

TO: Deans, Academic Associate Deans, Department Heads, Faculty and Instructors
FROM: Jay Akridge, Provost and Executive Vice President for Academic Affairs and Diversity
Jenna Rickus, Interim Vice Provost for Teaching and Learning
DATE: October 15, 2020
RE: Residential Learning Guidance Spring 2021

Thanks to your hard work and that of our students, we have completed nearly 8 weeks of the fall semester. There is no question that delivering a residential experience during the pandemic has been challenging on many fronts. That said, and again in large part to your creativity and hard work, more than 70% of our undergraduates in the recent PSG survey were satisfied with their choice to take in-person classes this fall (4,291 respondents). Of course, that same question pointed out that 27% were not satisfied and a particular point of dissatisfaction was online courses: 2/3 of the residential students responding indicated online classes had been ‘disappointing and negatively impacted my ability to learn’. While our students expressed frustration with on-line courses, we have also heard many instructors express concern about class attendance in their face to face/hybrid/hy-flex courses. This conundrum is one we want to address in the Spring semester.

Student experiences to this point do reinforce our guidance for Fall 2020 (released summer 2020) – wherever it is possible given our need to protect the health of our faculty, staff, and students, we should be delivering courses in face-to-face/hybrid/hy-flex modality. Obviously, this is not possible in many circumstances and when online modality needs to be used, the courses should be developed with as much student engagement as is possible and appropriate for the course.

Given our experiences so far, the Protect Purdue strategies for teaching and learning from Fall 2020 will continue into Spring 2021, and we will continue to look for opportunities for refinement and improvement based on instructor and student feedback, as well as input from the University Senate Educational Policy Committee. This memo highlights a few things we’ve learned and how we will be working to support your teaching at the highest possible level in the Spring, as well as guidance on course delivery for Spring 2021.

Refinement and Improvement in Scheduling, Engagement, Attendance, Input

You have shared many concerns and ideas with us over these first 7 weeks of the semester. In response, below are some of the actions we will be pursuing to better support your teaching in the Spring.

- **Reduce the need to rotate students in hybrid courses.** Rotating students by day/time in courses where enrollment exceeds the room capacity is challenging for both instructors and students to manage. The schedule build process for Spring 2021 is working to better match section enrollments to the de-densified room capacities to reduce the need for instructors to implement student rotations. This strategy will increase the in-person instruction per student without increasing the time required for in-person instruction by instructors.
- **Focus on engagement.** We talk a lot about course modality -- in-person, hybrid, online -- but, ultimately, students are in need of human interaction. A lot of learning happens in peer-to-peer and informal interactions between instructor and students. First-year students depend on classes to make friends and study partners. Upper-class students seek faculty relationships for career

development and success in challenging courses. We are focusing some Spring instructional support and resources on facilitating engagement to reduce the burden on instructors, support synchronous virtual engagement, and increase peer-to-peer interactions. A November Teaching and Learning Forum will feature instructors who have developed successful strategies or implemented technologies that facilitate better engagement. Reach out at officeoftheprovo@purdue.edu if you or people you know would like to contribute.

- **Re-examining the COVID-19 attendance policies.** As mentioned above, many instructors report that managing attendance has been challenging this semester. The interpretation of our attendance policies during COVID-19 will be re-examined for Spring with the Educational Policy Committee of the University Senate.
- **Seeking More Input:** We are soliciting additional feedback on fall to support and improve the spring course experience for students and instructors alike. Thank you to those who filled out our recent Fall 2020 Pulse on Instruction survey. We are also planning to host instructor focus groups with more information to come soon.

Course Delivery Guidance from Fall 20 Continues into Spring 21, Emphasis on F2F/hybrid/hy-flex.

In-person instruction is an asset in the Protect Purdue strategy. To this point, the Protect Purdue Health Center has not seen any evidence of classroom transmission of COVID-19 – not one case has been traced back to classroom/instructional lab transmission on the West Lafayette campus. Student surveys reveal that the desire for a residential learning experience – even with all its changes – is a big motivator for students to continue to follow the Protect Purdue Pledge as they live, dine, study, and socialize on our campus.

Consequently, the Residential Learning Guidance and Expectations for Teaching and Learning provided for Fall 2020 will extend into the Spring 2021 semester. The **Residential Learning Guidance for Spring 2021 is attached.**

Summary of Course Modality Guidance

- The majority (greater than 50%) of residential courses in any program or department should be offered as face-to-face, hybrid, hy-flex if possible while protecting health and safety of high-risk instructors and following the Classroom, Instructional Lab, and Experiential Learning Standard Operation Procedure (SOP). Higher levels of face-to-face, hybrid, and hy-flex courses are strongly desired wherever possible from a health and safety standpoint. Our campus target for Spring 2021 is where instructor modality plans stood in July: 70% of enrollments face to face/hybrid/hy-flex and 30% online.
- No residential student on campus should have a majority (>50%) online schedule, nor should residential students have a majority schedule of hybrid courses that are delivered primarily online with only notional face-to-face opportunities. Based on experiences this fall, hybrid and hyflex courses should have a minimum of one face-to-face opportunity each week whenever possible. Fully online, asynchronous-only delivery is not an appropriate modality for our residential students unless such a course is deemed part of a department's overall course delivery strategy.
- To support student-instructor engagement and academic continuity through possible disruptions including the quarantine or isolation of students or instructors, all courses should maintain a strong presence in Brightspace that includes *at minimum*: a syllabus, means of communication with the instructor(s), and feedback/grades.

- Please see the Residential Learning Guidance for Spring 2021 for additional detail including definitions of course modality terms.
- Our standard [Semester Credit Hours Guidelines](#) and [Schedule Type Definitions](#) apply.

Spring 2021 Fully Online Option

- The Fully Online Option will continue to be available to accommodate students who can't be on campus for medical, travel, visa, or other COVID-related reasons. Fall 2020 Fully Online Option students may opt to continue in this option or return to campus for a residential experience. New students starting in January will have the choice to opt into the Fully Online Option or start as a Residential student. Spring 2021 Fully Online Students will again have access to a limited catalog of courses selected to support continued academic progress during this period of the pandemic. The Registrar's Office is working with academic units to identify courses to include in this option.
- Fall Residential students will continue as Residential students in the spring, unless they meet the medical, travel, visa, or other COVID-related requirements to move to the Fully Online Option. To assure the safety of all students, instructors, and staff on campus, students who want access to Residential courses must follow Protect Purdue guidelines for Residential students, regardless of where they live.

Spring 2021 Dates

- November 6: Course Schedule Finalized and Published*
- November 20: Student Course Request Form Closes
- December 2: Undergraduate Student Schedule Run
- December 3: Open Registration Begins

*Because the official schedule of classes is used to support contact tracing and to determine the classroom disinfection schedules, any changes in course room, time, modality, or enrollment made after November 6, must be reflected in the official schedule of classes.

Instructor Support for Spring 2021.

- Instructor support for Spring 2021 course preparation is available through [IMPACT X+ and IMPACT X ACCESS](#)
- [Brightspace Drop-In Help Sessions](#) are available with regular frequency.
- Other support is available through the [Innovative Learning Team](#), who can be reached at innovativelearningteam@purdue.edu

We thank you again for all you are doing to deliver an impactful residential learning experience during these most difficult circumstances. We are committed to working with you to make our Spring semester better in every possible way for you and our students as we incorporate the lessons we have learned from you and with you this Fall.

RESIDENTIAL LEARNING GUIDANCE FOR SPRING 2021 – October 1, 2020

Residential Learning Spring 2021: Our teaching mission is at the heart of what we do as a University – the student-instructor relationship is deeply valued by our students and our instructors. While that relationship can be a virtual one, the residential learning experience is prized and prioritized by students and by instructors, and is central to our position as an institution committed to active and experiential learning. To that end, we have committed to our students to offer a residential learning experience in Spring 2021, albeit one that will look very different as we modify that experience to protect the health of our faculty, staff, and students. Therefore, we are asking instructors to plan their courses around a resilient learning model of pedagogy (defined below) that recognizes that our students are on our campus and incorporates as much in-person instruction as possible and appropriate, taking into account both public health and space restrictions and the need to prioritize learning effectiveness within the context of each course.

Resilient Pedagogy: Purdue has a long history of developing innovative teaching methods and employing technology to deliver an extraordinary education to our students. Resilient pedagogy seeks to build on that legacy and design Purdue courses to meet our high standards of rigor and excellence, while accounting for the fact that some students and instructors may be quarantined and not able to attend their classes in person. In addition, resilient pedagogy is designed to provide instructors with tools to effectively change teaching modes if the spring class schedule is disrupted. Resilient pedagogy is student-centered, engaging, and effective while remaining adaptable, flexible, and able to meet the guidelines set forth by the Protect Purdue framework. Resilient pedagogy enables academic continuity with a minimum of disruption if conditions change. All instructors are encouraged to participate in [IMPACT X ACCESS](#) for resources and a community of practice to help develop their courses using this pedagogy.

Classroom Lab/Safety: We have implemented a wide variety of safety practices to make the classroom/lab as safe as possible for instructors and students. Many of these practices are described in the [Protect Purdue Plan](#) and in the [Overarching SOP for Classrooms, Instructional Laboratories, and Experiential Courses document](#). We will again be providing common language for syllabi and student education in Brightspace about the Protect Purdue Plan including public health and safety expectations of students in the classroom/lab. Students and instructors will be in masks/appropriate PPE, the classroom/lab will be de-densified with extra distance between students and instructors, enhanced disinfectant measures will be employed, plexiglass dividers or face shields will be used when appropriate, and classroom entrance and exit may be controlled, among other measures. Instructor protocols and guidance are provided on how to handle situations where students forget their mask/refuse to wear a mask. All instructors will be provided with masks, hand sanitizer, and any PPE necessary to protect their health.

Course Design: Instructors will have the choice and freedom to design the course experience as they see fit, within a broad set of criteria that defines a residential resilient pedagogy model and meets all learning objectives for the course, and respects the fact that our students are on campus and that they expect in-person instruction when possible and appropriate. Classrooms will be properly equipped for technology such as lecture capture in support of resilient pedagogy. Instructors can tailor their means and methods of instructional delivery to their discipline, student level, teaching style, etc. within a broad set of guidelines (attached). However, fully online, asynchronous-only delivery is not an appropriate modality for our residential students unless such a course is deemed part of a Department's overall course delivery strategy.

Accommodations: If an instructor is identified under Protect Purdue as being in a high-risk category (Category 1 listed on the [Assessment Process to Protect those Most Vulnerable](#) webpage), then accommodations will be made available that do not require meeting students in person. If an instructor is not in risk Category 1, and despite the modifications in learning spaces, the instructor cannot teach any part of their course in person, an attempt will be made to determine if some form of synchronous, online or remote teaching strategy can meet the course objectives.

Spring 2021 - Expectations and Description of the Purdue Teaching and Learning Experience

Two cohorts of students in Spring 2021: Residential and Fully Online. In response to the continuing pandemic, students have the option of choosing an on-campus/residential or fully online spring experience.

- **Residential Option:** Purdue will deliver a residential experience that will necessarily be different than past spring semesters but will remain focused on engaging and transformative experiences.
 - Students in the residential option may select courses from any Spring 2021 course in the University Catalog. The residential experience may include face-to-face, hybrid¹, hy-flex², and synchronous online courses³.
 - The residential option is the default. No student action is required to remain in the residential option.
 - For more information, see the [Fall 2020 On-Campus Experience](#) webpage.
- **Fully Online Option:** In May, the Board of Trustees approved a fully online option for students who cannot or choose not to come to West Lafayette for the 2020-21 academic year.
 - All students had the opportunity to opt into the fully online option in July 2020 for Fall 2020.
 - Fall 2020 fully online students may opt to continue in the fully online option or choose to return to campus for the residential experience in Spring 2021.
 - New students who are entering the university in Spring 2021 may also opt into the fully online option.
 - Fall 2020 residential students who have experienced a change in medical or other status that prevents continuation in the residential experience may apply for a hardship exception to opt into the fully online option.
 - Students in the fully online option may only select courses from a limited list of available courses published in the University Catalog.
- Students in the fully online and residential options need to be enrolled in separate CRNs and tracked as distinct cohorts for the following reasons:
 - The student experience will be different.
 - Contact tracers need to understand which students are on campus.
 - Tuition and fee pricing are different.
 - The university has federal and other requirements that necessitate the tracking and validation of students by location and course delivery mode.

Course Design for all Courses

- **Mandatory Brightspace Presence.** To support student-instructor engagement and academic continuity through any possible disruptions from the pandemic, all courses should maintain a presence in Brightspace that includes *at minimum*: a syllabus, means of communication with the instructor(s), and feedback/grades. In this way, Brightspace can serve as a digital rendezvous should the university be faced with disruption and also provides maximum flexibility for both students and instructors to adapt to transient needs of individuals to be in and out of the classroom.
- **Guiding Principles.** The IMPACT Team and the Faculty Advisory Board have developed [guiding principles](#) as a resource to all instructors and courses. These principles address but are not limited to:
 - Student well-being in a challenging environment
 - More interactions with the instructor and other students to reduce feelings of isolation
 - Robust, resilient, and adaptable approaches to changing social distancing guidelines
 - New hybrid formats with an emphasis on adaptability and flexibility

- Assessments of student's performance designed to be adaptable to an online environment

Delivery of Residential Course Sections: – Hybrid¹, Hy-flex², and some Synchronous Online³

- Courses serving students in the residential option should balance the on-campus experience with student/instructor safety and adherence to Protect Purdue guidelines.
 - **Most** residential sections are expected to be delivered in a hybrid or hy-flex mode.
 - Instructors should use face-to-face when it adds value and can be completed within the Protect Purdue Plan [Health, Wellness and Prevention guidelines](#).
 - Residential sections **can** deliver in fully face-to-face (in-person) mode if the course enrollment matches the de-densified classroom capacity.
 - Residential sections **can** deliver in synchronous online mode **if** necessary, but face-to-face, hybrid, or hy-flex should be the first option explored (except in high-risk cases).
 - Residential sections should **avoid** delivering in a mode that **only** includes asynchronous online delivery.
 - Note: Inclusion of optional, asynchronous access to activities and assessments by students may be valuable in courses delivered in a hybrid, hy-flex, or synchronous online mode to discourage students from coming to class if they have symptoms, test positive to COVID-19, are identified by contract tracers as potentially exposed, or need to quarantine.
- Department heads should evaluate the delivery mode of their entire programs' offerings, as a whole, for appropriateness for a residential experience of the students and adherence to Protect Purdue Plan guidelines.
 - The majority of a student's experience should be hybrid with some face-to-face (in-person components).
 - The protection of the most vulnerable from severe illness from COVID-19 is a priority.
 - Options to accommodate vulnerable instructors who are teaching residential students may include, but not be limited to:
 - Requesting a larger room to allow for more distancing
 - Requesting a class time when campus traffic in buildings is reduced (e.g. evenings)
 - Enhanced PPE
 - Remote access for the instructor to engage with the in-person portions of the course from a distance
 - Conversion of the course to synchronous online delivery mode.
 - Other creative means as identified. The Innovative Learning Team is available for consultation as needed. Contact InnovativeLearningTeam@purdue.edu
- All classrooms have new room capacities, signage and seating/furniture arrangements based on detailed mapping and measurements conducted by Physical Facilities and to meet the

¹ Hybrid – Involves replacement of some portion of face-to-face (in person) content delivery or activity with an online format. This can include videos of lecture content, structured on-line group activities, or simulated lab experiments

² Hy-Flex – Follows a hybrid model, but learners may switch between in-person and online completion of activities and assessments at will (e.g., illness, quarantine).

³ Online - refers to components of the course being housed in a learning management system and/or conducted with the absence of most, if not all, in-person proximity. Below are two designations:

- Fully online asynchronous - refers to a course where all components are conducted in the online environment with no meetings at established times.
- Online synchronous - refers to a course where all components are conducted in the online environment and there are components of the course, such as office hours, question sessions, or relationship-building portions of the class (group or teamwork), are available at set times (times are established based on the availability and time zones of your students).

physical distancing and other requirements defined by the [Protect Purdue Implementation medical advisory committee](#)

- De-densification of a residential section to meet the new room capacities and physical distancing requirements may be met by any or a combination of:
 - Reduction of face-to-face (in-person) class activities to non-zero levels (i.e. greater than 0 and less than 3 contact hours per week for a 3-credit lecture course) by conversion to hybrid format
 - Adjustment to a larger room
 - Adjustment of the total number of sections and sizes (without canceling currently enrolled students)
 - A rotation of groups of students through standard or expanded meeting times
 - Other creative means as identified. The Innovative Learning Team is available for consultation as needed.

For some courses, the majority of the instruction could be conducted in person. This might be the case for experiential learning courses, labs, or smaller discussion-based courses. For other courses, only a limited portion of the course or certain specific components of the course might be delivered in person. For example, the lecture portion of a large lecture course might be delivered online, while the labs associated with that large lecture course could be delivered in person. Alternatively, in large lecture courses, the instructor may give students the choice to come to an in-person lecture on certain established days, while students watch the lecture online on other days and complete associated assessments and activities online. Instructors have the academic freedom to design and deliver a wide variety of course experiences depending on the type of courses, the physical classroom space, and student/pedagogical needs.

Delivery of Fully Online Option Course Sections - Online Asynchronous Delivery

- Fully Online Option sections **must** include asynchronous delivery of all course components.
 - Because students in the fully online option will be participating from anywhere in the world and in various learning environments, courses serving fully online students should include asynchronous delivery of all course content, activities, and assessments.
- Fully Online Option sections **may** include synchronous delivery of any course components.
 - Synchronous is often preferred by students and instructors, but unfortunately, synchronous participation isn't always possible for students in the fully online option; therefore, an asynchronous alternative to any synchronous component must be available.