Fall 2021 Scheduling Guidance for UCR Chairs and Directors

Department chairs and program directors have a critical role in helping us achieve a successful return to in-person instruction in fall 2021. This memo includes important information that should answer many of your questions about fall 2021 course scheduling policy. If you have additional questions related to the scheduling process, deadlines, etc., please work through your scheduling staff as you normally would. The Registrar will remain in close contact with your staff and will provide additional details as needed through that channel. If you have other questions about the instructional plan for fall quarter, please contact Associate Provost Ken Baerenklau (associateprovost@ucr.edu).

Definitions

- **Primary activity**: a "primary activity" is a credit-bearing section of a course. All courses have at least one primary activity.
- **Secondary activity**: a "secondary activity" is a non-credit-bearing section of a course. A course may have one, many, or no secondary activities.
- **In-person**: a course is "in-person" if it has face-to-face meetings. Under normal campus operations, most courses are in-person.
- **Online**: a course is "online" if it has no face-to-face meetings and has been Senate-approved for this delivery mode. ILTI courses are an example of online courses.
- **Remote-only**: a course is "remote-only" if it has no face-to-face meetings and only temporary (non-Senate) approval for this delivery mode under modified campus operations. During the COVID-19 pandemic, most courses have been remote-only.
- **Remote option**: an in-person course has a "remote option" if students can effectively satisfy the course requirements without attending any face-to-face meetings.
- **Dual mode:** one type of remote option is "dual mode" instruction, which involves a single instructor teaching two distinct cohorts of students – one in-person and the other remote-only.
- **Covered courses**: courses (both undergraduate and graduate) to which this policy applies are "covered courses" and belong to the following course types: lecture, discussion, colloquium, seminar, screening, workshop, demonstration, additional lecture, laboratory, studio, and fieldwork. All other course types are not covered by this policy.
- **Remote target:** the upper limit on the percentage of primary activity sections in covered courses that a department chair or program director may submit for fall scheduling in a remote-only format. For example, if a department's remote target is 25%, and if the department plans to offer 10 primary activity sections in covered courses in fall (inclusive of both general assignment and department space), the department may submit no more than 2 of these to be scheduled for remote-only instruction.

Background

If public health guidelines allow, the campus would like to offer around 75% of our primary activities in-person in the fall. This goal applies to the following course types ("covered courses"): lecture, discussion, colloquium, seminar, screening, workshop, demonstration, additional lecture, laboratory, studio, and fieldwork. This goal does not apply to any other course types (including research units) or any secondary activities.

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Our modeling suggests that we can reach 75% if physical distancing guidelines are relaxed allowing for classes to be scheduled with normal enrollments in larger-than-normal rooms with the following seating density limits:

- Up to 50% density in primary activity sections with more than 80 students
- Up to 67% density in primary activity sections with 35-80 students
- Up to 100% (i.e. normal) density in primary activity sections with less than 35 students

To be clear, these are planning assumptions. These densities are not currently allowed under CDPH higher education guidance. We are optimistic that the guidance will be revised to allow these densities in fall. If so, then our modeling suggests we can offer 75% of primary activities in covered courses in-person. If revised guidance prohibits these densities, we will scale back our in-person goal. It is much easier to do this late in the scheduling process than it is to switch from remote-only to in-person, which is the main reason we are starting with an optimistic but reasonable in-person target.

To achieve the overall goal of 75% in-person, each chair/director is being assigned a target percentage of primary activity sections in covered courses to be offered remote-only. These "remote targets" range between 17% and 34%, and average 22%. Differences across programs account for both Senate-approved online courses as well as large courses that must necessarily be offered remote-only under our planning assumptions (e.g. those for which we do not have a large enough space to schedule in-person instruction with normal enrollment under our density assumptions). These necessarily remote courses reduce the flexibility a program has to choose which courses will be taught remote-only, so we have credited a portion back to each program to compensate for this. For transparency, the remote targets for all departments and programs are attached as an appendix and in a spreadsheet.

The role of the chair or director

Each chair/director is being asked to submit their fall scheduling request with close to, but no more than, their remote target of primary activity sections in covered courses assigned to remote-only delivery. If some of your covered courses have already been designated for remote-only delivery as described above (e.g. because they are too large to accommodate at reduced density), the Registrar will provide you with a list. Your remote target is <u>inclusive</u> of these primary activity sections – i.e. these sections count towards your remote target. Senate-approved online courses do not count towards your target. The Registrar will review requests for remote-only vs. in-person instruction the same as they do requests for prime vs. non-prime hours. If a program submits a scheduling request that exceeds its remote target, the Registrar will ask for the request to be modified. If the program is unable to revise its request below its target before the Registrar's scheduling deadline, the department's entire request will be scheduled later and with lower priority. As is the case for prime hour compliance, compliance with remote targets will not be enforced on the "back end" of scheduling – i.e. you do not need to worry about falling out of compliance because some of your in-person requests were moved to remote-only instruction by the Registrar during the scheduling process due to space constraints.

Things to keep in mind

We realize this is a challenging request and yet we believe it is the best way to achieve the greatest good for the greatest number because chairs and directors know their instructors, students, and curricula

better than anyone else. A top down approach would produce far worse results. We have tried to provide some guidance below, in the form of FAQs, and we hope you find this helpful.

1. ***What are chairs/directors being asked to do?*** Identify all of the primary activity sections you plan to offer in the covered course types for fall quarter, including those normally offered in general assignment space and those normally offered in department space. Decide which you will offer in-person, online (if any), and remote-only. Ensure the percentage offered remote-only does not exceed your remote target. Among the in-person classes, decide which, if any, will offer a remote option. Send your complete scheduling request through the normal channels to the Registrar, adhering to the deadlines that they will communicate to your scheduling staff.

2. ***Where is a good place to start?*** Please start by engaging with your instructors, and considering both instructor and student points of view when determining delivery modes. Preferences vary within both groups, and some individuals may have unique and compelling circumstances. Please consider students at different class levels as well as those living near and far from campus, and aim for a menu of courses that allows each type of student to make progress toward their degrees. To help you understand this landscape a little better, we have attached an Excel-based dashboard with the results of our campus-wide faculty and student surveys. You can view the results at the campus, college/school, and in some cases (when at least two responses were provided) program level. Some subsamples are very small but this is the best data we have. Also note that respondents answered the survey questions under the assumption that Riverside would be in the Yellow tier (as currently defined) in fall. Recent trends suggest conditions could be even better. Whether or not you survey your students again is up to you.

3. ***How might disagreements be resolved?*** If you prefer a course to be taught in-person but an instructor (faculty member, staff member, or graduate teaching assistant) is reluctant to do so, first attempt to find an informal resolution. Reinforce that campus operations will comply with all applicable public health requirements and that these requirements are intended to provide a reasonably safe environment for most people. Determine if any adjustments could be made to address their concerns, including but not limited to changes to the usual pedagogical approach or swapping courses with another instructor who is willing to teach in-person (especially for TAs). If informal resolution fails, you may choose to place the instructor's course on your scheduling request for remote-only instruction so long as you do not exceed your remote target, or you may inform the instructor that their course will be scheduled for in-person instruction but they can request a disability-related accommodation through [Disability Management](mailto:disabilitymanagement@ucr.edu) (disabilitymanagement@ucr.edu). Instructors should make such requests as soon as possible.

4. ***How is emergency remote teaching being "modified" as stated in the Provost's campus announcement?*** The scheduling process will attempt to schedule at least 75% of covered courses in-person, based on your requests. Each course will be designated as in-person (possibly with a remote option), online, or remote-only before the fall schedule of classes is published in early May. Some programs may end up with more than their targeted percentage of remote-only courses (which is fine). <u>Only courses that are scheduled as remote-only, or for which the instructor receives a disability-related accommodation, are authorized under emergency remote teaching in fall 2021. Remote options associated with in-person courses also are authorized.</u> All other courses that are scheduled in-person or online must be delivered in their Senate-approved formats. Emergency remote teaching for fall thus has been modified to be narrower than it is currently, when all courses are authorized to be delivered remote-only.

5. ***Are remote options required for in-person instruction in fall quarter?*** Remote options are not required for in-person instruction in fall, but they are strongly encouraged as a means to extend access to more students when circumstances warrant (n.b. 20% of respondents to the student survey told us they prefer to live too far from campus to attend in-person classes in fall). This is especially true for courses with multiple primary sections. Instructors can be assigned to these sections based on their preferences for in-person vs remote-only, and students also can enroll based on their preferences. <u>If you want to add a remote-only section when one does not already exist, and if you lack the resources to fund the additional instructor,</u> <u>please complete this form</u>. <u>We have limited funds to help and will consider priority requests received by April 2, as well as rolling requests received through September 23.</u> Dual mode instruction is another way to provide a remote option, but we know this is labor-intensive for the instructor. We also have very few rooms with appropriate technology to adequately support this type of teaching, but we are working to provide additional rooms. If you want to implement dual mode instruction for a course, ensure your scheduling staff knows this and ask them to request an appropriate room. We will accommodate as many of these requests as possible.

6. ***How does this policy impact secondary activities including labs and studios?*** Secondary activities are subject to the seating density limits shown above but are not subject to the remote target. Secondary activities requesting general assignment space will be scheduled after all primary activities are scheduled, per normal scheduling policy. Secondary activities that use department space also should be scheduled as normal but not to exceed the applicable density limit. More scheduling nuances will be provided to your scheduling staff by the Registrar's Office. Regarding labs and studios listed as secondary activities: typically, these activities meet in smaller specialized spaces for which there should not be excess demand because they can be scheduled at normal density. So, if you have a large primary lecture with small secondary lab or studio sections, the lecture may be moved into a larger space or taught remote-only while the labs/studios are scheduled in their usual spaces. Again, secondary sections are not subject to the remote target, so the chosen delivery modes do not have implications for other courses.

7. ***What can I tell students who say they are unable or unwilling to come to campus for an in-person class in fall?*** There may be situations where a course must be offered in-person without a remote option, but students who need the course are living far from campus or are reluctant to attend in-person classes. Please do what you can to encourage your students to live close to campus, for all of the benefits that a residential education provides. Although we would like to avoid this situation as much as possible, some students may have to enroll in fewer units than normal in fall. To get full financial aid, students must register for at least 12 units per quarter.

8. ***What should an instructor do if a student must be absent from an in-person class due to a positive COVID-19 test?*** It is possible that some in-person students will need to isolate for 1-2 weeks due to a positive COVID test. With anticipated high vaccination rates and other public health precautions in place on campus by fall, we hope this will be a small number of students. Many instructors have experienced similar situations pre-COVID with students being unable to attend class for extended periods of time. Please encourage your instructors to develop a plan for dealing with these situations and to be flexible if/when they arise.

9. ***What else I should keep in mind?*** Here are some additional things that may help you navigate this process:

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    a. If possible, consider moving a course from fall to winter or spring if you cannot find an acceptable solution to offer it in fall. We tend to offer fewer primary and secondary activity sections in winter and spring, so scheduling tends to be somewhat easier.

    b. If possible, consider granting an exception (e.g. for a substitute course) or waiving a requirement if justified. This is at the discretion of each program.

    c. Office hours can be in-person or remote at the discretion of the instructor.

Remote targets are listed on the following two pages.

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Appendix – Remote targets by program (see spreadsheet for definitions and calculation details)

Program	% Standard Online courses (A)	% too large for In-Person in fall '21 (B)	In-person target (C)	Remote target (D)	All Covered Courses (A+C+D)
AHS	6%	0%	75%	**19%**	100%
ANTH	0%	16%	71%	**29%**	100%
ART	0%	0%	80%	**20%**	100%
BCH	3%	9%	73%	**25%**	100%
BIEN	4%	0%	77%	**19%**	100%
BIOL	2%	8%	74%	**24%**	100%
BMSC	0%	0%	80%	**20%**	100%
BPSC	0%	0%	80%	**20%**	100%
BSAD	0%	23%	66%	**34%**	100%
CBNS	0%	11%	73%	**27%**	100%
CEE	3%	0%	78%	**19%**	100%
CHEM	1%	3%	78%	**21%**	100%
CHFY	0%	0%	80%	**20%**	100%
CHSS	0%	0%	80%	**20%**	100%
CMDB	0%	0%	80%	**20%**	100%
CNAS	2%	0%	78%	**20%**	100%
CPLT	0%	0%	80%	**20%**	100%
CRWT	0%	0%	80%	**20%**	100%
DNCE	0%	2%	79%	**21%**	100%
ECE	0%	0%	80%	**20%**	100%
ECON	0%	9%	74%	**26%**	100%
EDUC	13%	0%	69%	**17%**	100%
ENCS	5%	0%	76%	**19%**	100%
ENGL	1%	2%	78%	**21%**	100%
ENGR	25%	13%	53%	**23%**	100%
ENTM	0%	8%	75%	**25%**	100%
ENTX	0%	0%	80%	**20%**	100%
ENVS	0%	0%	80%	**20%**	100%
ERTH	7%	4%	72%	**21%**	100%
ETST	0%	14%	71%	**29%**	100%
GDIV	0%	0%	80%	**20%**	100%
GNT	0%	0%	80%	**20%**	100%
GSST	0%	6%	76%	**24%**	100%
HIST	2%	5%	75%	**23%**	100%
HNPG	0%	0%	80%	**20%**	100%
LBST	0%	0%	80%	**20%**	100%

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LTLG	1%	1%	78%	**21%**	100%
MATH	1%	0%	79%	**20%**	100%
MCBL	0%	0%	80%	**20%**	100%
MCEN	4%	0%	77%	**19%**	100%
MCS	0%	0%	80%	**20%**	100%
MDCL	0%	0%	80%	**20%**	100%
MGMT	0%	0%	80%	**20%**	100%
MSE	0%	0%	80%	**20%**	100%
MUS	5%	3%	74%	**21%**	100%
NRSC	0%	0%	80%	**20%**	100%
NRSC	0%	0%	80%	**20%**	100%
PBPL	0%	8%	75%	**25%**	100%
PHAS	0%	3%	78%	**22%**	100%
PHIL	0%	14%	71%	**29%**	100%
PLPA	0%	0%	80%	**20%**	100%
POSC	0%	10%	74%	**26%**	100%
PPMB	0%	0%	80%	**20%**	100%
PSYC	8%	10%	68%	**25%**	100%
RLST	0%	10%	74%	**26%**	100%
SOC	0%	9%	75%	**25%**	100%
SPPT	0%	0%	80%	**20%**	100%
STAT	11%	6%	68%	**21%**	100%
TFDP	9%	0%	73%	**18%**	100%
UNVR	0%	0%	80%	**20%**	100%