Educational Activities & COVID-19 at UH Mānoa

Student Learning Working Team

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Note: This document may be updated as necessary.

Table of Contents

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Overview

As a Carnegie R1 institution, the educational mission at UH Mānoa includes both undergraduate and graduate students. In March 2020, the administration, following on state and local guidelines decided to move, to the greatest extent possible, our academic programs online and to have the faculty prepare to teach remotely under an emergency. In preparing this document, our work has been guided by state and local orders as well as guidance found in the following sources:

- CDC Guidelines for Reopening Colleges and Universities
- CDC Guidance for Cleaning & Disinfecting (Public Spaces, Workplaces, etc.)
- CDC Considerations for Institute of Higher Education
- UH COVID-19 Guidelines
- Mānoa Moving Forward Health and Wellness Guidelines

This document, prepared by the UHM Student Learning Working Team, provides specific guidance on courses and educational activities, which include but are not limited to the following:

- Academic Support Units (advising, learning assistance center, tutoring, writing center)
- Labs and Studio Courses
- Other experiential courses (fieldwork, internships and practicums)

Guiding principles that informed guidance offered in this document are meant to ensure:

- health and safety of our UH Mānoa community. To this end, we encourage everyone to keep informed of the University's healthy and safety measures and practices publicly available at the following websites: UH COVID-19 Guidelines and Mānoa Moving Forward Health and Wellness Guidelines
- if faculty, students, and/or support staff have medical conditions that make them more vulnerable to COVID-19 infection or live with vulnerable family members, or are uncomfortable for any reason due to COVID-19 related safety issues, they should inform their instructors and/or supervisors to see what adjustments are possible.

The Student Learning Team acknowledges the wide array of UHM academic programs and educational activities that take place both on and off-campus. Specific needs for particular courses or activities may not be covered throughout this document. Anyone with additional concerns or questions, should feel free to address them to the co-leads.

Where relevant, we reference other documents and tools consulted.

Other Resources

A few of many other research guidelines and toolkits include:

- [The Research Corporation of the University of Hawai'i (RCUH)](#)
- [Council on Governmental Relations (COGR)](#)
- [University of Nebraska, Global Center for Health Security](#)
- [Occupational Safety and Health Administration (OSHA)](#)

Classroom Capacity under COVID-19 Social Distancing Restrictions

In creating this document, the Student Learning Working Team made use of recommendations by the Health and Wellness and the Space Planning and Utilization Working Groups. Following the UH President's announcement that the campus would reopen for the Fall 2020 semester, the Space Planning and Utilization group analyzed the square footage of every room in the general use classroom inventory in order to revise the room capacities to take into considertation 6′ social distancing recommendations. The rooms were then physically inspected to check the projected capacities against the realities of the rooms. The following table indicates the significantly reduced capacity and inventory for classrooms.

Number of Students	Rooms available in *normal circumstances*	Rooms available with *6 feet of distancing*
4–9	2	21
10–19	18	106
20–29	56	18
30–49	56	15
50–70	16	3
71–99	9	0
100–199	6	0
200–299	3	0
350–385	2	0

Desks and tables have been placed in classrooms using the 6′ social distancing recommendations. If classroom furniture is mobile, instructors may reconfigure to the furniture for pedagogical purposes like group work, but should have the class return the furniture to its original placement before leaving.

Course Formats and Classroom Scheduling for Fall 2020

Due to the limited capacity of classrooms when reconfigured for COVID-19 standard 6′ social distancing, the University Scheduler worked with the Student Learning Working Team, other schedulers in the system, the Council of Chief Academic Officers and the Council of Student Affairs Officers to indentify and explain a variety of class formats for the purpose of redoing the Fall 2020 Schedule. Spreadsheets with the new options were distributed on July 15th to departments and programs with a return deadline of June 26th. Details of the new room capacities and class formats were publicly announced, and the Scheduler held daily Zoom-based "office hours" to provide so that faculty and staff could ask questions about the new formats and consult on the best options for their courses. Registration was completely closed down from July 5–12 in order to update the schedule of courses.

Utilizing 34 general use classrooms, in addition to 165 department controlled-spaces that are also being used for fully in-person and hybrid classes, 3,324 sections were scheduled into the following course formats to revise the Fall 2020 Schedule of Classes:

- **86%** online (asynchronous, synchronous, or a combination of asynchronous and synchronous)
- **10%** hybrid (combination of in-person and online instruction)
- **4%** in-person (physically present in a classroom or other education space)

Additional classes may be scheduled online if no classroom is available for instructors whose preference was to teach in-person, face-to-face. Each class cannot be offered in every format, but overall, any student wanting an online complement of courses should be able to choose so, and many opportunities exist in the in-person and hybrid courses for students on-island who want face-to-face interaction in their courses.

The mix of course formats generally is in keeping with the findings of UH Mānoa Faculty Senate survey of the faculty about returning to campus in Fall 2020. A total of 787 faculty responded. Of that total, 39.8% of respondents indicated that they preferred to teach online in the fall, even if health and safety measures were put into place. Another 45.1% indicated that they did not prefer to teach online but were willing to teach online if required. From the data, UHMFS also inferred that 70.7% of faculty were willing to teach in some hybrid format. Between 25.6% to 29.3% of the responding faculty were not willing to teach in a hybrid situation at all.

Due to the uncertainty of the course the pandemic will take, the same or similar course formats will be used for Spring 2021.

Faculty, Staff, and Student Computing Needs

Anecdotally, we know from Spring 2020 that not all members of our campus community had equal or adequate access to the technology necessary for online courses. As we prepare for a Fall semester that will have many more online courses than originally planned, how might the university address its own digital divide?

Student Computing Needs

The Mānoa Distance Learning Advisory Committee surveyed faculty and students in late Spring 2020 regarding the challenges caused by the abrupt shift to remote instruction due to the pandemic. A total of 2,248 students responded, with 145 students indicating that they did not have reliable access to a digital device. Additionally, 202 students indicated they did not have access to reliable communication software/tools and 352 students indicated that it was difficult to access reliable internet service.

Access to a reliable digital device (e.g., laptop, mobile device)
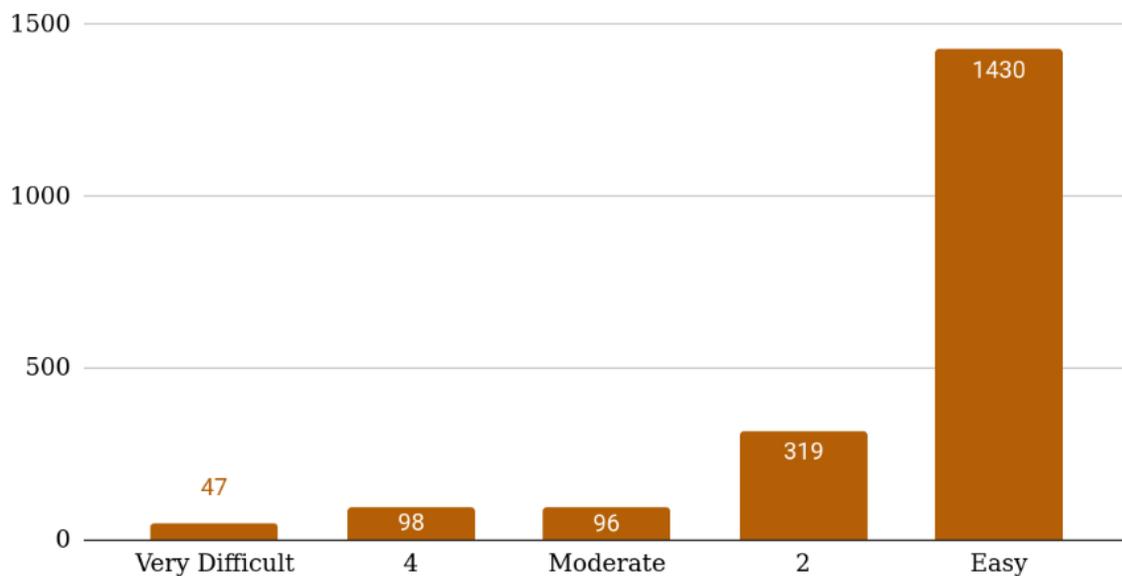
Access to reliable communication software/tools (e.g., Zoom, Skype, Google)

Rating	Value
Very Difficult	49
4	152
Moderate	244
2	482
Easy	1067
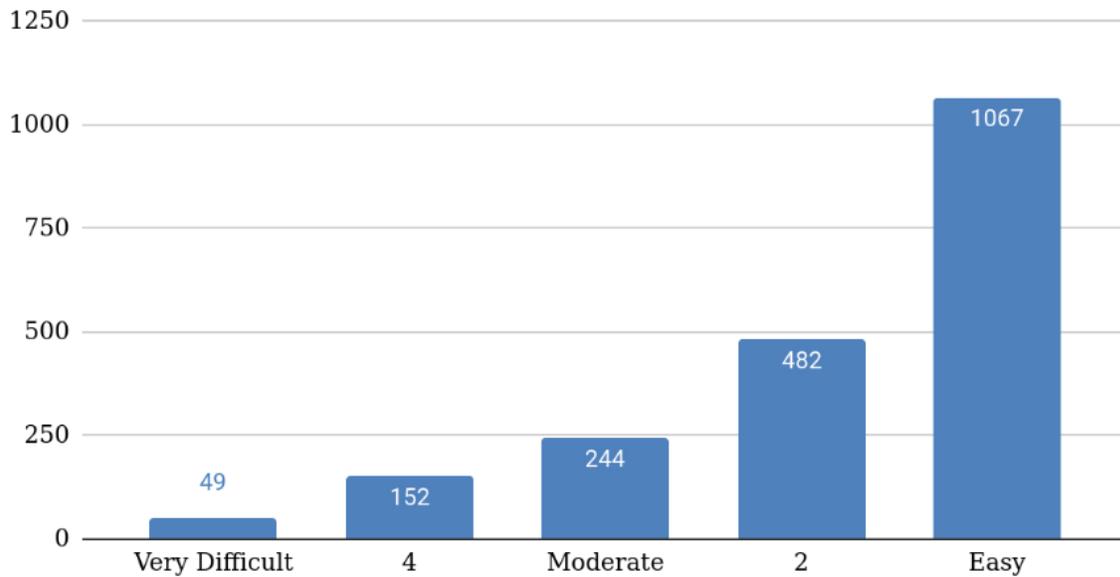
Access to reliable Internet service

Rating	Value
Very Difficult	94
4	258
Moderate	227
2	473
Easy	866
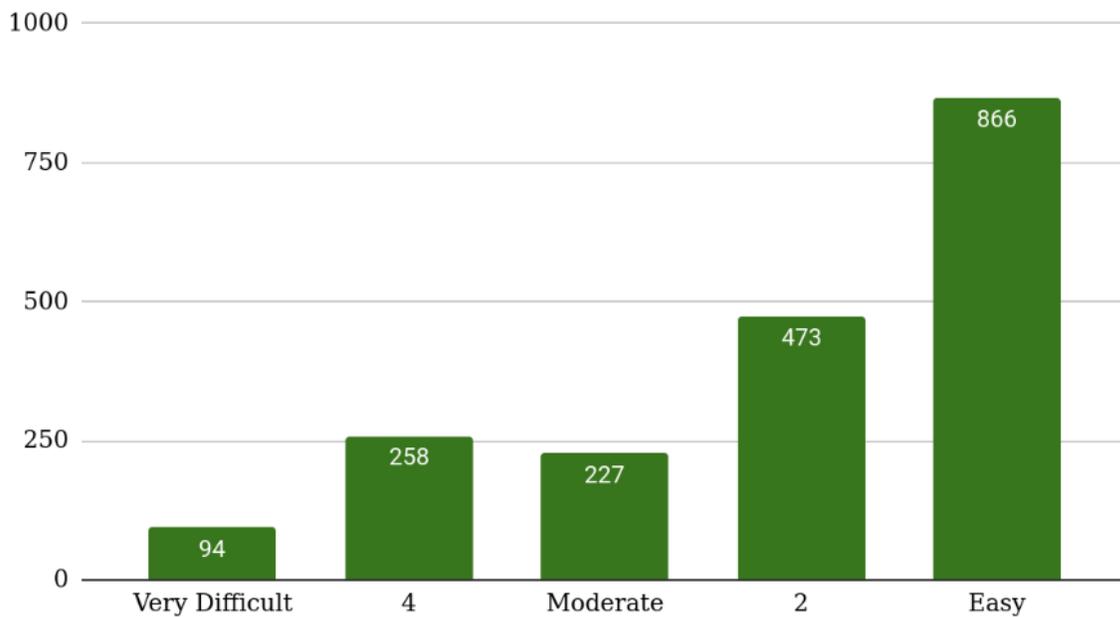
According to the Mānoa Distance Learning Advisory Committee survey of faculty, faculty 121 faculty members of th total 630 who responded indicated that they experienced computer and other tech access problems. In assessing their students' access to technology needed for

remote instruction, 332 faculty indicated their students had some problems with access versus the 151 faculty who indicated that their students experienced no problems.

From the Financial Aid office, we learned that there were approximately 4,000 undergraduate students who were eligible for Pell grants, some of whom were Pell eligible with unmet needs (IRAO is still working on determining exactly how many students had unmet needs). Pell eligibility can be used as a benchmark for quantifying the number of undergraduates to whom technology loans should be extended to support their enrollment in online or hybrid courses. We recognize that estimates of graduate student computing needs cannot be made based on financial aid eligibility. The subcommittee is proposing to modify student surveys developed by MDLC, the law school and nursing and dental hygiene school that were already used by them to determine graduate student needs. If a college/school has not yet surveyed their graduate students, a sample survey is provided that they can use (see Appendix).

Access to computers and the internet remained available on campus through the library and the ITS building. The UHM Library also has a technology loan system in place to serve students. Preliminary discussions with Clem Guthro, University Librarian, indicated willingness to explore managing a loan pool for students administered through the library.

Faculty Computing Needs

From the Mānoa Institutional Research Office, we learned that there were 4,145 FTE of faculty and staff in 2018; current numbers are not yet publicly available. Many faculty and staff are currently in work-from-home situations because of COVID-19 and likely already have their basic computing needs met. However, we understand that there may still be additional and some specialized needs for different work assignments and projects in the Fall. We also recognize that it is near impossible for the campus administration to understand and make determinations for specialized needs.

The Center on Instructional Support loans both PC and Mac laptop computers from the media center in Kuykendall RM 103. They have up to 10 PC and 10 Mac computers in their inventory at any given time. The laptops are available for short term loan. The Apple MacBook Pros are configured to allow users to boot to the Mac OS or Windows by holding down the "option" key during the boot process. Laptops are internet ready with built-in ethernet, WI-FI pre-N, and Bluetooth cards and also include an optical mouse. Laptops are loaded with Microsoft Office (including PowerPoint), but files must be saved in the designated folder on the desktop. Any files outside the folder will be deleted on restart. CIS is a logical place to increase faculty/staff laptop loan inventory and provide longer-term loans to meet changed computing needs during the pandemic. Preliminary discussions with Eric Lopez, CIS Media Specialist, indicated willingness to take on 40 more laptops with laptop bags and help manage a semester-long loan program. Additionally, they recommend increasing the number of short-term laptops by 10 and also increasing the number of projectors available to instructors given the move to hybrid teaching situations.

Challenges in developing technology loan programs

There are two challenges that the subcommittee on Student and Faculty Technology Needs identified.

First is the determining the difference between what is needed and what is wanted by faculty and staff. Needs and wants are in reference to both hardware and software. To address this issue, the subcommittee recommends a process that moves the determination and decision making to the dean and department level where higher levels of understanding are for computing needs.

The second major challenge is maintenance of those items, such as outgoing/incoming procedures, security, disinfecting surfaces, system updates, and ongoing troubleshooting and repairs required for all computers. The subcommittee recommends adapting the system that is in place at the library and the process in place at the Center for Instructional Support. Additional discussion needs to be held with these two groups.

Recommendations to Address Faculty, Staff and Student Computing Needs

The subcommittee made 4 recommendations to address the computing needs of students, faculty and staff.

1. **Laptop loan pool** – insuring an adequate supply of laptops from which students, faculty and staff could borrow.
2. **Basic web conferencing equipment** – inform faculty and students of the upgrades being made to outfit 75 rooms with web conferencing equipment that would allow them for livestreaming or recording for later playback lectures and other course activities. Make available web cameras and headsets for check out.
3. **Hot Spot loan pool** – in coordination with the UHM library, an adequate pool for the hotspot loan pool. While other R1 institutions have hotspots already in their existing loan pool for their campus community, currently the UHM libraries do not have the loan pools of hotspots available. They would be able to incorporate hotspots into their existing process of loaning items and already have in place various loan periods that could accommodate hotspots.
4. **Mini grants for specialized needs** – specialized needs exist for the instructional, project, and support work of our faculty and staff. Where it is difficult for campus administration to understand those specific needs and make determinations to their importance and validity (need versus want), the subcommittee feels that departments are best able to make those determinations to "certify" the need. Therefore, the subcommittee recommends that campus place special funds into Dean's Office budgets to use for expenses related to COVID-19 work-from-home situations. The Dean's Office can collect those requests for specialized needs, prioritize them, and spend funds.

Instructional Design and Technical Support

Background and Scope

The subcommittee looked at existing resources and reviewed data from two Mānoa Distance Learning Committee (MDLC) surveys and one UHMFS survey to guide our work. Given that Fall 2020 will have courses offered in the following five modalities that were identified by the UH system, we offer recommendations with these modalities in mind:

- Face-to-face
- Online synchronous
- Online asynchronous
- Splitting the course, still synchronous, where half/third are face-to-face and the other half/two-thirds are online
- Hybrid, with at least one class meeting face-to-face

Existing Resources

Through the Center for Teaching Excellence, the **campus has regularly offered sessions about teaching online**. Several additional sessions were offered in Spring 2020 for faculty and support staff about teaching online. Events like *Student Interaction and Engagement in Online and Blended Courses* and *Zoom for Educators* were successful, with 178 and 200+ attending respectively. However, attendance was still less than 10% of the over 2,200 faculty members at Mānoa. Five individual UHM colleges have instructional designers who assist faculty with course development and design: Education; Nursing & Dental Hygiene; Languages, Linguistics & Literature; Social Sciences; and Tropical Agriculture and Human Resources.

During Summer 2020, the College of Education, Outreach College, and the Center for Teaching Excellence partnered to **offer a virtual "Collab Lab."** Offered 3 days per week for eight weeks, the Collab Lab is essentially open office hours by instructional designers, allowing faculty to "walk in" and get expert advice on issues or problems they may have. Additionally, each session has a short presentation on a specific topic of interest to faculty.

An existing program that may be leveraged to include additional faculty is the UHM [Learning Assistant Program](#) which provides support to instructors in curriculum and course transformation. A Learning Assistant (LA) is a trained undergraduate student who works with a lead course instructor to facilitate student engagement and encourage active participation and to improve the quality of the instruction and learning outcomes for undergraduates. Note that this program is different from the UHM [Learning Assistance Center](#), which is an undergraduate tutoring program.

In addition to the resources offered by UHM and its individual colleges and departments, ITS provides systemwide professional development opportunities listed at [Preparing to Teach Online](#)

in Fall 2020. ITS provides a self-paced *Preparing to Teach Online* module, links to resources, and beginning in July, synchronous and recorded resources for faculty as they prepare for their Fall 2020 semester.

Recent Surveys

In Spring 2020, the Mānoa Distance Learning Committee conducted two comprehensive surveys to assess the experiences and views of faculty and students relative to the move to fully remote learning. Additionally, the Mānoa Faculty Senate conducted a survey of faculty, called "Returning to Campus in Fall 2020." A detailed summary of the MDLC surveys is included in Appendix 1.

The MDLC student survey received 2,248 responses. Overall the students adapted very well to the emergency move to fully remote learning. While they were able to deal with technical challenges, they had significant problems finding adequate places to work. The students indicated that it was easy to moderate to receive and submit course assignments.

The faculty survey received 648 responses. Overall there was a very wide variety of responses and expressed needs. There was nothing that a large majority of faculty agreed upon. About half of the respondents reported that online tutorials on online pedagogy and online tutorials on technical skills would be useful. In addition, just over half indicated they would be willing to participate in sessions over the summer. When asked what one problem they would like the university to solve, the faculty most frequently mentioned hardware, software, training, and IT tech support. The single, clearest take away from the faculty surveys is that, given the diversity of faculty needs, a broad spectrum of support services is required.

Categories of Faculty Support Services

In this and the following sections we share the types of information to be shared with the campus community. Support services for faculty fall into four broad categories: Technology, Pedagogy, Facilities, and Accessibility. Services can also be categorized by their delivery mode, which includes, online and on demand, real-time support with personnel, both scheduled and on demand, and the level or complexity of support. Table 1 identifies types of faculty support by category.

Table 1: Categorization of Support Services

Support Type	On Demand	Real Time

Technical	• Online tutorials
	  ○ General
	  ○ Specific
		• Phone help line
		• Workshops/webinars
		• One-on-one technology training

Pedagogical	• Online tutorials
	  ○ General
	  ○ Specific
	• Best practice examples
		• Collab Lab with instructional designers
		• Workshops/webinars
		• One-on-one pedagogy training
		• Faculty peer mentoring
		• Local experts
		• Graduate students & undergraduate student moderator/learning assistants

Accessibility & ADA	• Online tutorials • Checklists • Automated review of content for ADA compliance	• Expert consultations • Assistance with captioning & other accessibility tasks • Automatic reminders in LMS
Facilities	• Studios for the development of courses	• Rooms for delivering courses

Technical Support

Online tutorials providing training in technical skills was the second most requested form of support in the MDLC survey. Faculty indicated a need for a variety of technical support services ranging from introductory overviews of specific technologies, to sophisticated use of specific technologies; from online material that can be searched and accessed at a faculty members availability to real time technical support.

The UH Information Technology Services unit provides a wide range of support services to all UH faculty across all ten campuses. Information for faculty can be found at https://www.uhonline.hawaii.edu/id/

In particular, Fall preparation materials can be found at https://www.uhonline.hawaii.edu/id/preparing-to-teach-online/. This site helps faculty consider the pedagogical and technical aspects of online teaching. Summer programming will include information regarding synchronous and recordings of workshops.

As Laulima (Sakai) is the learning management system supported by ITS, information regarding Laulima can be found at https://laulima.hawaii.edu/portal.

Tutorials about Laulima can be found at the Laulima homepage under Faculty Doc, https://laulima.hawaii.edu/portal/site/!gateway/page/ec6a674a-ef23-45cc-80f2-87117265b3da.

Pedagogical Support

Pedagogical support was identified by faculty in the MDLC survey as most needed as well as the type of training sessions in which they had most interest in participating over the summer. While technical support is a necessary component of faculty support, pedagogical support will likely have a more significant impact on the quality of online education at UHM.

Support for general pedagogical issues related to online and hybrid learning can most efficiently be delivered to many faculty via online tutorials. About half of the faculty respondents indicated interest in online tutorials and a fourth indicated one-on-one sessions. The tutorials need to span the spectrum from training for faculty new to online teaching, to training for experienced teachers who want to use more sophisticated approaches to improve student learning.

ITS via the UHOnline program (https://www.uhonline.hawaii.edu/id/preparing-to-teach-online/) provides assistance with pedagogical aspects of online instruction. For more specific and in-depth support, instructional designers represent the best source of expertise. Deploying a limited number of instructional designers to serve all of the UHM faculty presents a challenge. Models of viable approaches are already available at UHM. This summer the College of Education and Outreach College started virtual office hours with instructional designers, called the "Collab Lab." Held for a half day three days a week, the Collab Lab provides opportunities for faculty to meet with instructional designers and receive immediate help with issues they face in their courses. For one-on-one support, a number of colleges have in-house instructional designers to support their faculty. This support provides support specific to a discipline and from designers the faculty knows.

Faculty have also requested examples of best practices in online education, particularly within a specific discipline. Best practice examples could cover a very wide range of pedagogical issues, such as how to get remote students more involved in discussions, how to present certain material online, how to manage widely dispersed students in a synchronous online course, and how to identify in a timely manner students who may be struggling.

Once a course is running, faculty require additional real-time support. GAs and student assistants can provide a wide variety of instructional services. In addition to traditional GA roles, undergraduate students can be employed to help instructors manage remote learning classes. These "course assistants" (CA) would attend all class sessions, supporting the instructor and students through a variety of roles. For example, in asynchronous online courses, they could identify students who have not been keeping up with the material and course requirements; in synchronous online courses, could monitor chat to curate questions from remote students, help students with questions during class, help with group breakout sections; and in all classes they could help with peer review of student work and perform other tasks as required.

Accessibility Support

Online learning and accessibility considerations were already growing in importance prior to the pandemic. With the immediate need for online learning, accessibility is a critical issue in order to ensure inclusion for all students as well as ensuring federal compliance. Because faculty may not be aware of the technical issues and requirements, training and support needs to be made available. This support should include the following:

- The messaging that Universal Design should be the goal and that access should be a front-end consideration
- Online tutorials, which can be accessed at any time, that provide faculty with overview of the issues and requirements
- Simple checklists faculty can use when putting their courses together (e.g. use of structure headers, ensuring captioning for all uploaded videos, avoid creating PDF documents, etc.)
- Automated review of course content for ADA compliance
- Expert review of an entire course for ADA compliance
- Access to experts with whom to consult with specific questions and issues
- Assistance in captioning and other accessibility tasks
- Automated checking and reminders within the LMS

In addition to helping faculty in developing course content, this support would help faculty with disabilities, who may need assistance in transforming their teaching.

Example resources include:

- [20 Tips for Teaching an Accessible Online Course](#)
- [30 Web Accessibility Tips](#)
- [Keeping Accessibility and Universal Design in Mind for Learning](#)
- [Captioning: Augusta Solutions](#)

Facilities Support

Note, this section does not cover classroom types, but rather the space needed to develop and deliver online resources. Faculty need two basic facilities: studios for developing course content and rooms from which to deliver courses.

Studios provide a controlled space with appropriate technologies for developing videos, graphics, and other multimedia content.

- ITS currently has video-based classrooms which can be requested to assist in the preproduction of multi-camera videos. Information and request forms will be available by the end of June.
- ITS also has 2 sound-proofed rooms where faculty can request to schedule, in order to produce multimedia resources for use in courses.
- Individual colleges may have facilities, about which this subcommittee is unaware; we encourage colleges to share awareness of those facilities with their faculty members.

Because some faculty do not have an appropriate space at home for delivering online courses, particularly synchronous online courses, offices and rooms within departments or library should be available on campus.

The subcommittee is making five recommendations related to instructional design and technical support.

1. Increase access to the expertise of instructional designers by continuing the Collab Lab and leveraging and expanding the existing pool of instructional designers on campus.
2. Formalize and develop support to faculty on addressing accessibility and ADA compliance issues in all instructional environments.
3. Expand the use of graduate student and undergraduate student learning assistants, who would help instructors manage multiple modality courses.
4. Identify and promote the use of local experts within colleges.

Labs and Studio Courses

The subcommittee presented [8 recommendations](#) for dealing with labs and studio courses, many of which can be adopted in other settings as policy.

1. **Modifications to contact hour requirements:** In order to comply with safety and social distancing best practices, most lab and studio courses will have to be modified, and those modifications may need to include reducing the time spent in the studio or lab. As a result, Student Learning Objectives (SLOs) should be the benchmark for course completion, rather than contact hours in converted or modified classes. This approach is supported by Mānoa Academic Policy 5.114, https://manoa.hawaii.edu/ovcaa/policies/pdf/M5-114-CREDIT-HOUR-POLICY-AND-REVIEW-PROCEDURES.pdf.
2. **Course and assignment substitutions:** Substitutions and alternatives (at both the course level and the assignment level) should be proactively considered by departments and those responsible for the curriculum of individual programs ahead of the fall semester, especially where these may be necessary to allow students to graduate in a timely manner. Units that must meet accreditation requirements should reach out to the accrediting bodies early for guidance. Contingency plans should be developed before the fall semester for the possibility of a need to shift online and to the extent it is possible to work with students who are temporarily unable to attend due to COVID-19 circumstances.
3. **Workload considerations:** In recognition of the importance of maintaining a fair and acceptable workload for faculty, GAs, and staff, the following options need to be considered by UH: offer funding for additional sections; reduce the amount of time required in these courses so that student attend in shifts in order to get more students through the courses; lower enrollment caps and acknowledge the potential backlog this will create and the potential to impact time to degree; ensure that the work of creating and grading alternative assignments and cleaning of lab does not exceed acceptable workloads.
4. **Attendance Guidelines:** In addition to reasons that instructors normally excuse students, reasons related to COVID-19 (e.g., illness, caring for an ill relative, quarantine or isolation, discomfort being on campus during COVID-19 pandemic) will be considered legitimate. Students should work with the instructor to determine whether an alternative assignment or an opportunity to complete the in-person class/lab at another time can be reasonably provided. Alternative assignments must be equivalent in effort to the missed class and any associated work. If alternative assignments cannot be reasonably provided (e.g., in courses where the learning outcomes are based on hands-on skills), and the missed course time is substantial, students may be advised to withdraw from the course.
5. **Exemption requests for social distancing in Lab/Studio courses:** For lab/studio courses that require an exemption from the minimum social distancing guidelines, instructors must submit an exemption request to the Provost via their respective Dean and Department Chair and cc'd to the iAVCAA. Requests for exemptions must detail why the course cannot be provided without such modifications for reduced social distancing requirements, what the consequences would be should the exemption not be granted, a detailed description of the

safety protocols and measures the instructor will implement and enforce to ensure the safety of all involved.

6. **PPE and Source Control Considerations for Lab/Studio Courses:** PPE requirements in place for such courses before the COVID-19 pandemic should continue, with the addition of recommended face coverings, unless the student-provided face covering poses an additional risk in the Lab/Studio environment. In these cases, alternative combinations should be considered (e.g., face shields with or without non-cloth face masks).

7. **Course fee recommendations for courses impacted by COVID-19 accommodations:** The principle in all cases should be that students must directly benefit from whatever their course fees are being spent on. In general, courses taught entirely online should charge no course fee, unless there are supplies which will be distributed to the students to use at home (e.g., software licenses that may be cheaper when bought in bulk); Hybrid courses should prorate their fees based on how much access to supplies and facilities students will have in the new format.

8. **Requests for additional financial support for GAs and graders:** Such requests, due to the need for additional sections, should be submitted by the Department via their respective Dean to the Provost AND OVCAFO for approval. Requests must specify the details, what alternatives were considered, and the impact to students and their ability to progress or complete their degrees if no additional resources can be provided.

Other Experiential Courses
(Fieldwork, Performing Arts, Internships, etc.)

The subcommittee met to consider how courses with other experiential components were impacted by the shift to remote instruction in spring 2020, and to consider solutions (logistical and/or technological for fall 2020).

Field Work and Field Trips

It is understood that field work outside of Hawaiʻi may not be possible, and students whose advanced research requires such travel should discuss with their faculty advisors the impact of such restriction on their progress towards their degrees.

Field work and field trips on ʻOahu were impacted in the spring and may be in the fall, especially if the pandemic worsens such that the university is required to move entirely online. Given that possibility, faculty teaching courses involving field work or field trips should try, *to the extent it is possible,* to schedule such activities early in the semester.

Transportation to field sites or for field trips is often arranged through Fleet Services. College and school FOs provide Fleet Services with a list of people authorized to rent such vehicles for their unit. Capacity in Fleet Services vehicles is limited to half of the usual number of people allowed in the vehicle (i.e., if a van could transport 12 people before COVID-19, 6 people is the maximum now). Reserving Fleet Services vehicles is on a first come, first serve basis and there is not a limitation on the number of vehicles that can be reserved for a given class. Due to COVID-19, Fleet Services requires that all riders **must** wear a face covering. Those reserving vehicles should discuss this requirement with riders in advance of reserving any vehicle. For more information, contact Jason Perriera at 956-3297.

Surveys regarding experiential courses in the College of Education, College of Social Sciences and School of Life Sciences demonstrated individualized needs in each unit, often for recording equipment (microphones and cameras) as well as additional face coverings (masks and shield) and other protective supplies, or training software. Grants to these units to cover additional equipment costs is recommended.

The Performing Arts

ACM, Music and Theatre and Dance all face challenges with social distancing and delivery of courses and performances/productions required in specific courses.

Academy of Creative Media proposes splitting one of its labs across two classrooms and requests equipment that would allow faculty to move from one room to the other physically while being live streamed in the other. They also request "follow focus control systems" that allow cinematographers and camera operators, who must work in tandem to do so in a socially

distanced manner. In addition, ACM would like to adopt the industry practice of having people on student production sets whose job it is to monitor adherence to COVID-19 safety protocols for filming.

Dance requests equipment that would allow their faculty to livestream in hybrid courses and online as needed. Zoom does not adequately capture movement so cameras and flatscreens are needed to facilitate instruction.

Music needs the capability to live stream and archive required recitals as part of its NASM accreditation. In addition, request upgrading the Wi-Fi throughout the music complex. They have worked on figuring out social distancing and risk mitigation in their applied music courses. Of particular note is their solution for the UH Marching Band, which researched how peer and benchmark institutions are handling their marching bands. Based on their research, the UH Marching Band, which includes students from almost every school and college will be split into 2 groups, so that they can maintain 6' physical distance and practice in outdoor spaces.
Music has made use of a calculation tool from the University of Colorado Boulder to estimate risks in the music classes. Here is a link to the spreadsheet Music devised using the Boulder specs. The spreadsheet can be downloaded and used to estimate risks in other settings.

https://docs.google.com/spreadsheets/u/1/d/16K1OQkLD4BjgBdO8ePj6ytf-RpPMlJ6aXFg3PrIQBbQ/htmlview?pru=AAABc339shs*HjVGhZqf6x0y_MW0pJwCOw#gid=0

Theatre and Dance faculty decided not to livestream their productions (i.e., as fully-realized productions presented onstage but conveyed online) but to do them remotely (with every performer and audience member in a separate location) this fall.

Internships and Practica

Many of our undergraduate and graduate programs either offer or require internships and practica that place students in organizations throughout the community. In a number of cases, these experiences involve working with vulnerable groups within the community. Faculty overseeing internships and practicums should revisit any written guidelines and procedures and communicate expectations with both the student(s) involved and the site(s) where they are placed. Although each discipline and placement involves particular exigencies, the following general guidance, adapted from the School of Nursing and Dental Hygiene's policies and procedures, may be useful to those supervising internships and practicums in other areas.

Supervising faculty will communicate:

- To students as soon as possible to notify them when an experience is modified or canceled.
- To students as soon as possible regarding any changes to experiences due to the COVID-19 outbreak.
- To the Chair and Dean regarding safety concerns at any internship or practicum site.

Students will:

- Stay home and notify faculty and site supervisors if they have fever and/or flu-like symptoms.
- Follow the infection control guidelines and other regulations of the university and placement site.
- Stop participating in any internship or practicum that is impacting their safety and immediately communicate their infection control concerns to their supervising faculty.

Students will not attend class, internships or practica:

- If they have been asked to self-quarantine by Hawaiʻi Department of Health or UH.

Student internships and practica in healthcare settings should be canceled at any site:

- Treating a patient with COVID-19 where appropriate environmental controls cannot be implemented per CDC Guidelines.

Academic Impacts

Because the pandemic is an evolving situation, there is no guarantee that internships and practicums will not be impacted. As much as possible, students should be accommodated with alternative placements and internships if their original site is no longer available. Accredited programs and programs leading to a license particularly need to communicate with their professional bodies and their students how any changes might impact graduation or licensing requirements.

The impact of COVID-19 can be disconcerting and overwhelming. Supervising faculty should be in regular communication with their students and make them aware of the following resources: available to our campus community:

- UH Mānoa Novel Coronavirus (COVID-19) Website
- Counseling for students: Counseling & Student Development Center (CSDC)
- Counseling for staff and faculty: Employee Assistance Program
- UH Mānoa Office of Human Resources
- University Health Services Mānoa
- UH Mānoa Student Affairs

Guidance to:
Advising, Tutoring, other Student Support Services

The following guidance was developed by the Academic Support subcommittee of the Provost's Student Learning Working Team. Each office is advised to examine their services and physical working spaces, then publish and post revised protocols and policies to constituents.

Extent of Face-to-face (F2F) Services

Each office should determine which services will be provided via distance delivery, which may be offered f2f and under what circumstances. Online delivery should be prioritized wherever possible. If in-person meetings are determined to be safe and required, minimize the number of persons on-site at one time, while strictly adhering to contactless interactions and compliance with PPE protocols.

Scheduling

Schedule appointments through electronic means: email, calendaring system, etc.

- Several software packages "bundle" different tools, such as making appointments, delivering online consultations, and aggregating data, such as the UHM Writing Center's WCONLINE, Schedule Once, and STAR Balance.

Example protocol:

- All support must be scheduled through email to scheduleXXX@hawaii.edu or calls to the XXX Office at 956-xxx. The office is not accepting walk-in support at this time.

Protocol for Face-to-face Services

Specify the conditions under which f2f services may be provided. Specify where students should wait, and how they will be contacted to enter a service area (i.e., by text message, collected during scheduling). Those who are unable or unwilling to wear a face covering should be asked to reschedule to an online format. Consider prohibiting additional guests for f2f meetings, redirecting to online formats when necessary.

Sample language for in-person appointments:

- "In-person appointments are available by request for those who need special accommodations. Please contact us at software/(808) 956-xxxx or xxx@hawaii.edu if you require an in-person appointment."

Example policy:

- In-person support will only be conducted if absolutely necessary and if it is determined that it can be performed safely for all involved. For in-person support, staff and users will be required to use appropriate PPE, and will be expected to:
  - sanitize equipment before tech staff use
  - wear a mask
  - remain 6 feet distant from tech staff at all times.

Protocol for Distance-delivered (DD) Services (Meetings, Tutoring, Advising)

Delineate how students will access services remotely. Zoom is UH's current default web conference software and is available through ITS (similar options include Skype, WebEx, and Google Hangouts, however it is helpful to students to limit the range of software they need to become familiar with). A digital notification (STAR Kiosk or other software) should alert the next visitor when staff is ready.

Example procedure:

- Confirmed appointments will be issued a Google Calendar invitation to students' UH username. The calendar invitation will include a Zoom link and password. Access this link at the appropriate time from a computer or mobile device, from a private space, using a headset with microphone to minimize for clear audio.

Evaluation and Reconfiguration of Service Spaces

Consider use of barriers (such as a lengthwise table) keeping clients and staff 6′ apart and limiting on-site employees to one person unless adequate space exists to provide 40 square feet each. Where possible, install plexiglass barrier(s) between visitors and employees, especially where 6′ spatial distancing cannot occur.

Signage & Communication

- Use self check-in protocols with a prominent display distant from the front desk for all visitors to the office/physical space and to limit unnecessary front desk interactions.
- Clear, centralized, consistent messaging of requirements/directions, signage placed at key entry/exit points, prominent vantage points and flow areas.

Reception

- Install plexiglass barriers when 6′ distancing is not possible
- Limit one person working at the front desk, unless 40 square feet per employee is possible.

Waiting Areas

- Mark appropriate waiting areas, potentially an area outside the building.
- Seating should be arranged for 6′ physical distancing and excess furniture removed.

Check-in Protocols

At Kiosks (if available), an iPad or other easily cleanable device can be provided as a secondary method for check-in to ensure visitors without a mobile device can easily check-in. This will greatly limit direct traffic to the front desk and prevent students from congregating at the desk. Ensure that the devices are physically secured and cleaned regularly.

Create a waiting area outside the office or building: When space is limited, the kiosk should prompt visitors to wait outside the office or building.

Digital notification of meeting start: STAR Kiosk or other software should alert the next visitor when the UHM employee is ready to meet, prompting the visitor to return to the meeting space.

Supplies

Work with the executive responsible for each unit to procure plexiglass, sanitizer, and other PPE required for new protocols and policies.