COVID-19 Fall Instruction Update
May 13, 2020

A community of learners improving our world
Fall Classroom Instruction Options Action Group
Fall Action Group Membership

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Formed April 27, 2020
Work To Date (1 of 3)

• Reviewed current CDC, MDH, ACHA, System Office recommendations and guidance documents.
• Collected and assessed the true square footage of every classroom, studio, and lab on campus.
• Recalculated seating capacity of all learning spaces on campus with new recommended social distancing guidelines.
Work To Date (2 of 3)

• Worked with Deans and Department Chairs to determine courses that must be F2F or could be delivered in alternative formats.
• Reviewed initial classroom data and classroom capacity documents.
• Developed a list of alternative delivery strategies to deal with potentially smaller class sizes (hyflex, hybrid, tutorial model, flipped classroom design, etc).
Work To Date (3 of 3)

• Developed an initial list of other services (in a time of COVID-19) that are needed to support learning spaces (formal and informal) at off-site locations.
• Developing initial guidance around symptom management prior to going to a face-to-face class.
• Developing initial guidance around cleaning learning spaces (formal and informal) for this fall.
• Developing initial guidance around faculty and student interaction for this fall.
What is in store for FY20?

Fall Planning Scenarios
<table>
<thead>
<tr>
<th>Scenario A</th>
<th>Scenario B</th>
<th>Scenario C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Movement Restrictions</strong></td>
<td>Restrictions on movement and size of gatherings, but no stay-at-home order in place</td>
<td>Significant restrictions on movement and gatherings, with stay-at-home order in place for part or all of the semester</td>
</tr>
<tr>
<td><strong>Limitations on service delivery</strong></td>
<td>Limited restrictions on academic and support services, with mix of on-campus and remote delivery</td>
<td>Strict limitations on academic and support service delivery; remote delivery only</td>
</tr>
<tr>
<td><strong>Limitations on instructional delivery</strong></td>
<td>Limited restrictions on instructional delivery modes</td>
<td>Strict limitations on instructional delivery modes</td>
</tr>
<tr>
<td><strong>Dominant modes of instructional delivery</strong></td>
<td>Online and remote course delivery is predominant, coupled with modest to moderate on-campus instruction (i.e., those courses that are best delivered in-person, and those courses with instructional components that cannot be delivered and learned remotely)</td>
<td>Online and remote course delivery is predominant, coupled with minimal on-campus instruction (limited to only those courses/programs exempt by executive order)</td>
</tr>
<tr>
<td><strong>Scheduling and facility implications</strong></td>
<td>Reduced implications for overall facility usage, but significant facility implications to ensure proper distancing and health/safety protocols in those courses/programs providing on-campus instruction</td>
<td>Courses with instructional components that cannot be delivered any way other than in-person will need to be completed when movement restrictions are lifted (possibly during spring semester), or not offered at all</td>
</tr>
</tbody>
</table>

*Substantial on-campus instruction* refers to courses where the majority of instruction occurs on campus, whereas *on-campus instruction* refers to courses that require face-to-face interaction and cannot be delivered remotely.
Majority of our time and effort will be spent planning for Scenario B.
Timeline - Updates
Timeline Moving Forward (May)

• **WSU COVID Update** - THIS MEETING!
  Wednesday, May 13, 2020 (2:00)

• **System Office Guidance – Fall Instruction**
  Friday, May 15, 2020
Timeline Moving Forward (June)

• WSU COVID Update
  Wednesday, June 3, 2020 (2:00)
Timeline Moving Forward (July)

- **System Office Guidance – Fall Instruction**
  Wednesday, July 1, 2020

- **WSU COVID Update**
  Wednesday, July 22, 2020 (2:00)

- **System Office Guidance – Fall Instruction**
  Friday, July 31, 2020
Timeline Moving Forward (August)

• **WSU COVID Update**
  Wednesday, August 5, 2020 (2:00)

• **WSU COVID Update**
  Wednesday, August 19, 2020 (2:00)
Fall Classroom Capacity
General Considerations
(American College Health Association)

• Prioritize activities such as performance, laboratory, and clinical experiences
• Consider multiple sections/shifts to reduce numbers
• Monitoring and track attendance and seating arrangements to facilitate contact tracing
• Develop a physical distancing plan.
• Specialized plans for courses and instruction that do not permit physical distancing
# Example Capacities

<table>
<thead>
<tr>
<th>Building</th>
<th>Room</th>
<th>Current Seating</th>
<th>Proposed Seating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gildemeister Hall</td>
<td>GI155</td>
<td>60</td>
<td>19</td>
</tr>
<tr>
<td>Gildemeister Hall</td>
<td>GI156</td>
<td>60</td>
<td>19</td>
</tr>
<tr>
<td>Maxwell Hall</td>
<td>MA287</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>Maxwell Hall</td>
<td>MA369</td>
<td>53</td>
<td>21</td>
</tr>
<tr>
<td>Memorial Hall</td>
<td>ME209</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>Memorial Hall</td>
<td>ME210</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>Minne' Hall</td>
<td>MI102</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>Minne' Hall</td>
<td>MI103</td>
<td>75</td>
<td>27</td>
</tr>
<tr>
<td>Minne' Hall</td>
<td>MI104</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>Pasteur Hall</td>
<td>PA133</td>
<td>72</td>
<td>25</td>
</tr>
<tr>
<td>Pasteur Hall</td>
<td>PA229</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>Phelps Hall</td>
<td>PH219B</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Phelps Hall</td>
<td>PHB18</td>
<td>35</td>
<td>16</td>
</tr>
<tr>
<td>Somsen Hall</td>
<td>SO317</td>
<td>37</td>
<td>16</td>
</tr>
<tr>
<td>Somsen Hall</td>
<td>SO320</td>
<td>35</td>
<td>16</td>
</tr>
<tr>
<td>Somsen Hall</td>
<td>SO321</td>
<td>56</td>
<td>40</td>
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<tr>
<td>Stark Hall</td>
<td>ST106</td>
<td>65</td>
<td>24</td>
</tr>
<tr>
<td>Stark Hall</td>
<td>ST108</td>
<td>65</td>
<td>24</td>
</tr>
<tr>
<td>Donna J. Helble Hall</td>
<td>WH328</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>Donna J. Helble Hall</td>
<td>WH329</td>
<td>25</td>
<td>11</td>
</tr>
</tbody>
</table>

- **Classrooms**: 1/3 capacity
- **Auditoriums**: 1/5 capacity
- **Labs/Studios**: 1/3 to 1/2 capacity
- **Seminar Rooms**: 1/3 to 1/2 capacity
- **Study Areas**: 1/2 capacity
What is the Data Telling Us?

(Example)

<table>
<thead>
<tr>
<th>CourseAndSection</th>
<th>Title</th>
<th>Avg Enrollment</th>
<th>%Filled</th>
<th>MeetingRoom</th>
<th>ROOM_NAME</th>
<th>MAX_SIZE</th>
<th>CUR_OCCUP</th>
<th>REV_OCCUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAD291-01</td>
<td>Rehearsal and Performance</td>
<td>15</td>
<td>250.0%</td>
<td>PC133</td>
<td>Conference Rm</td>
<td>25</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>CHEM406-05</td>
<td>Biochemistry I Laboratory</td>
<td>16</td>
<td>200.0%</td>
<td>SL333</td>
<td>Biochem Laboratory</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>CHEM413-01</td>
<td>Physical Chemistry Laboratory I</td>
<td>16</td>
<td>200.0%</td>
<td>SL337</td>
<td>Phys Chem Lab/Inorganic Chm</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>CHEM300-01</td>
<td>Principles of Organic Chemistry I</td>
<td>23</td>
<td>151.7%</td>
<td>SL386</td>
<td>Organ Chem Laboratory</td>
<td>22</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>CHEM406-06</td>
<td>Biochemistry I Laboratory</td>
<td>15</td>
<td>187.5%</td>
<td>SL333</td>
<td>Biochem Laboratory</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>CHEM406-04</td>
<td>Biochemistry I Laboratory</td>
<td>15</td>
<td>187.5%</td>
<td>SL333</td>
<td>Biochem Laboratory</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>CHEM350-03</td>
<td>Principles of Organic Chemistry I</td>
<td>22</td>
<td>183.3%</td>
<td>SL386</td>
<td>Organ Chem Laboratory</td>
<td>22</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>CHEM400-02</td>
<td>Biochemistry I Laboratory</td>
<td>14</td>
<td>175.0%</td>
<td>SL333</td>
<td>Biochem Laboratory</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>CHEM450-01</td>
<td>Advanced Inorganic Chemistry I</td>
<td>14</td>
<td>175.0%</td>
<td>SL337</td>
<td>Phys Chem Lab/Inorganic Chm</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>CHEM350-05</td>
<td>Principles of Organic Chemistry I</td>
<td>21</td>
<td>175.0%</td>
<td>SL386</td>
<td>Organ Chem Laboratory</td>
<td>22</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>CHEM350-04</td>
<td>Principles of Organic Chemistry I</td>
<td>17</td>
<td>175.0%</td>
<td>SL386</td>
<td>Organ Chem Laboratory</td>
<td>22</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>SOC404-02</td>
<td>Law Enforcement Investigations and Communications</td>
<td>19</td>
<td>172.7%</td>
<td>MI235</td>
<td>Classroom</td>
<td>20</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>HERSP359-01</td>
<td>Practicum in Public Health</td>
<td>19</td>
<td>135.7%</td>
<td>MA379</td>
<td>Classroom</td>
<td>20</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>BIOL307-01</td>
<td>Cell Biology Laboratory</td>
<td>16</td>
<td>133.4%</td>
<td>SL284</td>
<td>Cell/Phys Laboratory</td>
<td>16</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>BIOL307-02</td>
<td>Cell Biology Lab</td>
<td>16</td>
<td>133.4%</td>
<td>SL284</td>
<td>Cell/Phys Laboratory</td>
<td>16</td>
<td>24</td>
<td>12</td>
</tr>
</tbody>
</table>

Seat Fill per Room

- 300.0%
- 250.0%
- 200.0%
- 150.0%
- 100.0%
- 50.0%
- 0.0%

Bar chart showing seat fill per room for different courses.
General Classroom

- 30-40% current capacity (23 vs 56 seats)
- Separate entry & exit
- No grouping of furniture
Auditorium Style

– SLC 120
  • 20% current capacity (36 vs 190 seats)
  • Separate entry & exit
  • Allow time for movement
Lab/Studio Style

– SLC 375

• 30-50% current capacity (8-12 vs 24 seats)

• Separate entry & exit

• Plan for use of equipment, sinks, etc.

• Plan for shorter lab periods
Simulation Style

- RCTC ST114
  - Plan for smaller cohorts
  - Plan for shorter time periods
  - PPE may be necessary
Preparing for Change
Course Delivery Modes

- **Fully In-person** – Same onsite course, larger space
- **Blended or Hybrid** – Still meet in-person, but less frequently; remaining contact time online
- **Mostly Online** – No more than two in-person meetings; remaining contact time online
- **Fully Online** – No in-person meetings; all contact time online
  - **Synchronous** – Required online meetings
  - **Asynchronous** – No required online meetings; all contact time asynchronous (e.g., discussion, email, assignment feedback)
Faculty Support Opportunities

• 1:1 Course Design Assistance
  – Linda Kingston (ACE; lkingston@winona.edu) and Ken Graetz (TLT; kgraetz@winona.edu)
  – tlt@winona.edu
  – https://minnstate.zoom.us/my/wsutlt

• Keep Teaching Self-service Documentation
  – Keep Teaching Website: https://www.winona.edu/ace-toolkits/keep-teaching.asp
  – Blended Learning Toolkit: https://learn.winona.edu/Blended_Learning_Toolkit

• Other
  – TLT Weekly eClinics and Learn Labs
  – ACE WeTeach Program
    • June 1 session is full with 60 people
    • August 3 session and September 28 session
    • https://learn.winona.edu/WeTeach_System
  – System Office Network for Educational Development (NED)
    • 17 offerings between May 18 and August 16
    • https://asanewsletter.org/events/
  – QM workshops (fee based)
    • https://www.qualitymatters.org/professional-development/workshops
  – Online Learning Consortium (OLC) workshops (fee based)
    • https://my.onlinelearningconsortium.org/s/events/#/events/smallicons
## Faculty Course Preparation Checklist

<table>
<thead>
<tr>
<th>In-person</th>
<th>Blended or Mostly Online</th>
<th>Fully Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Inform students of format decision</td>
<td>- Inform students of format decision</td>
<td>- Inform students of format decision</td>
</tr>
<tr>
<td>- Identify students who need accommodation</td>
<td>- Identify students who need accommodation</td>
<td>- Identify students who need accommodation</td>
</tr>
<tr>
<td>- Recognize COVID-19 symptoms</td>
<td>- Recognize COVID-19 symptoms</td>
<td>- Complete preliminary course redesign</td>
</tr>
<tr>
<td>- Describe public health practices clearly</td>
<td>- Describe public health practices clearly</td>
<td>- Inform students of meeting details</td>
</tr>
<tr>
<td>- Identify location for in-person meetings</td>
<td>- Identify location for in-person meetings</td>
<td>- Complete course redesign</td>
</tr>
<tr>
<td>- Develop physical distancing plan</td>
<td>- Complete preliminary course redesign</td>
<td>-</td>
</tr>
<tr>
<td>- Develop contact tracing plan</td>
<td>- Develop physical distancing plan</td>
<td>-</td>
</tr>
<tr>
<td>- Inform students of meeting details</td>
<td>- Develop contact tracing plan</td>
<td>-</td>
</tr>
</tbody>
</table>

Inform students of meeting details

Complete course redesign

Details available at [https://learn.winona.edu/Keep_Teaching_Manual](https://learn.winona.edu/Keep_Teaching_Manual)
Classroom Cleaning
Institutes of Higher Education (IHE): Coronavirus Disease 2019 (COVID-19)

The situation surrounding the outbreak is rapidly evolving and the information or recommendations are changing as new information becomes available. Please follow Minnesota Department of Health (MDH) and CDC recommendations and avoid creating situations that may stigmatize staff or students.
Faculty Interactions with Students
Student – Faculty Interactions

• In the Classroom
  – Informal contact before and after class
  – Providing feedback (ad-hoc question/answer times)
  – Demonstrations
    • Adjusting a bow grip, taping an ankle, use of instruments, etc.
  – Student-Student Interactions
    • Group activities, Lab partners, etc

• Out of the Classroom
  – Office Hours
  – Advising
  – General Communication and Relationship Building
Guidance on Masks
President Scott Olson
Student Life and Development
Winona State University

Single-Room Occupancy for:

Sheehan
Prentiss - Lucas
Morey - Shepard
Conway
Richards
Maria
Lourdes

At Double Room Rate.

2020-2021 Academic Year Only
# Student Life and Development Planning for Campus Re-Opening (Scenario B)

This plan focuses on SLD service continuity as the campus moves into Scenario B.

<table>
<thead>
<tr>
<th>Scenario C -- Current practice of remote services with minimal exceptions</th>
<th>Facilities are closed or strictly limiting entry and use. The majority of the services were provided remotely with exceptions of limited services in student union, dining, and housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td><strong>Screening (Staff and Students)</strong> Develop a health screening protocol prior to the return of employees and students to the campus. Consider health screening prior to entering a building and a public space. Plan on-campus isolation and quarantine space and protocol for residential students. Provide training on public health measures and signs/symptoms of COVID-19 to employees and students.</td>
</tr>
<tr>
<td><strong>Social Distancing</strong></td>
<td>Prepare a space for safe interactions and social distancing. For examples: Install plexiglass screens. Revise capacities for a building and room. Designate entrances/exits to the building and monitor traffic. Put out stanch-ins or tape on the floor to mark the safe distance. Space out chairs and furniture at a safe distance. Clearly communicate expectations, rules, and policies through signages, signs, etc. Create a waiting room with appropriate spacing or develop strategies to reduce the need for waiting in a closed space. Residential halls offers single residence per room only.</td>
</tr>
<tr>
<td><strong>Sanitation/ Hygiene</strong></td>
<td>Make masks and hand sanitizers available to students, guests, and personnel. Use cleaning/disinfecting supplies between meetings/gatherings, following the guidance/protocol/instructions. Stock PPEs for employees who may be the first responders to emergencies.</td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td><strong>Access</strong> Reduce on-site hours supplemented by remote access. Restrict and monitor access to buildings. Develop a system for access by appointment or reservation. Use virtual meetings if possible/needed/appropriate. Develop work schedule to provide services while accommodating safety and physical, mental and psychological health of employees.</td>
</tr>
<tr>
<td><strong>Quality Control</strong></td>
<td>Adopt strategies for timely and helpful responses to inquiries. Communicate clear and accurate expectations, practices, and policies/procedures. Identify and address technological needs for remote services as well as on-site services that follow COVID-19 best practices.</td>
</tr>
<tr>
<td><strong>Assessment / Quality Improvement</strong></td>
<td>Collect, analyze, and reflect on feedback data from students and service providers and inform timely decisions and changes for improvement.</td>
</tr>
<tr>
<td><strong>Gatherings</strong></td>
<td><strong>Planned Events / Programs</strong> Hold in-person events in a space in a building and outside that allows safe social distancing and traffic monitoring. Develop a system that allows participation by an appointment or reservation for an on-site event/program participation or space use. When possible, plan programs and events using technology for virtual streaming or prerecording. Minimize the need for social gatherings.</td>
</tr>
<tr>
<td><strong>Informal Interactions</strong></td>
<td>Promote and encourage proper social distancing, wearing a mask, and appropriate personal hygiene practices. Send the message through social media, digital signages, etc.</td>
</tr>
<tr>
<td><strong>COVID19 Code of Conduct</strong></td>
<td>Develop and follow WSU guidelines for enforcing COVID 19 appropriate behavior (as defined by CDC, Minnesota Dept of Health, and MnInn State System).</td>
</tr>
</tbody>
</table>
Questions!