

Dear Thuy and Cabinet,

Recognizing that our campus response to the coronavirus will place additional load on the Online Learning team, we submit the following information to consider as the campus develops an emergency response plan for COVID 19. Online Learning has been gathering data to better assess the digital readiness of our in-person classes and instructors. Our aim was to get an understanding of what support is needed in the event of closure at the end of Winter and/or during Spring.

With help from institutional research and the office of instruction, we estimate the following:

- of the 599 faculty (both adjunct and full-time) teaching in Winter and Spring, 252 are not yet Canvas certified. Approximately 100 of these instructors teach in apprenticeship programs;
- in Winter, 713 courses used Canvas (318 fully online, 137 hybrid, and 258 in-person courses);
- approximately 450 in-person Winter courses did not use Canvas, and we can estimate the Spring number will be very close to this.

In line with other planning across campus, this plan considers three levels of disruption: low, moderate, and high.

Low-Level Disruption

In the event that only a few classes are impacted by illness or quarantine, and courses need to be completed remotely, Online Learning will provide support to both the faculty and students affected. Support may include:

- Moving finals online into a Canvas shell;
- Helping to set up faculty Zoom accounts and schedule sessions;
- Moderating Zoom sessions in case faculty have questions or technical issues;
- Providing other technical support, as needed.

Faculty affected by a low-level disruption may need technical equipment, including a headset and camera, wifi, and laptop. Depending on the number of courses, faculty, and students affected by low-level disruption, Online Learning may need additional technical support personnel and more instructional designers.

Moderate-Level Disruption

In the event that classes cannot be held on campus for several days or up to two weeks, but faculty are still on campus, Online Learning will provide in-person (we will meet with faculty on campus) and online (we will meet faculty remotely) support for:

- Moving finals or start of term materials into a Canvas shell;
- Helping faculty set up Zoom accounts and schedule sessions;
- Moderating Zoom sessions in case faculty have questions or technical issues;
- Using Studio and/or Screencast-o-Matic for lecture capture;

- Providing a Google sites template for any faculty who wishes to put their syllabus or course material online;
- Provide technical support for students.

In the event that campus is entirely closed for several days or up to two weeks, we will provide the same support remotely using Zoom, phone, and email. Faculty affected by a moderate-level disruption may need technical equipment, including a headset and camera, wifi, and laptop.

Given the scope of a moderate-level disruption, Online Learning will need additional technical support personnel and more instructional designers. In addition, we recommend identifying faculty within each department who are experienced with Canvas to offer discipline-specific support in using technology.

High-Level Disruption

In the event campus is closed for more than 2 weeks, or closed during finals and/or start of term, Online Learning will provide support to all faculty as they develop plans to administer finals remotely or start their quarter remotely. Options may include assisting faculty:

- Move exams, final projects, or essays online within Canvas;
- Set up Spring courses in Canvas (instructional materials and assignments within the shell);
- Create Canvas shells to support asynchronous instruction (eg, instruction is via Zoom or other synchronous tool, and Canvas is used only for communication and/or collecting student work);
- Deliver instructional content through various other technologies outside of Canvas;
- Provide technical support for students.

Given the scope of a high-level disruption, Online Learning will need additional technical support personnel and more instructional designers. In addition, we recommend identifying faculty within each department who are experienced with Canvas to offer discipline-specific support in using technology.

Recommendations

Given the desire expressed in Friday's meeting to allow faculty to choose instructional modalities that are affective, adoptable, and with which they are comfortable, we'd like to make the following suggestions:

- deans should work with faculty to determine which faculty are most ready to teach online, and which finals and/or courses are most easily moved online;
- online learning staff will work with Kristy Lisle and the staff in the administrative support hub to compile information from the deans and develop a master list of faculty who want to move finals and/or course material into Canvas;

- online learning staff will work with ETS to automate creation of Canvas shells;
- online learning staff and experienced online faculty will lead a fully online "getting started with Canvas course" to support faculty who wish to provide a final online or move their Spring materials online;
- faculty leads should be identified in each department (perhaps division) to work with online learning staff to coordinate support for faculty across the campus;
- online learning staff will hold two one-hour Zoom meetings each week day—one in the morning and one in the afternoon—to provide targeted training in Canvas and to support faculty using Canvas;
- online learning staff will work with department chairs and individual faculty who may not be comfortable teaching in Canvas to identify and support alternative instructional modes (e.g. meeting in Zoom);
- online learning staff will work with Student Services to determine how to scale online/remote services for students;
- online learning staff will provide additional support for students and faculty who may be new to online or balancing more online load than they have previously done;
- online learning staff will work with marketing to provide regular, consistent messaging in Canvas to both faculty and students.

Providing these services will require increased staffing and additional tools to adequately support and scale online delivery, though estimating these needs in an unprecedented emergency is difficult. Moving material online will be an onerous task for faculty who usually teach in-person, so it is imperative we provide instructional design support for anyone who would like to move finals or course material online. We will need to leverage the support of experienced online faculty and extend the online learning staff.

One important task we would need to tackle in the next week would be to work closely with faculty to develop a series of modality options supported through technology so we could quickly assess how to scale support.

Funding

Significant, effective response to the coronavirus threat entails funding for equipment, software, and personnel. The following estimates assume that 200 in-person courses need to be converted to online delivery (100% through Canvas, partially through Canvas, or using some other web-based technology):

Item	low	mod	high	Q3 19-20	Q1 20-21	Q2 20-21
125 headsets @ \$20		x	x	2500.00		
50 webcams @ \$90		x	x	4,500.00		
25 Wifi hotspots @ \$80		x	x	2,000.00		
25 Wifi accounts @ \$20		x	x	500.00	500.00	500.00
Screencast software for 200		x		450.00	450.00	450.00
FT off-hour Tech Support	x	x	x	14k-20k	14k-20k	14k-20k
2 FT Instructional Designers	x	x	x	40k-56k	40k-56k	40k-56k
Emergency Instructional Design		x	x	200k	200k	
Faculty Mentors (10 hours per course) 2000 hours @ \$50 p/h	x	x	x	100k	100k	
5 Faculty Leads 500 hours @ \$50 p/h	x	x	x	10k	15k	

- at least two additional instructional designers for emergency support (150k);
- a technology support position to address increased demand for technical help from students and faculty (60k);
- stipends for faculty mentors who will pair with colleagues to help move in-person courses online (100k);
- stipends for faculty leads who will work with online learning to help manage strategies and troubleshoot issues (25k);
- tools to help with communication and consistent messaging, such as a Syllabus creation tool and communication tools (50k).