

Recommendations, questions, and unresolved concerns from the GUGCC meeting on Wednesday, 11 March, 11am, regarding Instructional Continuity (in no particular order):

- GradeScope is a good resource for students to self-submit completed assignments, including 'take-home' exams or quizzes. Two quick things to consider if you use such:
 - a. Do a 'practice run' with student upload to catch and fix the inevitable problems prior to a high stakes run.
 - b. Anticipate some students not having printers available (so take advantage of GradeScope's "students must identify where there answer is in their uploaded file" feature).

See also the "On Line Teaching Resources.docx" document for links and other info.

- Gen Chem can deliver quizzes through Sapling Learning, through TopHat, through paper/GradeScope, through CourseWeb/Canvas. Individual instructors should chose the resource they prefer. In as much as possible, quizzes should still be offered.
- Exams for any course can be delivered through paper/GradeScope, TopHat, CourseWeb, Sapling Learning, CourseWeb, or Canvas – albeit all in a "take-home" format. The time period the exam is available and the time the exam can be 'open', is controllable to some fashion, in different ways through the different platforms. There is no mechanism to monitor or control collaborators or external resources for any of these.

At this time, the use of external, proctored exam sites is unknown. A query has been submitted to CTL but without an answer yet. The committee is pessimistic about external testing sites (the load, the diversity and the likelihood they will also be out of commission).

- Finals – discussion tabled pending further understanding of the challenges. It would be beneficial to see a statement from the Dean/Provost about their expectations for finals.
- Syllabi: the committee recommends that the Chair and the Dean blanket authorize changes in published syllabi commensurate with the implementation of class meeting restrictions.
- A number of instructors utilize UTAs in a number of ways. Due to their diversity, individual instructors will decide how to handle UTAs and their duties. If an instructor finds that limitations on UTAs hampers instructional continuity, they should approach the department for additional resources.
- The committee encourages the Dean/Provost to publish a statement about content coverage now versus that anticipated in January. Most extreme consideration: is an instructor, allowed to cancel content coverage for the duration of any class meeting restriction?
- Tamika has a plan to implement "dry labs" for Gen Chem, but other lab instructors expressed a need to cancel labs for two weeks while alternatives are worked out.
- The separate document gives a number of strategies for delivering lecture. Of all offered, Panopto might be the quickest/easiest to implement if your lectures can be 'screen captured' while Zoom might offer the greatest flexibility and interactive capability. Zoom seems to be the consensus recommendation for office hours and recitation at the moment. (A word of caution: CourseWeb has significant file size limitations so might be best to upload Zoom-created media files to the Panopto site which appears not to have file size limitations.)
- Will TAs/TFs be allowed to be on campus, to perhaps, run an experiment (for a teaching lab) with a partner, and live stream it so that students experience it to some extent and gain some

understanding of the provided data they would report on?

- Recitation TAs will be utilized and guided by their individual instructors. But what about the numerous lab TAs? What are the duties and obligations if f-2-f labs are canceled? We presume they would still have lab report grading duties but their workload will be dramatically reduced. How would that impact their pay?
- Will graduate courses (small enrollments; students continuing their research) be allowed to meet during any class meeting restriction?