

NOTE: The following report contains recommendations preliminary to UM's final decisions regarding AY 2020-21. These recommendations were considered in reaching final decisions, but it is likely that not all recommendations will be adopted as proposed.

**Fall 2020 Coordinating Committee
Final Report**

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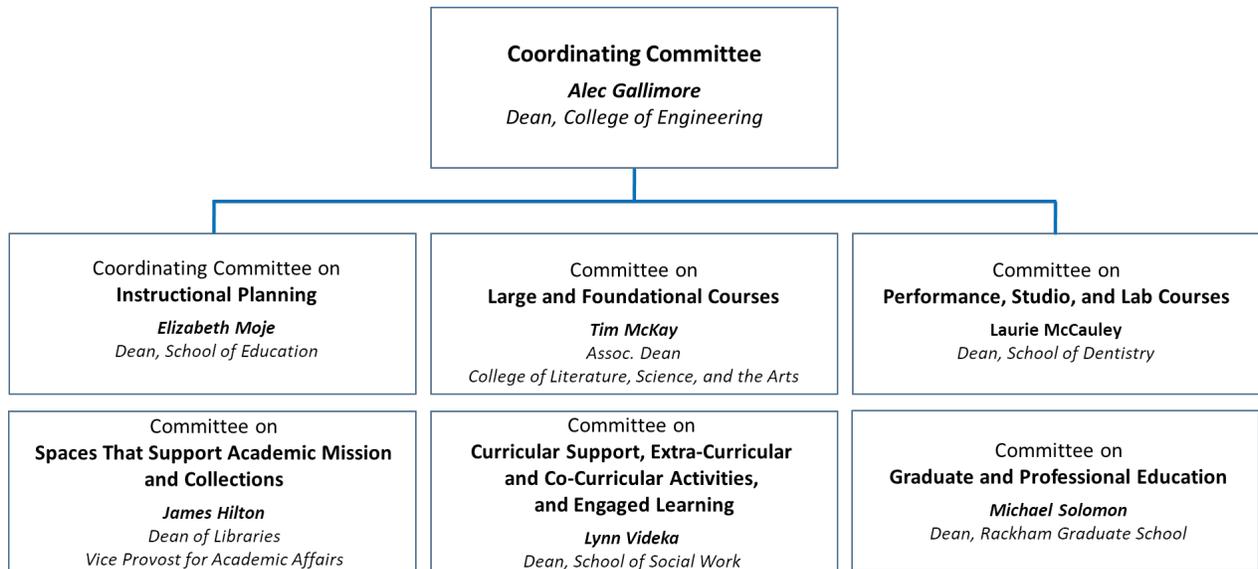
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OVERVIEW

In late April 2020, the provost established and charged a set of seven committees with defining guiding principles and pathways for the Ann Arbor campus to deliver public health informed, resilient instruction for fall 2020 in light of the COVID-19 pandemic. This report summarizes the recommendations presented by these committees for academic year 2020-21 to be successful.

Committee Structure and Roles

The committee structure is illustrated and described below. Each committee was chaired by a dean or an associate dean, and committee members included faculty and staff representatives from a variety of units who provided broad campus perspectives, expertise, and input.



The purpose and role of the seven committees was to address the needs and requirements of specific topic areas related to teaching and learning, as described below.

- Coordinating Committee – Develop campus-level principles and guidelines for the fall semester, in close coordination with the provost, to ensure high-quality academic activities that prioritize equity, inclusion, and accessibility. Provide the overarching guidance, direction, and support to the remaining six committees, and interact with committees and offices beyond the six planning committees to facilitate the preparation for the coming academic year.
- Coordinating Committee on Instructional Planning – Develop pathways to enhanced remote and resilient teaching for all courses at the graduate and undergraduate levels.
- Committee on Large and Foundational Courses – Leverage learnings from the Foundational Course Initiative to significantly enhance remote instruction for large classes while ensuring courses are delivered in an equitable and inclusive manner.

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- Committee on Performance, Studio, and Lab Courses – Develop pathways to enhanced remote teaching (and beyond that, resilient teaching) for course types that rely most heavily on in-person and/or faculty-based instruction, such as performance, studio, and lab-based classes.
- Committee on Spaces that Support Academic Mission and Collections – Develop plans and guidelines to manage common spaces and collections in remote and restricted in-person scenarios.
- Committee on Curricular Support, Extra-Curricular and Co-Curricular Activities, and Engaged Learning – Develop recommendations to enhance access to key academic resources that assist and support student learning and success, as well as plans and guidelines to enhance the range of student academic experiences that contribute to student learning.
- Committee on Graduate and Professional Students – Identify short- and long-term COVID-19 related needs of graduate and professional students. Propose and evaluate measures that might be taken to address the needs identified. Develop recommendations to ensure a high-quality academic experience for graduate and professional students in the fall term under a variety of scenarios, and which accommodate the unique features of their degree programs, including the participation of international students and the integration of teaching, research, internships, and clinical experiences into the learning experience.

Committee Scope

The provost provided the committees with preliminary objectives to guide their work and approximately three weeks to define and submit recommendations to the main coordinating committee. The recommendations were expected to address the following fundamental questions:

- How do we continue to deliver a high-quality, engaged University of Michigan educational experience for fall 2020 while being mindful of public health needs? What will it take to do this?
- What guidance and support can we offer schools, colleges, and units as they plan for the fall term and the unique and unprecedented academic year ahead?

The committees submitted recommendations in response to these questions, acknowledging that the upcoming fall term will be much different than the university experience prior to the COVID crisis. The committees also acknowledged that, unlike winter 2020, when the university quickly transitioned to a fully remote operation, we have the opportunity – and obligation – to deliver more thoughtful and innovative instruction this fall.

Guiding Principles and Assumptions

The committees identified guiding principles and assumptions as touchstones for their recommendations. Listed below are those that were common across a number of committee reports.

Guiding principles

- Deliver high-quality, engaged instruction for all students, whether on campus or remote, with as many in-person academic experiences as possible.
- Develop robust processes such that students will have adequate infrastructure (technology, internet connectivity) to engage fully in all course offerings.
- Use equity, inclusion, accessibility, and student success to drive decisions and be central goals and success metrics for all courses and services.
- Optimize space for activities that require or benefit greatly from in-person engagements.

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- Whether planning for an in-person, hybrid/hyflex, or fully remote course, maintain the caliber, integrity, and standards of instruction representative of a University of Michigan education.
- While maintaining high standards, also show compassion and concern.
- Act upon the notion that effective, comprehensive, and thoughtful communication across the community will be integral to success.
- Create a welcoming environment for all students, especially new students of all levels/units.

Assumptions

- There will be sufficient numbers of instructors (faculty, graduate student instructors, staff) to administer the necessary courses in the various delivery modalities discussed below.
- Faculty, staff, and students will be informed that they must be prepared for a shift to a fully remote experience at any point during the term.
- Accommodations will be made for students and faculty members who are ill.
- Campus operations will align with public health requirements; e.g., PPE, physical distancing, sanitation, etc.
- Clear metrics will be available to monitor the course of the pandemic on campus.
- We will educate students, staff and instructors in the care and respect for the needs of others, and expect them to actively participate in a new *culture of care*.

Opportunities

A few committees identified a number of opportunities that exist as we plan for the fall term and beyond. The university has this unique window of opportunity to:

- Leverage technology to enhance education and increase access equity
- Position U-M as a leader in innovative hybrid and remote teaching at scale
- Have units work more collaboratively to leverage each other's strengths and resources for the greater good. Examples of this include asking Michigan Engineering, LSA, and the Ross School of Business to provide instructional technology expertise and support to nearby units, having units share instructional and other spaces for campus use even more than they do today, having units collaborate on curricular support, and more.

INSTRUCTIONAL PLANNING

This section highlights the following key instructional recommendations that were submitted by the Coordinating Committee on Instructional Planning, which considered both undergraduate and graduate/professional teaching and learning experiences.

We recommend a residential semester in which we employ three modes of instruction: in-person, fully remote, and hybrid/hyflex, depending on instructional goals and safety considerations. These modes of instruction are described below at a high level and are covered in detail later in this document.

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<i>In-person</i>	Face-to-face instruction where the instructor(s) and learner(s) are in the same physical location (e.g., classroom or studio) while the lesson is given.
<i>Fully remote</i>	<p>The instructor(s) and learner(s) are not co-located during the time of instruction. Instructional content is delivered online, either synchronously or asynchronously.</p> <p><u>Synchronous</u> remote delivery is when the course content is broadcasted live; i.e., in real-time.</p> <p><u>Asynchronous</u> remote delivery is when the course delivery is recorded so learners (e.g., those in very different time zones) can retrieve this material when convenient. Learners on campus can also take advantage of asynchronous remote delivery; e.g., to watch a lecture multiple times. A challenge associated with asynchronous remote delivery is how to handle learner engagement (e.g., answering questions and handling office hours) in a manner that contributes to effective learning.</p>
<i>Hybrid/hyflex</i>	An online class with some in-person instruction similar to what is common in traditional courses. Hybrid-flexible or ‘hyflex’ instruction gives students the choice on when to attend their class in person or when to receive instruction remotely.

Using all three modes will provide the best possible experience for our students and enable us to pivot quickly if the pandemic trajectory forces us to fully remote instruction at any time during the academic year.

Our overarching recommendations are:

- We can, and should, offer a public-health-informed, in-person semester for pedagogical reasons. *We are better together*, even with the constraints we may need to put in place for safety reasons.
- We can, and should, develop strategies that *prioritize high-quality and robust student learning* experiences in the safest context possible.
- Each program, department, school and college should offer a ‘robust’ set of class options for students who are fully remote by choice or because they are unable to travel to campus.

We offer eleven (11) complementary recommendations intended to support the goal of providing safe, high-quality, and robust teaching and learning experiences that attend to the well-being of our students, faculty, and staff. Each recommendation is described in detail in the “*Coordinating Committee on Instructional Planning Final Report*.” As an overview, the recommendations are listed here for reference.

- 1 Restructure the academic calendar

- 2 Provide robust building and classroom safety measures

- 3 Reduce the density of in-person meetings in accord with public health considerations and guidance

- 4 Construct alternating schedules for students to attend in-person and remote classes in the interest of reducing class sizes while minimizing disruption to classroom scheduling

- 5 Recalibrate pedagogical goals and outcomes in relation to new opportunities and

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	limitations
6	Provide ample and specific support for and training in technological tools and pedagogical modes for hybrid/hyflex and remote instruction
7	Strongly discourage use of cumulative final examinations
8	Use Pass/No Record COVID (P/NRC) and Satisfactory/No Record COVID (S/NRC) grading with an unmasking option for fall 2020 – revisit during the fall for winter 2021
9	Provide additional support to ensure that students can access learning opportunities equitably
10	Centrally develop processes for instructors to apply to teach in entirely remote formats because of concerns about their well-being.
11	Continue modified use of course evaluations for instructors

We will now proceed to address each of the following topics in some detail:

- Academic calendar
- Recalibrating pedagogy
- Methods of instruction (in-person, hybrid/hyflex, and fully remote)
- Classes and accessibility considerations
- Public health needs and expectations for faculty and students
- Public health physical distancing measures for instructional spaces
- Class sizes and structures (large, small, mid-sized)
- Class scheduling
- Grading policies

Academic Calendar

We are recommending the following adjusted academic calendar for academic year 2020-21 to provide students with safe, welcoming, robust, and high-quality learning experiences over the course of the next academic year. The calendar dates we recommend align public health needs with instructional goals and external (accreditation and federal financial aid) requirements for required days of instruction. To accommodate these requirements and avoid student travel to/from campus, the calendar eliminates fall and spring breaks, and shifts to fully remote class activities after Thanksgiving and in early April. The timeframe for orientation and move-in will need to align with the public health guidance regarding initial testing, which is not yet final.

Our recommendation includes starting classes on 31 August, as originally planned, and preserving Labor Day as a national holiday when classes are not held. Although some institutions are choosing to conduct classes on Labor Day, we do not recommend this. Labor Day is a national holiday honoring the work and contributions of laborers, originally advocated for by the labor unions. We recommend preserving this day as a national holiday out of respect for our employees and labor unions on campus. We recognize the public health concerns regarding possible faculty, staff, and student travel and activities

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that could increase virus exposure during an extended weekend, but believe this risk will exist every day once the term starts since we cannot control behaviors outside of the classroom.

Fall 2020

Week of 17 Aug	Orientation: All new <i>graduate</i> students rotate through orientations in units
Week of 24 Aug	Orientation: All new <i>undergraduate</i> students (first-year UGs and transfers) staged throughout the week with these students distributed across the campus
31 Aug	Classes begin
31 Aug – 4 Sept	First week: In-person classes for new students, to welcome them to campus; remote-only instruction for returning students*
8 Sept – 20 Nov	Classes meet continuously. No fall break.
20 Nov	Last day of classes on campus. Most students leave residence halls. Consider exceptions, such as winter graduates.
30 Nov – 8 Dec	Classes resume. Remote-only instruction.
10-18 Dec	Remote final assignments and assessments (projects, exams)
22 Dec	Grades are due

Winter 2021

Note: We would finalize the winter 2021 calendar during the fall 2020 term

19 Jan	Classes begin†
19 Jan – 9 Apr	Classes meet continuously. No spring break.
9 Apr	Last day of classes on campus. Undergraduates leave residence halls. Graduate students and professional students remain.
12-20 Apr‡	Remote-only instruction
20-28 Apr	Remote final assignments and assessments (projects, exams)
1 May	Grades are due

Recalibrating Pedagogy – An Opportunity to Seize

- Fully remote or hybrid/hyflex courses should include adjusted goals for student learning that recognize new learning environments. Recalibration is not about lowering standards, but about adjusting expectations—for both students and instructors—to take advantage of the affordances of online and hybrid/hyflex courses as well as to accommodate their limitations.
- Course goals should also take account of ways in which COVID trauma may constitute a barrier to learning.

* Since new and returning students may be in the same course, new-to-campus learners will take the first week of instruction in-person while returning students will take the same class online synchronously.

† Consider having students arrive by Monday, Jan 18 to take part in the university’s recognition of MLK, Jr. Day

‡ Will need to revisit to ensure students have adequate time to move out.

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- Pedagogy should be responsive to student needs, and new methods or solutions may need to be incorporated for accessibility accommodations.
- New forms of pedagogy might allow for experimentation, innovative ways of assessing student learning, or new modes of class participation.
- Pedagogy recalibration is imperative for fall 2020. Units should provide strong guidance for instructors. (Refer to the “*Coordinating Committee on Instructional Planning Final Report*” for more information.)
- Our decisions about academic offerings, pedagogy, support, and implementation should always be made through the lens of capacity building for the future versus solely on crisis management for the coming fall and winter terms.

Methods of Instruction: In-Person, Hybrid/Hyflex, and Fully Remote

We recommend a fall term that offers a variety of teaching modalities including in-person, hybrid/hyflex, and fully remote instruction. As an overarching guiding principle, we recommend that any class that can be safely enacted in person should be in person.

Following public health guidance, we recommend that all large classes/sections (defined as 50 or more students) must be taught remotely. This will enable constrained classrooms, auditoriums, performance spaces, studios, and labs (constrained due to public health physical distancing requirements) to be used for critical in-person teaching needs, including in-person activities needed to support large lecture classes that are otherwise remote. Similarly, any small (10 or fewer students), discussion-based or interactive course that can be enacted in person (i.e., there is an available learning space of adequate size), should be.

In-Person Classes

Specifics related to class size, structure and schedule that are not covered in this report should be determined at the individual unit level, subject to the centrally determined guidelines and in partnership with the Registrar’s Office.

From a *teaching and learning perspective*, we recommend:

- Prioritizing in-person instruction for:
 - New students, because they do not yet have relationships with instructors at U-M
 - Those instructional activities most difficult to do remotely; e.g., performance-based activities
 - Those who need in-person experiences for professional degrees or certification; e.g., medicine, education, law, dentistry, social work, and architecture
- Being prepared to pivot to fully remote instruction if the university and/or State of Michigan require this for public health reasons.

Hybrid/Hyflex and Fully Remote Classes

We recommend that faculty members, in accordance with guidance provided by their school or college, prepare their courses to accommodate two scenarios: a hybrid/hyflex scenario and a fully remote scenario, both focused on delivering the highest quality instruction possible. Preparing for these two scenarios will enable faculty members to pivot from one method of instruction to another at any point

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during the term to accommodate personal needs (an instructor suddenly becoming ill in the middle of the term) or broader public health needs (another shelter in place order issued by the state).

A *hybrid or hyflex* class is:

- Defined as a course that provides some degree of in-person delivery paired with remote delivery – with hyflex the student chooses when to take instruction online or in-person.
- Can be synchronous (real-time) or asynchronous (recorded and viewed anytime) depending on the instructional goals, material/content, and timing of each course. Instructors should be prepared to consider whether student needs require an asynchronous form of a course that was designed to be offered in a synchronous format, but this decision should be left to the discretion of the instructor. Units should ensure that faculty members receive proper training and access to the hardware, software, and facilities (e.g., recording studios) needed to engage in synchronous and/or asynchronous instruction.
- In a typical semester, our undergraduates average 11 course meetings per week and our graduate students average six course meetings per week while taking a nominal course load. For the coming academic year, we recommend providing no fewer than five in-person academic experiences for every residential undergraduate student every week and no fewer than three in-person academic experiences for every residential graduate student every week.⁵ Note that this recommendation stems from the goal of achieving approximately 50% of a typical fall semester in-person class experience.

A *fully remote* class is:

- Defined as a course that is delivered completely online or virtually.
- Can be synchronous (real-time) or asynchronous (recorded and viewed anytime) depending on the instructional goals, material/content, student needs (e.g., a student taking the class from a very different time zone) and timing of the course.

Decisions on the appropriate method of instruction for each course will be made by the instructor(s) within the broader class-sizing framework provided in what follows, based on the unit's pedagogical traditions and needs, and in accordance with guidance provided by the school or college. We encourage units to engage faculty members in collective planning to ensure that we are meeting the goals for in-person participation described in this document. Units and instructors should be reminded, as well, that student survey data suggest a strong desire for connectivity, even in remote learning experiences. Thus, instructors (and units, to the extent possible) should attempt to strike a thoughtful balance between synchronous and asynchronous remote learning opportunities for students.

Course syllabi should clearly indicate the modalities by which both instructors and students may participate, technology requirements for learners, and how instruction will accommodate those modalities to ensure a high-quality learner experience.

Note: Each unit will need to indicate which classes will be taught as fully remote or hybrid by early to mid-summer to enable the Registrar's Office to finalize the fall schedule.

Classes and Accessibility Considerations

We always recommend that units and their instructors keep accessibility needs in mind when planning classes, but this is particularly important during the unique academic year ahead and various methods of

⁵ Over the weeks in-person instruction is provided.

instruction that will be offered. Details from the Office of Services for Students with Disabilities (SSD) from the Winter 2020 experience are included in *Appendix C* in the “*Coordinating Committee on Instructional Planning Final Report.*”

Here are two examples of accommodations that units will need to consider.

- For in-person and hybrid classes, deaf and hard-of-hearing students will need support in discussion-based classes when all participants are wearing masks and interpreters need to be six feet away. An instructor may need to wear a transparent face mask and/or a microphone to support these needs. (Michigan Engineering is giving instructors individual lapel microphones that they can plug into the classroom AV system for this purpose.)
- For remote and hybrid classes, instructors will need to determine if their online content is accessible. If instructors or units are unsure of how to approach this, we recommend that they work with the Center for Academic Innovation or ITS for guidance. Longer term, it may be good to have a more consistent approach to this for the broader campus.

Public Health Needs and Expectations for Instructors and Students

To support the public health and safety needs of instructors and students in classrooms, we recommend that units share the following expectations with instructors and students.

We recommend that instructors:

- Model behaviors that support a culture of safety and care. This includes wearing face masks (when able to do so), disinfecting surfaces (desks, seats, and any tools or equipment used in class), sanitizing hands upon classroom entry and exit, reminding students that if they are sick they should call UHS and not come to class, etc. Instructors might also explain why they are not wearing a mask; e.g., out of respect for student needs.
- Maintain a distance of at least 8 ft. from students when not wearing face masks. If instructors wish to move around the room as a dimension of instruction, they will need to wear face masks or face shields.
- Consider student accessibility needs when maintaining physical distancing practices.
- Allow time for students to clean their spaces at the start and end of class, and end instruction early enough to help avoid congestion in the hallways.

We recommend that students:

- Practice behaviors that support a culture of safety and care, as described above.
- Be mindful of students who may have accessibility needs that are challenged in an environment where physical distancing and the wearing of masks are required.

Public Health Physical Distancing Measures for Instructional Spaces

Planning for classroom physical distancing needs is a key consideration for the fall and affects classroom seating capacities and the maximum class sizes we can accommodate. After consulting with the Public Health and Medically Informed Committee, we established the following physical distancing measures as guidelines for determining maximum classroom capacities.

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<i>Type of Instructional Space</i>	<i>Class Duration</i>	<i>Physical Distancing Measure</i>
General classrooms	classes up to 90 min.	36 sq ft/student
General classrooms	classes over 90 min.	36 to 144 sq ft/student**
Class labs, studios, or performance spaces	wide range	36 to 144 sq ft/student**

A few important points to note:

- Applying the physical distancing measure to our existing classrooms significantly reduces the number of seats that can be used in a classroom by at least 50%. For example, a classroom with 30 seats today may only accommodate ~15 students when physical distancing is applied, and our largest auditoriums with over 460 seats may only accommodate ~100 students with this requirement.
- Because each instructional space is unique in how it is configured (square footage, room layout, flat vs. tiered flooring, fixed vs. movable furniture, large vs. limited instructor areas, etc.), each unit will need to assess its instructional spaces to determine the maximum capacity for each room.
- While each unit will assess their classroom capacities, it is important that they do this in partnership with the Provost's Office and Registrar's Office. Large neighborhood academic units, like Michigan Engineering and LSA can also provide guidance and support. For example, Michigan Engineering is in an excellent position to support other North Campus units as they plan the use of their spaces. LSA may play a similar role for smaller units on Central Campus.

Building Occupancy Thresholds

In addition to the physical distancing requirements for classrooms, to align with public health recommendations, we are also limiting overall building occupancies to 50%.^{††} This is one more consideration for units to keep in mind when making decisions about whether a class is in-person, fully remote, or hybrid.

Class Sizes and Structures

Decisions on which classes/sections will be offered in which format(s) will be made locally, with each unit adhering to the guidance below, and to a central set of principles and goals as appropriate.

- Units should work with instructors to evaluate what components of each course are best given asynchronously, synchronously online, or in-person on campus, and which courses have priority for being scheduled into limited classroom space, given physical distancing classroom capacities.
- The Coordinating Committee on Instructional Planning developed a typology of instructional goals by delivery method, with distancing and space considerations, as a reference tool. (To see the typology, please refer to *Appendix A* in the "*Coordinating Committee on Instructional Planning Final Report.*")

^{**} Varies based on the class duration, amount of movement in the room, proximity between individuals, etc. For guidance, contact U-M Environmental Health & Safety (EHS).

^{††} That is, the building occupancy for all individuals (e.g., including custodians, technical support staff, etc.) will be up to half the amount it was in fall 2019.

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- Units should strive to make sure that students who are fully remote have a robust set of course options. Fully remote courses should be noted in the schedule of classes in a way that accommodates registration.

Large Classes/Sections

- All course/section meetings of 50 or more students must be held remotely.
- Each school/college will designate and label 'large' classes for each of their programs.
 - These courses/sections can be offered in a synchronous (real-time) or asynchronous (recorded and viewed anytime) mode depending on the instructional goals, material/content, and timing of the course.
 - Some units may choose a lower cut-off (e.g., 40 instead of 50) for classes/sections required to be remote-only, or may determine that some smaller courses/sections should be offered as online-only. These decisions should be made with our recommended goals of providing at least five in-person instructional experiences per week for undergraduates and at least three in-person instructional experiences per week for graduate students in mind.
- Keep in mind that large classes/sections present special challenges for inclusive and equitable instruction that can be magnified by a move to remote formats.
 - Discussion sections for large courses should offer a mix of hybrid and fully online options, subject to space availability and to alternating scheduling
 - The report offers options for enhancing student engagement and motivation
 - In-person/hybrid section meetings will typically be synchronous but some classes may need to support asynchronous participation as well with no grading penalty.
- Roles for members of large course instructional teams will need to be considered for equitable allocation of instructional tasks.
- For additional recommendations on large and foundational courses, please refer to the "*Large and Foundational Courses Committee Report.*"

Small Classes/Sections

- Classes of 10 or fewer students will be held in person, subject to space availability.
- A unit may designate a course with more than 10 students as 'small,' implying that instruction is fully in-person. Of course, these courses would be subject to the space availability criteria applied to classes of 10 or fewer students.

Mid-Sized Classes/Sections

- Classes/sections with enrollments of 11-49 students may be offered in person if adequate physical distancing measures can be maintained in the learning space.
- If adequate space is not available, mid-sized classes may be taught as hybrid/hyflex or fully online.
- For hybrid/hyflex instruction, we recommend considering alternating attendance, which provides in-person engagement while reducing the number of bodies in a given classroom at any given time and reducing building entry times and lines. When developing alternating attendance plans, we recommend that:

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- Planning be done at the *unit level*, rather than by individual instructors;
- The plan must work within the existing schedule;
- The plan must account for the fact that students take courses across units;
- The plan must adhere to safe classroom space guidance; and
- The plan may be subject to change depending on the on-campus virus infection/incubation trajectory.

Class Scheduling

- Because students have already registered for the fall term and have established their fall schedules, the Registrar's Office discourages units from changing days or times for nearly all classes except those that are remote asynchronous or where a unit is absolutely confident that changing days and times will not cause student scheduling conflicts. Thus, we recommend maintaining existing schedules as much as possible for the fall term, but employing alternating attendance patterns as described above. (Note: For winter term planning, we encourage spreading classes throughout the day and throughout the week to minimize scheduling conflicts.)
- Early projections suggest that if units make all large lecture classes remote and alternate attendance for courses between 11 and 49 students, we should be able to host all non-performance, studio, or lab-based (PSL) courses in their currently scheduled spaces since, at any given time, half the students would be attending class in person while the other half would be taking it remotely.
- Given the unit-specific requirements and needs of PSL courses, we recommend that schools and colleges give those PSL courses that benefit most from in-person instruction priority in gaining access to on-campus facilities over other kinds of classes; e.g., mid-sized classes/sections.

Grading Policies

We recommend using the same Pass/No Record COVID (P/NRC) and Satisfactory/No Record COVID (S/NRC) grading system for undergraduates and graduate students, respectively — with the unmasking feature — that was used in winter 2020 and applying this to the fall term. We would evaluate the use of this grading scheme for winter 2021 during the fall. We believe the adoption of these grading schemes will create equity among students if the virus trajectory changes and the university must pivot to fully remote teaching at any point during the term. It also accommodates any inconsistencies that may exist between or across classes in this new environment of in-person, hybrid/hyflex and fully remote classes, while helping to reduce student stress levels even if the semester proceeds as planned.

With graduate programs, in particular, there are a few key points to consider:

- Grading decisions are in the hands of the faculty, executive boards, etc., so there may be situations where the S/NRC policy is not supported or approved.
- A long-term trend of using S/NRC grading for graduate programs can be problematic for students who are pursuing future education, fellowships, etc.
- Faculty members may want to calibrate to peer programs before making this type of decision.

PERFORMANCE, STUDIO, AND LAB COURSES

Nearly half of all students engage in performance, studio, or lab (PSL) coursework during any given semester; e.g., 47% of all students had this type of coursework during winter 2020. While some of this course content can transition easily to an online or virtual format, this is not the case with all content in a PSL-based class. In-person, hands-on learning activity is at the heart of many of these courses and requires special consideration as we plan for a hybrid/hyflex or fully remote experience for the fall.

To support performance, studio, and lab instruction for the fall term, we recommend:

- Prioritizing PSL classes that require in-person learning experiences for use of instructional spaces over those where content can be delivered remotely.
- Employing instructional methods that support hands-on learning and skills. This may include creating and assigning video and online courses for skill development; delivering content that leverages AR/VR; equipping students to learn at home with kits of equipment or materials; providing recorded lab demonstrations; and more.
- Supporting team-based and peer-to-peer learning. Many PSL courses involve students working together in team projects, peer critiques, or ensemble performances. Methods for preserving this important component of course work include leveraging a variety of types of technology and platforms to allow basic collaboration (video conferencing through Zoom or Blue Jeans) to more advanced experiences (360 video for immersive performances/demonstrations).
- Creating the safest environments for PSL courses. Because PSL courses require some level of in-person, hands-on activity, they pose a greater risk of disease spread. With this in mind, units with these courses will need the ability (and flexibility) to distribute classes that involve large numbers of students and real-time interaction (e.g., music, dance, theater rehearsals, and labs) across a number of rooms, distribute PPE, and train students on the correct use of PPE. They may also need to expand their course scheduling times (nights, weekends) and reconfigure or modify their facilities to accommodate physical distancing needs.
- Exploring the possible use of spaces not traditionally used for classes (assembly rooms, theatre space, etc.) within the *U-M Class and Classroom Scheduling Guidelines* and while aligning with State of Michigan fire code requirements.

For additional information on recommendations for PSL courses, please refer to the “*Resilient Instruction for Performance, Studios, and Labs*” report.

GRADUATE AND PROFESSIONAL PROGRAMS AND STUDENTS

The University of Michigan has over 16,000 graduate and professional students with varied and highly individualized needs. This summary highlights the key guiding principles, assumptions, and recommendations for this important population within our campus community.

Guiding Principles

- Plan to maximize the potential for all admitted students to participate in the fall 2020 term (and accommodate their diverse accessibility and disciplinary needs)
- Preserve the autonomy of graduate and professional programs to deliver their variable and specialized curricula within public health constraints
- Recognize that graduate and professional students have multiple roles as students, teachers, clinicians, and researchers — so there is a need to coordinate these components of their education

General Assumptions

- The committee assumes that in-person research and clinical education will progressively resume during the year as State of Michigan public health restrictions loosen.
- Given that travel is intrinsic to doctoral research, professional internships, and some clinical rotations, the committee assumes that university travel restrictions may be revisited this fall.

Recommendations

- For classes that will be held fully or partially in-person, and to the degree possible, prepare instructional plans to accommodate remote (synchronous and/or asynchronous), hybrid/hyflex, and in-person participation by instructors and learners throughout the term. Course syllabi should clearly indicate the modalities by which both instructors and students may participate, technology requirements for learners, and how instruction will accommodate those modalities to ensure a high-quality learner experience.
- Program faculty should identify any courses, portions of courses, or other academic experiences that are both required for degree attainment and have learning outcomes that potentially cannot be accomplished solely through remote instruction. Here are three examples. The first is associated with licensure. If a medical student does not have a sufficient number of hours in the clinic or if a nursing student does not test out on an anatomical simulator, they cannot receive licensure. The second might be in an ensemble performance field. The third would be doctoral research involving human subjects and or access to specialized equipment available only on campus; e.g., a large vacuum chamber to test advanced spacecraft ion propulsion units.
- Develop flexible degree pathways for current and incoming students; allow sequencing of courses in ways that promote degree progress in multiple instructional modalities, insofar as doing so is compatible with learning outcomes and appropriate professional development.
- Accommodate different policies and practices for clinical instruction in the professional schools, as necessary both for licensure requirements and for experiential learning.
- Develop capacity for internship programs to proceed flexibly via remote or hybrid modalities.

Preliminary and Advisory

- Develop pathways and supports for doctoral students whose research and scholarship experiences have been disrupted or substantially modified by ongoing restrictions on research and scholarship.
- Provide pathways to support matriculation of international students.
 - Communicate the last date for consulates to reopen before the probability of international students arriving for the fall term becomes very low.
 - Develop a temporary policy to allow matriculating international students to perform remote work (i.e., while they are outside of the U.S.) and study as GSIs, GSRAs, or fellowship recipients this fall.
 - Determine the limits on access of U-M instructional tools from international locations and identify possibilities to mitigate these limits; e.g., through the use of partner institutions like the UM-Shanghai Jiao Tong Joint Institute.
- Provide some assistance to graduate and professional students who face unavoidable, added responsibilities in their personal lives as a result of COVID-19; e.g., child care and other family care needs.
- Develop mechanisms for academic support, wellness, and community of graduate and professional students.
- Consult with representatives of school/college graduate and professional student organizations about these recommendations and their implementation.
- If the university must shift to fully remote instruction and operation (as was the case in March), some residential educational activities of graduate and professional students should be considered to continue to the extent allowed by the State of Michigan. For example, students who need to participate in clinical environments and doctoral students who participate in the university's research enterprise.

For additional information on recommendations for graduate and professional programs and students, please refer to the *“Graduate and Professional Programs and Students Committee Report.”*

CURRICULAR SUPPORT, EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES, AND ENGAGED LEARNING

Curricular support, extra-curricular and co-curricular activities, and engaged learning are essential to every student and distinguish a University of Michigan educational experience from experiences at other top institutions in the country. They not only expose students to diverse ideas and experiences, but also contribute to the development of our students and their engagement in society throughout their lives.

Guiding Principles

- All services and programs will be offered virtually as well as in person.
- We have an opportunity to create stronger and more useful curricular support, extra-curricular and co-curricular, and engaged learning activities to benefit students.
- Equity and inclusion will drive decisions.
- Responsiveness to student needs and points of view is essential.
- Collaboration and co-creating across units will produce the best support.
- It will be important to have a variety of technologies available and staff trained to provide high quality virtual curriculum support.

General Assumptions

- All curriculum support and extra-curricular resources will be readily accessible to students.
- Resources are sufficient to continue the unit's work in both remote and in-person formats.
- All offices will have sufficient technology and technology training to support their remote needs.
- Public health protections will be available up to the standard set by the university.

Recommendations for Central Administrative Units

- Develop public health safety guidelines specifically for off-campus engagement activities.
- Launch campus-wide faculty/staff communities of practice in well-being/wellness, academic support, and belonging/community-building for planning and collaboration.
- Equip instructors with the tools and knowledge to foster community within the classroom.

Recommendations for Units, Offices, and Programs

- Participate in communities of practice for planning, collaboration, and continuous improvement.
- Identify what student-centered outreach, services and activities are best done remotely and in person.
- Deliver high-quality hybrid/hyflex curriculum support services as part of curriculum support services for academic year 2020-21 and beyond.
- If fall 2020 is entirely remote, use synchronous video conferencing tools, telephone contacts, and regular mail to stay in touch with every student.

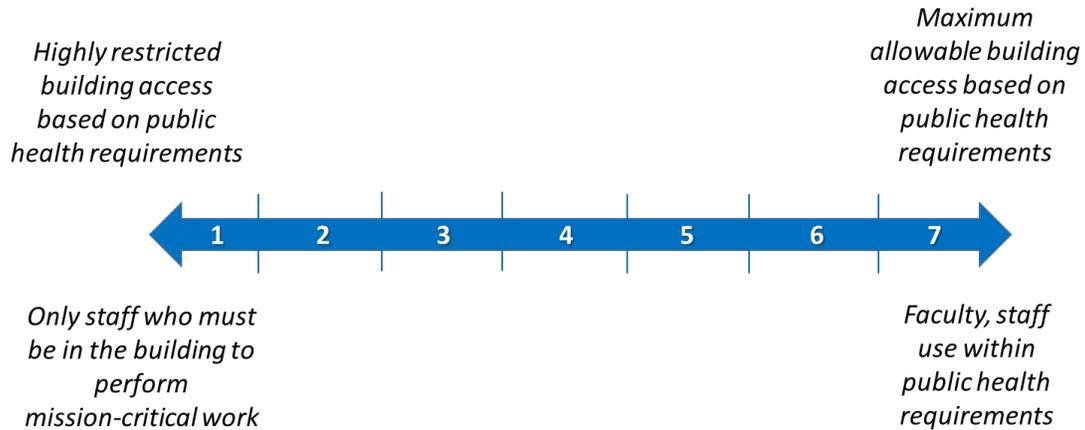
For more information on these recommendations, please refer to the “Committee on Curricular Support, Extra-Curricular and Co-Curricular Activities, and Engaged Learning Fall 2020 Planning Committee Recommendations” report.

SPACES THAT SUPPORT ACADEMIC MISSION AND COLLECTIONS

When thinking about campus spaces that support academic mission and collections, we recommend approaching the reactivation of these spaces in much the same way that we approached the research ramp-up, where we focused on varying degrees of user needs for building access and how that access aligns with public health/physical distancing requirements (an access continuum).

Phased Re-Entry

The continuum diagram below illustrates the idea of a phased re-entry and access to spaces that support the academic mission and collections.



Preliminary and Advisory

Phase	User Access	Examples
1	Open only to faculty and staff who must be in the building to perform mission critical work in support of the remote semester.	scanning and non-public facing document delivery, carillon repairs
2	Open to staff who cannot do their normal work remotely. Closed to all others.	conservation work and parts of technical services
3	Open to staff who cannot do their normal work remotely. Limited public facing services that can be done with minimal time within the building.	“curbside” circulation of books
4	Open to staff who cannot do their normal work remotely. Scheduled “public” access for specific purposes.	researcher access to papyrology collection, scheduled gallery visits to support/enhance student experience
5	Open to staff who cannot do their normal work remotely. Select public facing common areas.	computer labs, maker spaces, galleries, proctored study areas
6	Self-service facilities open to faculty/staff who don’t require staff support.	light lab and some audio/video studios
7	Staggered user access to minimize building density and reduce overall university congestion and density.	

Priority for User Access

At this time, we recommend building access based on the phasing described above and based on the following order of building user priority:

1. Staff who work in the building.
2. Constituents who rely on physical access to our spaces and collections to conduct research, create exhibits, and produce a wide variety of performances. Faculty members and graduate students who conduct research using our collections are eager to return to our libraries and museums in the same way that faculty members and graduate students were eager to return to their labs (research ramp-up).
3. Members of the university community who use our spaces to study, congregate, and collaborate.
4. Members of the general public who visit our collections, exhibits and performances (and may see our spaces as theirs, given the public nature of the university).

For more information, please refer to the *“Report of the Committee on Spaces that Support the Academic Mission and Collections.”*

CENTRAL ADMINISTRATION AND UNIT RESPONSIBILITIES

To ensure clarity across campus as we prepare for the unique academic year ahead and based on input from the Academic Program Group (APG) deans, we recommend delineating the following responsibilities between the university’s central administration and units.

Preliminary and Advisory

Central Administration Policies and Process

Academic	Public Health	Other
<ul style="list-style-type: none"> • Academic calendar • Guidelines for methods of instruction (<i>in-person, fully remote, hybrid/hyflex</i>) • Grading policies • Maximum class sizes • Classroom capacity guidance • Travel policies • International student remote learning policies • Process for requesting exceptions 	<ul style="list-style-type: none"> • Testing policy, process • Physical distancing measures • Clear PPE requirements • Quarantine guidelines • Public health enforcement • Max building capacities and how to manage building traffic • Regular reporting of positive cases on campus 	<ul style="list-style-type: none"> • HR rules/work expectations for faculty, GSIs, staff • Decisions on who will: <ul style="list-style-type: none"> – Fund and procure PPE for students, faculty, and staff – Fund and perform COVID-level cleaning • Rubric for reverting to fully remote operations • Decisions on ITS-supported tools

Central Administration Help Needed

Academic	Public Health	Other
<ul style="list-style-type: none"> • Instructional design / technology support • Communication on available instructional design / technology resources, services • Registrar’s Office help with class / classroom placement • Coordinated drills, dress rehearsals 	<ul style="list-style-type: none"> • Staffing for any required health screenings, temp checks, contact tracing • COVID-level cleaning • Reconfiguring and de-densifying spaces • Campus-wide classroom assessment and installation of protective equipment • Health screening app 	<ul style="list-style-type: none"> • Funding or cost-sharing of COVID adaptation cost (one-time and on-going) • Rapid procurement of: <ul style="list-style-type: none"> – PPE for students, faculty, and staff – IT/AV equipment

Local Unit-Level Decisions and Functions

Academic	Public Health / Facilities	Other
<ul style="list-style-type: none"> • Course decisions (in-person, remote, hybrid) • Ability to change academic calendar for grad/prof students • Faculty/staff management: <ul style="list-style-type: none"> – Teaching assignments – Hiring needs – Remote work options – Furlough decisions 	<ul style="list-style-type: none"> • Management of space and building operations that align with public health guidelines 	<ul style="list-style-type: none"> • Unit-specific communications • Autonomy on <ul style="list-style-type: none"> – Use of unit reserves – Discretionary spending

PROPOSED NEXT STEPS

Once a decision is made on the fall plan, we recommend proceeding with the following proposed next steps over the next few months.

- June*
 - Go/no-go decision
 - Communications and outreach
 - Begin implementing changes needed for fall (academic, policy, physical plant, etc.)
- July*
 - Continue implementing changes for fall
- August*
 - Continue implementing changes for fall
 - Dress rehearsals:
 - Residence halls – move in, dining, logistics
 - Instructional spaces – teaching and learning protocols
 - Health and reporting – how, what, when
 - Crisis management – tabletop exercises at Academic Program Group (APG)
- September*
 - Plan winter term
- October*
 - Assess fall implementation and apply lessons learned to winter plans

ACKNOWLEDGEMENTS

The recommendations outlined in this document represent the collective thoughts, input, and work from the following individuals and groups.

Fall 2020 Coordinating Committee

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Fall 2020 Planning Committees

<i>Coordinating Committee on Instructional Planning</i>	Elizabeth Moje, chair
<i>Committee on Large and Foundational Courses</i>	Tim McKay, chair
<i>Committee on Performance, Studio, and Lab Courses</i>	Laurie McCauley, chair
<i>Committee on Spaces that Support Academic Mission and Collections</i>	James Hilton, chair
<i>Committee on Curricular Support, Extra-Curricular and Co-Curricular Activities, and Engaged Learning</i>	Lynn Videka, chair
<i>Committee on Graduate and Professional Students</i>	Michael Solomon, chair

Additional input from:

<i>Academic Program Group (APG)</i>	
<i>Office of the Registrar</i>	
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