



Academic Affairs
Office of the Provost
777 Glades Road, AD10-309
Boca Raton, FL 33431
tel: 561.297.3062
fax: 561.297.3942

DATE: May 22, 2020

TO: Deans and Chairs/Directors

FROM: Bret S. Danilowicz, PhD
Provost and Vice President for Academic Affairs

RE: Planning for Fall 2020 – *Supersedes memo from May 11, 2020*

A handwritten signature in blue ink that reads 'Bret Danilowicz'.

While the status of on-campus instruction for the fall semester is still uncertain, there are some steps we can take now to help us prepare for bringing students back to our classrooms. Most likely, we will need to have hybrid courses with only some students face-to-face in the classroom at any given time to minimize overcrowding and allow sufficient space for social distancing. As we return to on-campus instruction, the limited number of students that can be placed face-to-face into a classroom will complicate the schedule; especially as total seat caps will likely be higher than in past semesters due to the need for increased efficiency.

Most of our on-campus instruction will need to take place in rooms with appropriate audio-visual equipment to stream and record on Webex or Mediasite lecture-capture technology. This will ensure more students have access to the courses they need, even when they cannot physically make it to the classroom. Whenever possible, we are encouraging faculty to incorporate synchronous experiences into their courses to help students build regular schedules and manage their time accordingly. Sessions could also be recorded for asynchronous access for students who experience technical issues during live class times. Though we are planning to install additional streaming and recording technology in more classrooms over the summer, we will still not have enough of these rooms for the current fall schedule.

Due to these space limitations, an unknown number of courses that have historically taken place in the classroom will need to continue in a fully-remote format. Keeping them remote will free up on-campus space. As such, please prioritize courses (including labs) that *critically need* the in-person experiences. Likewise, we are asking you to consider courses that are most suitable for fully-remote format.

Regardless of the format in which we deliver our instructional content, please encourage faculty to maximize remote tools to promote student learning. For example, as a best practice, all on-campus instructors should proactively place their course content into the Canvas learning management system. Similarly, a course style similar to a flipped classroom is an example of a pedagogical approach that may be particularly effective, as all content would be in Canvas, and there would be live activities or interactive exercises that could be on-campus, remote *via* Webex, or combined (some students on-campus and others synchronously remote *via* Webex).

Faculty members are encouraged to seek training in the use of Canvas and assistance with pedagogical strategies for remote delivery at www.fau.edu/keep-teaching/training. Similarly, remote exams and assessments are preferable to maintain social distancing. Information on promoting academic integrity, proctoring, and alternative assessment strategies are available at www.fau.edu/keep-teaching/proctoring.

For your reference, the table below explains some of the possible instructional delivery formats.

Fully-Remote	Description	Instructional Method for Banner Schedule
Remote Class with Live Lecture	Remote Class that meets at scheduled dates and times using web conferencing technologies (WebEx, Zoom, MS Teams)	Fully Online Class Live Lecture
Remote Class	Remote Class with interactive course materials. May have the option of asynchronous or pre-recorded lectures. Other live activities may also be scheduled (remote discussions, remote office hours, etc).	Fully Online
Remote Lab with Live Delivery	Lab delivered remotely live at the scheduled date/time	Fully Online Class Live Lecture
Remote Lab with Lecture Capture	Lab delivered remotely pre-recorded at the scheduled date/time	Fully Online

On-Campus/ Hybrid	Description	Instructional Method for Banner Schedule
In Classroom with Lecture Capture Limited Seating	On-Campus Course with limited seating. Students can sign up prior to each class session to attend in person, or participate in the class remotely	In-Person
In Classroom with Live Remote Delivery Option	On-Campus Course with seating for all students, but live remote option available	In-Person
In Classroom	On-Campus with no remote option	In-Person
Lab	Traditional on-campus lab	In-Person
Lab with Live Remote Delivery	On-campus Lab with a remote delivery option	In-Person

Please work with the scheduling department in the Office of the Registrar to define what classes you can commit to running fully-remote, and consider the following as you refine the Fall 2020 schedule:

1. Instruction will need to align with the guidelines established in the University's COVID-19 recovery plan, and we may be operating under Phase 2, or potentially Phase 3, of that plan.
2. All graduate courses should plan to occur in a fully-remote format, unless specific courses *critically need* the in-person experiences (see approval process below).
3. Colleges and departments should plan for *no less than 2/3 of total sections* to occur in a fully-remote format unless the guidance below requires exceptions to this rule-of-thumb.

- a. The remaining sections should occur on-campus with appropriate social distancing – or else equipped for synchronous streaming or lecture-capture recording *via* Webex or Mediasite, as long as appropriate space and technology to do so is available.
 - b. Instructors who are assigned to teach on-campus sections should consider hybrid course design, prioritizing the on-campus activity only for parts of their classes that critically need hands-on or physically in-person experiences.
 - c. Any on-campus instruction should be prepared to expeditiously transition to remote instruction if advised by the state or University leadership due to any new widespread COVID-19 outbreaks.
 - d. It is acceptable for all upper division courses of a program to be placed into a remote format.
4. College Deans or designees should work directly with the Senior Associate Provost to plan for *no less than 1/3 of total seats* in the Intellectual Foundations Program (IFP) to be made available in an on-campus format.
 - a. The overarching goal is to provide at least one on-campus IFP course option for every first-year and second-year first-time-in-college (FTIC) student.
 - b. Approval will be required for IFP courses to be converted to fully-remote without offering any on-campus sections at all (see approval process below).
 - c. The Senior Associate Provost will ultimately review the IFP schedule with Colleges to assure adequate on-campus seats are available.
 5. For any on-campus sections, to the extent possible lectures should also be made available online (synchronously or asynchronously) for students who are unable to attend the lecture that day for whatever reason.
 6. High-enrollment sections (more than 50 students) must remain fully-remote or else rely on a hybrid approach that limits on-campus seats to *no more than 50 per section*, with the rest attending remotely. This comprises all types of courses, including high-enrollment IFP sections.
 7. If requested by them, instructors who are particularly vulnerable to COVID-19 (e.g. 65+ years old, immunocompromised, etc.) should be given the option to continue to teach fully-online/remote. HR is developing procedures to discuss work accommodations with vulnerable employees, and these can be referenced once available.
 8. Degree programs where students can usually take all or most of their coursework online (i.e. before spring 2020, there was already a fully-online and an on-campus version of the degree program) should consider remaining fully-online for the fall semester.
 9. Foundational/introductory courses in majors *should not* be planned for fully-remote formats at this time, unless otherwise fitting criteria above or previously offered online, as we try to meaningfully engage our students in our physical campuses to offer them some version of a traditional on-campus college experience.

College Deans will route the following requests to Dr. Russ Ivy, Senior Associate Provost, for university-level approval:

- Any plans for on-campus graduate instruction, along with supporting rationale
- Any plans to move all sections of any IFP course to a fully-remote format (also be sure to notify the Dean of Undergraduate Studies that there will be no on-campus sections of the course)

At the present time, we are working closely with the Dean of Students' Office to create guiding language and expectations regarding in-class and out-of-class behavior related to social/physical distancing and face coverings. This communication will be presented through different avenues to new and continuing students as they return to in-person instruction. Once finalized, the language will also be distributed to you so that you might consider including it on course syllabi as part of classroom etiquette and expectations as well. As with any student concern, instructional and administrative staff are encouraged to address inappropriate classroom conduct as they feel comfortable, and/or submit a report at www.fau.edu/report.

Lastly, I would like to assure you that the University's executive leadership team, along with the deans, are prioritizing public health concerns above everything else. This is precisely why I have established an *ad hoc* committee of faculty and staff members to advise in planning for the recovery from the disruption of COVID-19. This committee will develop recommendations to ensure our classrooms and laboratories are properly set-up and prepared for social distancing. They will aim to operationalize the University's health and safety plan, so that we can develop specific strategies to protect our students, employees, and all members of the FAU family.

Thank you for participating in this exercise, so that we can refine the fall schedule. Your efforts here will also give students a clearer picture of what their own plans will look like in the fall, hopefully promoting retention and helping them to succeed.

CC: Provost's Advisory Council
University Registrar