

Dear Colleagues,

Below is a list of updated information and considerations related to COVID-19 to be aware of as you plan to deliver your courses this spring. Please take time to read through the included policies and statements, as they may answer some of the questions you have. Note that all safety protocols that were in place for the Fall 2020 semester will remain in place for the Spring 2021 semester unless otherwise communicated by university leadership.

My sincere thanks for your diligent preparation, and may we be blessed with another successful semester this spring.

Policies and Statements

- [Recommended syllabus statements](#) have been posted for courses that will be presented in face-to-face or hybrid formats, as well as for courses that will be presented online. This includes *attendance policy statements*, *office hours for online courses*, and *potential online transition statements* essential for the spring 2021 semester.
- Office hours may be held virtually or in-person (as long as face masks and social distancing are used). The important thing is for faculty to be accessible to their students.
- The **In-Person Exam Policy for Spring 2021** has been finalized and is available at [here](#).
- [Face Covering Policy](#) (Note that any student who refuses to wear a face covering in class must adjust their course schedule to all online courses. Such a student will not be permitted to attend in-person. If said student refuses to leave class, the instructor may dismiss in-person class for the day, and the student will be subject to disciplinary action through the Student Code of Conduct.)

Course delivery and modality

- Each course needs a remote delivery option for ill and/or quarantined students. Rooms with cameras or microphones will be scheduled to automatically record and upload class sessions to each instructor's private media library in Canvas. **(Visit www.baylor.edu/learningtogether/classroomtech for remote delivery options and assistance.)**
- Faculty should have a back-up plan for delivering their courses in the event they either need to self-quarantine or they become ill for an extended period of time. **(Please contact your department chair for assistance.)**
- Faculty should be prepared to transition courses to online delivery should the need arise. **(Visit www.baylor.edu/learningtogether for information and assistance.)**

Training

- Faculty are strongly encouraged to connect with their chairs and their Academic Technology Directors (where applicable) to find time to **test the technology in their respective classrooms** (while wearing the face covering they plan to use while teaching) prior to their first class. Faculty may also email the Learning Spaces team at cts@baylor.edu.
(Visit www.baylor.edu/learningtogether/classroomtech for information.)
- Teaching Strategies Support for Faculty**
The Academy for Teaching and Learning, Library Academic Technology and Support Learning Design Team and the team at iDesign collectively and collaboratively are coming together to support Baylor faculty as you prepare for Spring 2021. Below, you will find contact information of Baylor’s talented team of teaching and learning specialists. While you might see a difference in areas of specialization, all three units approach teaching and course development holistically.

We are here to help! We want to be your collaborator, problem-solver, educational technologist, and instructional designer! To schedule 1:1 or small group consultations, email us by clicking on the links below.

ATL	LATS Learning Design	iDesign
<p>Dr. Lenore Wright Director, ATL</p> <ul style="list-style-type: none"> Instructional theories Teaching paradigms Critical thinking Active learning Interactive lectures Affective course elements 	<p>Dr. Chris Zakrzewski Director, Learning Design</p> <ul style="list-style-type: none"> Instructional strategies and theories Assessment strategies Student engagement strategies Course planning Course Design Hybrid teaching strategies Problem-based learning Authentic learning 	<p>Instructional Design Support Center by iDesign</p> <ul style="list-style-type: none"> brainstorm ideas about your course recommend options for delivering content for all modalities suggest ways of presenting materials improve your students’ learning experience share examples of what has worked well for others generate learning activities to encourage

		<p>engagement and retention</p> <ul style="list-style-type: none"> • explore the technologies used at your institution and walk you through ways to utilize these tools in your teaching
<p><u>Dr. Christopher Richmann</u> Associate Director, ATL</p> <ul style="list-style-type: none"> • Teacher Professional Development • Scholarship of Teaching and Learning • Teaching Styles and Presence • Learner Differences 	<p><u>Dr. John Solis</u> Senior Instructional Designer</p> <ul style="list-style-type: none"> • Kaltura and video quizzing • Cidi Labs design tools • Online test design • Canvas course templates • Outcomes and rubrics • Online course design and organization • Publisher content integration 	
<p><u>Dr. Craig Clarkson</u> Manager of Operations, ATL</p> <ul style="list-style-type: none"> • “Backwards” Course Design • Student Engagement Strategies • Classroom/Formative Assessment Techniques • Advanced Zoom Features in Meetings • Canvas Quizzes and Alternative Online Assessment • Diversity and Inclusion • Civic Learning in the Classroom and Curriculum 	<p><u>Dr. Becky Parton</u> Instructional Designer</p> <ul style="list-style-type: none"> • Interactive multimedia & e-learning development • Technology integration including AR/VR, mobile apps, and smart devices • Authentic assessment – techniques and tools • Integrating Christian faith & creating professor-student presence online • Video techniques, editing, and captioning 	

	<ul style="list-style-type: none"> • Gameful Learning approaches to course design • Course planning tools including calculating time on task 	
<p>Dr. Lyndsay DiPietro Postdoctoral Fellow in STEM Education</p> <ul style="list-style-type: none"> • Virtual lab and field exercises • Teaching large STEM courses online • Preparing Teaching Assistants for online teaching • Teaching with data • STEM pedagogy • Supporting first generation and underprepared students • Teaching controversial topics in STEM 		

- “Tech • ology” workshops (offered throughout the spring)
<https://www.baylor.edu/learningtogether/index.php?id=974793>

COVID Testing and Contact Tracing

- Faculty have no obligation in the **communication process for a student testing positive** for COVID. Faculty will be notified by the student if the student needs an alternative course delivery option due to illness. Faculty will also be notified by a contact tracer if it is possible they may have come into close contact with a student or other person who has tested positive.
- [COVID test requirement prior to returning to campus](#)
- **Additional surveillance testing plans** for faculty and staff beyond the initial return to campus testing requirement will be communicated closer to the start of the spring semester.

- We have developed **contact tracing protocols** according to the latest guidance from the CDC and other public health entities. With the masking and social distancing measures we have instituted for the fall, only those in direct contact with a student would be subject to self-quarantine.
- Faculty should create **seating charts** to facilitate contact tracing, with students sitting in the same seat for each class session. Canvas offers a seating chart feature in the Attendance tool. <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-roll-call-seating-chart-using-the-Attendance/tab/1024>

Additional information on returning to campus

- **Faculty, staff, and students should not come to campus if they are ill or even mildly symptomatic.**
- **New masks** will be distributed in January to faculty, staff, and students.
- **Childcare/caregiver concerns** – Individual departments will attempt to accommodate additional online teaching requests as those requests align with student demand. Switching a face-to-face course to an online course should be avoided if at all possible since students considered modality of instruction when they registered.
- [Return-to-work checklists for all employees and for managers](#) (including self-screening and hygiene guidelines)
- [FAQs on returning to on-campus work](#)

Best regards,

Nancy Brickhouse, Ph.D.
Provost