

Emergency Faculty Senate Meeting
8/VII/2020
1:00pm via Zoom

- I. Call to order --called to order at 1:02
- II. Attendance/substitutions
 - a. Heather Fuller for Rebecca Woods
 - b. Jake Glower for Eric Asa
 - c. Attendance of Faculty Senators not documented; quorum achieved.
- III. Adoption of agenda--Motion to approve Rodgers, Asperin second; approved.
- IV. Approval of previous meeting minutes from 11/V/2020--Motion to approve McCourt, Andrianova second. Correct Harriger voting member. Approved with correction.
- V. Announcements
 - i. Dean Bresciani, President--Not Present
 - ii. Margaret Fitzgerald Interim-Provost
 - 1. *Updates on CARES act funding including budget requests. CARE budget request executive summary attached to minutes.*
 - 2. *Discussion about enforcement of face coverings--funding for masks for students who forget or do not have them. Planning now to include masks in the welcome package for students when they return to campus.*
 - 3. *Discussion about the set up for classrooms.*
 - 4. *Question about the requirement for delivery of courses--faculty who are not comfortable in the classroom due to health concerns, accommodations will be made; Hyflex allows instructors to teach remotely to a live classroom as well as synchronous participation by remote students. Currently not requesting a lot of medical documentation. Encouraged not to require Graduate students to teach face to face. Faculty should talk to department head for planning if need to teach remotely.*
 - iii. *Birgit Pruess--NDUS COVID Planning research universities (NDSU/UND) work group report--Safety Officers from two universities are the chairs--masks required at both universities and requesting input from faculty representatives--concerns about microphone use in classrooms and concerns about sterilization--also concerns about testing. Birgit is the representative, contact her with concerns to be conveyed at the system level.*
 - iv. Carlos Hawley, Faculty Senate President
 - 1. *Motivation for this meeting is the amount of communication from the faculty regarding concerns about returning to campus this fall.*

2. *Main concern is communication.*
3. *Suggestion of an ad hoc committee to develop policies including emeritus faculty.*
4. *Concerns about international students--ICE requiring students taking courses online courses only to be deported. Would like a response to this.*

v. Florin Salajan, Faculty Senate President-Elect

1. *Return to campus task force report--focused primarily on teaching concerns--recommendations sent to the administrative team (and attached to these minutes).*
2. *Margaret suggested that these are living documents and the recommendations are being addressed in different areas across campus.*
3. *Dr. Fitzgerald responded to and highlighted many of the faculty taskforce recommendations that have been addressed and are being implemented. Registration and Records is still working on fall schedule.*

VI. Consent agenda

- a. None

VII. Old business

- a. None

VIII. New business

a. Safe reopening of NDSU, Fall 2020

- i. Communication
- ii. Committee? Faculty voice.
- iii. Faculty rights
- iv. Curriculum

b. *Faculty discussion regarding the above included:*

1. *Request for additional resources and potentially a central place for teaching resources and defining the Hyflex model on our campus*
2. *Questions about contact tracing and testing of students when returned to campus--seating charts for classrooms to determine radius of exposure in the case of a positive case*
3. *Request for weekly communication with links to the deeper dive option to learn more about the issues and what is being done about them*
4. *Request for a place to submit questions and concerns with some response*
5. *ITS is working on the microphone issue and exploring options for the fall*

6. *Communication coming from many offices--request for a place for official communication. University relations COVID website is the main place for this communication.*
7. *Suggestion of an ad hoc committee for COVID concerns*
8. *Question about research with human subjects--guidelines sent out by RCA--Kristy Shirley is the contact person for this*

IX. Adjourn--2:40 Motion by McCourt, second by Rodgers

CHAT:

13:03:01 From Stuart Haring : Raise hand?

13:11:24 From diomo.motuba : Can this be used to buy hardware such as monitors?

13:12:50 From John Buncher (he/him) : What happens when they *don't* comply, though?

13:14:11 From John Buncher (he/him) : What if the student refused to leave?

13:14:21 From John Buncher (he/him) : Are we allowed to dismiss the entire class?

13:14:56 From Ryan Christiansen : If the students refuse to comply, they are choosing to put others in danger. How can we ethically continue to hold class in that situation?

13:15:36 From John Buncher (he/him) : I'd rather students miss out on a day of instruction than have a few students die.

13:15:38 From Marisol Berti : Do stipends for lab or class assistant have to be a graduate or undergraduate study? Can other professionals be hired part-time for helping in the class?

13:17:20 From kenneth.hellevang : Can it be specified in the syllabus that the student grade be penalized?

13:17:50 From Canan Bilen-Green : CARES fund can be used to hire graduate and undergraduate students. This fund is not for hiring part-time academics.

13:18:48 From Marisol Berti : can instructor take off the face covering while teaching?

13:19:21 From Ryan Christiansen : It's an ethical issue. We can't decide for other students in the classroom that it is safe with some students not wearing face coverings. Students will be reluctant to leave the room if they feel unsafe. It's an all-or-nothing situation. If one person is not being safe, then class for the day needs to end.

13:19:32 From Ben Bernard : You can request the face shields here:

13:19:33 From Ben Bernard : <https://gatewaytoscience.org/need-ppe/>

13:19:35 From John Buncher (he/him) : Agreed

13:19:36 From Ben Bernard : No cost

13:20:11 From Marisol Berti : can Plexiglass be added to podiums?

13:23:48 From scott.wood : Some recent studies have shown that the virus can be sustained in the air for much longer than supposed. This means that face shields, desk shields and spacing may not be sufficiently protective. The recommendations that people wear masks in buildings with poor circulation even if they are more than 6 feet away from others. So masks are the gold standard in protection, although I do sympathize with the drawbacks mentioned thus far.

13:24:46 From Mukhlesur Rahman : Can we hire international students as teaching assistants?

13:25:54 From Jon Sweetman : One concern I have for teaching with synchronous streaming (i.e. Hyflex) to students is limited internet for some students who may be quarantining.

Some students do not have the bandwidth, particularly more marginalized or disadvantaged students. Last spring, I gave up on synchronous streaming, as several of my students could not connect. Students that might not be able to have adequate internet may feel pressured to

attend face-to-face, even if potentially ill.

Is there any thought to how this might be managed?

13:26:10 From Laura Aldrich-Wolfe : Thank you Scott Wood. Agreed. The six foot guideline was intended for brief interactions not an hour in a classroom setting.

13:26:11 From Ryan Christiansen : If a teacher is teaching from a remote location, who will turn on the technology for the class?

13:28:12 From John Buncher (he/him) : Excellent question! Students forget their calculator and pen/pencil on test days, no reason they wouldn't forget their mask.

13:29:50 From John Buncher (he/him) : They *may* need to wear their mask in their private office space depending on the HVAC for the building.....

13:30:04 From andrew croll : Why can you not say that masks are required in NDSU buildings? why is it so hard for leadership here?

13:30:21 From Jill Hamilton : I was in the Union today more than 75% of the people I saw were not wearing masks

13:30:25 From Ryan Christiansen : Yes, masks are required indoors. Simple.

13:31:25 From John Buncher (he/him) : Will the communal areas in the Union either be closed or sufficiently spaced?

13:33:20 From katereindl : Is it possible to require students to indicate if they will be an in-class or online learner throughout the semester? Faculty feel this is important in deciding how to design their courses for the fall.

13:35:33 From John Buncher (he/him) : Does NDSU administration have a benchmark for what the circumstances are that would cause campus to go fully online for the fall? Such as, x number of student infections, or y number of hospitalisations, or z number of deaths?

13:35:53 From Jon Sweetman : Are there plans for contact tracing in NDSU this fall?

13:36:21 From changhui yan : Individual microphones for instructors is a good idea.

13:37:14 From Marisol Berti : Does anyone have a science -based publication that indicates that face coverings do work to protect us from the virus? if someone does please could you share it.

13:38:01 From Jon Sweetman : Prather, K.A., et al. (2020) Reducing transmission of SARS-CoV-2. Science. doi.org/10.1126/science.abc6197

13:38:13 From Marisol Berti : thanks

13:39:05 From Lydia Tackett : Agreed - those little clip microphones are relatively inexpensive, and I think a good investment, especially if we are still sharing the battery packs.

13:39:23 From John Buncher (he/him) : Agreed Lydia

13:41:06 From Pinjing Zhao : Also this Lancet article: DOI:https://doi.org/10.1016/S0140-6736(20)31142-9

13:41:10 From John Buncher (he/him) : AAU filed an amicus brief in the ICE lawsuit

13:41:25 From uwe : one would need a wireless mic for the classroom, still inexpensive?

13:42:03 From jeremy.jackson : Prather, K.A., et al. (2020) Reducing

transmission of SARS-CoV-2. Science. doi.org/10.1126/science.abc6197
doesn't appear to be an actual study?

13:42:48 From Pinjing Zhao : The Lancet one is an actual study

13:43:05 From Lydia Tackett : If you are in the classroom, you plug your clip microphone into the existing battery pack/transmitter, the microphone clip is ~\$20. If you are presenting from home/office, you can plug directly into your computer.

13:43:50 From uwe : cool - thanks

13:43:55 From Birgit Pruess : Do we know whether we would need a specific microphone? To make sure we can actually connect it?

13:44:44 From Lydia Tackett : Good question - some might have different connectors - it would be best if the school purchased them so that we know it's the right connection

13:44:45 From John Buncher (he/him) : I would *hope* the university would buy those in bulk and distribute them to faculty. The wireless transmitter in AGHILL 112 at least doesn't seem like it's a normal "headphone" jack.

13:44:51 From jeremy.jackson : "The Lancet one is an actual study"... kind of. It's a meta analysis with no studies included being randomized trial

13:45:54 From jeremy.jackson : It includes N95 masks in the studies

13:46:20 From Pinjing Zhao : Wouldn't randomized trial with control group be difficult for this type of study?

13:46:25 From Jessica Jensen to Florin Salajan (Privately) : Can we ask for the Provost to release our recommendations?

13:46:47 From jeremy.jackson : But necessary for causal inference

13:47:16 From Lydia Tackett : Good point - there's not that many lecture rooms (compared to the number of faculty that teach in them), so it makes more sense for a look at what the situation is in the rooms, and possibly replace a smaller number of those battery packs and transmitters - it's a better option than each individual faculty member making a purchase

13:48:01 From Birgit Pruess : I don't hear you Molly

13:48:12 From John Buncher (he/him) : Is anyone else having a very hard time hearing Molly?

13:51:12 From Jill Lodde Greives : yes

13:51:21 From jeremy.jackson : [https://www.nature.com/articles/s41591-020-0843-2?](https://www.nature.com/articles/s41591-020-0843-2?fbclid=IwAR20Mdbwsph1iFchWTArfZoPTEjUH7yxadC04_dVCKSrrrrqaZzLxlHbF7CM)

[fbclid=IwAR20Mdbwsph1iFchWTArfZoPTEjUH7yxadC04_dVCKSrrrrqaZzLxlHbF7CM](https://academic.oup.com/jid/article/201/4/491/861190?fbclid=IwAR0cZJLfYfB8Iiw0gwc1qcGgu-ldUSxGfMM-YE9zppJYtzukualQCjAeuZY#90093277)

13:52:49 From jeremy.jackson : Not covid but is randomized trial on university students <https://academic.oup.com/jid/article/201/4/491/861190?fbclid=IwAR0cZJLfYfB8Iiw0gwc1qcGgu-ldUSxGfMM-YE9zppJYtzukualQCjAeuZY#90093277>

13:52:56 From Matthew Smith : Are there planned summer workshops for HyFlex here at NDSU or are we supposed to find outside workshops to attend?

13:53:37 From scott.wood : It is offering both individual and departmental workshop sessions.

13:53:52 From scott.wood : IT that is.

13:54:25 From Matthew Smith : Thanks Scott.

13:55:05 From Carrie Anne Platt : Here's the link to request a consultation - https://www.ndsu.edu/its/learning_and_applied_innovation/consulting_professional_services/

13:55:56 From Carrie Anne Platt : The Learning and Applied Innovation team mentioned that doing department-level consultations could be most effective, because then they can reach more instructors, and folks can share teaching ideas with others in their discipline.

13:58:00 From Lydia Tackett : I'm hoping to receive guidance from NDSU about potential language we can use for contingency plans we can amend as needed

14:00:10 From thomas.desutter : Mark Strand presented a teaching contingency plan in May that others can use. The document was well done and is helpful. Should be in the FS minutes.

14:01:22 From Amelia Asperin : If that document is shared, can we also get information about which ones are done and which ones are NOT possible.

14:04:02 From Amy Gore : An NDSU "Frequently Asked Questions" for Hyflex teaching would be an outstanding resource

14:05:46 From Shannon Harriger : Thank you Molly! AGREE!

14:05:59 From Greta Gramig : Yes agree Molly!

14:06:15 From Ken Lepper : Yes, Molly, What the heck is HyFlex?

14:06:16 From Amelia Asperin : Agree, thanks, Molly!

14:06:18 From Shannon Harriger : no

14:10:04 From Laura Aldrich-Wolfe : They can do pooled testing, and then retest positive pools as individuals

14:10:49 From Fred Riggins : Medical experts expect there will be 40 to 50 million tests per month by Sept. With 330 million Americans there will be 1 in 7 people tested per month. It is not realistic to expect most students will be tested once per month or more.

14:11:49 From Jenny Linker : Any discussion on bringing students back to campus and going online for the first 2-3 weeks and then return to the classroom face-to-face?

14:13:57 From Dogan Comez : 1. Do we need to add a new area for the Hy-Flex teaching model and or COVID in our syllabi?

14:16:45 From kimberly.overton : How is enrollment looking for fall? And, do you anticipate students choosing not to return if most classes are on line?

14:17:38 From Laura Aldrich-Wolfe : I am really concerned that faculty are being asked to make decisions about their classroom based on their comfort-level, when faculty differ widely in their knowledge of viral transmission and epidemiology.

14:20:25 From Ken Lepper : Response to Kimberly Overton. Yes, my son is a junior at NDSU. I have had a chance to talk to many of his friends. Everyone of them have said they will take a semester off or year off if we are "on-line." They vastly prefer live courses and understand the quality difference.

14:24:01 From Ken Lepper : How do you raise your hand in Zoom?

14:24:42 From Birgit Pruess : Have to go at 2.35

14:24:42 From kimberly.overton : Go to participants, and you will see option by your name

14:25:12 From Jill Lodde Greives : sidewalks

14:25:18 From Carrie Anne Platt : My experience running the Virtual Orientation sessions with parents and incoming students corresponds with Ken's example. Many have told us they are coming to NDSU in the fall because we have face-to-face classes. Not scientific polling, but it's definitely been part of these conversations. I've done about 30 of these sessions so far.

14:25:28 From Ken Lepper : Thanks - got it.

14:28:22 From Greta Gramig : Yes I emailed all my enrolled students and asked if they planned to attend in person or virtually. They all said in person. Not one student plans to attend virtually.

14:29:03 From Carrie Anne Platt : You have faculty in the Department of Communication who specialize in Organizational Communication and/or Crisis Communication, who could offer helpful suggestions for process here. Not my speciality, but my colleagues are awesome!

14:29:07 From uwe : that is bad news

14:29:45 From kat : Do students understand that them attending in person doesn't necessarily mean the faculty will be there in person, using the hyflex model?

14:30:06 From Greta Gramig : Kat, I have been wondering that too.

14:32:06 From Ken Lepper : I think this issue of students in the classroom and faculty remote has the potential to really blow up in our face. The students will probably view this as "on-line" and not what they are paying for.

14:32:24 From Jacob Glower : It seems to me there's only one way Fall 2020 is going to work. We can't have 100% of our students attending class - it will result in infection rates going up. We can't have 0% of our students in class - politics and finances won't allow it. We need to have half or more of our students choosing to take classes remotely. That means it's the job of us, the faculty, to make our remote classes enticing enough that many students choose that option over face to face.

14:33:34 From Anastassiya Andrianova : 90 minutes is typically the duration of a faculty senate meeting; does this not apply to emergency meetings?

14:33:56 From uwe : the 50% only was my hope

14:34:06 From uwe : 50% online

14:34:43 From Andrew Green : I like to go out to eat too, but I am mature enough to understand that is not safe right now. Student needs and desires are one thing but this is an unprecedented situation and what everyone wants may not be possible

14:35:57 From Ken Lepper : What does the going out to eat comment relate to?

14:37:29 From Andrew Green : I understand students want to be in person and for everything to be normal, but this may not be possible in all cases. Things are not normal right now and what everyone wants may not be feasible in every situation

14:39:20 From Greta Gramig : I don't think most students understand that instructors may not be physically present in the classroom under the HyFlex model. Somehow we need to be more transparent about that

issue.

14:43:00 From Carrie Anne Platt : The email went out to staff listserv.

14:43:21 From Carrie Anne Platt : Needs to be sent to faculty listserv, too. (HyFlex training session info)

14:45:03 From Ken Lepper : Higher Ed is not burger king. Not everyone gets the course exactly the way they want it. The professor has academic freedom to prepare the course/curriculum as they see fit for best learning.

14:48:22 From uwe : how about asking our students if they would go online. I already have 20+ enrolled in my class?

14:49:04 From Carrie Anne Platt : Thanks for this meeting! Let me know if you want contact info for Org Comm / Crisis Comm scholars.

GRAND FORKS -- A majority of the \$44.4 million in CARES Act funding received by the North Dakota University System will go toward technology services as the system prepares for the upcoming fall semester.

The dollars will be split among the system's 11 campuses based on needs for telework and updating classrooms to adjust to a hybrid of online and in-person learning, said Tammy Dolan, vice chancellor for administrative affairs and chief financial officer for the system.

The money was approved during an emergency commission meeting on Thursday, June 18.

About \$8.5 million is going to personal protective equipment and cleaning supplies. The other \$35.9 million was requested for technology software, instructional design resources and classroom/faculty restructuring to improve physical distancing measures on campuses.

Dolan said schools in the state and the nation are having conversations about how to best hold classes in the fall. Many are choosing to have some form of hybrid classes where part of the class would be attending class in person and another part would be viewing the class remotely.

"It also allows us to be as flexible as we need to be," Dolan said. "So, if we, heaven forbid, have what happened this spring and shift everybody online for a week or two, or however long, we could do that, too. We're setting it up so we have the alternatives that we need to be able to continue educating students in whatever format it needs to be."

North Dakota received around \$1.2 billion in CARES Act funding this spring. Since then, the emergency commission has approved more than \$900 million in funds for dozens of agencies.

Here is the breakdown of how much each institution will be receiving:

University System \$1,508,387

Bismarck State College \$2,417,365

Lake Region State College \$483,426

Williston State College \$584,432

University of North Dakota \$13,578,957

North Dakota State University \$19,788,622

State College of Science \$3,825,311

Dickinson State University \$862,335

Mayville State University \$248,543

Minot State University \$588,379

Valley City State University \$237,930

Dakota College at Bottineau \$372,316

Dolan said UND and NDSU are receiving more money in part because they are larger institutions with not only more students but also because the universities have more classrooms that will need restructuring and upgrading to adjust for COVID-19 protocols.

NDSU EXECUTIVE SUMMARY

A. Overview.

On April 29, the North Dakota State Board of Higher Education unanimously passed a motion indicating that the eleven institutions within the North Dakota University System should be open and in-person for classes starting with the Fall, 2020 semester. This is an important step which will help achieve multiple goals: (1) allowing the students to return to the in-person education environment in order to maximize learning outcomes and the overall collegiate experience; (2) helping the local, regional and state economies through student/parent expenditures and workforce participation; and (3) helping to stabilize the financial position of each of the eleven institutions and thereby mitigate potential reductions-in-force which would add to the state's unemployment numbers.

In order to accomplish these goals, we must reduce the risk of viral spread on campus and have effective contingency plans for dealing with positive cases. From a public health perspective, this mitigates risk to the community. From an economic perspective, risk mitigation and planning will encourage students, parents and employees to return for the fall semester.

The process of opening the campuses in the midst of a pandemic will take a great deal of creativity and capital. The campuses have the creativity but need the capital. The request that we have put forward reflects our vision for NDSU in the age of COVID-19. It's a world that seamlessly and synchronously integrates in-person teaching with remote instruction in as close to a "normal" manner as possible. It's a world where students and faculty that are vulnerable, in isolation or in quarantine, can still effectively teach, learn and be an active part of the NDSU community.

The cornerstone of our plan is a new, highly-flexible educational delivery format known as [HyFlex](#) (short for hybrid flexibility). Through technology, the HyFlex model blends the in-person classroom with the virtual classroom and enables NDSU to maintain its traditional classes while synchronously incorporating students/faculty who are vulnerable, in quarantine or in isolation. This model combines the best of the traditional and virtual educational environments and allows for unified delivery of educational services regardless of location. Thinking beyond the current crisis, this technology will enable NDSU to improve its educational services for years to come. A significant portion of our request involves the acquisition/installation of the necessary technology along with training costs.

In addition, our commitment to students goes well beyond in-class education. NDSU prides itself on providing holistic, experience-rich opportunities for its students. We have thousands of students who live, eat, work and recreate on campus. We have plans to provide reduced-risk services, including telehealth/telecounseling, and virtual academic advising, career counseling and writing workshops.

Finally, our plans involve improvements to our physical space to reduce viral spread including masks, retail-shields, increased sanitation supplies, awareness campaigns, isolation/quarantine residences, etc. We also intend to utilize remote work opportunities, which help vulnerable employees, and lead to lower infection rates and less absenteeism.

It is important to note that time is of the essence regarding this request. Post-secondary institutions across the country as well as K-12 institutions will be attempting to order the same types of equipment. This could result in supply chain backlogs. In addition, we will need time to install the new equipment and train faculty in its use before the start of the semester in mid-August.

A financial summary has been included and the subsections below provide a more detailed description of the three parts of our proposal (education services, student services and physical safety/telework). If there are any questions or if you need more detail about any of these topics, we can readily provide additional information.

B. Enhancing Educational Services.

March 13 was the last day of in-person classes before NDSU converted to virtual education. Both the faculty and the students accomplished an amazing transformation in a very short time period, but it was far from ideal. Unfortunately, the risk of COVID-19 has not disappeared and there is no certainty as to its timeline. To continue our education virtually for an indefinite time period is not realistic. Instead, we intend to provide our in-person educational services in a new, highly-flexible format. The term being used across the country for this model is HyFlex education. Through technology, the HyFlex model blends the in-person classroom with the virtual classroom and enables NDSU to maintain its traditional classes while synchronously incorporating students/faculty who are vulnerable, in quarantine or in isolation.

We have continuously heard from our students that they want to return to the in-person environment as soon as possible. However, given the uncertainty of future conditions, we are asking our faculty to deliver their courses simultaneously to differently-located students. They must plan for students in the room. They must also plan for students attending remotely throughout the semester. They must plan for students who may get ill and have to isolate for a period of time. In addition, faculty need technology to teach the class remotely in the event that they themselves are vulnerable or become ill.

To make this possible, our request to OMB includes a significant amount of proposed IT infrastructure. We propose adding video conferencing capabilities to most classrooms on campus. The equipment will allow for face-to-face instruction and for students to attend remotely. To the greatest extent possible, classrooms would have the same equipment, so instructors would not have to learn more than one set of equipment. This would allow for uniform support from IT staff and a predictable experience for instructors and students, whether they are remote or in the classroom. To ensure reliable performance from all campus classrooms, we request funding to enhance network capabilities in academic and residential buildings.

In addition, in the event that the University must go fully online again, instructors must also plan a virtual-only version of their course, where all students would be attending from home. While we have already experienced this once, the quick switch mid-semester to emergency remote instruction did not create ideal remote learning experiences for students. There are successful models for online classes, but they require time to create. Because faculty are not normally under contract in the summer (meaning they are not paid or required to teach), we must provide additional compensation for them to

modify their classes for all these contingencies. Properly planned online courses would provide a much better learning experience for students, which will positively impact student retention.

Our request also includes additional support to address extra costs from reducing class sizes to facilitate social distancing. We have space limitations in our classrooms which prevents effective social distancing. As a result, we need to offer more sections of the same class. We propose hiring additional graduate assistants so that we can split classes and offer multiple sections (possibly at alternate times) and support students and instructors with online courses.

A variety of teaching software will also be needed to facilitate instruction if either students or faculty need to be outside the classroom for health-related reasons. Simulations for labs and medical records are available for courses in Anatomy and Physiology, Biology and Microbiology, and Dietetics. Specialized equipment will facilitate face-to-face and in-class instruction for programs in Engineering and Interior Design. Simulation software is also available for courses in Business and Hospitality and Tourism Management. A variety of advanced technologies will enable Disability Student Services to meet federal requirements to accommodate students with documented learning or physical disabilities.

C. Enhancing Student Services.

NDSU prides itself on providing holistic, experience-rich opportunities for its students. In this world, our commitment to our students goes well beyond the in-class education. We have thousands of students that live on campus, eat on campus, work on campus and recreate on campus. The experiences that students have outside the classroom are oftentimes as meaningful and educational as what happens inside the classroom. As mentioned above, our students have made it loud and clear that they want to want to return to in-person environment because they miss those experiences.

We are looking at and appropriately modifying our practices in order to reduce the risk of exposure while trying to ensure a rich experience. As with the educational services, our creativity is limited by our resources. If the request is granted, we can help ensure that students have a better experience in a reduced-risk environment.

For example, student demand for mental health services has remained strong during the pandemic. Our providers had to rapidly adapt to the need for telehealth services. Both the Counseling Center which serves NDSU students, and the Community Counseling Center which trains graduate level counselors and supervisors and serves NDSU, NDSCS and the community, have identified a variety of needs. Our Student Health Center has also identified needs. Collectively, equipment to practice telemedicine, replace PPE supplies, purchase/renew digital licenses for various medical/counseling services, additional counselors, additional custodial services at the student health clinic, additional phone lines to facilitate communication, and improved medical records management systems are examples of costs incurred.

In addition, NDSU has identified several needs in the area of Academic Support, Career and Advising Services, and Orientation. Expenses will include a virtual career fair platform, salary costs for additional tutors and overload pay for academic advisors, enabling the Center for Writers to conduct writing

workshops and dissertation boot-camps remotely, and overall staffing costs of outreach and support to the student body, whether remotely or on-campus.

Lastly, in addition to the CARES funding targeted directly at students, NDSU has an emergency fund that students can access for basic necessities such as food, rent, utility costs, repairs or emergency travel. That fund was exhausted very quickly during spring semester. The NDSU Foundation raised over \$30,000 in a campaign to replenish that fund, but that was also quickly depleted. Therefore, we are requesting \$50,000.00 for Additional Emergency Fund Grants for students for Summer and Fall semesters.

D. Enhancing Physical Safety and Telework.

We all fervently hope that there is definitive resolution to the COVID-19. Until that time, we need to plan for how we manage our physical environment and our employees. These plans will incorporate numerous aspects such as masks, retail-shields, increased sanitation supplies, awareness campaigns, isolation/quarantine residences, etc. NDSU has included increased security technology, including card-access limitations so that buildings can be limited to particular individuals.

An effective method of social distancing is to identify workers who can and should work remotely. This helps employees with vulnerabilities as well as employees who are caretakers of the vulnerable. It also helps the employer because it lowers the amount of potential virus in the workplace leading to lower infection rates and less absenteeism. Finally, it helps the community by helping to stop the spread of the infection.

For these reasons, NDSU has had numerous employees working remotely, and we would like to enable some of them to continue to do so. We are requesting additional equipment and supplies for faculty and staff to work remotely. Items include head-sets, high-definition video cameras, tablets (including digital drawing pads for faculty and students), laptops, additional monitors and document cameras.

We are also asking for funding to upgrade conference rooms to seamlessly incorporate in-person and virtual meetings. This will help remote workers be incorporated into meeting spaces, and long term, should help make the state more efficient by potentially reducing the need for intrastate travel.

NDSU Request	Category	Sum of Amount Requested
Enhancing Educational Services	Digitization of course materials	
	Augmented Reality for Human Anatomy and Physiology	\$ 3,000
	Case Simulations, Food and Beverage	\$ 1,000
	MBA online simulation software	\$ 1,875
	Digitization of courses	
	Lecture capture	\$ 35,000
	Digitization of labs	
	Labster Site License	\$ 30,000
	SimBio Virtual Labs/Tutorials software	\$ 10,380
	Digitization of process	
	Electronic health records	\$ 1,000
	Equipment	
	Equipment for Teaching Labs	\$ 60,000
	HyFlex Course Development and Delivery	
	Instructional Designer	\$ 12,000
	Instructional Re-design	\$ 6,394,000
	IT equipment	
	BLips Microphones	\$ 2,112
	Instructional Re-design	\$ 13,000
	Tablets and accessories	\$ 65,000
	IT Infrastructure equipment	
	Classroom technology	\$ 2,500,000
	Network infrastructure	\$ 1,500,000
	Social Distancing measure	
	Classroom technology support	\$ 30,000
Extra Class sections	\$ 3,300,000	
COVID-19 response: additional duties staff and faculty	\$ 1,500,000	
Software and Cloud Services		
Academic Computing in the Azure Cloud	\$ 65,000	
Virtual classroom and office		
Videoconferencing software	\$ 55,000	
Enhancing Educational Services Total		\$ 15,578,367
Enhancing Physical Safety and Telework	Digitization of process	
	Dining Services mobile ordering	\$ 145,000
	Eletronic Lab Notebook	\$ 31,250
	Interactive Supercomputing	\$ 75,000
	Residence Hall Room Condition forms	\$ 3,500
	Equipment	
	Digital Communication signage	\$ 400,000
	Distance/virtual spaces in the Memorial Union	\$ 215,000
	Keyless Entry with Card Access	\$ 4,431,931
	Security Cameras	\$ 1,842,898
	IT equipment	
	Conference rooms equipped for virtual meetings	\$ 750,000
	Laptops for faculty and staff	\$ 525,000
	Tablets and accessories	\$ 8,400
	IT Infrastructure equipment	
Virtual Private Network	\$ 200,000	

Enhancing Physical Safety and Telework	Prevention and Sanitation equipment		
	Disinfecting equipment	\$	117,000
	Sanitizing Stations	\$	100,000
	Touchless equipment	\$	397,000
	UV Plasma Ionization units	\$	100,000
	Prevention and Sanitation supplies		
	Dining Services take out/disposable containers	\$	375,000
	Walk up spaces plexi-glass shields	\$	200,000
	PPE/thermometers	\$	639,250
	Cleaning supplies	\$	263,500
	Student welcome to campus packets (incl facemasks, sanitizer)	\$	80,000
	Social Distancing measure		
	Isolation Dorm staffing	\$	15,000
	MAT Bus (Add'l buses)	\$	310,548
Printed Communication	\$	52,000	
Video Communication	\$	15,000	
Enhancing Physical Safety and Telework Total	\$	11,292,277	
Enhancing Student Services	Course re-design		
	Study service Re-design	\$	2,504
	Digitization of process		
	Dissertation process	\$	2,658
	Virtual Career Fair Platform	\$	25,000
	Emergency Grants for Students		
	Student Emergency Grants	\$	50,000
	IT equipment		
	SWIVL cameras	\$	7,200
	Webcams monitor and Mic	\$	800
	Telepresence devices and controls	\$	16,325
	Tele-health services laptops	\$	25,740
	IT Infrastructure equipment		
	Residence Hall Wireless modernization	\$	1,300,000
	Social Distancing measure		
	Captioning Service	\$	14,250
	Disability Services add'l staffing	\$	6,000
	Remote Student Advising	\$	12,000
	Student Success Programs	\$	4,000
	Add'l staff time/duties to support social distancing		
Staff overloads	\$	1,200,000	
Student Mental Health			
Beck Depression Inventory	\$	5,396	
Mental Health tracking application	\$	14,000	
Beck Anxiety Inventory	\$	5,396	
Add'l Counseling Services	\$	14,400	
Enhancing Student Services Total	\$	2,705,669	
Grand Total	\$	29,576,313	

NDSU Request	Category	Sum of Amount Requested	OMB Recommendation for CARES Funding
Enhancing Educational Services	Digitization of course materials		
	Augmented Reality for Human Anatomy and Physiology	\$ 3,000	\$ 3,000
	Case Simulations, Food and Beverage	\$ 1,000	\$ 1,000
	MBA online simulation software	\$ 1,875	\$ 1,875
	Digitization of courses		
	Lecture capture	\$ 35,000	\$ 35,000
	Digitization of labs		
	Labster Site License	\$ 30,000	\$ 30,000
	SimBio Virtual Labs/Tutorials software	\$ 10,380	\$ 10,380
	Digitization of process		
	Electronic health records	\$ 1,000	\$ 1,000
	Equipment		
	Equipment for Teaching Labs	\$ 60,000	\$ 60,000
	HyFlex Course Development and Delivery		
	Instructional Designer	\$ 12,000	\$ 12,000
	Instructional Re-design	\$ 6,394,000	\$ 6,394,000
	IT equipment		
	BLips Microphones	\$ 2,112	\$ 2,112
	Instructional Re-design	\$ 13,000	\$ 13,000
	Tablets and accessories	\$ 65,000	\$ 65,000
	IT Infrastructure equipment		
	Classroom technology	\$ 2,500,000	\$ 2,500,000
	Network infrastructure	\$ 1,500,000	\$ 1,500,000
	Social Distancing measure		
	Classroom technology support	\$ 30,000	\$ -
	Extra Class sections	\$ 3,300,000	\$ -
	COVID-19 response: additional duties staff and faculty	\$ 1,500,000	\$ -
Software and Cloud Services			
Academic Computing in the Azure Cloud	\$ 65,000	\$ 65,000	
Virtual classroom and office			
Videoconferencing software	\$ 55,000	\$ 55,000	
Enhancing Educational Services Total		\$ 15,578,367	\$ 10,748,367
Enhancing Physical Safety and Telework	Digitization of process		
	Dining Services mobile ordering	\$ 145,000	\$ 145,000
	Eletronic Lab Notebook	\$ 31,250	\$ 31,250
	Interactive Supercomputing	\$ 75,000	\$ 75,000
	Residence Hall Room Condition forms	\$ 3,500	\$ 3,500
	Equipment		
	Digital Communication signage	\$ 400,000	\$ 400,000
	Distance/virtual spaces in the Memorial Union	\$ 215,000	\$ 215,000
	Keyless Entry with Card Access	\$ 4,431,931	\$ -
	Security Cameras	\$ 1,842,898	\$ -
	IT equipment		
	Conference rooms equipped for virtual meetings	\$ 750,000	\$ 750,000
	Laptops for faculty and staff	\$ 525,000	\$ 525,000
	Tablets and accessories	\$ 8,400	\$ 8,400
IT Infrastructure equipment			
Virtual Private Network	\$ 200,000	\$ 200,000	

Enhancing Physical Safety and Telework	Prevention and Sanitation equipment			
	Disinfecting equipment	\$	117,000	\$ 117,000
	Sanitizing Stations	\$	100,000	\$ 100,000
	Touchless equipment	\$	397,000	\$ 397,000
	UV Plasma Ionization units	\$	100,000	\$ 100,000
	Prevention and Sanitation supplies			
	Dining Services take out/disposable containers	\$	375,000	\$ 375,000
	Walk up spaces plexi-glass shields	\$	200,000	\$ 200,000
	PPE/thermometers	\$	639,250	\$ 639,250
	Cleaning supplies	\$	263,500	\$ 263,500
	Student welcome to campus packets (incl facemasks, sanitizer)	\$	80,000	\$ 80,000
	Social Distancing measure			
	Isolation Dorm staffing	\$	15,000	\$ 15,000
	MAT Bus (Add'l buses)	\$	310,548	\$ 310,548
Printed Communication	\$	52,000	\$ 52,000	
Video Communication	\$	15,000	\$ 15,000	
Enhancing Physical Safety and Telework Total		\$ 11,292,277	\$ 5,017,448	
Enhancing Student Services	Course re-design			
	Study service Re-design	\$	2,504	\$ -
	Digitization of process			
	Dissertation process	\$	2,658	\$ -
	Virtual Career Fair Platform	\$	25,000	\$ -
	Emergency Grants for Students			
	Student Emergency Grants	\$	50,000	\$ -
	IT equipment			
	SWIVL cameras	\$	7,200	\$ -
	Webcams monitor and Mic	\$	800	\$ -
	Telepresence devices and controls	\$	16,325	\$ -
	Tele-health services laptops	\$	25,740	\$ -
	IT Infrastructure equipment			
	Residence Hall Wireless modernization	\$	1,300,000	\$ 1,300,000
	Social Distancing measure			
	Captioning Service	\$	14,250	\$ -
	Disability Services add'l staffing	\$	6,000	\$ -
	Remote Student Advising	\$	12,000	\$ -
	Student Success Programs	\$	4,000	\$ -
	Add'l staff time/duties to support social distancing			
Staff overloads	\$	1,200,000	\$ 1,200,000	
Student Mental Health				
Beck Depression Inventory	\$	5,396	\$ -	
Mental Health tracking application	\$	14,000	\$ -	
Beck Anxiety Inventory	\$	5,396	\$ -	
Add'l Counseling Services	\$	14,400	\$ -	
Enhancing Student Services Total		\$ 2,705,669	\$ 2,500,000	
Grand Total		\$ 29,576,313	\$ 18,265,815	

Add'l funding items (through 5.31.2020 actual expenditure list)		
Installation of equipment to facilitate hybrid synchronous instruction	\$	1,000,000
Per Marc Wallman 5.1.2020 email		
Software and equipment to facilitate remote work for VPN	\$	150,000
Per Marc Wallman 5.1.2020 email		
Add'l pay for IT Help desk, virus related research	\$	47,272
ND Forest Service OT	\$	48,244
PPE	\$	90,534
Add'l cleaning supplies	\$	57,979
Technology	\$	66,808
Misc Protective supplies/equipment	\$	42,009
Telework equipment	\$	19,961
Total 5.31.20 actual list	\$	1,522,807

Total OMB Recommendation for CARES funding \$ 19,788,622

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****This is a *working document* based on the recommendations made by the Task Force for Fall Instructional Planning. Implementation (in green) or progress (in blue) is being made on most of the recommendations. Some suggestions or portions of suggestions may not be feasible (in red). Some responsibilities are assigned to others on campus (in orange). Helpful resources are also provided (in teal).**

Recommendations of the Fall Instruction Planning Task Force

The Task Force for Fall Instruction Planning comprising of faculty, staff, and academic leaders was charged with making recommendations. The group met between May 13 and June 15, 2020 to develop recommendations based on national, state, and local public safety and health guidance applicable to higher education, in particular classroom instruction. Recommendations are organized as follows: 1) **Guiding Principles** for Fall Instruction; 2) Process for Determining **Classroom Capacity Analysis**, Technology and Staffing; 3) **Timeline** for Course and Classroom Assignments; Instruction related suggestions for 4) **Department Chairs/Heads/Program Directors**, 5) **Course Instructors**, and 6) **Academic Affairs/Office of the Provost**; 7) Health and Safety **Precautions** for Academic Departments; and 8) **Current Health and Safety Guidance**.

Implementation of the recommendations below will involve considerable work by staff at all levels of NDSU. Faculty, instructional staff, and graduate assistants with teaching responsibilities will need support to prepare their fall courses. Further, specific student groups, including, but not limited to, first year undergraduate students, international students, first-generation students, students from underrepresented groups, students with disabilities, immune-compromised students, will have particular needs that should be considered and addressed during the implementation phase.

1) Academic Units Guiding Principles for Fall Instruction.

- Protect the health and safety of our university community and the communities we serve.
- Pursue our land-grant mission through teaching, research, extension, and outreach.
- Make a high-quality academic experience available to our students while also mitigating the risk of COVID-19 transmission based on national, state, and local public health directives.
- Balance providing student's desire for a traditional college experience with the need to protect everyone's health and the academic freedom of our faculty, graduate teaching assistants, and instructional staff in teaching their courses.
- Empower departments to make the best decisions for their students' and programs' success. As experts in their fields of study and professional practice, faculty are best positioned to discern how to adjust course design, implementation, and delivery, to provide the best education to their students. **(exceptions apply—e.g. may not close a unit for the semester; may not make all courses asynchronous on-line unless instructed to do so by public health, state or university officials).**
- Be prepared to respond to new directives and guidance as they become available. Final determinations for where and how courses will be offered on campus should depend on guidance from national, state, and local public health officials regarding classroom capacity and availability of alternative spaces.
- Protect all population subgroups, including those who are with high-risk profiles and vulnerable students (including underinsured and non-traditional).

2) Process for Determining Classroom Capacity Analysis, Technology, and Staffing.

- Current guidance from the CDC and ND Department Health will require adjustments to classroom capacity due to **physical distancing requirements, allowable occupancy, indoor air quality/ventilation-system, and class duration**. Alternative spaces on campus such as the Ballroom in the Union, BBFH Gym, and SHAC may be available for large enrollment courses. Class scheduling may be extended with scheduling more evening classes, and increasing number of classes scheduled before 10 a.m. and after 2 p.m.

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- Until classroom capacity analysis and available alternative spaces are determined, Registration and Records should place **all classroom reassignment requests on hold**.
- **Classroom capacity** according to health and safety requirements appropriate for in-person instruction (50 minutes for MWF classes; 75 minutes for TR classes; and two hours for lab courses) should be determined and **shared with Departments** (Registrar is working with department heads/chairs on scheduling.).
- Available technology and staff support should be determined and shared with academic units.
- Classroom requests should be submitted by Departments to the Registration and Records (according to the procedures established by Registration and Records for Department Heads/Chairs).
- Registration and Records should finalize fall classroom reassignments and inform Departments.

3) Timeline for Course and Classroom Assignments.

June 26	Departments determine faculty, instructional staff, and graduate assistants who may need to teach via videoconferencing technologies and/or work remotely in the fall.
Working on these....	
July 3	Classroom capacity and alternative spaces according to health and safety requirements appropriate for in-person instruction shared with Departments.
July 3	Available technology and staff support determined and shared with Departments.
July 17	Departments submit needed classroom requests to Registration and Records.
July 24	Registration and Records finalize fall classroom assignments and inform Departments.

Recommendations for Instruction:

4) Recommendations for Department Chairs/Heads/ Program Directors.

- **Develop a plan for all department fall courses which accounts for at-risk faculty, instructional staff, and graduate students who will need to teach remotely and prioritizes offering face-to-face courses when possible.** Some considerations as you plan:
 - Instructors may be at-risk because of health conditions (*CDC high-risk populations <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>*) or care-giving responsibilities. Instructors should not be asked to submit medical documentation to Department Chairs/Heads.
 - NDSU has technology to support traditional face-to-face classes by allowing instructors to deliver instruction into a classroom via video. Departments may provide a classroom facilitator to support instructors (e.g., a teaching assistant, a student enrolled in the class).
 - Explore possibilities for face-to-face instruction to the classroom via video; extra sections; team, hybrid, HyFlex, or remote teaching, given courses and pedagogies with the knowledge that a face-to-face component should be offered when possible.
 - Plans should demonstrate a sufficient number of required courses available remotely so that no student’s academic progress suffers from an inability to attend in person. It is especially critical that large introductory courses, or courses that must be taken in sequential order, are available to students to the same extent as they would be in a normal semester. Accommodations will have to be made in all classes for students who, for various reasons, cannot attend a face-to-face class. (Classes that are normally taught asynchronously on-line will continue to be scheduled that way. Please try hy-flex delivery to serve remote student synchronously).
 - Work with your Dean on challenges with fall instruction planning that cannot be addressed internally.
 - See below for Course Design Options.

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- Develop a plan so that **classes continue in case one of your instructors: a) is sick; b) must self-quarantine; c) must take time away unexpectedly** to deal with a COVID-related emergency at any time during the semester. Communicate the plan to your faculty and staff.
- **Ensure that instructors are planning for how they will offer their courses remotely in the event: a) students cannot attend class** (sick, must self-quarantine, etc.); and/or **b) it becomes necessary** (surge of the virus, potential outbreaks necessitating isolation and quarantine practices) for the course to move to remote instruction.
- **Submit any requests related to classrooms to Registration and Records.**
- Follow Health and Safety Precautions for Academic Departments listed below in this document.

5) Recommendations for Course Instructors as they prepare for the fall semester.

- Prepare to **deliver classroom instruction synchronously or asynchronously** (i.e., live or pre-recorded) **via videoconferencing** technologies supported by IT in the event that: 1) students are sick, in quarantine or in isolation for all or part of the semester; or 2) multiple spaces are needed to fit all students in a class.
- In all cases involving online instruction, including in a blended or hybrid environment, ensure that **pedagogical practices establish instructor presence and build community** among all class members, and engage students in a manner that is also equitable and inclusive. Students taking classes online may develop a sense of isolation or feel marginalized in a blended/hybrid classroom.
- **Determine instructional continuity plan to use if it becomes at any time necessary (surge of the virus, potential outbreaks necessitating isolation and quarantine practices) for the campus to move to remote instruction.**
- If attendance or class participation is part of the grading of student achievement, **adjust grading** for students who are remote or quarantined or are in any other way prevented from participating in class interaction (e.g., poor internet quality).
- **Include in syllabus**
 - **Continuity plan notifying students the platform through which communication and learning activities will occur in the event face-to-face instruction cannot continue and/or students cannot attend due to illness.**
 - Behavioral expectations for health, safety, face coverings, physical distancing, and seating (such as “This class requires a cloth face covering or plastic face shield to be properly worn during the in person class meetings”).
 - Link to university policy and procedure for students experiencing COVID-19 symptoms and/or test positive for COVID-19.
- Contact Dean of Students Office for **challenges with student behavior** that cannot be addressed internally.
- Contact Disability Services for **accessibility considerations** such as clear face shields for hard of hearing, lecture captioning, alternatives for students who may have difficulty with wearing a face cover (due to asthma, trauma, etc.).
- Follow Health and Safety Precautions for Academic Departments listed below in this document.

6) Recommendations Academic Affairs/Office of the Provost.

Academic Affairs/Office of the Provost, in consultation with academic units and other units on campus, should implement a broad range of risk mitigation strategies that include behavioral expectations and practices, engineering controls, and protective equipment and supplies:

- **Determine and update academic units on the CDC, state, and local health and safety guidelines that must be incorporated into each classroom setting and other shared academic spaces.** Follow national, state, and local public health guidance on population testing and contact tracing to the extent possible. Encourage/require instructors to keep a seating chart and take attendance for contact tracing, especially for time consuming large classes.
- Determine and communicate **procedure for** students, faculty and staff regarding **informing** the University about positive COVID-19 test results.

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- Develop a **procedure for acting on positive COVID-19 test results** in a manner consistent with current health and safety guidelines (e.g., informing the entire class that as a result of a positive COVID-19 case, the class has to move online for a period time). Do not allow this procedure to rely on individual instructors or department chairs/heads.
- Issue a blanket **requirement for** students, faculty and staff to wear cloth **face coverings** or clear plastic shield when within 6-12 feet of other people in classroom and shared academic spaces. *In the absence (and impracticality) of formally enforcing this rule by third-parties, the onus falls on our faculty and students as responsible individuals with consideration for the safety of one's own and others to maintain this distance to the largest extent possible.* Provide masks to all students, faculty and staff.
- Issue a blanket **requirement for** students, faculty, and staff who are **ill to stay home**. Encourage faculty, staff, and students to get the annual influenza vaccine (to minimize excess illness with symptoms similar to COVID-19).
- If funding is available
 - Ensure that departments have enough **teaching and tech support to assist instructors in large lecture classes**. Assign staff in each classroom for technology support, to ensure proper cleaning, to facilitate social distancing needs rather than adding that responsibility to the instructor.
 - Provide **summer funding support** to instructors who attend training and/or convert their courses to hybrid, online, and/or HyFlex.
 - Consider impact of fall semester preparation on non-12 month faculty.
- **If allowed by NDUS, conclude face-to-face instruction on November 24** with courses moving to remote instruction at that time. Students should be discouraged to return to campus after the Thanksgiving break. This decision should be made as soon as possible, preferably before classes start so that department and instructors have the option to front-load their courses to complete lab exercises and hands on activities earlier than normal.
- Ensure **remote students have appropriate technology** (laptops, Wi-Fi and signal boosters).
- **Modify** classroom and common area **layouts to facilitate physical distancing** (i.e., remove desks/chairs and arrange remaining 6 feet apart, mark chairs in which students can or cannot sit in auditoriums, remove appropriate number of couches, chairs, and tables in shared spaces). Ensure traffic patterns rerouted throughout academic spaces to maintain physical distancing.
- Assess ventilation systems in buildings to identify which buildings meet requirements for safe instruction. Improve air circulation/ventilation in buildings where possible.
- Increase sanitization of classrooms and shared spaces (like conferences rooms) to at least once daily.
- Provide adequate quality and quantity hand sanitizer in classroom, building, and office suite entrances. Provide adequate quality and quantity cleaning and disinfectant to all units requiring it to support instruction (e.g., those with labs, those using equipment, those using studios).
- Develop internal processes to use **for students to communicate concerns** about COVID-related trauma that might create difficulties with an assignment (e.g., a student who recently lost a parent due to COVID-19 does not feel comfortable writing the assigned thought piece about grief in the time of COVID-19).

Course Design Options:

- Traditional face-to-face. The expectation is that the majority of our courses will be taught face-to-face.
- Hybrid-Flexible
https://edtechbooks.org/hyflex?utm_source=member&utm_medium=email&utm_campaign=evaluation
- Other hybrid models such as “flipped” classroom <https://www.washington.edu/teaching/topics/engaging-students-in-learning/flipping-the-classroom/> where the scheduled periods are used to serve as recitation sections for a portion of the enrolled students.
- Fully online course delivery when it becomes necessary (surge of the virus, potential outbreaks necessitating isolation and quarantine practices) for the campus to move to remote instruction.

7) Health and Safety Precautions for Academic Departments based on Current Guidance.

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Work Practices and Occupancy Restrictions: All faculty, staff, graduate assistants should continue to work remotely to the extent possible. Those at high risk for severe illness and those that are ill should arrange to remain out of class and away from campus. Other preventive work practices include:

- Individuals who test positive for COVID-19 must remain in isolation and away from campus.
- Individuals awaiting test results must remain in isolation.
- Individuals who have close contact with confirmed cases must remain in quarantine.
- Individuals who feel unwell should not come to campus.
- Maintain six feet separation from other faculty, staff, students, or visitors whenever possible when passing or for short interactions.
- Maintain more than six feet separation between desks, workstations, computer terminals, individual study areas, and other equipment whenever possible to promote physical distancing and minimize exposure.
- **Faculty, staff, and graduate assistants should not share offices, whenever possible.** (Private offices may not be available for everyone so consider options such as encouraging people to work remotely, staggering days that people use the shared office spaces, making disinfectant and disposable wipes available in shared spaces and encourage cleaning and disinfecting, encourage frequent hand washing or use of sanitizer).
- To reduce the overall population density in shared space at any one time, consider alternating on campus and remote work days, shifting work schedules, and part-time remote work.
- Meetings should continue virtually whenever possible to prevent contact and free up meeting spaces for possible use as offices for instructors, staff, and graduate assistants who are displaced from shared offices or for use as classrooms.
- Wash hands for 20 seconds using soap and water frequently throughout the day, and after contacting surfaces that may have been touched by other persons. Hand sanitizer may be used when a handwashing sink is not available.
- Avoid shaking hands.

Cloth Face Coverings: All students, faculty, and staff should wear face coverings in accordance with CDC guidelines whenever they are in common areas (e.g., hallways, classrooms, research labs, meeting rooms, work areas).

Signs and Messages: Post signs in high visibility areas within each departmental space (including common areas, shared office spaces, classrooms, computer labs, etc.) to communicate:

- Reminders of physical distancing, the use of face coverings, and good personal hygiene practices;
- Specific room or space occupancy limits, if applicable; and,
- Additional precautions that must be observed for unique spaces; and
- Floor markings or barrier tape may be used where necessary to promote physical distancing.

Training: All students, faculty, and staff should complete a COVID-19 training before engaging in teaching and research activities on campus. For information on training offered for employees through HR see https://www.ndsu.edu/hr/covid_19_information/ (HR has posted on-line training).

8) Current Health and Safety Guidance:

Guidance from the Centers for Disease Control and Prevention (CDC) is that **limiting close contact between individuals is the primary tool for slowing virus transmission.** At least six feet physical distancing is recommended to reduce the risk in

- Classrooms and labs
- Research, scholarship, and creative spaces
- Other departmental shared spaces

Further, CDC's most recent guidance for IHE emphasizes that **"the more an individual interacts with others, and the longer that interaction, the higher the risk of COVID-19 spread."** According to CDC:

- **Lowest Risk:** Instructors and students engage in virtual-only learning options, activities, and events.

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- More Risk: Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).
- Highest Risk: Full-sized in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is **mostly spread by respiratory droplets released when people talk**, cough, or sneeze. Face-to-face instruction is inherently high risk because speaking increases the release of respiratory droplets about 10 fold. Successful Infection = Exposure to Virus x Time (<https://www.erinbromage.com/post/the-risks-know-them-avoid-them>). The exposure to virus x time formula is the basis of contact tracing. Anyone who spends greater than 10 minutes with others in a face-to-face situation is potentially infected. Anyone who shares a space with others (an office, classroom) for an extended period is potentially infected.

According to **ND Large Gathering Protocols**, face-to-face instruction is possible when the risk level is deemed to be Yellow/Moderate, Green/Low, or Blue/New Normal. However, gatherings of any size where distancing (at least six feet) cannot be maintained have to be cancelled or conducted remotely. Further, when the risk level is:

- Yellow/Moderate Risk — Gatherings following strict guidelines for physical distancing and staff monitoring in facilities can be up to 50% certificate of occupancy for that room but no more than 250 persons.
- Green/Low Risk —Gatherings following guidance for physical distancing and staff monitoring in facilities can be up to 75% certificate of occupancy for that room but no more than 500 persons.

OSHA measures for protection from exposure to and infection with COVID-19 emphasize **prompt identification and isolation** of potentially infectious individuals as a first critical step for protecting the campus community. Individuals suspected of having COVID-19 should be isolated. Those in close contact with a sick person should be protected. Guidance from OSHA include:

- Encourage self-monitoring for signs and symptoms of COVID-19 if possible exposure is suspected. Actively encourage those who are sick to stay home.
- Develop policies and procedures for reporting when sick or experiencing symptoms of COVID-19.
- Do not require a healthcare provider's note for employees who are sick with acute respiratory illness to validate their illness or to return to work, as healthcare provider offices and medical facilities may be extremely busy and not able to provide such documentation in a timely way.
- Recognize that workers with ill family members may need to stay home to care for them.

RESOURCES

AAUP PRINCIPLES AND STANDARDS FOR THE COVID-19 CRISIS

<https://www.aaup.org/aaup-principles-and-standards-covid-19-crisis>.

CDC

<https://www.cdc.gov/coronavirus/2019-ncov/community/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>

ND SMART RESTART PROTOCOLS

<https://ndresponse.gov/covid-19-resources/covid-19-business-and-employer-resources/nd-smart-restart/nd-smart-restart-protocols>

<https://ndresponse.gov/sites/www/files/documents/covid-19/ND%20Smart%20Restart/Additional%20Resources/NDSmartRestartPlan-200515.pdf>

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<https://ndresponse.gov/covid-19-resources/covid-19-business-and-employer-resources/nd-smart-restart/nd-smart-restart-protocols/large-gatherings>

OSHA GUIDANCE on PREPARING WORKPLACES for COVID-19

<https://www.osha.gov/Publications/OSHA3990.pdf>

COVID-19 and US HIGHER EDUCATION ENROLLMENT: PREPARING LEADERS FOR FALL.

<https://www.mckinsey.com/industries/social-sector/our-insights/covid-19-and-us-higher-education-enrollment-preparing-leaders-for-fall?cid=other-eml-alt-mip-mck&hlkid=5ff59a2562f24a089cd7737478228737&hctky=2895069&hdpid=d5f0420e-cce8-4686-9662-Odda653a3ca1>

OPENING UP AMERICA AGAIN

<https://www.whitehouse.gov/wp-content/uploads/2020/04/Guidelines-for-Opening-Up-America-Again.pdf>

NDSU POLICIES:

- **NDSU Policy 325: Academic Freedom:** <https://www.ndsu.edu/fileadmin/policy/325.pdf> Instruction: Faculty are entitled to freedom in teaching their assigned courses. That freedom includes, but is not limited to, design of pedagogical approach, selection and delivery of course content and reference materials beyond what is considered baseline in their degree program(s). Freedom further extends to conducting of class meetings and demonstrations, creating assignments and examinations to assess student performance, and assigning grades.
- **NDSU Policy 353: Grievances – Faculty.** Communicate with the chair whose decision is the subject of the grievance in a good-faith attempt to resolve the matter. In the event that such communication fails to achieve a satisfactory result, then discuss the matter with the dean. In the event that communication with the supervisor and their supervisor fails to achieve a satisfactory result, then the grievant may appeal to a Special Review Committee by filing a written grievance with the presiding officer of the Faculty Senate no later than 120 calendar days from the date when the grievant is notified of the grievable issue.
- **NDSU Policy 151: Code of Conduct.** All NDSU personnel are subject to the rules and policies of the North Dakota State Board of Higher Education, NDSU, and their respective department or unit. NDSU expects all University personnel to be aware of, and comply with, NDSU's policies and procedures that apply to them, and requires those reporting to them to do the same.
- **NDSU Policy 320. Faculty Obligations and Time Requirements.** An academic appointee who has a health condition that makes them unable to perform their regular duties but does not necessitate a reduction in workload is eligible to request modified duties for up to the equivalent of a semester (e.g., release from or reassignment of teaching courses, committee assignments, advising, or alteration of research duties).

Task Force Members:

- Canan Bilen-Green, Office of the Provost/Faculty and Equity
- Jason Blosser, Information Technology
- David Buchanan, College of Agriculture, Food Systems, and Natural Resources
- Mark Coppin, Disability Services
- Kendra Greenlee, College of Science and Math
- Carla Gross, College of Health Professions
- RaNelle Ingalls, Registration and Records
- Jessica Jensen, College of Arts, Humanities and Social Sciences
- Joseph Jones, College of Business
- Alan Kallmeyer, College of Engineering
- Florin Salajan, College of Human Sciences and Education
- Jackie Schluchter, Registration and Records
- Marc Wallman, Information Technology