Dear Deans and Department Chairs,

We know that the uncertainty associated with the pandemic and the subsequent impacts on our planning for the fall causes anxiety and concerns for our students, faculty, and staff. We therefore need to finalize our plans for instruction quickly so faculty will have a clear understanding of how they will teach in the fall and students can finalize their scheduling. Students have communicated to us clearly that they want to be on campus and in classrooms this academic year. Our goal is to maximize the safe on-campus, in-person experience for students, faculty, and staff. We also have students who seek to continue their education remotely and we need to maximize our ability to accommodate their needs. We can do both while providing a high-quality educational experience for our students and adhering to national, state, and system guidelines to provide a healthy and safe environment for our students, faculty, and staff.

We are providing classroom technology and training that will allow the majority of classes to be delivered with some combination of in-person and remote participation (“HyFlex” or mixed modality). It is important to note that this technology allows faculty to deliver a lecture remotely and in person that is very similar to a typical in-class presentation. Should it become necessary to switch to entirely remote delivery during the semester, faculty could continue using the classroom technology to deliver their lectures. We are also providing accommodations for faculty who have health or personal circumstances to support them as they deliver their classes remotely.

There is still uncertainty as to what our restrictions will be for fall, and we need to have plans for both Phase II and Phase III restrictions. If we are still in Phase II with the requirement of 6-ft. social distancing, classes with enrollments of 35 or more will have to be taught entirely online (approximately 1100 out of 4500 lecture classes). Most classes with enrollments of 34 or less could be accommodated as a mixed-modality delivery as noted above. If we are in Phase III classes with enrollments of more than 200 will be taught entirely online (approximately 70 classes), and classes with enrollments of 200 or less can be taught in mixed-modality with no more than 50% of classroom capacity. Finally, in both Phase II and Phase III there will be some small-enrollment, lab, and studio classes that will only be available in-person.

We recognize that implementation of the mixed-modality courses (whether in Phase II or Phase III) requires program and discipline-specific considerations, including but not limited to, the type of courses as well as pedagogical considerations that vary across our many disciplines. Thus we are directing deans to work with department chairs and program directors to finalize their teaching plans for the fall. Specifically, we need a clear indication of your overall plan to achieve the goal of maximizing in-person/mixed-modality instruction while adhering to best practices in pedagogy for your disciplines. This may include some classes taught entirely online, mixed modality with availability of completely remote participation, mixed modality without availability of completely remote instruction, or in-person only. Departments/programs should make these decisions, in consultation with their deans, based on the following guidelines:

1. We must adhere to the national, state, and system guidance for providing a safe and healthy environment for all of our students, faculty, and staff.
2. Which mode of instruction will best achieve the course Student Learning Outcomes, prepare students to succeed in their subsequent courses, and provide the best educational experience for all of our students?
3. Students have clearly expressed that they prefer in-class instruction and the on-campus experience. This needs to be optimized within the context of operable safety guidelines and best practices in pedagogy.
4. Many of our students have been impacted financially by the pandemic and may not be able to return to campus in the fall but have expressed an interest in continuing their education remotely.
5. Students need to be able to make progress toward completing their degrees.

We will be providing you a spreadsheet listing all the courses scheduled for your college/school, broken out by department as appropriate. This spreadsheet will include two columns to be completed for exception requests – one for Phase II instruction and one for Phase III instruction. The only classes that you need to mark, are classes that will be outside the university standard guidelines. Classes that are known to be taught in-person only or that have been approved online as part of FFRCA accommodation will be designated as such and require no further attention from you. Also, classes that were originally scheduled to be online or are independent study do not require attention by you. The remaining classes will be classified by default as ”Alternative HyFlex”. "Alternative HyFlex” indicates that they will be taught in-person with a plan for enrolled students to alternate in-person and remote participation (mixed modality). This classification ALSO indicates that students who are approved to do so can participate in the class entirely remotely. If justified and appropriate, the classification can be designated “Alternative Remote Access” or “Alternative In Person” with web participation. The latter designation would indicate that the course would NOT be available for remote participation only.

Instruction Delivery Options:

* **Online**: Courses that are fully remote delivery as originally scheduled. These courses will include the $34/CH online fee
* **Alternative Remote Access**: Courses originally schedule to be delivered in-person but moved to fully remote delivery. These courses will not include the $34/CH online fee. This category includes (1) courses that were moved to remote delivery because of classroom-capacity restrictions in either Phase II or Phase III, (2) FFRCA accommodations for instructors, or (3) classes that are within classroom-capacity restrictions for either Phase II or Phase III but are moved to remote delivery for other reasons. *Such conversions to remote delivery should be kept to a minimum*. N.B. Enrollment caps will remain in place and additional remote-access students beyond the enrollment cap will not be able to enroll without permission of the instructor.
* **Alternative HyFlex**: Courses conducted with mixed modality (HyFlex synchronous lectures; hybrid or flipped design with alternating in-person components/participation, or other mixed design), where students alternate in-person and remote participation. This modality will be the default expectation for classes that can be taught in-person (i.e., enrollments of 34 or less in Phase II or 200 or less in Phase III) and are not being taught fully remote access as identified for reasons identified under the “Alternate Remote Access” category described above. *Fully remote participation by students* **can** *be accommodated*. N.B. Enrollment caps will remain in place and additional remote-access students beyond the enrollment cap will not be able to enroll without permission of the instructor.
* **Alternative In-Person**: Course conducted with in-person instruction (alternating groups of in-person students to meet phase restrictions) with some online components. *Fully remote participation by students* **cannot** *be accommodated*. There should be very few classes with this designation.
* **In-Person Only**: Course fully in-person (studio, lab, etc.); no remote component at all.

Where possible, at least 50% of classes within a college or school should be delivered in-person (Alternate HyFlex, Alternate In Person, and In-Person Only). Because some units have a median class size that is over 34 the minimum 50% goal may not be feasible in some cases. We ask these units to optimize in-person instruction while adhering to the requisite classroom capacity. Please submit your spreadsheet directly to Dave Shintani ASAP, but no later than July 24.