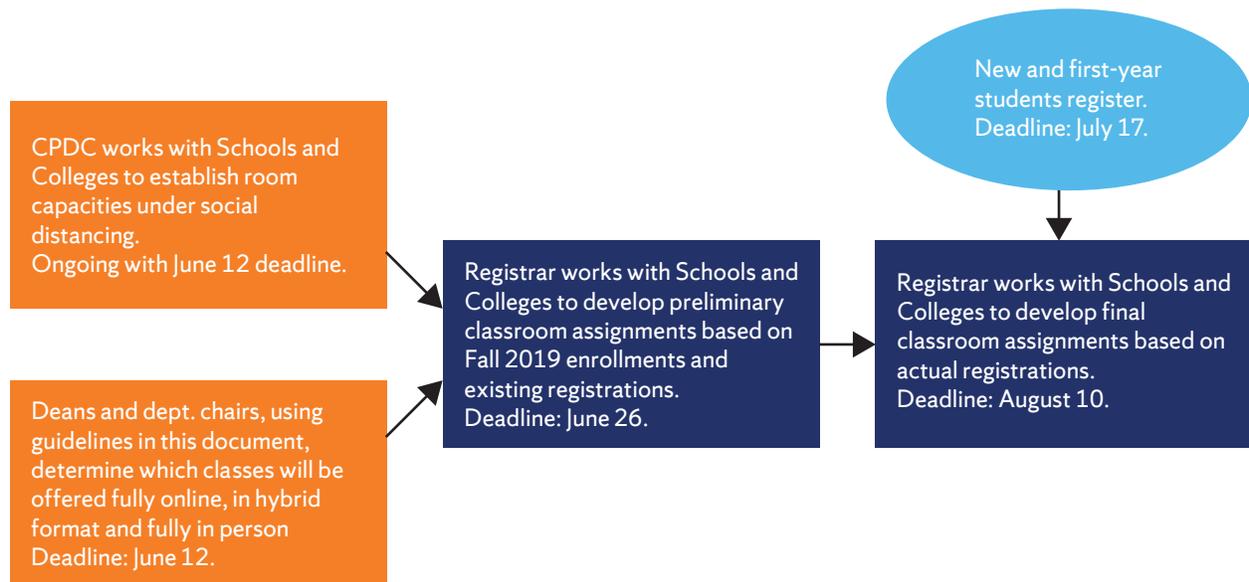
- Faculty concerns about in-person instruction. Results from a faculty survey and feedback from focus groups (see Section 1) indicate that some faculty are concerned about the safety of resuming face-to-face instruction in the absence of a vaccine. Good communication and an opt-out policy could alleviate this concern.

- Student compliance with public health expectations. Will students uniformly comply with requirements for six-foot separation, wearing masks, using hand sanitizer and other expectations? Good communication and training are key to minimizing this concern, as is a commitment to enforcement on the part of all involved.
- Classroom technology. Outfitting of classrooms that are not currently up to specification for hybrid instruction is key to the success of this approach. Quick approval of budget for technology purchases and hiring of contractors to complete the work is crucial here.
- Approval of budget for technology upgrades to classrooms and fast-tracking of purchase orders is a crucial roadblock.
- Fees associated with use of Goldstein Auditorium and/or Sheraton meeting rooms should be waived or negotiated.

Implementation Plan

1. Development of revised academic calendar. Responsible: John Liu, Chris Johnson, Siham Doughman. A draft calendar that will end on-campus instruction prior to Thanksgiving has been developed (Appendix II). The proposed calendar meets all external criteria. Fall semester classes will begin on August 24 and the last day of instruction will be on Tuesday, November 24. After November 24, all academic activities will take place online. Three reading/review days are scheduled for November 30 and December 1-2. Online final exams will take place December 3-4 and 7-9. In order to reach required contact times within this calendar, it will be necessary to convert Labor Day (September 7) to an instructional day and to conduct classes on three weekend days, tentatively scheduled for September 5 (Wednesday classes meet), October 25 (Thursday classes) and November 8 (Friday classes). Timeline: Essentially complete; finalize with no further modifications by June 19.
2. Reorganization of classroom assignments. Responsible: Meg Cortese, Siham Doughman, Chris Danek, Chris Johnson. Classes will be reallocated to rooms according to revised capacities under social distance requirements. To the extent possible, room assignments will be made to permit 50% attendance. A flowchart outlining this process may be found below. This will be an iterative process involving give-and-take between the Registrar's Office and the schools and colleges. Room assignments will be affected by freshman registration, which will not be completed until July, and drop/add activity after students return to campus. Timeline: Preliminary assignments (based on analysis of Fall 2019 enrollments), June 26; final assignments (after freshman enrollments), August 10; adjustments, as needed through drop deadline.
3. Classroom technology upgrades. Responsible: Jenny Gluck, Mike O'Mara, Chris Danek, Sam Scozzafava. Pending budget approval, necessary technology will be purchased and installed by the Physical Plant and private contractors. Budget for Physical Plant labor has already been approved. Approval of additional budget resources pending. Timeline: August 21.

Process For Classroom Assignments



3. FRAMEWORK FOR INTEGRATION OF ONLINE AND HYBRID TEACHING STRATEGIES

Responsibility: Michael Frasciello and Peter Venable

Description

- Online and blended teaching strategies are integral to our plan to safely resume in-person instruction in a manner consistent with mandated public health guidelines.
- The vision for fall instruction is to provide an engaging semester of interactive learning opportunities for our students. A resilient model for instructional delivery will be essential to address distinct student circumstances, where not all students will be present for in-person instruction. Newly admitted international students and some returning international students will experience difficulties in obtaining travel visas in time to arrive for the fall start. For other students, pre-existing health or other concerns may limit their ability to safely attend in-person classes or even return to campus. Still others will be asked to attend in-person sessions only on specific occasions to allow sufficient social distancing within the classroom (See Section 2). Lastly, some faculty instructors, graduate teaching assistants and graduate instructors will be unable to provide in-person instruction because of pre-existing health conditions or risks associated with their age group.

- Some classes will be taught exclusively online. Circumstances that warrant an online-only approach include: (a) when a faculty member (or family member of faculty) has a pre-existing medical condition; (b) all enrolled students require distance learning (e.g., because they are international); (c) for larger enrollment courses where social distancing is not possible; and (d) the school/college determines the course is best delivered exclusively online.
- A majority of classes will require an approach that includes both remote and in-person instructions. Accordingly, many courses will require variations on a “hy-flex” or “dual-mode” approach to teaching, where instruction is delivered in a blended fashion to allow for both in-person and online instruction concurrently by the same faculty member. This approach allows for instruction of students who are not able to return to campus (e.g., some international students), students who are on campus but unable to attend class on a given day, as well as students who are attending in-person.
- As instructors plan for fall teaching, it must be assumed that some students will be unable to attend in-person sessions for health or other personal reasons, and therefore must have access to equitable instruction to meet learning outcomes through virtual/online approaches.

Concerns and Resource Requirements

- Our plan assumes that, in the absence of health concerns or age restrictions, a significant portion of our faculty will be willing to teach in-person. Effective, well-executed public health and safety protocols will be essential to building trust among faculty and ensuring that health risks are adequately mitigated for in-person teaching.
- To prepare for fall teaching, faculty and graduate TAs will need professional development support through workshops, consultation and training in technology-enhanced and online teaching/ learning practices and techniques.
- Not all classrooms are equipped with technology to support blended instruction. To address this, schools/colleges should assess their captive spaces to determine which types of courses are best suited for the space. Courses that will likely require dual-mode or blended delivery should be scheduled in spaces capable of supporting synchronous online delivery and recording instruction.
- There will be high demand for faculty and instructional staff training for dual mode instruction.

Implementation Plan

1. With summer support from the University, faculty should use a portion of the summer to re-envision each course they are teaching to make best use of online strategies and modified (socially distanced) in-person approaches. For many of our fall courses, instructors should prepare for a resilient model of instructional delivery to address distinct student and classroom circumstances. In instances where in-person instruction is blended to include both in-person and remote learning, instructors will need to structure their course to meet the instructional needs of both in-person and remote learners. For other classes, instruction may be entirely online.

2. Regardless of course format, engaging course content and student-faculty interaction should be emphasized in relation to meeting learning objectives. All classes, including those taught exclusively online, should include opportunities for synchronous learning and virtual office hours where possible, balancing the needs of students attending in-person and across time zones. In addition, building in regular opportunities for faculty to check in with students regarding their progress and experience with the course will further encourage faculty-student interactions. Where applicable, TAs should provide added support for synchronous learning opportunities.
3. With University support and training for faculty and graduate student instructors (see section 4), best practices for online and in-person teaching should be applied to optimize the use of hy-flex or “dual-delivery” teaching where applicable. Using a blended teaching approach to allow for both in-person and online instruction concurrently by the same faculty member should, when possible, emphasize online (i.e. pre-recorded) approaches for asynchronous information delivery, whereas synchronous learning should be deployed to incorporate exercises, activities and discussion rather than solely content delivery.
4. While the broad parameters for fall instruction and markers of “teaching excellence” are similar across the University, expertise and responsibility for determining the instructional approach for individual classes is best done with the oversight of school and college leadership working with department chairs and each individual faculty member. Indeed, excellent planning work within the schools and colleges is already well underway with dedicated support from dean-appointed task forces.
5. As appropriate, faculty should be emboldened to seek creative approaches to fall instruction, knowing that some approaches will work out very well and others will require modifications. The investment of time to develop modified plans for instruction will carry benefits that extend well beyond the fall semester.
6. As an initial step in the planning process, schools and colleges will make determinations regarding the status of each course offering for the fall as being exclusively online or blended to include some in-person instruction as well online elements.
7. For courses that include in-person instruction, departments will collaborate with the Registrar’s office and Campus Planning, Design, and Construction (CPDC) in early June to confirm and optimize classroom assignments and to review available classroom technology (see section 2).
8. As part of determining the delivery format for fall courses, departments must provide an opportunity for faculty, graduate instructors and graduate TAs to indicate whether pre-existing or emerging health conditions, family health concerns, or other personal circumstances (e.g., advanced age, dependent care) require an online-only instructional approach. This opt-out approach should be guided by a policy framework that is set by the Provost’s office. Decisions about how to optimize instruction to ensure student and faculty safety, and optimize student

learning, should be left to individual faculty to determine in consultation with department chairs and, as appropriate, the dean of each school or college.

9. Faculty should be encouraged to make use of University and college-level support to optimize success with fall course delivery (see section 4). In addition, we recommend task force members from each school and college meet regularly to exchange ideas for best practices to address the unique instructional challenges and opportunities we face for Fall 2020.

4. SUPPORTING FACULTY AND GRADUATE STUDENT PREPAREDNESS AND COURSE PREPARATION FOR DELIVERY VIA A HYBRID ONLINE/IN-PERSON MODALITY OR, IF NECESSARY, FULLY ONLINE

Responsibility: Michael Frasciello and Peter Venable

Description

- Faculty, instructional staff and graduate student TAs require course design and pedagogical consulting support to prepare their fall courses for all delivery formats.
- Course design and course building support services will be coordinated by the Center for Academic Affairs' Teaching and Learning Excellence (CTLE), Information Technology Services' Online Learning Services (OLS) and University College's Center for Online and Digital Learning (CODL). These services will draw upon expertise from CTLE, CODL and OLS. Supplemental capacity support will be provided through strategic partnerships with online program management companies.
- OLS, CODL and CTLE will provide workshops, orientation and office hours for faculty and instructional staff throughout the summer.
- CTLE will provide workshops, consultations and materials to faculty and instructional staff relating to online and technology-enhanced pedagogical practices, techniques and strategies.
- A scaffolded support model will be implemented to: 1) provide a resilient course structure within which faculty/instructors can build content to use advanced features of the learning management system such as interactive content, videos, polling, self-checks, adaptive release materials, etc.; 2) deploy resources most efficiently; and 3) encourage the greatest number of courses to be offered in Fall 2020 with similar architecture and content structure.
- Faculty and instructors will be asked to use a standardized course structure within Blackboard for course content. This structure provides consistent navigation and a common file structure and navigation.
- OLS, CTLE, and CODL will offer opportunities to orient faculty and instructors to the resilient course structure, be coached on techniques for preparing structured course content and coordinate with a course builder to develop the course within Blackboard.

- Faculty/instructors who plan to include high-value video production, enhanced interactivity or advanced features of the learning management system will be able to work with team members from OLS and CODL as they become available.
- Graduate courses that currently exist within online programs supported by 2U Inc. may be repurposed to support exclusively online students.
- Faculty and instructional staff will be encouraged to work with colleagues independently and with their school/college information technology units as well as ITS's Academic Applications and Service Centers (includes Online Learning Services and Learning Environments and Media Production), CTLE and CODL to prepare their fall courses for exclusively online or blended delivery. Faculty who have taught within the 2U environment and are employing the latest research on online pedagogy may be able to provide added guidance and best practices.
- Learning Environment and Media Production (LEMP) will equip as many Registrar and captive instructional spaces as possible with the technology for synchronous in-person and online instruction as well as recording of the class session in order to provide resilient instruction prior to the start of the fall term.
- Academic Applications and Service Centers (AASC) will also provide faculty and instructors with virtual office hours to learn the configuration and develop confidence in using it for synchronous teaching and recording.

Concerns and Resource Requirements

- Faculty and instructional staff will need time this summer to engage with support services. To address: Communicate support options to faculty early and often. Encourage deans, department heads and program directors to support their faculty in spending their summers developing their courses for resilient instruction.
- Supplemental support will be needed through (a) 2U Inc. to repurpose existing 2U-supported courses in online graduate programs and (b) through Blackboard for support.
- The time necessary to prepare a maximum number of courses for the full spectrum of course delivery modes we will see in the fall.
- Staffing levels in ITS and CTLE.

Implementation Plan

To support faculty success, intensive support in the form of instructional design, course content architecture, digital content creation and advanced use of the learning management system is advocated. Pedagogical and andragogical support are likewise endorsed. The following specific recommendations inform this counsel:

1. Schools/colleges with existing 2U-supported online graduate programs should consider

- repurposing the 2U online courses for students who will complete the fall term fully online (primarily graduate international students). Recommendation: encourage use of existing 2U course preparation templates for Whitman, Engineering and Computer Science, Maxwell, iSchool and Newhouse. Action: 1) Complete fact-finding conversations with school/colleges currently offering 2U-supported online graduate programs. Assigned: Frasciello and Venable. Deadline: June 5. 2) Finalize 2UOS Plus contract. Assigned: Frasciello and Bennett. Deadline: ASAP.
2. A controlled and structured process to efficiently assign instructional design and course building support for faculty is required. As part of the process, faculty will identify the type of course they are preparing, requirements of the course (labs, experiential assignments, studios and other elements), and training/preparedness concerns. The most effective method is to encourage faculty to complete and submit a web form. The submission will then be reviewed by ITS/CODL to determine what personnel need to be assigned to the requests. Recommendation: 1) Finalize faculty/instructor intake web form (triage method). Assigned: Finley and Morrison; 2) Determine, test and approve intake workflows, personnel assignments and timelines. Assigned: Finley, Morrison, Diede and Downes. Deadline: May 15; 3) Coordinate and organize OPM support within AASC, CTLE and CODL scaffolded service model. Assigned: Frasciello and Gluck. Deadline: May 20.
 3. Develop a standard course design for all fall courses to provide uniformity vital to faculty and student success in the fall. A common course structure will increase consistency of navigation and a comprehensive look and feel across courses. Such common heuristics are predictable, providing students with awareness of the general layout of their courses before they start. This is particularly beneficial for all faculty and students. Recommendations: 1) Complete “template” and baseline course architecture. Assigned: Morrison, Downes, Diede and Blackboard Services. Deadline: May 20; 2) Coordinate communications and outreach schedule to faculty/instructors. Assigned: Frasciello, Scalese, Diede, Gluck and Ferguson. Deadline: May 22; 3) Coordinate, schedule and communicate faculty/instructor workshops and office hours specific to course preparation activities. Assigned: Frascillo and Blackboard Services. Deadline: June 5.
 4. Assess tactics for efficacy and efficiency—refine as necessary. Assigned: Frasciello and Gluck. Deadline June 15.
 5. Coordinate, schedule and communicate faculty/instructor workshops and office hours specific to online teaching preparedness and pedagogy. Assigned: Deide, Morrison and Ferguson. Deadline: TBD

5. PLAN FOR FALL ACADEMIC ADVISING AND STUDENT SUPPORT

Responsibility: Lindsay Quilty and Steven Schaffling

Description

Advising typically occurs via individual meetings with students. As such, the following strategic areas will need to be addressed to safely implement advising for the fall.

- **Advising Space:** It cannot be assumed current spaces where academic advising occurs will be tenable with the constraints of social distancing.
- **Advising Practice:** The practice of advising at Syracuse University often includes meetings with students that are scheduled appointments as well as on-demand, drop-in style meetings. Reviewing these practices and making adaptations for the fall semester and beyond will be critical.
- **Advising Processes:** Many of the student academic processes associated with advising require direct student contact and interaction with not only advising units, but many other areas across the University. Such entities may include academic department offices, the University Registrar, Financial Aid, Bursar, Study Abroad, and Student Life.
- **Advising Technology:** The rapid advancement of key technology components will be critical in achieving all of the outcomes. The advising units began this journey in the spring, but often with temporary fixes. Key technological issues and solutions associated with a successful fall semester, and beyond, will be identified.
- **Student Support Offices:** Additional considerations for parallel student support offices outside of specific advising offices will also be reviewed and presented. Examples of student support offices include Center for Learning and Student Success (CLASS), Stevenson Educational Center, and the Center for Disability Resources.

Concerns

- **Strategic area 1: Space**
 - Appropriate physical changes to the workspace
 - Reception area
 - Advising space
 - Advising space is going to require flexible work arrangements in order to make advising space work in conjunction with social distancing. What are currently personal offices may now need to be shared on an every other week rotation, with the off week being remote work.
- **Strategic area 2: Advising practice**
 - Appropriate changes to how advising will actually happen.
 - Drop-in, on-demand meetings cannot be planned for face-to-face and, in most instances,

will need to be transitioned to fully virtual. After a review of Fall 2019 advising interaction data with the combination of flex arrangements and virtual drop-in meetings, it is estimated that at a minimum, 70% of advising interactions will need to occur virtually this fall.

- Strategic area 3: Advising processes

- The current structure of academic processes requires students to visit additional offices and will increase the exposure for staff and students. Undergraduate student changes to the academic record, such as declaring a major or course withdrawal, are done entirely through paper forms.
- Late or midstream changes due to academic continuity disruptions will cause significant resource issues for advising.
- Opening of schedule adjustment for returning students on August 3. Opening weekend advising cannot function as it always has in the past.

- Strategic area 4: Technology

- Advising workstations. In a poll of advising across the University, four distinct advising units in separate schools and colleges are still using desktop computers. This totals 36 professional staff advisors across the University. Requiring advisors to remotely access their desktop from their personal equipment at home for virtual video conferencing is not desirable.
- Advising will require the delivery of a virtual drop-in queue in order to deliver on-demand advising for the fall.
- Advising will require further exploration of telephone capability for advisors working remotely. Currently offices are investigating or using Google Voice, but the current University partnership with Google accounts does not allow for this functionality and advisors are creating new accounts. This is sub-optimal.

- Strategic area 5: Student support offices

- Staffing and resources may be strained in terms of providing in-person support for students while maintaining social distancing standards (i.e. fewer students will be able to attend group tutoring sessions, more one-on-one sessions required).
- Equity and access to the live sessions, which are the preferred method of students.
- Establishing a sense of community and normalizing the use of support services when it is mostly virtual.
- Establishing academic norms for the first-year students who will adjust to the “new normal” in the fall semester and then need to readjust in the spring semester.
- Online fatigue, especially in vulnerable populations, due to the increase in online activities related to academic instruction, support, engagement and more.

Resources Required

- Technical assistance to migrate as many forms as possible to OnBase workflow over the summer. Dedicated technical resources to transition academic processes from paper to online formats will be needed.
- A virtual drop-in queue does not currently exist in Orange Success. Direct coordination with the vendor will need to occur to meet the August 24 deadline.
- Advisors' workstations present challenges to productivity and the student experience. The cost associated with migrating 36 people to laptops could potentially be a roadblock.
- Need a clear understanding of maximum space capacities in non-traditional teaching spaces (library, team rooms, testing sites, study rooms and other locations) to plan appropriate support services.
- Assessment of advising workspaces needs to occur as soon as possible to allow for timely design implementation and updates. This work will need to be completed by the start of the fall term.

Implementation Plan

1. A small academic process task force is recommended to examine high-impact academic processes that need to be converted to electronic, online processes. This task force should include the Registrar, ITS, and the chairs of the fall open advising subcommittee. This group should be charged with moving the following processes to an electronic workflow in OnBase, PeopleSoft or other possible systems:

Grading Option (Pass/Fail), Major Declaration, Internal University Transfer (IUT), Readmit, Overload Credit Petition, Independent Study Form, Course Withdrawal
2. Flexible work arrangements for advisors determined by each school/college. It is recommended the online form submission created in the spring be reinstated for the fall.
3. The Orange Success team has been alerted of the high priority placed on the virtual walk-in queue and has already begun work on the project. This team will need to lead this project.
4. Assess the deadlines and policies associated with the academic calendar and determine if adjustments are necessary. If there are further proposed changes to the academic calendar, consideration should be given to the advising leaders group prior to implementation.
5. Advising space, specifically the reception areas, should be considered at the same time as other common student/administrative interaction areas, such as offices in the Barnes Center, Financial Aid or Bursar. Each college/school should determine the necessary safety equipment required for their reception and offices spaces.
6. Create new standards for tutoring, coaching, mentoring and providing support services in a virtual or in-person, socially distant environment.

7. Build on the bank of study tutorials that drive traffic to live sessions; build on what was started in the Spring 2020 semester.
8. Increase the number of one-on-one sessions available to tutoring.
9. Review the recommendations regarding inclusion, accessibility and equity.
10. Task each college/school with providing the necessary technological equipment (laptop, monitors, telephone access) to advisors that will provide an equitable advising and work experience for the student and advisor. It is a recommendation that the University make a commitment to move advisors to laptops as it has the added benefit of increased productivity under normal circumstances.
11. Open schedule adjustment on MySlice for returning students on August 3 to allow for proper advising time all students.

APPENDIX I

SYNTHESIS OF FACULTY FOCUS GROUP FEEDBACK

Faculty Safety, Wellness and Opting Capabilities

Faculty expressed concern about on-campus safety in relation to the COVID-19 pandemic. In particular, the focus on student behaviors and enforcement of protocol among the student population inside and outside the classroom was most pressing. The pending guidelines for class size, density monitoring, disinfecting procedures and scheduling also weighed heavily in the minds of faculty who are determining their level of comfort with in-person instruction and conducting office hours.

In addition, faculty concerns centered on their ability to determine if they could opt for a preferred modality of teaching—in person or online—and the possible support and accommodations they may receive in either environment. The concerns were borne of the need for personal safety and, if on campus, the unknowns of how such safety would be ensured.

As we provide options to our students to select a mode that offers them with a level of personal comfort, faculty feel they are to be given similar options without having to submit burden of proof documentation. Many faculty cited, in particular, the vulnerability of less privileged faculty, including non-tenured and adjunct faculty and teaching assistants.

Faculty also raised the issue of other stressors that may impact their ability to return to campus, such as dependent parents and childcare. If local schools and daycares do not reopen in the fall or the schools are forced to close during the term, faculty and staff may have a need to remain at home.

Decision-Making Process, Communications and Central Guidance

A number of faculty expressed the feeling that more information should be provided concerning operational and decision-level guidelines, including who will be charged or involved with making decisions, how decisions are developed, a timeline and milestones for decisions, and a schedule for communicating decisions.

Faculty wish for more information and advance notification on which faculty can determine their responses, personally and to students, and carry forward their planning with greater confidence. Such concerns ranged from understanding if there is a “go, no-go” deadline for finalizing plans for fall opening to how community engagement for practicum or internships is to be conducted. Seeing variability in fall opening decisions among peer institutions causes concern among some faculty as it indicates there is no clear science to the decisions. Further, understanding at what point academic instruction and University operations may be paused due to positive tests will help inform the community of the risks.

The establishment of the working committees was well regarded among many faculty as a mechanism to inform decision making. However, there remains a strong interest in understanding the nature of the working committees—their charge and membership. Some faculty did not place much confidence in the committees’ influence on decisions by the central administration. Further exacerbating that sense are announcements that have been communicated in advance of submission of the committees’ reports. Rather than learning of outcomes from their work via a public University community announcement, receiving communications on what they are thinking, ahead of such public announcements, will be beneficial and build trust. Faculty also expressed the importance of shared governance in academic decision making.

There is an appreciation for flexibility and college-level adaptation; however, a common need cited is for University-level guidelines and protocols informed by public health directives. Students and faculty move across colleges, and college-level variation (while inevitable) is very challenging, leading to inconsistency of expectations and experiences.

Many faculty expressed questions about personal autonomy in making decisions to teach in a preferred modality. The question is whether faculty have a choice in opting to teach online or if there will be mandates to conduct in-person instruction and office hours. If faculty are not allowed such autonomy, but have the need to remain at home, the question arose as to what type of documentation would be required, indicating health risks that exist to the faculty or dependent family members. Most faculty assumed such determination resides at the college or department level, but articulated a desire for centralized and consistent policy to set appropriate expectations for the University and students.

Safety Protocol: Masks, Social Distancing and Other Guidelines

When establishing University policies on COVID-19 protocol and best public health practices, faculty emphasized the need for policies and enforcement to be ubiquitous across all campus spaces. Guiding students, faculty and staff to embrace responsible and supportive social behavior is an imperative, and an added layer of safeguard for our campus and community. Further, with the enforcement of the policies, consideration must be given to the consequences for not abiding by the University policies (i.e. Will students be expelled?). Additionally, it was felt that much of the focus is on classroom safety measures, yet if health practices and policies are not equally enforced outside the classroom, the classroom will be compromised.

Concerns about teaching in and managing the classroom space stemmed from little information regarding protocol for sanitizing spaces and hardware (microphones) in between use of the space. Specific to time in the classroom, questions revolved around the use of masks, how to determine proper spacing and ensuring density limits are not exceeded. A similar concern was raised regarding common areas such as hallways, elevators, lounges and other spaces.

Library Access and Support

Representatives from the Syracuse University Libraries pointed to publishers temporarily opening content to support students in the last weeks of the spring semester. Going forward, publishers will again be restricting access, requiring the need to prepare for all academic contingencies with varying levels of access and modalities.

Concerns were expressed as to how library access will be arranged—both in person and (more important) access to materials for teaching. Will there be staff, for instance, to scan or otherwise make available readings that are not available electronically?

A matter of equitable student access was raised regarding students from SUNY ESF who are in the same “classroom” as our students; however, they do not have the same remote/online access rights as Syracuse University students.

Contingency and Continuity Planning

Much discussion was focused on what happens in the event that COVID-19 cases appear in our University community, whether it be one person or a worst-case scenario. While there were broader questions regarding the protocol for individuals who may test positive, also cited were the concerns for teaching continuity. Such vulnerabilities include the event when a faculty member becomes unavailable due to illness, care-giving commitments or other situations.

Testing Positive. Questions regarding the protocol for those students, faculty or staff who may test positive were most common across the focus groups.

Campus continuity. Following the questions and discussions related to individuals who test positive, came the questions regarding key points at which there would be a determination of campus closure. More information and clarity regarding the CDC and other public health guidelines for IHEs was of interest to faculty, particularly as it relates to the University's planning.

Faculty continuity. Faculty discussion surrounding the absence of instructors due to illness or other factors was coupled with the need for continuity planning. Particularly with online classes, the likelihood of disruption is higher as replacement faculty may not have login credentials and access to the appropriate teaching materials. As well, faculty members in highly specialized areas found faculty substitution difficult to determine in the event of illness. Others highlighted contingency plans already in place in their school, college or department. In such cases, a "buddy system" is employed to provide back-up and class continuance. Where the buddy system is employed, faculty must identify two backup substitutes for each course. Such a system was viewed positively as a cross-training opportunity, giving faculty an appreciation for fellow colleagues' work.

Online Delivery Modes and Models

The discussion of teaching across multiple platforms and modalities brought to light concerns ranging from support and training to providing equitable access for students on campus and around the world.

Mode of Teaching and Expectations. There were a variety of perspectives provided relating to the preferences of students and instructors for synchronous, asynchronous or hybrid online classes. What constitutes a hy-flex model was debated and examples of such blended programs currently offered were highlighted. Also, common to these discussions was the theme of providing students and faculty with the opportunity to engage, build trust and develop community.

Also called into question were the logistics for determining which programs and courses will be conducted online. For example, are there courses that are more geared toward online learning or is the determinant the size of the class?

Many faculty see this transition to online, hybrid models as a way to improve teaching going forward, making it a more worthwhile effort. Yet, the work effort to develop and launch the courses was a stress point for faculty, particularly when they are not compensated and may have already dedicated their summer to research and other work. As stated by a faculty member, "Every course is a new course, requiring a new level of output and engagement." It was suggested that faculty should assume their classes will be delivered online.

Faculty felt the time is ripe for being more progressive and creative in leveraging the modality, rethinking how to provide better instruction and, importantly, interactivity through synchronous elements of the online experience.

Platforms. Faculty commented on the many platforms used in Spring 2020 and the expectation that students have access to and proficiency of use with a number of technologies employed. For students with limited accessibility due to bandwidth, Wi-Fi, hardware and environmental constraints, their disadvantage was exacerbated.

Technology. Coupled with a desire for the consistency of online platforms used across the University, faculty expressed the need for technology and tools that will allow for a more engaging online experience. And, many shared hopes for technology that will advance online teaching not solely as a temporary solution, but as a long-term strategy.

Training and Ongoing Support. The training received to date by faculty seems to be more focused on how to transition classroom courses or simply develop an online course, particularly for undergraduate courses. Most faculty expressed a need for more pedagogical training as they look to better engage students and translate their strengths into online or hybrid contexts. Many faculty had taken advantage of the Summer Institute for Technology-Enhanced Teaching and Learning (SITETL) training sessions, though a desire exists for more focused topics to advance their learning and expertise. Ongoing training and technical support seems to be an unknown, though various departments were cited for their training expertise and staffing (OLS, ITS, IDDE, utilizing grad students from iSchool, etc.). The scalability of staffing was questioned. Many faculty cited the need for support that allows them to translate their classroom strengths into online or hybrid contexts. It has been felt by some faculty that there is to be an institutional emphasis right now on creating templates. While a starting point, faculty generally stated a need for both collective (on University, college and department levels) and individualized support.

Student Outcomes and Expectations. Faculty questioned what specifically defines “adequate” student engagement and learning experiences. When stated that the classes transitioned to the online environment for Spring 2020 will no longer be adequate for the fall, faculty expressed interest in learning what specifically was deemed inadequate.

Student Engagement, Accessibility and Equity

If a hybrid model is used, allowing some students to come to campus, while others are limited to online, this creates two classes of student/citizens.

Technology and Access Divide. Students who need an online option may not have the resources to secure needed laptops, microphones and other hardware, or access reliable and affordable networks. Additionally, there will be students who simply cannot access courses due to firewalls set up by their governments or security concerns for those such as our military-connected students. This technology divide favors those who have more resources and can produce more “Instagrammable” work against those who do not have such tools or access.

Students with Disabilities. Students with disabilities may be further disadvantaged if the delivery of courses cannot accommodate their needs. Faculty mentioned that SITETL presentations have been helpful in identifying inclusive approaches to teaching online, including students, faculty and staff with disabilities.

Establishing Trust and Building Community. Faculty strongly felt that training needs to help them identify ways to build trust and community, especially with new students in the online environment. By doing so, they may work to more effectively build relationships and mitigate, as best possible, any sense of divide that may exist. In this hybrid environment, how to fairly and equitably evaluate students was in question as some students will be online, others in person.

Academic Integrity, Evaluation and Assessment

Questions and discussion among faculty arose around maintaining academic rigor and ensuring academic integrity. More guidance is needed to provide faculty with tools and methodologies to mitigate cheating.

Student evaluation needs to take into account a student's access, environment and other factors to not disadvantage those who are online versus those in the classrooms.

Intellectual Property

Faculty expressed concerns about control of intellectual property, student privacy and the potential for social media distribution of video and other elements of online classes. As well, faculty touched upon the benefits of asynchronous access and recordings as providing opportunities for students to revisit materials, particularly when they may be unable to participate in synchronous learning sessions.

Internships, Practicum and Other In-Person Experiences

Academic programs that require in-person, on-site practicum, internships, labs and other experiences present faculty with the dilemma of how to set and communicate expectations to students. As such immersive experiences may be part of their required coursework, whether it be for licensure or other professional credentials, faculty are concerned for students who cannot fully participate. Additionally, many students place high value on experiential learning such as internships. Faculty questioned if the University will assist in providing clear guidelines and expectations as many feel the onus is currently on each program or department to seek out clarity for protocol. With centralized policies and guidelines, more consistent expectations can be set for students and faculty.

Faculty feel students need to be supported and allowed to articulate concerns about working in the community, off campus.

Research and Safety Protocol

While initial guidelines were set forth during the early days of the University closure, faculty and students involved in research are seeking more detailed information of lab space and operational protocol. If research is based on human subjects, researchers are uncertain how such research is to be accommodated or conducted.

Non-Tenured and Adjunct Faculty, and TAs

Non-tenured and adjunct faculty—those without tenure standing and privileges—and teaching assistants were often cited as being vulnerable. Their vulnerability lies in the increased workloads and pressures they will face to develop online courses and teach in-person classes, as more senior faculty opt to stay in safer environments. These less senior faculty and teaching assistants may be challenged with their own health concerns, need to protect family members, or bear childcare responsibilities. How this population of instructors are able to articulate their need for work equity and support is not readily, nor uniformly, apparent.

International Students

Faculty have concern for a number of student populations; however, supporting and creating positive student experiences for international students was often top-of-mind. Many faculty recognize the absence of international students will change the makeup of our student population and could potentially create a more fractured community of students. Concerns regarding international students included:

Ability to Enroll, Access to Engage. With the closure of most consulates around the world and travel restrictions, many international students, particularly those who are new to the University, will be unable to attend in-person in the fall. Online options may not be favorable for these students due to constraints such as access to laptops, internet and even electrical power. If courses are posted as synchronous, students may be further disadvantaged given time zone differences, and their physical settings and circumstances (lack of childcare during class time, no private space, competing for bandwidth with working spouses or family members). Online options that provide broad and uniform access were also recommended.

Work and internship support. Questions were raised as to how to support TAs who are unable to return to campus or are joining our community for the first time. If work by TAs is to be conducted online, there is a need to properly train and resource the assistants, particularly those who are new to the University. Additionally, the prospect of the pausing of Optional Practical Training opportunities for international students poses a significant concern in student enrollment. Many international students opt to study in the U.S. to garner valued work experience before returning to their home countries.

Student Life/Perspective

Faculty posed concern about the effects of our operations on the student experience. Students have shared with faculty their desire for a rich and engaging student experience. Providing opportunities for networking, socializing and connecting/meeting speakers, even if virtually, need to be creatively and effectively fostered to create a more robust student experience.

Of the student population, faculty see the first-year students as being the most vulnerable, given their unfamiliarity with an education and living model that is quite unlike their high school experience. The question posed was, “How do we set the expectations and guidelines for first-year students related to wearing masks and social distancing? At the same time, we don’t want to squash the joy of this new experience and time in their lives.”

Setting expectations for students was a recurring comment as the campus experience will be vastly changed and different. A recommendation was put forth for the University to establish a protocol for when a student falls ill. Not only for quarantine, but the academic expectations and the financial responsibilities if a student chooses to return home. As stated by one faculty, “Having those guidelines clearly laid out will calm parents’ fears and will give us, as instructors, clear guidelines as to how we hold students accountable.”

APPENDIX II

MODIFIED ACADEMIC CALENDAR FOR FALL, 2020

Objectives

1. End instructional activities before Thanksgiving
2. Meet minimum contact time and semester length requirements
3. Minimize disruption to existing class calendar

Aug. 24 (M)	First day of classes
Sep. 5 (Sa)	Wednesday classes meet
Sep. 7 (M)	Labor Day— Normal instructional day, Monday classes meet
Oct. 25 (Su)	Thursday classes meet
Nov. 8 (Su)	Friday classes meet
Nov. 24 (T)	Last day of instruction
Nov. 25-29	Thanksgiving Break
Nov. 30-Dec. 2	Reading Days
Dec. 3-4, 7-9	Final Exam Period
Dec. 21	Grade Reporting Deadline

Notes: This calendar does not require changing the daily or weekly class paradigm. Students would not have to re-register for classes.

Weekend instruction is needed to reach contact time requirements for Wednesday, Thursday and Friday classes. This instruction could take place on Saturday, Sunday or both. Specific dates were selected to avoid home football events and Jewish High Holy Days.