

Academic Council Expectations in Effect for Winter 2021 and Spring 2021

The following expectations from Academic Council are in effect for Winter 2021 and Spring 2021. Guidance on how to interpret the expectations for your course are provided in some cases. These expectations are grounded in the principle that academic credit and grades are based on student performance toward meeting course learning objectives. As stated in the Academic Continuity Policy, instructors should endeavor to mitigate the effects of a significant academic disruption—in this case, the COVID pandemic—to ensure that the approved course content is delivered, and the appropriate assessment of student performance is undertaken.

There are critical details and nuance to these expectations so please read carefully so that we can provide consistent, high-quality instruction to all students.

Attendance and Participation

- Instructors may count attendance and participation as part of the grade provided they have reasonable ways for students to complete make-up assignments for a reasonable number of missed class sessions or participation points without loss of credit. Instructors must communicate these policies in their syllabi. Instructors who are unsure whether they are making reasonable accommodations should confer with their unit heads for guidance.
 - Note: It is critical that all instructors make clear to students that they should not attend class if they are ill or have symptoms. We do not want students attending class because they fear their grade will be affected.
 - Note: This is not meant to accommodate students who signed up for an in-person class but are in a situation where they know that they cannot attend all term. Students have been advised to create a class schedule that best fits their situation; if they cannot attend in-person, they should enroll only in remote or online courses. In addition, there is some room in this expectation to put some reasonable limits on absences and make-ups as long as those are communicated in the syllabus.
 - Note: Requiring students to have their video on can be problematic for some students and we encourage instructors to find other ways to engage students during live classes. If an instructor does require videos to be on for attendance / participation credit, accommodations must be provided for students who have difficulty having their video on. Examples of accommodations include, but are not limited to:
 - Making clear to students that they can have video off but will need to provide audio responses when requested
 - Allowing responses in chat
 - Have a rotating “front row” where some number of students have their video on for periods of time during certain classes.
 - Zoom polls
 - Note: Although instructors will not be required to add recording or streaming to all in-person classes to accommodate absentee students, all students should have equitable access to course content. This could include recording some class sessions or allowing remote access where the Instructor decides that this is possible and appropriate. 114 classrooms are being upgraded to make recording and streaming of in-person class sessions easier. Other supplemental materials such as slides and notes also can be used for students who miss class.
- Instructors shall not ask students for doctor’s notes or other documentation to verify absences. Instructors shall have clear communication and make-up protocols in place for students to follow if students are going to be or have been absent. If a student is missing enough classes that make-ups will

be difficult and they are at risk of not passing, instructors should communicate with those students and enlist advisors for help.

- Note: Instructors should not judge whether a student's reason for missing is "legitimate." Instructors should have policies for absences and make-ups that comport with these expectations.
- Instructors are to work with their department head or supervisor as they normally would if they will need to miss class.
- Instructors are to communicate to students in advance if class meetings are cancelled and let them know what work they should complete. The goal should be to continue instruction even if that has to be done by a replacement instructor and/or remotely for in-person courses.
- Instructors shall have make-ups or alternatives to exams. If instructors need support to manage an increased volume of make-ups, they should work with their department head. In some cases, a grade of "Incomplete" may be used for make-ups that will take place after grades are due.

Course Requirements and Expectations

- Instructors may modify course expectations such that required work is reduced or grading schemes are adjusted provided they can still meet course learning objectives.
- Instructors shall provide clear, consistent, and specific communication to students about any modifications to the course and changes to assignments and deadlines. Instructors, as a matter of good practice, should provide clear and consistent expectations of course graders for timely grading and assessment of materials and recording of grades to the Canvas gradebook for students to see. Academic Council requires the use of the course Canvas site for all courses and for posting of this communication.

Course Format and Engagement

In the Winter and Spring 2021 course schedules, courses are listed with one of three delivery modes in the "Location" column. They will either have a room location, "00 REMOTE", or "00 WEB".

In-person Courses

- Courses with a room assignment will be delivered in-person. Those courses should meet as scheduled, following [university COVID-19 regulations](#) for in-person gatherings.

WEB Courses

- Courses listed as "00 WEB" are asynchronous and do not have a class meeting time listed. In order to not interfere with students' scheduled activities, instructors of these courses should not schedule required class meeting times (optional-to-students enhancement activities are allowed and encouraged as long as they don't provide advantages to those students in terms of grades). These courses should follow the UOCC guidelines for [online classes](#) and the additional guidelines for [graduate](#) online courses where applicable. In addition, WEB courses, like all other courses, should include the following:
 - **Contact from the instructor by the first day of Winter and Spring 2021 classes.** This should be an email or Canvas message that welcomes students to the class, orients them to the general structure of the course and the Canvas site, and lets them know where to find the syllabus. UO Online and TEP have created [customizable "Welcome Modules"](#) that can be imported to your Canvas site and customized to supplement your welcome message.
 - **Clear Communication.** Inform students how they should communicate with you and GEs or TAs, and provide reasonable expected response times.
 - **Scheduled Office Hours** – At least 2 hours per week with a mix of scheduled and by-appointment options, and live, synchronous options.

REMOTE Courses

- Courses with “00 REMOTE” have class meeting times and shall provide live engagement during the scheduled meeting times as defined by the Student Engagement Inventory for the course. Instructors may make the following adjustments for courses that have to be offered remotely or partially remotely (some face-to-face and some remote):
 - Live engagement can take many different forms. For example, it might include a mix of content delivery, facilitated discussions on Zoom, facilitated discussion-board discussions, breakout sessions for students on Zoom, group project time with the instructor available for guidance. The following are not suitable replacements for contact under current policy:
 - Posting of supplemental content materials
 - Announcements
 - Assignments
 - Office hours, online or otherwise
 - Whatever the mix, at least 50% of the live engagement should include planned and structured content delivery or discussion.
 - Note: It’s important that students feel the instructor’s presence and engagement in the class. The most visible part of instructor engagement is in the scheduled class time, so instructors are encouraged to think carefully before they use scheduled class time for anything other than live interaction. Moreover, spring students noted a sharp increase in workload for remote classes. That increase seemed to be created by multiple, asynchronous activities meant to replace classroom engagements combined with the time demands of navigating new technology and multiple platforms, finding course materials, typing rather than speaking responses, etc. Thus, instructors also should know that part of the intent of the live meetings requirement is to be a “container” for student work, which should never go above 30 hours total per credit per term (or 120 hours total for a four-credit course).
 - Where appropriate and possible, instructors should create opportunities for student-student interaction.
 - Whatever the mix, instructors should be available to students during each scheduled class period. If instructors are not going to be available during a scheduled class period, they should treat that as a “cancelled” class meeting and handle that as they would during a regular, non-remote term with appropriate notifications to students and anyone else as required by the department, and appropriate replacement of that instructional time.
 - Instructors should schedule and be available to meet during office hours outside the scheduled class time in accordance with Academic Council, department and/or school/college policies on office hours.

Office Hours

Instructors of in-person, online, or remote courses must provide live, synchronous options for students to meet with them (e.g. office hours) of a minimum total of 2 hours per week during their teaching terms. This should be a mix with both scheduled times and by-appointment times. In addition, Instructors should make themselves available to students via email and/or other appropriate online media. Instructors should respond within a reasonable time frame to appropriate student emails. Instructors should provide individual responses to questions pertaining to specific students, but responses to general questions may be achieved by announcements to the class via email or Canvas. Questions on issues that are already clear from the syllabus or other course communications could be addressed with a simple communication pointing students to the appropriate resource.

Technology Tools and Software

Canvas

It is required that Canvas be used for all courses during the academic disruption. Instructors shall publish their Canvas sites by the first day of class (we encourage you to publish a few days prior to that as students will be looking for their classes on Canvas) and use them to post materials, collect assignments, provide alternatives to lectures/discussions for students who are absent from class, and post grades.

Uoregon Account Use

Students and Instructors are required by university policy to use their uoregon accounts for university business including instruction and must not share their credentials with anyone.

FERPA-compliant Technology

Instructors may use other FERPA-compliant software to supplement Canvas use. These include the UO licensed versions of Office 365, which includes One Drive and Teams, Zoom and Dropbox. You can find out more about acceptable technology tools and software here:

<https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=113454>

Use of ProctorU for Exam Proctoring

If you intend to use ProctorU for Exam proctoring, please be aware of the following:

- ProctorU incurs a cost to the department so you will need approval from your academic unit before using the service.
- You must have a statement on your syllabus letting students know that ProctorU will be used for exams. The statement should explain briefly what ProctorU is and how it works.
- You must have a policy on syllabus for how you will deal with situations where students experience technology problems during a proctored exam
- You must have a policy on syllabus for how you will provide alternative exam approaches for students who have AEC-approved accommodations
- You must have a policy on syllabus for how you will accommodate exceptions to ProctorU for students who do not have access to reliable technology
- Details on ProctorU can be found [here](#). Alternative assessment ideas can be found [here](#).

Contingency Planning

A reminder that all Winter courses will be delivered remotely during week 1, so plan accordingly. In addition, given that the situation with COVID-19 remains uncertain and campus plans may change at any moment, instructors should plan for switching to remote teaching at any time as they prepare for Winter and Spring terms. The "[Remote Course Builder](#)" resource developed by the Teaching Engagement Program and UO Online is an excellent place to start.