Dear Members of the Georgia Tech Faculty:

Following the announcement of fall course modes this week, we understand you might be getting questions from students that you aren’t sure how to answer. Students are seeking details about individual courses, including flexibility and expectations around attendance, plans for assessments and final exams, and what to expect from the instructional format. We are reaching out with additional guidance to assist you as you communicate with your students about course expectations, and as you get ready for the start of the semester.

**Requests for All-Remote Participation in Hybrid Courses**

Many students are seeking an all-remote option for Georgia Tech courses designated as hybrid (limited in-person). In order to provide additional clarity, here are some guidelines:

- Hybrid courses are expected to have meaningful in-person experiences that are integral to the learning outcomes.
- If you are teaching any course designated as hybrid, you should clearly communicate the course attendance policy and the expectation for in-person meetings in the syllabus. Within these expectations, be prepared to meet needs of students who may be ill, feel ill, or need to isolate so that they can comply with public health best practices while keeping up academically.
- Students who (a) have received an accommodation approval from the Georgia Tech Office of Disability Services (ODS); and (b) international students who are unable to return to the United States at the start of the semester may request an all-remote option for a hybrid course. We acknowledge that an all-remote format may not best achieve the stated learning outcome for your particular courses, so please use your discretion whether to grant these requests or not. If you are unable to grant a student’s request, please encourage them to work with their advisor and ODS (for students needing an accommodation) to identify other pathways that meet their degree requirements.
- There may be exceptional cases where a student may have an otherwise unforeseen situation or argument for remote access. We ask that you listen and consider it if the solution meets educational goals and objectives, and is fair, equitable, and feasible. Faculty members should consider requests for all remote access on a case-by-case basis only.

In general, please respond promptly, reassuringly, and compassionately to students who have these requests. Share Institute and school resources that they may need.

**Classroom Assignments**

Classroom capacities and assignments are currently being determined. Classroom setups (furniture, A/V, etc.) are being tested by building managers using seat maps from Capital Planning and Space Management. Classrooms are being assessed to ensure physical distancing can be maintained consistently. Classroom seats are being marked to show which ones may be used and labeled to facilitate assigned seating. Classroom assignments
will largely be in Banner by August 1. Please recognize there may be necessary changes before the first day of classes.

**Assessments and Final Exams**
In all delivery modes, faculty will accept papers, projects, tests, homework, and other assignments only in electronic form unless the assignment is a physical artifact. Reading days and final assessments will be administered in a format consistent with the course delivery mode. We do anticipate that most finals will be administered remotely, with a few course-specific exceptions. If the final for your course must be delivered in person, communicate that requirement to students early in the term to allow students ample time to make post-Thanksgiving plans accordingly.

**Hybrid Courses – Preparing for the First Week**
Faculty may consider, but are not required, to hold the first week of hybrid courses in a remote format. This could allow time for you to test technology and equipment in your assigned classroom during the early class sessions that are typically more focused on course setup and housekeeping items such as reviewing the course syllabus and expectations. This first week could also allow you to communicate with students as they are adjusting their schedules and as class rosters may change.

**Developing Your Syllabus**
The Center for Teaching and Learning has created a [template for adapting syllabi](#) for courses planned for fall, including in-person with physical distancing, hybrid, and remote modes. Additional resources are under development to assist faculty with syllabi language regarding attendance, required use of face coverings, and guidance for how students can keep up academically if they need to miss class, among other issues.

**Cleaning and Disinfection on Campus — Facilities and the Classroom**
We have spent the past several months enhancing cleaning and disinfection on campus. We have also retrained staff, hired additional staff, and adopted new cleaning methods, to include expanded disinfecting fogging operations, daily classroom cleaning, augmenting cleaning staff to focus on disinfecting high touchpoint areas, and making disinfectant and wipes available in classrooms for students who wish to disinfect their desks or work areas before and after use. Signage will be used to encourage best practices for personal hygiene and the movement of people through campus spaces, including identifying classroom entrances and exits. Facilities Management has also upgraded air filters and ensured systems are operating optimally.

**Planning Resources and Feedback**
All faculty members teaching in the fall have been enrolled in the [Georgia Tech Remote and Hybrid Teaching Academy (GTRHTA)](#) in Canvas. This resource includes self-paced modules as well as a list of instructor-led workshops on a variety of topics that will help you prepare for fall teaching. Look for regular email announcements from GTRHTA for upcoming events.
A tool, called **Course Type Expectations**, is now available to you as a link in your Canvas course menu. You are asked to provide a short synopsis (50-100 words or less) of course expectations, including your intentions for an attendance policy, anticipated in-person interactions, and how you plan to administer final assessments in your courses. This synopsis of course expectations will then be available to students in OSCAR when they view the individual course entry. Starting Monday, July 27, this tool will provide students more information about courses when Phase 2 registrations opens. You can find quick instructions for using the tool [here](#).

We continue to develop resources to assist you in every way we can, including:

- [Academic Restart Frequently Asked Questions](#)
- [Hybrid Teaching Guide for Fall 2020](#)

These guidelines will be updated regularly as details are finalized. Along with [faculty resources](#) currently available on the Institute response site, there are other resources that will launch in the coming days, including a faculty guidebook, which will be made available on the [Tech Moving Forward](#) site.

**Moving Forward**

We know these last few weeks ahead of the semester will be stressful as final preparations are made. Thank you for your willingness to be as flexible and understanding as possible with your students as they make decisions in these unusual circumstances. These are indeed uncertain and difficult times for all in the Georgia Tech community. It is important that we keep open lines of communication and to redouble our efforts to exhibit patience, understanding, and empathy across the community.

Please reach out to us at provostsoffice@gatech.edu if you have questions.

Regards,

Academic Restart Task Force
Georgia Institute of Technology