

Modifications to Academic Activities

	Description	Further Details in C-TRO Report
Academic Calendar	A later start is necessary to provide sufficient time to develop a revised roster that reflects changes in instructional modalities and enroll students. Long breaks encourage travel and therefore the importation of the virus from outside the community and must be avoided. Instruction should transition to online after Thanksgiving to mitigate travel risks and flu season.	Page 27; Appendix 9 Eliminating breaks raises concerns about mental health; alternative means of relieving academic pressure for students must be explored further. Students would prefer that the fall semester start earlier. However, that would not leave sufficient time to increase our testing capacity. We are hoping for a fully residential spring term that starts in the beginning of February.
Teaching Modalities	There will be two primary instructional modalities: (1) all online; and (2) in-person, with remote accessibility into the classroom for students who are off-campus (national or international) or in quarantine. Some classes may choose a hybrid approach where some elements of the course are delivered online and others in-person, or wherein student cohorts take turns participating remotely versus in-person.	Pages 27-28; Appendix 10 In large courses that involve multiple instructors, the intended modality will need to be coordinated at the course-level in a way that best serves learning outcomes and accommodates instructors' teaching preferences.
Supporting Academic Continuity	Faculty should develop back-up plans that might include pre-recorded presentations or a "standby" project that could keep students on track without classroom time. When possible, faculty should designate a colleague who can step in as needed	Page 29 Consider establishing a Quarantine Accommodation Fund for hiring temporary instructional support in the event that a member of the instructional team (including TAs) are out sick or in quarantine.
Supporting Students in Quarantine	Instructors should assign each student a class peer who could serve as virtual study/lab partners in case they are quarantined. Hands-on courses will require creative solutions for providing short-term lab/studio experiences. The university should provide quarantine kits for each student asked to quarantine.	Pages 29-30 Disruptions to attendance will be inevitable and will require patience and flexibility on the part of faculty. Mental health consequences of social isolation are a concern; faculty and staff should check in regularly with students to provide support.
Classroom Capacity	After accounting for 6' distancing, classroom capacity is reduced to 13-24%, depending on configuration. By adding rooms not typically in the classroom. inventory and optimizing the distribution of class meetings across all instructional hours, we expect to be able to accommodate the majority (if not all) of the courses with in-person components. In-person enrollment caps will be immutable; thus, students will be expected to drop courses as soon as they decide not to take a course in person. Student organizations will not be permitted to begin booking classroom space until late September or October.	Pages 30-31; Appendices 11 & 12 Final calculations of classroom occupancy will be based on a process being led by the office of the university architect in collaboration with facilities. Classes may need to be scheduled during the 4:30-7:30pm no-class zone if classroom demand > supply. Courses that require special facilities will be prioritized. An expedient and iterative process will be required to build a modified roster; close partnership with the Office of the University Registrar will be essential. Outdoor meeting spaces should be created using tents to accommodate student organizations.

<p>Safety In the Classroom</p>	<p>All students will be required to wear face masks and sit in assigned seats. Unnecessary seats will be removed or blocked. Faculty will be required to wear masks or face shields. Faculty will be asked to take attendance using an existing tool within Canvas. Disinfectant wipes will be available for students to self-clean seats and desks before and after use. HVAC systems should be assessed and augmented where needed and feasible.</p>	<p>Pages 30-34 Attendance records will help with contact tracing and identification of students who may be struggling. However, attendance should not be a graded component of courses or else students may be incentivized to attend even when sick. Classes of longer duration should be assigned to rooms with highest performing HVAC systems.</p>
<p>De-densification of Labs, Studios and Other Academic Use Spaces</p>	<p>Colleges will be required to continue to refine and implement protocols for de-densifying non-classroom spaces. Guidelines and suggested solutions will be provided.</p>	<p>Pages 32-33 Units may choose to offer extended hours, install key card access systems, utilize reservation software, or develop remote solutions (e.g., lab kits, remote access to software).</p>
<p>Office Hours</p>	<p>Instructors are encouraged to hold virtual office hours whenever possible to eliminate congestion in the hallways; offices may not be large enough for 6' distancing.</p>	<p>Page 33 Departments should consider setting aside small conference rooms for faculty who wish to meet with their advisees in person.</p>
<p>Study Spaces</p>	<p>We recommend that Barton Hall or other large spaces be repurposed as quiet study spaces for students to use between classes to limit gatherings elsewhere. Temporary study carrels should be set up that will allow 6' distancing so students with headphones can use these spaces to participate in online courses if they do not have enough time to walk back to their residence between classes.</p>	<p>Page 33 Assess feasibility of adopting reservation system. Area must have strong WIFI. Use inventory of unused office dividers to provide temporary barriers and privacy between spaces.</p>
<p>Academic Policies</p>	<p>The regular grading policy should be reinstated. Existing university policies and processes for short-term health accommodations and health leaves of absence would apply for COVID-19 related leaves. Instructors will be asked to take attendance using their assigned seating charts, but <i>not</i> count attendance towards grades. To help guard against mental health strain associated with course overloads, we recommend that a more stringent policy regarding maximum allowable course credit hours (of 18) be adopted. A common policy should be adopted across colleges.</p>	<p>Pages 34-35; Appendix 13 Students continue to advocate for an S/U policy. Early communication from senior leadership will be critical. Faculty are actively encouraged to consider alternatives to high-stakes exams where possible and avoid grading on a curve. Counting attendance towards grades would incentivize students to attend class even when they are feeling sick. Graduating seniors who need more credits to graduate will be permitted to petition to enroll in more than the agreed upon maximum number of credits.</p>
<p>Orientation Programming</p>	<p>Orientation programming will need to be tailored to unique needs of resuming residential instruction during a pandemic. Goals include educating students about, and motivating them to internalize, behavioral expectations and actively engaging them with each other and with campus leaders so that they do not feel disconnected or isolated during initial periods of quarantine and separation.</p>	<p>Page 35 One option is to create an online course about the pandemic that incorporates broad disciplinary perspectives, thereby also providing a nice introduction to the unique breadth of academic inquiry at Cornell. Coordination between university and college programming will be essential.</p>