Ramp Down Plan-CLAS

# Scenario 1: We move to remote work and instruction based on local data, but maintain some f2f experiences (presumably in labs, studios and the field)

* Outreach to faculty who are teaching Traditional if they go remote
	+ Donovan is maintaining a list of faculty teaching traditional and will identify faculty who could function as mentors.
	+ Tammy will contact untrained faculty to provide them with links to FTLC resources and connect them with a faculty mentor. Faculty mentors will be asked to check in with mentees at least once a week, or at agreed upon intervals, to provide assistance and support.
* What experiences would remain F2F and why?
	+ Most departments that teach principally in classrooms, including CLA, MTH, PLS, and PSY, intend to shift entirely to remote instruction. Most lab sciences would maintain their current staggered-hybrid lab schedules. MOV will keep roughly 5 courses on campus, and COM will keep three media-production courses on campus. We have estimated that approximately 20% of GVSU students are enrolled in lab/studio/clinical courses that are likely to remain on campus.
* What’s going to happen after Thanksgiving?
	+ A smaller number of courses will remain on campus after Thanksgiving than in the scenario above. Several lab science departments have shifted some essential activities to earlier in the semester so they will be able to complete the last two weeks of lab remotely.
* What work and instruction would be offered remotely and why?
	+ Units will offer their courses in formats described above.
	+ Units will follow their policies similar to those outlined in their return to work plans for the fall to reduce density in their work areas. Somewhat less employee presence will be required than outlined in those plans because of the smaller amount of on-campus instruction.
* How will we provide coverage for sick faculty, staff and administrators?
	+ The College Office provided unit heads with a document, Covering for Sick Faculty [available on Unit Head Blackboard Site]. This document clarifies the process by which unit heads can replace sick faculty mid-semester and suggests multiple proactive measures unit heads can take to prepare for replacing sick faculty.
	+ Tracy will coordinate PSS coverage in CLAS.
	+ Donovan and Michelle will coordinate AP coverage in CLAS.
	+ Should a unit head fall ill, the College office will draw on former unit heads and associate and assistant unit heads to fill in.
	+ CLAS Dean’s Office
		- If George falls ill, questions about scheduling will go to Donovan. A job description with contingency plan coverage can be found on the L:drive in the COVID-19 Ramp-down-plans F20 folder.
		- If Donovan falls ill, George will handle all personnel matters, including issues related to workload and hiring. A job description with contingency plan coverage can be found on the L:drive in the COVID-19 Ramp-down-plans F20 folder.
		- If Tammy falls ill, Jen will serve as final adjudicator on student academic misconduct, student registration, faculty grievances against students, and removal of students from courses. George will serve as her backup for curriculum matters. Betty will assist with student grievances and registration. A job description with contingency plan coverage can be found on the L:drive in the COVID-19 Ramp-down-plans F20 folder.
		- If Betty falls ill, Tammy will handle student academic grievances, and serve as the first point of contact for students and faculty seeking information about appeals, academic policies and procedures. A job description with contingency plan coverage can be found on the L:drive in the COVID-19 Ramp-down-plans F20 folder.
		- If Michelle falls ill, coverage depends on the issue. Job description with contingency plan coverage can be found on the L:drive in the COVID-19 Ramp-down-plans F20 folder.
		- If Monica falls ill, coverage depends on the issue. Job description with contingency plan coverage can be found on the L:drive in the COVID-19 Ramp-down-plans F20 folder.
		- If Jen falls ill, the office will continue to operate as normal. The Provost will determine a replacement.
* How would we determine and communicate the details of this scenario?
	+ We would communicate with Unit Heads any change that impacts how they interact with the College Office
	+ If the order is “stay home unless your AO gives you permission to come in”, we will
		- Notify the existing “critical workers” that that status is still in effect
		- Reinstate the permission-to-access-campus online request system we put in place in March for other needs (for instance, for faculty who have inadequate Internet access to teach from home.)
	+ If the University order leaves important options for College decisions, we will communicate those to departments through our usual unit head structure.
* CLAS [“Go Bag” website](https://www.gvsu.edu/clas/go-bag-1016.htm) is live. Website contains an FAQ as well as a list of things to do.

# Scenario 2: We are wholly remote due to a stay-at-home order.

* CLAS [“Go Bag” website](https://www.gvsu.edu/clas/go-bag-1016.htm) is live. Website contains an FAQ as well as a list of things to do.
* Critical workers, determined earlier this year, will be notified that their critical status remains in effect. The list of critical workers is at \\office.ads.gvsu.edu\dfs\CLAS-Data\DEANS\COVID-19\Critical Worker Notifications\Critical Worker Notification-ALL.xlsx.

Critical Worker status may have been assigned for several different reasons:

* Maintaining value of inventory and equipment
* Caring for animals
* Facilitating the ability of others to work remotely
* No Internet (therefore not able to work effectively from home)

The first two categories are likely to remain unchanged. There may be small changes in the third, because people assigned to particular courses that need such facilitation will have changed in a few cases. The fourth category is likely to have become smaller, and whether it provides justification for Critical Worker status will depend on the details of the stay-at-home order.

* Outreach to faculty who are teaching Traditional if they go remote, pair them with a mentor who has expertise in online instruction.
	+ Donovan maintains a list of faculty teaching in traditional format who have not yet completed their online competency requirement.
	+ Tammy will contact untrained faculty to provide them with links to FTLC resources and connect them with a faculty mentor. Faculty mentors will be asked to check in with mentees at least once a week, or at agreed upon intervals, to provide assistance and support.
* Which courses will have problems if we go all online, e.g. in terms, for instance, of an experiential component?
	+ We have identified courses and units where an online presence is critical for an experiential component (studio arts in VMA, MTD, the sciences, MOV, and COM).
	+ We have estimated that approximately 20% of GVSU students are enrolled in lab/studio/clinical courses for which the experiential component will be impacted if we go all online.
* We will provide guidelines for selecting whether new online components should be synchronous or asynchronous, according to the original format of the course.

## Synchronous Online

Students may be expected to be present – in person or online – at the times currently listed in the Banner schedule. Instructors should accommodate students who have difficulty with synchronous meetings because of the new circumstances.

##  Staggered Hybrid

A few staggered hybrid courses currently in Banner have been explicitly divided into two subsections (01A and 01B), one of which meets on Tuesday and one on Thursday, for example. For those courses, students may have legitimately scheduled something else in the opposite slot, so it wouldn’t be appropriate to demand that they then dedicate that second slot to the staggered hybrid class moving online.

Most staggered hybrid courses are listed in Banner as meeting at the scheduled times, say 1000-1050 MWF, for example. The text description in Banner notes “Class will be divided into two groups that meet on alternate days.” Those students are essentially committed, at this point, to being in class on any given MWF at 10 a.m.

An argument against this approach is that students who have enrolled in a staggered hybrid course may be well-situated for asynchronous online learning, particularly while the campus is still open, but may not be well situated for synchronous online work, especially if campus closes. This is similar to the problems many students had in the winter. Faculty making the switch from staggered hybrid to synchronous should keep this possibility in mind and be prepared to accommodate students who have a hard time making the switch.

## Face to face

Similar considerations to the staggered hybrid guidance apply, with the additional difficulty that students may not have the computers or other equipment needed to participate in an online course.

## Overall

Faculty teaching synchronously will need to have a good internet connection.