

# Planning for Fall 21: Department Head edition

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Tina Deemer, [deemer@math.arizona.edu](mailto:deemer@math.arizona.edu)

Alex Underwood, [aunderwood@arizona.edu](mailto:aunderwood@arizona.edu)

Dawn Hunziker, [hunziker@arizona.edu](mailto:hunziker@arizona.edu)

Diane Austin, [daustin@arizona.edu](mailto:daustin@arizona.edu)

Lisa Elfring, [elfring@arizona.edu](mailto:elfring@arizona.edu)



# Overview

- What we know: plans for Fall 2021
- What could change?
  - Nothing is certain in our post-pandemic world
- Potential complications
  - Remote students
  - Instructor flexibility
  - Classroom technology
  - Classroom capacities
- What you can do now to prepare
- Questions & Discussion



# An anniversary

**One year ago today**, late in the afternoon, the decision was made to ask students not to return from Spring Break.

- All classes would be taught remotely for the remainder of the spring semester.
- With two additional days added to spring break, instructors revised their courses for remote delivery.

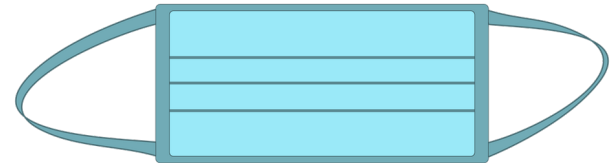
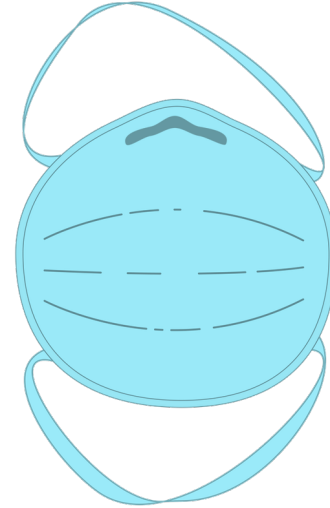
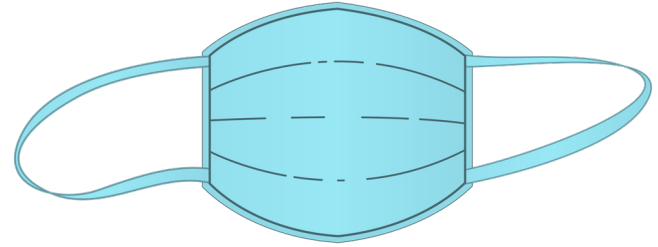


Image by Paula Wood from Pixabay

## Fall 2021: What we know

- Memos to staff and faculty, new and prospective students announcing most operations are **anticipated** to be in-person.
- **Students asked to register for Live Online or iCourses if not participating in person.**
- Room scheduling has taken place, students begin registering April 5.
  - Classroom density will (tentatively) return to *mostly* pre-pandemic levels in Fall, but will remain reduced for Summer 2021.
- Options for class modalities will remain the same as this year.
- Appropriate public-health precautions will be taken.
- We will still be dealing with COVID-19.

## Fall 2021: What could change?

- We anticipate most domestic students will have the opportunity to be vaccinated before returning in fall. What if some don't?
- It is likely that some international students will remain outside the country or will not have access to the vaccine.
- Will more students prefer learning online/remotely?
- CDC guidelines about mitigation may change.
- Who knows what lies ahead?

# Program Flexibility

Some courses required for major completion may not currently be available as Live Online or iCourses.

- Are programs willing and able to provide alternatives for remote students?
- Are programs expecting instructors to simultaneously teach in-person and remote students?
- Are advisors aware of alternatives and the circumstances under which they can approve them?



Image:  
<https://www.shu.edu/technology/news/june-hyflex-technology-update.cfm>

# Instructor Flexibility

Some courses required for major completion may not currently be available as Live Online or iCourses.

- Are instructors for those courses willing and able to provide access for remote students?
- Guiding and monitoring learning with two distinct groups of students is difficult.



Image:  
<https://www.shu.edu/technology/news/june-hyflex-technology-update.cfm>

# What do we know about remote students' experiences?



- Difficult to hear the instructor if they move away from the teaching station.
- Difficult to get the instructor's attention to participate or let them know about technical issues (microphone muted, etc.).
- If there is a group activity in class, are the remote students able to form a group for collaboration?
- Difficult for remote students to hear questions/comments from the in-person students unless instructors repeat them.
- Use of whiteboards in classrooms is usually inaccessible to remote students; document camera is much better.
- *If possible, a TA or learning assistant/preceptor should monitor the Zoom window and chat to ensure that remote students can hear/see/participate/*



# Supporting Instructor Flexibility

- Are instructors planning appropriate technology, and do they have access to what they need?
- Do they have a plan for monitoring remote students—learning assistants/TAs?
- Will they have the option to decide whether their learning assistants/TAs work remotely or in person?
- How will assessment be handled for remote students?



Image:  
<https://www.shu.edu/technology/news/june-hyflex-technology-update.cfm>

# Supporting Teaching/Learning Assistant Flexibility

- Will the learning assistants/TAs have the option of working remotely or in person?
- Will learning assistants/TAs have the appropriate technology and knowledge about using it?
- Do you have a plan for assigning/hiring learning assistants/TAs based on course modality?
- Have instructors made a plan for communication?



Image:  
<https://www.shu.edu/technology/news/june-hyflex-technology-update.cfm>

# What can you do now?

- Review Fall 2021 schedule of classes and identify critical classes that might be required for degree completion.
- Consider:
  - Are those available in multiple modalities?
  - Identify alternatives for remote students, if needed.
  - Ensure teaching assignments align with these needs.
- Promote training/professional development to help instructors facilitate demands of working with remote and in-person students.
- Continue incorporating Universal Design strategies into courses.

## What can you do now?

- Have a department-level discussion about the use of undergraduate learning assistants in your classes.
- Work with your Program Coordinator to make any changes in class modalities.
- Ensure your Academic Advisor(s) are aware of alternatives and the circumstances under which they can approve them.
- Communicate with co-instructors, GTAs and/or learning assistants about expectations and options.

# Fall 2021 Classroom Information

- Classroom density will (tentatively) return to *mostly* pre-pandemic levels for Fall 2021 – remain reduced for Summer 2021.
- We will update classroom layouts and pictures: <https://ctsrooms.arizona.edu/>
- As we approach fall semester, instructors can visit classrooms.
- Current classroom expectations are outlined in this short video:  
<https://arizona.wistia.com/medias/0kswgarbmc>
  - As guidance changes for Fall 2021 there will be new updates



# QUESTIONS & DISCUSSION

