



Town Hall Meeting On Fall 2020 Restart

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- <https://wayne.edu/coronavirus/campus-restart>



Goal

- Our goal is to be open and to do face-to-face instruction in the fall.
- There are teams across the university working to consider the challenges to doing face-to-face.
- There are some who believe the likelihood is high that we will have to do remote instruction.
- We will be monitoring the situation and safety for our students, faculty, and staff will be the priority guided by the science.
- We would like to offer faculty and staff suggestions to consider now in the case we can go face-to-face.



Faculty/Staff Planning

- We want Faculty and Staff to be prepared for both possibilities (in-person and remote instruction)
 - Please have your course and syllabus designed to address either eventuality.
 - The Academic Restart Committee will be working over the summer to develop plans for how to maximize safety and coordinate variations in delivery, schedules, and classroom management.
 - Your Chairs and School/College leadership will be informed on a regular basis
 - Decisions will be guided by the health science
 - Decisions based on synergy between multiple Restart committees



The certainty of uncertainty

- The duration of this pandemic remains unclear, and the situation continues to evolve.
- We can anticipate restrictions and limitations in activities will be in place for the next 12–18 months, if not longer.
- Resumption of activities will be gradual and phased based on local public health conditions as well as institutional capacity.
- Return to an active on-campus environment will depend upon widespread testing, contact tracing, and isolation/quarantine of ill and exposed individuals both on campus and in the community.
- We need to be prepared for the likelihood of a local rebound of infections that may result in a return to more restrictive mitigation measures and physical distancing for periods of time.



Precautions

- Protecting our most vulnerable populations (medically susceptible, undocumented, students of color, uninsured or underinsured, non-traditional, older, international, DACA, and homeless students, faculty, and staff members) is a moral and ethical obligation.
- Some vulnerable individuals may need to observe ongoing physical distancing for a more prolonged period of time.
- We plan to widely communicate to students, employees, and all campus visitors that meticulous adherence to public health practices including hand hygiene, physical distancing, proper cough/sneeze etiquette, frequent disinfection of common and high traffic areas, symptom assessment, temperature checks, and face covering in public is the campus' new normal.



Precautions

- Safety Considerations-Post and promote prevention strategies:
 - Wash hands frequently.
 - Wear masks or face coverings in all public spaces and spaces used by multiple people.
 - Maintain physical distance: stay 6 feet apart at all times.
 - Know the signs and symptoms of COVID-19 and what to do if symptomatic:
 - Stay home when you are sick (or leave work immediately) and notify your supervisor.
 - Call your health care provider's office in advance of a visit.
 - Limit movement in the community and wear a face covering in public.
- Call your health care provider for instructions regarding return to work.
- Stay home (or leave the workplace) and notify the supervisor if symptoms develop.



Parameters for Considering a Return to Campus

- Instructional Modes
 - Chairs are encouraged to have discussions about:
 - mode of delivery with each faculty
 - encourage variety-not just one size fits all
 - contact scheduling office if plan to change mode



Possible options for delivery modes:

- Remote-Synchronous
 - (done during scheduled course time)
- Online-Asynchronous
- Hybrid:
 - Asynchronous and face to face meetings (e.g., lab, small working groups)
 - Synchronous augmented with online materials
- Group work expectations should be clear and consider student computer capabilities
- Other Issues for consideration
 - Accreditation requirements (e.g., required face to face hours)
 - Coordination of scheduling courses if need to adjust meeting times



Classroom Types

- Limitations and considerations for class size if we were face-to-face instruction
 - Not sure how big in-person could be
 - Depend on facilities evaluation
- Large lectures should be streamed
 - If there is a lab associated with course, in-person sessions can be held with the following caveats:
 - Social distancing
 - Students and instructors should have masks
- Medium Lectures – discussions under way about optimal size
 - For in-person
 - Have to select classrooms that can accommodate social distancing
 - Within departmental/college offerings, consider a variety of delivery modes
 - Students and instructors should have masks
- Seminars be remote or in person?
 - Social distancing
 - Students and instructors should have masks



Design Suggestions

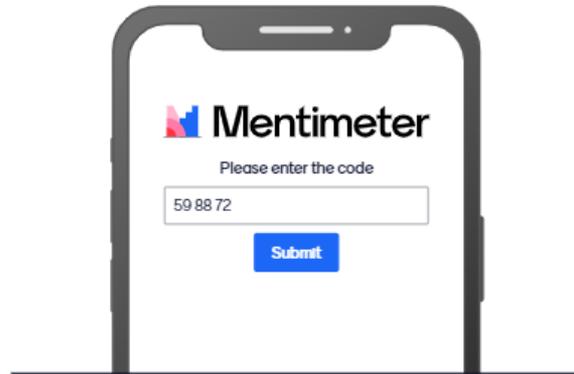
- Faculty who are at risk should be able to opt to do remote in consultation with department chairs
- Consider shifting courses that require face to face to winter-sequencing
- Consider making temporary adjustment to curricular sequences
- Consider requests from students for accommodations
 - Conversation with advisor
 - Consider mental health issues students maybe having
- Within course sequences
 - Group or in person course assignments later in semester



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Academic Operation Suggestions

- Have faculty meetings virtually
- Stagger shifts to reduce the number of people in the workplace at the same time.
- Gauge employee willingness to volunteer to be the first to return and prioritize those with the greatest ability/desire to return, while paying attention to individual risk factors.
- Prioritization of in-person instruction for courses with academic outcomes that cannot be measured or achieved virtually, such as performance, laboratory, and clinical experiences.
- Development of specialized plans for students who are at increased risk due to the occupational nature of their studies.
 - Examples include health professional students and students engaged in out-of-classroom or community-based instruction. Ensure students are provided with adequate PPE, supervision, and other protections based on their risk.



Academic Operations Suggestions

- Expansion of simulation experiences to create clinical scenarios for health professional students to practice technical, diagnostic, and exam skills.
- Development of specialized plans for courses and instruction that do not permit physical distancing and/or involve activities of higher risk. Examples include dance, theater, and performing arts.
- Development of attendance and excuse policies that acknowledge and support students who become ill without creating barriers and without requiring unnecessary visits to health facilities for documentation of illness.
- Establish mechanisms to facilitate faculty-student communication regarding health status and any changes in their ability to complete coursework and academic responsibilities.
- Identification of resources for students with learning disabilities or difficulties with remote learning platforms.

