Teaching in Fall 2020
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Faculty Town Hall

Provost Kenneth G. Furton
May 8, 2020 1PM
FIU Testing Center
Over 7,000 tests performed!
FIU REMOTE TEACHING STATUS

COURSES BEFORE 3/24/2020
- **1,678 Courses**
  - Originally Online
  - Face to Face & Hybrid

COURSES AFTER 3/24/20
- **5,565 Courses**
  - Originally Online
  - Remote Teaching 84%
  - Remote Transitioning 12%
  - Remote Consulting 4%

% of Sections Offered

- Originally Online
- Face to Face & Hybrid

Originally Online 100%
SUMMER A/C
CURRENT COURSE OFFERING ANALYSIS

ONLINE ONLY
- 493
  - 191 GRAD

F2F/HYBRID CURRENTLY OR PREVIOUSLY OFFERED ONLINE
- 805
  - 70 GRAD

F2F/HYBRID WITH NO ONLINE LABS
- 324
  - 135 GRAD

FIU | Academic Continuity Team

*EXCLUDING DISSERTATIONS, THESIS, INTERNSHIP, ETC.*
ALL SUMMER TERMS

*EXCLUDING DISSERTATIONS, THESIS, INTERNSHIP, ETC.*
What does Fall 2020 Look like?

What does Fall look like:
1. Increased number of fully online offerings and zero credit lab workshops
2. 40% capacity with physical distancing using blended approach such as “hybrid rotation” model
3. Approved Canvas-assisted remote learning with instructional requirements remote teach ready badging

OR?
Reduced classroom capacities

- Repopulation task force will advise when it is safe to have students on campus
- Observing social distancing will result in a 60% reduction in classroom capacity
- Decision tree being developed to aid in determining which classes can be conducted in person
Common Questions from Faculty

- When will a decision be made to return to campus?
- Will faculty be forced to return to campus?
- Will my course be forced to be taught online?
- What is the difference between my remote course and online?
Recent May 6, 2020 MoU

**Instructional Assignment/Evaluation**

2. Faculty shall maintain ownership of all course content, even if it is presented in an online format.

3. Remote instruction and online presentations as mandated by the University shall not negatively impact supervisory review or annual evaluations. However, they may be used to positive effect.

4. The presentation of course content will be affected dramatically by the shift to online platforms. Therefore, student course evaluations shall not negatively impact annual evaluations. However, they may be used to positive effect. There shall be no adverse action arising from the sudden online transition of classes that were not designed for this format.
8) Tenure & Promotion

a.) Pre-tenure faculty who are concerned about their scholarship and creative activities have or will potentially be substantially impacted by the current health emergency may request a temporary pause of their tenure-clock. Such requests shall be made to their department chair no later than August 10, 2020.

b.) A temporary pause does not necessarily indicate a request for or approval of a tenure clock extension. Instead, it identifies potentially impacted faculty and begins the process for potential tenure clock extensions.

c.) During the period of the temporary pause, faculty will consult with their department chair about the impact the health emergency has had on their scholarship and creative activity and if a tenure-clock extension is both warranted and advisable.

d.) Faculty have until December 31, 2020 to either stop the pause on their tenure clock or to request a formal extension of their tenure clock due to the reasons related to the COVID-19 health emergency.

e.) No negative action shall be taken against a faculty member who requests a temporary pause and does not formally request a tenure-clock extension. Their tenure clock will continue as normal and no time will be lost due to the temporary pause.

f.) Faculty who wish to request a tenure-clock extension should follow established processes outlined in the Tenure and Promotion Manual. (see below)

There is a tenure-clock-extension request form available on the Academic Affairs Website. The faculty member is responsible for getting signatures from their Chair, Dean, and Provost. Due by Dec. 31, 2020. The Provost will grant tenure clock extensions when faculty provide a simple statement that the health emergency has impacted their research/creative activity. [They do not need to provide details, as it could include travel restrictions, inability to collect data, lack of childcare, etc.]
Full MoU available for viewing on UFF’s website
Remote Teach Ready

Issued by Florida International University (FIU)

Earners of the RTR badge have a fundamental understanding of remote teaching technologies to ensure academic continuity. As a practitioner, the badge earner learns to implement key technologies such as the essentials of Canvas and Zoom. Earners understand remote course development, including how to: navigate Canvas; manage assignments/assessments; write alternative assessments; communicate course content; stay connected with students; maintain a course schedule; and follow FERPA guidelines.

Skills

Type: Learning
Level: Foundational

- Canvas Course Development
- Creating Canvas Assignments
- FERPA
- Remote Teaching
- Teaching With Zoom
- Writing Assessments

Earning Criteria

- Complete Remote Teach Ready 1 workshop and meet completion and achievement measures outlined in rubric, including: self-reporting and reflection on course design/changes; self-assessment of remote teaching readiness; and reporting remote Status of the course in Panthersoft.

- The RTR badge can also be earned by completing any of the following related courses: Completion of Quality Matters (QM) and/or FIU High Quality certification for a fully online
For Responses to Specific Questions, use the Chat.

Additional Questions can be sent to: provost@fiu.edu