Fall 2021 Planning Subgroup Report
Instruction and Research

I. Subgroup Membership

Subgroup Coordinator
• Allison Danell, Dean, Thomas Harriot College of Arts & Sciences

Subgroup Leaders
• Angela Anderson, Acting Vice Provost for Academic Success
• Bill Bagnell, Associate Vice Chancellor for Campus Operations
• Purificación Martínez, Chair of the Faculty
• Jamie Perry, Chair, Department of Communications Sciences & Disorders
• Chandler Ward, SGA President

Campus Experts
• David Bucci, Director, College of Engineering and Technology Student Success Center
• Robert Carels, Professor, Department of Psychology
• Linc Conn, Chair, Department of General Dentistry
• Wendy Creasey, Director of Digital Learning and Emerging Technology Initiatives
• Edu Leorri, Associate Dean for Planning, Harriot College
• Lynnsay Marsan, Teaching Assistant Professor, Department of Biology, and Vice Chancellor Fellow for Undergraduate Research, REDE
• Marianne Montgomery, Chair, Department of English
• Siddharth Narayan, Assistant Professor, Department of Coastal Studies
• Jean Luc Scemama, Associate Professor, Department of Biology, and Vice Chair of the Faculty
• Will Banks, Director, University Writing Program
• Jennifer Baysden, Associate Director of Office of Academic Outreach, Continuing and Distance Education
• Elizabeth Coghill, Director, Pirate Academic Success Center
• Katie Erickson, Assistant Director of Education Abroad
• Mark McCarthy, Chair of Faculty Senate Calendar Committee

II. Guidelines and Resources

• ECU Faculty Manual
• REDE Coronavirus Information Hub
• Local, state, and national public health information websites
III. Summary of Key Recommendations

Instruction

- **Classroom instruction and delivery:** Canvas usage by instructors and students is critical. Instructors should communicate technology expectations to students. The university should communicate classroom technology capabilities to instructors and offer necessary training. If a cluster of COVID-19 cases is potentially developing or identified, individual instructors and public health officials should confer to determine whether a class may be moved online for up to 2 weeks. If outbreaks become more widespread, building density as a function of course meeting days and times should be mapped in order to target particular classes in high density areas to be moved to a fully online delivery method. Priority for continued in-person instruction should go to classes that require in-person learning, such as labs and studio classes.

- **Classroom occupancy and density:** The university should keep instructional spaces (110 and 210 spaces) at full density. The university and instructors should encourage a culture of mask wearing in classrooms. Instructors should create attendance policies that provide flexibility in case of illness, quarantine, or isolation, and published them in Canvas at least one week before the beginning of the term. The university should implement a universal seating chart system to aid instructors in establishing seating charts, a practice that is advisable in all classes.

- **Study abroad:** The Office of Global Affairs is coordinating a process for students to request permission to study abroad in locations accepting US students. The process requires students to identify the major risks at the location and the risk mitigation strategies they will use. Faculty directors of study abroad programs will facilitate this process for group programs.

- **Office hours, advising, and academic support services:** Multiple modes of in-person and remote engagement should be offered when possible. This flexibility will enhance student access and employee productivity. Instructors should hold at least 5 hours of in-person or virtual office hours per week. Academic Advising offices should maintain standard university operating hours of M-F, 8 am-5 pm, and be staffed at an appropriate level to meet the needs of students. Each office should work within their unit to allow personnel to establish a flexible schedule of in-person and remote work, primarily in-person. Academic support services (such as Pirate Academic Success Center and the University Writing Center) plan to maintain pre-COVID hours and provide a full range of services with a mix of face-to-face and online appointments.

Research, and Clinical/Experiential Learning

- **REDE should continue to coordinate and communicate updated guidelines, ideally with operational changes posting to the REDE website as well as the Return of Pirate Nation website.**

- **Research:** ECU personnel overseeing research activities should have safety plans in place based on risk assessment and researcher safety requirements. Safety plans should align with the appropriate level of risk as defined by OSHA guidelines.

- **Clinical/Experiential Learning:** ECU personnel coordinating placement of students at non-ECU sites for clinical and/or experiential learning should communicate with sites regarding risk assessment. ECU personnel are responsible for updating risk assessments and confirming continued student participation as needed based on public health conditions at sites.

- **ECU Clinics:** Each individual clinic should establish a committee and/or task force that meets regularly to write, review, and maintain a dynamic manual of operations detailing the safety protocols related to COVID-19. Students should be required to complete an attestation that they have received and reviewed the manual upon each revision.