

University of Arizona Honors College

COVID-19 CAMPUS RE-ENTRY PLAN

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Proposal for Fall Instruction

This section presents a model for student-centered pedagogy that not only preserves, but extends our instructional models and facilitates dynamic classrooms regardless of educational environment. We propose a flexible, integrated educational plan that meets the needs of students, and especially the incoming freshman class, with focus on pedagogical excellence, creativity, and innovation. While the Honors College faculty acknowledges the systemic challenges to effective, engaging instruction during an ongoing global pandemic, we see this as an opportunity for ourselves and our students to develop new pedagogical models and standards that flexibly combine all classroom modalities to achieve collaborative and creative knowledge production and student growth.

Across our HNRS-designated courses, we plan to employ the full range of the University of Arizona's recommended class modalities: in-person, flex in-person, live online, and icourses. We are committed to prioritizing meaningful engagement with our students, and whenever possible, integrate in-person instruction as a primary modality. In-person instruction will utilize physical distancing and reduced classroom occupancy, as well as the mandatory wearing of appropriate face coverings. Use of the outdoor classroom in the Honors Village is also being considered, though weather and scheduling considerations will not enable the use of this space for all classes.

As a College, our philosophy of instruction prioritizes innovative pedagogy that utilizes evidence-based practices to achieve excellent student-centered learning. Engagement and experiences, within and beyond the classroom, are essential to this model. With this in mind, we suggest that for our students in the Honors College, the primary rationale for gathering them together in a class setting is interactive. When our students can engage in discussion, work on problems, analyze texts, and learn from each other collaboratively, the value of the educational experience is greater than isolated work. Because we gather students together for this purpose, the strictures of the physically distant classroom pose structural pedagogical barriers to the sort of dynamic, creative instruction on which we rely. While students will be near each other, their ability to connect with each other and work truly together through the barriers of space, masks, and underlying stress of pandemic mentality (with all of its unknowns and worries) adds to the existing barriers already present in any classroom, including experiential, ideological, and other differences between students. The value of being in-person is not inherent, but cultivated, and we submit that this fall we can more fully cultivate experiential value through methods that include, but are not primarily reliant upon, in-person pedagogy.

To do this, we plan to focus our attention on a blend of in-person flex with live online (synchronous remote instruction). With these two main components, we can adapt quickly to changes in our in-person attendance and university policy to continuously meet the educational needs of students who must, for whatever reason and for whatever period of time, pursue coursework remotely. By planning for these two modalities simultaneously, we create consistency within individual courses and across the Honors College's course offerings, with the goal of offering the same depth of pedagogical excellence for all students, regardless of the method of their participation.

Our live online courses will go beyond synchronous video class meetings by integrating a range of technologies to offer other ways for students to connect to each other and to their Honors faculty member. Our philosophy of synchronous remote instruction prioritizes creative student engagement and interaction with concepts, classmates, and instructors. In a student-centered class experience, the balance of instruction shifts

towards students, who are supported in their growth towards concept mastery by pedagogical design that asks them to master concepts so as to help others do so. In short, the faculty member is not the only instructor. For example, in the live online environment, students can lead groups within a class in mini-seminars on specific topics or concepts; those small, in-class groups can then work together towards greater depth of synthesis. This sort of collaborative group engagement is best facilitated by physical proximity and consistent class presence, and at this time, virtual environments may best facilitate both. Virtual live meetings of the full class will be combined with virtually faculty-led small group meetings, assignments that use the full capabilities of D2L and the integrated Adobe Creative Cloud suite, and a balance of small group work to facilitate academically and socially supportive student networks.

Likewise, our in-person flex courses will allow each faculty member to create a balance of in-person and virtual instruction that preserves our pedagogical intentions while continuing to center the student experience. Requisite weekly in-person engagements with each student will at times convene an entire class, but will also explore more creative models such as small group meetings with the faculty member, and mini-seminar sessions. These classes within a class offer new possibilities for students to learn from each other, decentering the classroom and engaging an evidence-based model drawn from originally from feminist pedagogy and racial reconciliation strategies. In-person meetings will be supported by live online sessions, recorded mini-lectures from faculty on content and concepts, multimedia content (including readings and audiovisual media), and assignments that ask students to work together (in-person and online) to create assignments.

Our highest priority is the experience of our incoming freshman, who are entering university at a moment of profound change. From the beginning of their first fall term, we seed and nurture freshman community and connection through Catalyst (HNRS 196), a mandatory 1-unit freshman course spanning the first seven weeks of the semester. In this course, students use the contextual frame of a common reading book to engage in cohort building and begin their journey into interdisciplinary thinking and reasoning. This is achieved through discussions and group projects, as well as common out-of-class activities completed individually. We propose to offer Catalyst in two forms: a fully online icourse and a live online modality. The icourse will serve students who must be fully remote (such as immunocompromised students and international students), and we will reserve this course for those constituencies.¹ The live online modality will serve our on-campus students. Both modalities will engage students in a peer group instructional model, in discussion, and in interaction with their instructor. We propose this fully online format to preserve the consistency of student experience and by so doing, create a stronger cohort bond than would be possible if those students who were able took Catalyst in-person, while those who could not come to campus had a substantially different (and perhaps less rich) experience. Groups can form strong bonds when faced with common circumstances, and we hope that consistency can help this freshman class feel as though they are *together*, even though they may be distant from each other.

1. ¹ The Honors College has made a successful effort to change policies to allow online students to earn Honors credit. We are eager to explore the online and live online possibilities for this class, which will allow us to start building a more substantial Honors online presence.

Operating Plan Overview

This re-entry plan for the Honors College provides guidance for a Fall 2020 return to on-campus operations. Primary considerations were the health and well-being for our students, faculty, staff, and the broader community. This plan addresses academic plans, engagement activities, advising, the college's physical environment, and admissions.

Key Milestones

Provide a list of the key milestones. Milestones should mark a significant event or decision point. E.g., Milestone for an academic department may be: 7/1/2020: Determine modality for all courses.

- June 5, 2020: Draft Re-Entry Plan due to Dean Hunt
- June 18, 2020: Draft Re-Entry Plan due to Provost
- June 30, 2020: Provost approval of re-entry plan due
- July 24, 2020: University releases re-entry guidelines for fall semester
- August 24, 2020: Beginning of fall semester

Goals and Tasks

Goal 1: Instructional Delivery

Task 1: HNRS Course Offerings

Description: See Appendix A

Responsible Person or Unit: Dr. John Pollard

Schedule/Duration: Fall 2020 semester

Financial Considerations: none

Risk/Uncertainty:

- Maintaining proper social distancing for in-person classes
- PPE is not used or not used appropriately

Task 2: Facilities, Classroom Spaces, and Environment

Description:

- Block seating spaces in student areas to comply with social-distancing guidelines
- Prepare classrooms in the Honors Village to be in accordance with University social-distancing guidelines
- Plexiglass installed in front desk area
- Approved signage for re-entry placed in office spaces
- Coordinate with Housing and Residence Life and ACC on common public spaces in the Honors Village

Responsible Person or Unit: Tere Weiler

Schedule/Duration: Implement before August 24, 2020

Financial Considerations: Funding for directional tape, door stops, plexiglass protectors, hand sanitizer and cleaning supplies, etc.

Risk/Uncertainty:

- Symptomatic/Asymptomatic carrier of COVID-19 breaks distancing guidelines
- PPE is not used or not used appropriately
- PPE and related cleaning supplies become unavailable due to supply chain issues.

Goal 2: Student Engagement Delivery

Task 1: Move fall semester engagement opportunities to online platform – larger than 10 people

Description: Bear Down for Honors

Responsible Person or Unit: Dr. Cheree Meeks

Schedule/Duration: September 2020

Delivery Platform: Zoom, D2L, website

Financial Considerations: none if completely online

Risk/Uncertainty:

- Internet connectivity failure anywhere between participant and hosts.
- Service disruption of Zoom, D2L, or website causing outage or limited performance
- Risk that participants do not have access to a computer

Description: New Student Induction Ceremony

Responsible Person or Unit: Dr. Cheree Meeks

Schedule/Duration: October 17, 2020; 2 hours

Delivery Platform: Zoom, D2L, website

Financial Considerations: none if completely online

Risk/Uncertainty:

- Internet connectivity failure anywhere between participant and hosts.
- Service disruption of Zoom, D2L, or website causing outage or limited performance
- Risk that participants do not have access to a computer

Description: Info Sessions & Workshops (FYE, PATH, ONCS, Study Abroad, Career & Internships, Service Learning, Diversity & Inclusion, Research)

Responsible Person or Unit: Dr. Cheree Meeks and Dr. Karna Walter

Schedule/Duration: TBD

Delivery Platform: Zoom, D2L, website

Financial Considerations: none if completely online

Risk/Uncertainty:

- Risk of password compromise to unauthorized individuals
- Risk of authorized participants forgetting or losing access to the password
- Internet connectivity failure anywhere between participant and hosts
- Service disruption of Zoom, D2L, or website causing outage or limited performance

- Risk that participants do not have access to a computer

Description: Honors College Big Ideas, Grand Challenges Lecture Series

Responsible Person or Unit: Dr. Karna Walter

Schedule/Duration: September & October 2020

Delivery Platform: Zoom, D2L, website

Financial Considerations: Program costs covered by Provost Investment Fund (PIF)

Risk/Uncertainty:

- Internet connectivity failure anywhere between participant and hosts.
- Service disruption of Zoom, D2L, or website causing outage or limited performance
- Risk that participants do not have access to a computer

Task 2: Academic Advising

Description:

The Honors Academic Advising Team will continue to use virtual advising. Similar to the spring 2020 semester we will be utilizing zoom, and phone calls to advise students. Working remotely has been found to be beneficial because advisors have more flexible hours to assist students outside of the 8-5 day.

Responsible Person or Unit: Kailey Shill – Academic Advising Team

Schedule/Duration: already in effect and will continue

Financial Considerations: If the advising team were to renter and have in person advising appointments proper PPE would need to be considered. Plexi glass for certain offices that do not have the capabilities of 6 feet distance would need to be installed.

Risk/Uncertainty:

- Internet connectivity failure anywhere between participant and hosts
- Service disruption of Zoom, D2L, or website causing outage or limited performance
- Risk that participants do not have access to a computer

Goal 3: Personnel and Operations

Task 1: Facilities, Office Spaces, and Environment

Description: Prepare Honors Administrative wing to be in accordance with university social-distancing guidelines. Some examples include, but are not limited to:

- Signage on the floors for hallway one-way directions
- Plexiglass protectors at the front desk
- Moving staff into individual offices per social distancing guidelines
- Provide paper towels in restrooms for door handle safety
- Provide web cams for all desktop computers
- We are also working with Housing and Residence Life, and American Community Campuses on continued provision of hand sanitizer, increased cleaning of public areas and bathrooms, and increased cleaning of classrooms

Responsible Person or Unit: Aviva Doery

Schedule/Duration: As soon as possible, for the foreseeable future

Financial Considerations: Funding for directional tape, door stops, plexiglass protectors, hand sanitizer and cleaning supplies, etc.

Risk/Uncertainty:

- Symptomatic/Asymptomatic carrier of COVID-19 breaks distancing guidelines
- PPE is not used or not used appropriately
- PPE and related cleaning supplies become unavailable due to supply chain issues

Task 2: Create Return Schedule for Staff Members

Description:

- Supervisors to work with individual employees to evaluate temporary work arrangements as needed remotely and we will coordinate a schedule to ensure that not more than 25% capacity in the office spaces
- The Honors College Business Team will continue to work remotely and come to the Honors Village as needed. Since the team rarely works with students directly in-person, the need for their physical presence in the Honors Village is not great.

Responsible Person or Unit: Leadership Team

Schedule/Duration: Early re-entry (date to be determined) to prepare for staff to return

Financial Considerations: none

Risk/Uncertainty:

- Student perception of lack of administrative presence in the Honors Village
- Risk of employee internet connectivity issues
- Risk of personal machine compromise affecting business continuity

Goal 4: Recruitment and Admissions

Task 1: Move prospective student events to online platform

Description:

In Fall of 2019, the Honors College hosted 82 in-person information sessions for prospective students and their families, 12 in-person larger-scale student recruitment events at the Honors Village and completed 116 in-person visits with high schools across the state. For Fall 2020, we will move as many of these types of visits as possible to a virtual delivery model for at least August and September. If conditions improve, and the University of Arizona and Arizona school districts loosen restrictions, we will re-evaluate the need to keep recruitment programming virtual beginning in October, which is typically the busiest month in the Fall recruitment cycle.

- Much of this groundwork has already been completed: we are currently hosting virtual information sessions 3 per week, we have hosted larger events in June and July, and we have done webinars at high schools across the state.

- Special care will be taken with rural schools and/or students without the capacity to participate in online events. In those situations, we will be able to host conference calls and answer questions one-on-one by phone.
- If we are able to begin limited in-person events in October, we will start with capping participation to meet maximum capacity / social distancing limitations set by the University.

Responsible Person or Unit: Kevin Hall

Schedule/Duration: At least August and September 2020, with the possibility to extend as long as necessary.

Financial Considerations: If statewide travel begins again, we will need to provide staff with appropriate supplies to maintain their personal safety. This may include hand sanitizer, disinfecting wipes and spray, paper towels, and masks.

Risk/Uncertainty:

- The Honors College recruitment team can continue to work remotely for as long as we are performing recruitment activities virtually. If we begin to again host on-campus events, staff will need to come to campus for at least those event days.
- Internet connectivity failure anywhere between participant and hosts.
- Service disruption of Zoom, D2L, or website causing outage or limited performance.
- Risk that participants do not have access to a computer

Task 2:

Task Name: Application evaluation

Description:

For the last three years, the Honors College has evaluated applications with two-person teams working simultaneously at a single computer. This will no longer be possible with current social distancing restrictions. We have already tested a new Zoom-based application review method that will work if staff continue to work remotely. When we are back on campus with social distancing restrictions still in-place, we will continue to review simultaneously using the large monitors in the Honors Village classrooms that are too small to host classes but would be large enough for two people with appropriate distancing and wearing masks.

Responsible Person or Unit: Kevin Hall

Schedule/Duration: All Fall Semester

Financial Considerations: None

Risk/Uncertainty:

- Risk of employee internet connectivity issues
- Risk of personal machine compromise affecting business continuity

Data Management and Assessment

Please refer to the Honors College FY21 Information Security Plan on file at University Information Security Office for details regarding Data Management and information security assessment.

Please forward any questions to Tere Weiler at tweiler@arizona.edu

Special considerations must be taken to protect the privacy of student, staff, and faculty medical information. Returning to work is solely at the discretion of the individual employee and no one shall be penalized for choosing to continue to work from home. Each individual is responsible for communicating their plans with their direct supervisor. A TeleWork form will be completed for every employee that continues to work from home so that there is an inventory of who is using personal machines or Honors machines to access UA resources.

Communication

- Updated Emergency Contacts in the unit

Equitable Outcomes

We consider protections for faculty, staff, and students regardless of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or their need to refrain from in-person activities due to concerns about COVID-19.

Faculty, staff, and students will not be asked personal information about their decision to work and learn remotely.

Faculty will have the option to deliver instruction remotely. Faculty will be responsible for making reasonable accommodations without penalty for students who may have technology and access issues. **Staff** will have the option to work remotely. **Students** will have the option to engage in honors courses remotely if they choose. If the course is taught in-person, there will also be an accessible virtual option, which may be delivered live/synchronous or remote/asynchronous. For more information, please visit <https://www.arizona.edu/coronavirus-covid-19-information>.