Committee Membership:
Dr. Elsa Núñez, President, Eastern Connecticut State University
Dr. Jane Gates, Provost, Connecticut State Colleges and Universities System
Dr. Robert Prezant, Provost, Southern Connecticut State University
Dr. Shirley Adams, Provost, Charter Oak State College
Jay Murray, AVP of Enrollment Services, Western Connecticut State University
Dr. Patricia O’Neill, AAUP President, Western Connecticut State University

Introduction
In response to COVID-19, the Academics and Enrollment Management Steering Committee was tasked with developing recommendations that can be adapted and implemented by individual campuses of the Connecticut State Colleges and Universities System as they prepare to reopen to students, faculty and staff. Specific areas the committee was asked to address included delivery of undergraduate and graduate courses; supplemental instruction; admissions and registration processes; and faculty professional development necessary to deliver online instruction.

Grounded in a system-wide commitment to following federal CDC and Connecticut DPH guidelines, these recommendations are based on two other critical elements of the State of Connecticut’s overall plans to reopen the higher education sector over the coming months.

(1) Each institution must meet the “Gating Conditions” established by the Higher Education Subcommittee of the Governor’s Reopen Connecticut Advisory Group. Those include a stabilization of COVID-19 hospitalizations in each local area; testing and tracing capabilities on individual campuses; adequate personal protective equipment (i.e. masks, face shields, gloves); guidelines on social distancing requirements and density maximums (dorms, dining halls, classrooms); surge capacity at local hospitals; and liability relief.

(2) Each institution must have a DPH-approved plan to reopen its campus(es) that addresses unique local conditions. Those plans must include strategies to repopulate the campus(es), monitor health conditions, contain any COVID-19 outbreak, and be ready to pivot to online instruction should circumstances warrant. Flexibility will be key.

Whereas the “gating conditions” establish a health and safety threshold for each campus, and institution-specific plans will respond to unique, local conditions (undergraduate vs. graduate, commuters vs. residential, urban vs. rural), the recommendations in this report focus on the needs of students and faculty, seeking solutions to challenges facing the teaching/learning process. Attention is also given to recommendations in support of student recruitment and retention, recognizing that the stability of campus enrollments is fundamental to institutional viability, student success, and public confidence.
Academics

Teaching and learning are at the heart of our universities. Students and faculty need targeted support systems to maximize learning and ensure student success. The recommendations in this section of the report are intended to adjust systems and processes to allow for on-ground instruction this coming fall, while also improving our ability to offer online instruction as necessary. Two overarching concerns that must be addressed before we consider opening the campuses are the health and safety of our faculty, students, and those who support them, and the potential inequities that exist amongst students, staff, and faculty who might need to work at home and face technology limitations as a result.

Recommendations:

- Fair and equitable decisions are needed to determine who should be on campus and who should not be on campus to support the academic enterprise of each institution, with attention to the needs of adjunct faculty, people with compromised immune systems, other vulnerable populations, and those who elect not to come to campus out of personal concerns. We need to recognize that if faculty or staff do not return to campus, there must be a plan in place to cover their courses and labs should online instruction not be feasible. Decisions must also be made to address the same concerns of students coming back to campus. Policies covering decisions on who should and should not be on campus should be made at the system level and implemented consistently across CSCU campuses.

  The committee recommends that institutions acknowledge that some student populations need an on-ground experience to ensure their success, including freshmen, students who are academically at risk, and students in high-risk courses.

- Flexibility. We need to be able to pivot to offer only remote education as needed. Our institutions need to begin immediate professional development for faculty, including ADA and other compliance issues, and increase online support for faculty and students, such as information technology help desks, online library services, online advising, and orientation for students on Blackboard and other online platforms. There is also the potential of redeploying staff from jobs not easily performed online to providing remote academic support services required by online instruction.

  While individual campuses must have the flexibility of deciding what mix of on-ground, hybrid, and online courses works best for them, the Committee recommends that all CSCU campuses offer some on-ground courses this coming fall; no campus should limit themselves to online classes, unless the system as a whole decides to pivot due to health and safety considerations.
• **Reopening the universities for on-ground instruction.** The state universities will need to develop a plan to reopen classrooms that mandates social distancing, i.e. six feet of space, and includes options for ensuring that program and course outcomes can be met, while giving attention to faculty course loads and course scheduling. Special attention needs to be given to courses that require performance outcomes, whether that be dance classes or science labs or practicums. Each institution should have the freedom to decide which courses on its campus are face-to-face, hybrid, or totally online. These adjustments in our normal operations will take substantial financial investment and a significant amount of time, yet to be determined. (We may need to calculate the cost of doing business online, i.e. technology costs, and include this in our estimate of the cost of attendance.)

On-ground and virtual preparation for such educational opportunities need to be completed in parallel, while acknowledging that we do not know what scenario we will be facing at the end of August. **Technology platforms, such as the Panopto lecture capture system, should be considered for system-wide use and purchased by the system office.** Accommodations for use of libraries and other common areas must also be calculated into the planning.

*The committee recommends that CSCU open campuses on August 24, 2020, with on-campus residency ending at Thanksgiving and the balance of the semester, including exams, taking place online. This will mean vacating all residence halls on or about November 25, 2020.*

• **Academic policies and practices** that may be impacted will need to be reviewed, including placement testing, GRE testing, and research presentations for graduation requirements. Similarly, as was the case in spring 2020, a mid-semester switch from face-to-face to online instruction means that each institution will need to consider the re-establishment of late withdrawals, pass-fail options, and incomplete grade time extensions.

• **If campuses are partially engaged in remote education in fall 2020,** options will need to be in place to accommodate licensure, certification, and other requirements, as well as clinicals, internships, practicums, student teaching, and other applied learning activities that would otherwise necessitate an “on-ground” experience.

• To increase the level of social distancing and reduce the risk of COVID-19 infections, **the committee recommends that a “pod” concept be adopted,** wherein small student groups — to be sized based on residential hall accommodations—would live together, serve as a social unit, and practice the same safety protocols and healthy habits.
Enrollment Management

It is critical that we assure prospective students and their parents of the viability and competitive benefits of our Connecticut State Colleges and Universities. At the same time, the recommendations in this section of the report include any necessary actions to reengineer and adjust services that support retention and student access.

Recommendations:

- **Message:** Develop a strong message about our intentions to be on campus for fall 2020.
  
  “(Name of Institution) has every intention of being on campus this fall. We understand the challenges that will bring. We are committed to the value of the on-campus experience, and we are determined, if we are permitted to do so by the public authorities and medical circumstances, to be open and operating this fall.”

- **Retention:** Substitute face-to-face interactions with electronic solutions to better serve students with registration and other student support services. We need to be prepared to handle registration differently in a scenario where face-to-face service is not an option. Using virtual technology, online forms, and other tools, we must review how best to offer academic support and other services remotely, including tutoring, advising, and counseling.

- **Retention:** Implement innovative and flexible enrollment management processes.
  
  We must develop innovative and flexible enrollment practices that are responsive to the needs of students during the COVID-19 pandemic. These should use technology to allow for online substitutions of paper documentation, and could include the adjustment of deadlines, allowing registration deposits to be refunded, reconsideration of pass/fail policies related to transfer credits, flexible walk-in options for late registrations, flexible payment plans, and other student-centered policies.

- **Recruitment:** Substitute virtual recruitment technologies to respond to market demands.
  
  While we attend to the needs of our campuses for fall 2020, we must be considering how we can best prepare to recruit for the entering class of 2021.

  In response to market needs, we must identify and implement appropriate virtual experiences that can effectively serve as substitutes for normal, face-to-face interactions with prospective students and their families, i.e. Open Houses, College Fairs and high school visits. Potential strategies can range from virtual meetings with parents to online webinars, online chatrooms, videos and website content, social media and virtual tours. Resources will need to be allocated to enable state university enrollment offices to pivot to a more digital approach to recruitment. Although there could potentially be savings from the reduction/ lack of traditional recruitment travel, digital/virtual solutions may have a higher cost. This may include purchasing common turnkey communication systems such as the Ellucian Mobile App. The System Office should assist the campuses in funding those costs, i.e. identifying and purchasing a platform for virtual tours and open houses for system-wide use. In addition, a system-wide cap on the number of prospective students and their families visiting campus per day should be determined and followed by all campuses.
Financial Aid: Responsive financial aid to meet the changes in the financial situation due to COVID-19 related issues.

We must be flexible and responsive in providing additional financial support to students whose family financial circumstances may have changed due to COVID-19. A process to allow for the recalculation of students’ FAFSA and other financial documentation must be developed and implemented. We need to consider additional financial aid resources above and beyond what has been appropriated in the CARES Act. All schools have been mandated to put aside 10 percent of their CARES Act allocation for future use. Schools should also consider establishing other types of institutional emergency funding. Finally, the financial needs of undocumented students must be considered.

Summary:
Reopening the campuses of the Connecticut State Colleges and Universities System in fall 2020 will require that each campus have the resources necessary to comply with the health and safety standards established by the State of Connecticut the Centers for Disease Control and Prevention (CDC). At the same time, flexibility is needed—both to allow campuses the freedom to adapt plans to their local conditions and needs and in case health and medical circumstances change. On-ground instruction should be limited to student groups (at-risk, first-year) and class formats (labs, performance studios) that benefit the most from face-to-face instruction. Online delivery of academic support and other services (tutoring, library, advising) should be considered whenever possible. Each campus must decide what mix of on-ground, hybrid, asynchronous, synchronous, and online delivery is optimal for its faculty and students. The feasibility and safety concerns of internships, field research and other off-campus student experiences also must be evaluated. Technical issues related to on-ground instruction in a COVID-19 environment (e.g. reconciling microphone use with masks) must be resolved. In addition, there is a significant and pressing need for professional development for faculty (instructional delivery); staff (telecommuting, meeting management, use of technology; adjunct faculty; and managers (remote supervision).
Appendix A: Academics Team
Academics and Enrollment Management Steering Committee

Flexibility:
- Since we must be ready to pivot to totally online, online tutoring, help desk, bookstore, and orientation for students on how to take an online course must be available.

- To move courses online, there needs to be professional development for faculty that includes how to develop a successful online course, ADA requirements, copyright requirements, freedom of speech as it applies to online courses, etc.

- Only offer courses on ground that need an on-ground location to meet the outcomes of the course, otherwise have everything online.

Reopening the universities for on-ground instruction:
- Stagger class schedules with different start times to control traffic flow. One class starts at 8:00 a.m. The class in the room next door starts at 8:20 for example.

- Class size will need to be controlled to meet 6-foot distancing requirements. Rotate days students and faculty are on campus, using a combination of face-to-face and either asynchronous or synchronous learning. Examples: On the days the students are not on campus they sit in on the class virtually or the course is recorded so they listen to it later. One group of students would come for two weeks, then a second group would come for two weeks, which addresses the 14-day quarantine. Or one group of students could come MWF and another on T TH S. (This may require additional faculty and additional technology). End regularly scheduled classes at the Thanksgiving break with finals all offered online the week after Thanksgiving. (Faculty would have to come up with an approach to ensure the integrity of tests. The system should look at securing remote proctoring services for all campuses.) Or use regular scheduled on-ground classes up to Thanksgiving and then move all classes online after Thanksgiving, including finals.

- Review all lab courses to see which must be conducted face-to-face/hands-on and which can be conducted using simulations. (The colleges would have to purchase the simulations; perhaps similar software can be used systemwide to save financial resources.)

- Review the structure of all internships, field experiences, student teaching experiences, clinicals, performance courses, such as dance, art, music, etc. to see what alternatives are available.

- Rebuild the fall course schedule to accommodate whatever changes are made to bring students and faculty back to the campus safely, in the least disruptive manner to both students and faculty schedules.
• Bookstores will need to be open under social distancing and CDC guidelines or go online.

• Mark hallways to control traffic flow and social distancing. Hall monitoring may need to be required.

• Classrooms would need to be cleaned in between classes, thus impacting room scheduling.

• Study areas, libraries, studios, laboratories, theaters, computer labs, etc. would need to be regularly cleaned, if they remain open

• Elevators would need to be controlled for number of users or restricted to only those who need them. They would also need constant cleaning.

**Academic policies and practices:**

Policies that were established temporarily for spring 2020 will need to be reexamined for both coming back to campus this fall and in case the colleges have to pivot back to online mid-semester. These would include:

• Pass/Fail
• Late withdrawal
• Incomplete grades
• Acceptance of pass/fail from high schools
• Lack of ACT or SAT in college admissions (or use of modified exams)
• Summer preparatory programs

**If campuses are fully or partially engaged in remote education in fall 2020:**

• Review all lab courses to see what must be conducted face-to-face/hands-on and what can be done using simulations. (Colleges would have to purchase the simulations; common software among the various schools could result in cost savings).

• Review the structure of all internships, field experiences, student teaching experiences, clinicals, performance courses, such as dance, art, music, etc. to see what alternatives are available.
Appendix B:
Enrollment Management Team
Academics and Enrollment Management Steering Committee

**Message:** Develop a strong message about our intentions to be on campus for fall 2020. This message needs to be delivered as soon as possible. We must be clear about our intention to open and our plans to safeguard our students and staff. Although the situation is evolving, the more clarity we can communicate now will help campuses positively impact enrollment.

**Retention:** Substitute face-to-face interactions with electronic solutions to better serve students with registration and other student support services.
Campuses will need to expand the use of technology currently in use under our work-from-home situation. Frontline offices need to embrace some of these tools to continue to offer “virtual face to face” services. Advising is an example of a service that could be done very well online. Documents and forms also need to be fully online and scanners are needed to reduce/eliminate transfer of all paper documents. When face-to-face interaction is necessary, physical transparent barriers need to be in place in student-facing offices.

**Retention:** Implement innovative and flexible enrollment management processes.
Extension of payment deadlines, refundable enrollment and housing deposits, and increased payment plan options are all tools that will be needed by frontline staff in student facing offices. We need a permanent solution for the online ($50) versus on-ground ($60) fee structure to ensure proper billing for fall 2020. The Ellucian Mobile App should be leveraged to provide a “one stop” location for students to find enrollment/registration information but also as a tool for ‘push” notifications to the students.

**Recruitment:** Substitute virtual recruitment technologies to respond to market demands.
Schools will need to invest in virtual replacements for many face to face recruitment activities. Schools could utilize video platforms like WebEx or Microsoft Teams but may need something more immersive, e.g. virtual/social platforms like PlatformQ, Zeemee, and/or immersive virtual tours offered by companies like YouVisit. Some of these vendors are already in partnerships with some but not all CSU campuses. Such vendors might also offer solutions for fall travel which may also need to be completely online. Where in-person visits to campus are possible limits must be placed on number of visitors per day.

**Financial Aid:** Responsive financial aid to meet the changes in the financial situation due to COVID-19 related issues.
Campuses will need to continue to monitor the demand for additional financial aid resources. There will be an impact on our students for most of the next academic year. Particular attention will need to be paid to those students who are not included in federal programs.
Appendix C: FALL 2020 REOPEN CCSU

INTRODUCTION

For a successful Fall 2020 semester, the University is developing operational strategies that rely heavily on two guiding principles: the health and safety of its campus community and student success.

For the past three weeks, work groups involving 60 faculty, staff, and students reviewed and researched information in eight general areas: academics, technology, student life, logistics & operations, student recruitment & supports, social & emotional aspects, community & alumni relations, and essential personnel.

Based on their report summaries, along with the Department of Public Health guidelines for Higher Education Reopening and Gating Conditions, the Steering Committee compiled three strategies for CCSU’s reopening. Safety was the paramount theme in all work group submissions, with various overlaps in challenges and solutions related to on-ground, HyFlex, and remote experiences.

ON-GROUND OPERATION

Based on research in best practices, student success, the social-emotional needs, and academic rigors of completing a University education, all indicators are that an on-ground experience, that would ensure the health and safety needs of the campus community are met, would provide the first-best outcome. Each work group identified routine aspects of their standard operating procedures that are detailed below in the On-Ground/Major Challenges section. The On-Ground/Compromised Services section provides an overview of the services and outcomes that would be sacrificed if we are to open on-ground in the Fall while the following section, On-Ground/Solutions to Challenges, identifies solutions to make the experience as rich as possible. Finally, we identify the immediate needs for a successful on-ground opening in the On-Ground/Immediate Needs section. This section of the report then concludes with the Steering Committee’s recommendations for an on-ground opening.

On-Ground / Major Challenges

All work groups made it clear that there would be major challenges for a successful return to campus in the fall of 2020. The on-ground scenario we have previously experienced, presents many challenges that appear to require a compromise to safety in the effort to fulfill the definition as we once knew it. This scenario clearly fulfills the social experiences that are associated with a traditional residential University. Additionally, the delivery of both academic and social programs fulfills the traditional methodology associated with a successful opening. In contrast to these traditional comforts, the challenges defined by work groups were detailed and profound.

Academic challenges include the need to adapt to technology or “split-class” offerings where some students physically participate in the classroom while others participate remotely via lecture capture and broadcast technology and challenges related to research that incorporates human subjects, the delivery of hands-on experiential learning, and clinical experiences. There are also significant professional development needs and deficiencies associated with the delivery of said development that has
traditionally been offered simultaneously to large groups of Central’s faculties. Closely related are the social-emotional challenges faced by students, faculty, and staff, including fear, anxiety, behavioral and emotional dysregulation, and depression caused by uncertainty about the future.

Student support units typically provide top-tier, front-line support on a drop-in basis and often work in close proximity to students and one another (i.e., tutoring centers, financial aid, registrar, bursar). The Academic, Student Support, Community and Alumni Relations work groups all cited the challenge of hosting large events that include: Open House, Admitted Students Day, Orientation (students and faculty), career fairs, and more.

The frontline essential challenges include: health screening, deep cleaning, infrastructure maintenance, providing health, public safety, and protective services and the need for frequent and consistent communication and messaging. There is a major concern for individuals with underlying conditions, protocols for medical emergencies, and support for medical emergencies. The Student Life work group identified challenges to social distancing at athletics events, club and organization meetings and events, within the residence halls and dining facilities, to name a few. The Technology team highlighted challenges with the sizes of computer labs, the time required to build support contact tracing, and the time required to develop a reliable daily testing technology for physical temperatures of the campus community.

Containment of both the campus environment to support the tracking of contact tracing and ensuring that students who are identified as COVID-positive remain in quarantine are major challenges. Secondarily is the University’s ability to manage a large quarantine population within its campus. While the University can house students in off-campus quarantine medical facility, that capacity currently exists for approximately 12 beds. The University needs to develop a plan for a larger quarantine capacity as well as food distribution and contactless monitoring.

The issues presented by all eight groups and the safety measures required by the state create challenges that, at this time, seem to be insurmountable by the start of the fall semester. In essence, we would need to redefine and create a new On-Ground experience. The ability to teach in a traditional 20-40 seat classroom is no longer possible based on the analysis conducted by the logistics work group. Social distancing requirements reduce classroom sizes from 40 seats to approximately 12-15 seats. The combination of all these work group challenges in conjunction with the state and public health guidelines suggest that the traditional on-ground experience as an option for the successful opening in the fall of 2020 is least probable.

**On-Ground / Compromised Services**

Current social distancing guidelines eliminate a majority of the traditional student life experiences. Many of the programs will need to be adjusted to meet the required guidelines. A coronavirus resurgence would compromise the support services of our frontline/essential employees as well as all members of the campus community. The large events, which often attract 50 or more members of the community and provide the opportunity for networking and relational development, will not exist in a remote or socially distanced environment. While it is possible to imagine hosting a series of smaller events, the total will likely be less than the sum of its parts.
Research opportunities for students will also be limited, thereby impacting the quality of their training, preparation for advanced education, and/or limiting job market prospects. Experiential learning via practicums and internships will also be limited by institutions such as k-12, clinical agencies, private practices, fitness facilities that do not reopen. An additional challenge may be that facilities may no longer accept students or other experiences are limited, thus reducing the effectiveness and desirability of some programs. In some instances, students will be unable to complete program requirements if they cannot complete an internship, etc. which is a requirement for graduation.

**On-Ground / Solutions to Challenges**

The work groups offered a variety of solutions to the challenges they presented. Solutions included: social distancing, installing safety shields, directional walkways, and cleaning stations in all offices and public spaces, required training, developing a supply chain of personal protective equipment, and active human resource intervention regarding adherence to policies and notifications of positive test results. While many of these on ground solutions are achievable, they also clearly change the landscape for the traditional on ground experience.

The University has developed three internal teams to develop a shutdown plan, containment plan, and contact tracing plan, respectively. Until these plans are completed and approved, no on ground operations are permissible under state guidelines.

**On-Ground / Immediate Needs**

The immediate needs were very similar for the groups. Need for personal protective equipment and supplies were echoed, along with clear and consistent communication, visible health and safety regulations and procedures, and various training modules for the entire campus community.

**On-Ground Opening Considerations**

The information provided by the work groups, in conjunction with the guidance being offered by the State and Department of Public Health suggest that a traditional opening does not seem attainable at this time. The ability to open in a traditional on-ground format would require dramatic changes to the campus infrastructure and/or a vaccination that would relieve some of the guidelines that are currently essential to maintaining a safe campus.

The rapid transition of coursework and office work provided many lessons for the development of Fall 2020 operating plans. Overall, it is recognized that while the University may have some control over the student, faculty, and staff bodies, operating a public campus in a major city with open perimeter access creates significant challenges for meeting the goals and objectives outlined by the Governor’s Task Force for a safe reopening. When determining how and when to reopen, it is recognized that the University will need to adopt a matrix of guidelines overlaying recommendations from the state and Centers for Disease Control, as well as various state and federal laws.

The plan for the opening of the University is designed to be modular, nimble, and provide broad guidance and recommendations with some specific baseline standards. It is fully anticipated that the guidelines and protocols for reopening will continue to evolve as do infections, mutations, local impacts, and hospitalizations. Any of these changes can significantly and immediately disrupt the existing campus plan, and the campus strategy should anticipate environmental change and uncertainty as a core tenet of its design.
In broad strokes, the University sees two opportunities for Fall 2020: HyFlex and fully online. The first, HyFlex, is a flexible hybrid model that would allow courses to be simultaneously delivered both in person and online, using lecture capturing and broadcasting capabilities within classrooms. Although this type of course design is not new, it is emerging as a popular option for many within higher education (https://er.educause.edu/blogs/2020/5/educause-covid-19-quickpoll-results-fall-planning-for-education-and-student-support).

To move toward a HyFlex model, a process should be implemented to allow students to create their own method of course delivery based on their comfort, health, and academic needs. Within the HyFlex model teaching, learning, and student services can be provided both on ground and online. Having online course delivery available throughout the semester also creates a fallback or safety-net in the event of another campus closure mid-semester. Furthermore, the transition for faculty and students would be smoother.

The challenges created by the coronavirus pandemic require the University to develop clear, concise protocols and procedures that are well publicized, able to be implemented quickly, are sustainable over time, and enforceable. The campus community (including students, staff, faculty, and visitors) must be aware of, and comply with, the policies and procedures developed to promote opening the University for the Fall 2020 semester in the safest and least disruptive manner possible.

This group assumes that a return to on-campus operations does not equate to a return to operations as normal. We anticipate that expanded cleaning and social distancing will be in effect and that recommendations and requirements from various levels of local, state and federal government will impact operational and logistical decisions and policies on campus. Further, we expect these conditions will persist until a vaccine is developed, distributed, and internally verified.

**HyFlex Model / Major Challenges**

Many of the challenges in the HyFlex model mimic those noted in the on-ground analysis. The major difference is the change in experience. The HyFlex model alters the experience that usually accompanies the traditional college lifestyle. The interaction and face-to-face routines are greatly diminished. In Athletics, our ability to comply with NCAA guidelines and meet NEC requirements is uncertain.

It is important to note that technology becomes an integral component of the day-to-day experience for students, faculty and staff. The support mechanisms needed to maintain the highest level of technological success requires on-ground support staff, adjustments to infrastructure, retraining, and rethinking.

In reviewing multiple modules developed by the work groups and sub-groups, it would seem that the HyFlex model is the most expensive modality because it presumes requirements from both the modified on-ground approach and the fully online approach. While this bears the greatest cost, it also offers the greatest flexibility and provides access to lab equipment, performance spaces, and campus experiences.

Several groups noted that a HyFlex experience would more closely mimic the traditional college experience but could also introduce scheduling and logistical complications that must be addressed if this approach is to be successful. The plan must be clearly and consistently communicated and respect the time of Central’s students, staff, and faculty. It is fair to say it will be a significant undertaking for the
Registrar’s Office and the advising staff, who will likely have to re-register students for courses in a modified schedule.

HyFlex Model/ Compromised Services

The work groups identified several compromised services. Technology may not be able to accommodate the lecture capture hardware necessary for all classrooms. The cost and supply-chain capabilities to acquire that equipment may be limited. Social distancing guidelines eliminate a majority of the traditional student life experiences. Many of the programs will need to be adjusted to meet the required guidelines. The teaching of large sections and hands-on experiential learning (i.e., theater, art, music, dance, lab-based science) will need significant revision as a result of social distancing measures and limited class capacities. Research productivity may also be slowed due to reduced access to laboratory spaces and physical plant. A virus resurgence would compromise the support services of our frontline/essential employees, as well as all members of the campus community. Distancing requirements, the lack of lab substitutes, and requirements of health distancing protocols leave the University challenged to meet the needs of various programs and would potentially compromise the ability to deliver some courses.

HyFlex Model / Solutions to Challenges

The work groups offered a variety of solutions to the challenges they presented. Student Life recommended the prioritization of housing based on a student’s distance from campus, year in school, social needs, or other standards be developed in the event that we are required to impose limits on campus housing opportunities. To enhance accessibility to students and promote safety, we must consider a split-shift scheduling of both academic and student support services that offers services at “non-traditional” times. We feel this may also be valuable to students who have challenges to their own support systems such as child care, or expect their children to be in k-8 school, who would be better supported by access to services in the evening. This both extends the opportunity to provide students with traditional campus amenities and services and reduces the contact amongst faculty and staff, potentially reducing the rate of spread should an outbreak occur. Solutions similar to those indicated for the on-ground scenario including social distancing, installing safety shields and cleaning stations in all offices and public spaces, requiring new training, developing a supply chain of personal protective equipment, and active human resource intervention regarding adherence to policies and notifications of positive test results also apply to a HyFlex experience.

Technology solutions include the suggestion of a technology package as part of the requirement for students. This technology could support home internet connectivity solutions for the campus community. One immediate solution is the purchase of equipment to support the virtual requirements of a HyFlex classroom. Along with the support of student’s technological need is the need to attend to their social-emotional needs as well; to ensure students are equipped for a HyFlex experience on all fronts the University should continue to provide student life experiences (virtually and on-ground), offer webinars on self-care, self-compassion, and nutrition that can be viewed “on-demand”. To minimize student stress and anxiety around a HyFlex experience their schedules should, as soon as possible, indicate when they have the opportunity to attend class on-ground and when they will attend virtually.

The development of a marketing and messaging plan with signage, videos and training that provides a level of security and comfort to the campus community is essential for this strategy to succeed. Similar to the fully-on ground option, containment issues for COVID positive faculty, staff, and students become
prevalent. While capacity for maintaining a quarantine exists, the number of individuals who require services could greatly exceed the capacity on campus to support this function unless we take an entire residence hall offline.

**HyFlex Model / Immediate Needs**

The need for a surplus supply chain of personal protective equipment and supplies were again a common theme in the HyFlex concept. The need to immediately bring back staff to perform the necessary infrastructure changes to support this model was defined. The request to develop a communication plan for incoming calls and concerns was requested to ensure a unified message.

A process for identifying which classes will feature on-ground components, when those classes will be offered, and how students will be notified of class expectations is essential. At the forefront of these activities will be the promotion of student success. Support for training and development of faculty, staff, and students on technological platforms and pedagogical approaches should begin immediately.

**Considerations for HyFlex Model Opening**

The HyFlex option offers both remote and in-person experiences for the campus community. The ability to maintain social distancing requires classroom caps that will typically average between 12-15 students. This will require the balance of classroom-based student learning done remotely within the same in-class learning environment available to the 12-15 students learning within the traditional 40 seat classroom.

The ability to create the infrastructure has been confirmed by both technology and logistics and operations, essential faculty teaching this way will need intense training and development opportunities deployed as expediently as possible. The process to procure the personal protective equipment, sanitizers, cleaning products and technology equipment has already begun. Utilizing technology to accommodate our campus community in a safe environment will be obtainable if this model is supported by the state and Department of Public Health guidelines.

**REMOTE OPERATIONS INTRODUCTION**

The second model, a fully remote operation, assumes that the Fall 2020 semester persists in a fashion similar to that experienced during the last six weeks of the Spring 2020 semester. In this model, access to campus is extremely limited, sections of the campus may be under the control of the National Guard, and some facilities may be used for providing emergency healthcare services and housing. Although a fully remote operation is clearly not the University’s preferred academic delivery model, the choice may be outside of our control.

The goal of a fully remote model is full of ambitious plans to make CCSU and its sundry offices more virtually accessible. A temporary increase in office hours, a new mix of services, ramped up student development, and new approaches to learning are utilized to supplement for the loss of a campus-based experience. In this regard, this plan, framed as reinforces the CCSU family message and where possible, replaces as many student experiences with alternate learning opportunities and advancements. Above all
else, this model provides the flexibility needed by students who are working adults, balancing obligations as a caregiver, and more.

**Remote / Major Challenges**

We are currently experiencing many of the challenges that accompany a fully remote environment. The methodology for learning changes, the opportunity for in-person interaction dissipates. The loss of these interactions in a residential setting, commuter setting, and classroom setting have implications on the day to day lives of all members of our campus community. The social and emotional impact is compounded by isolation and anxiety. The challenges associated with this concept include the improvement of online technology, labs to support online learning, and new processes to support the administrative operations of all campus services. The fully online experience offers an alternative institutional option that varies the academic and residential experience while simultaneously increasing the need for technology and accessibility delivered to the home of each member of the Central community, the remote delivery of services such as proctoring, helpdesk, and instructional design. The principal challenge of this delivery mode is promoting the engagement of students, and affiliated constituent groups such as alumni, donors, and faculty which often leverage in-person events as their catalyst.

**Remote / Compromised Services**

The work groups identified several potentially compromised services. Being remote and off campus eliminates a majority of the traditional student life experiences. Many of the programs will need to rethink how they will interact throughout the year and create a family environment remotely. The ability to have athletics, professional travel, and campus gatherings will be compromised to some degree. The social and emotional support services will be offered in a reduced capacity. The quality of home internet service can also be problematic.

A fully remote environment will also reduce the research productivity of our faculty as they will continue to be without access to their labs, specialty software, and library-based resources. Advanced lab-based science experiences will not be possible, potentially reducing the educational experience of students and/or delaying the graduation of some students.

**Remote / Solutions to Challenges:**

The work groups offered a variety of solutions to the challenges they presented. One of the first solutions should be the immediate offering of additional “training and technological support to faculty on the software systems for remote learning. Students should be encouraged to participate via remote learning. Work with student groups to determine the needs of the students and identify gaps such as WIFI and equipment availability.” To maximize the ability of staff and faculty to work remotely, we should consider the adoption of department-by-department technology standards that are (at least) equivalent to the technology on campus and make sure that each member is equipped at that standard.

To reduce student and faculty stress and anxiety surrounding the unknown, it is advisable that we cancel and/or modify the current course schedule as soon as possible and communicate these changes clearly and consistently. We must consider creating a digital repository for sharing of experiences, messages of support, and pedagogical tips and tools. Moreover, we should explore technological solutions to make digital interactions easier and more enriching. Enrollment management, alumni, community engagement, and student life will need to utilize the next 30 days to develop initial alternate plans for student experiences in multiple remote settings.

**Remote / Immediate Needs:**
The need for a surplus supply chain with personal protective equipment and supplies were again a common theme in the remote concept. These goods and supplies will be essential whenever we ultimately return to an on-ground concept. While the operations will be remote, we would suggest creating design “classrooms” or studios that faculty can use to create their virtual lessons or live-stream classes. An analysis would need to be conducted and technology upgrades completed where necessary to support remote learning. Additional training would be required for staff to support remote student experiences.

Considerations for Remote Opening:

The remote plans offer an experience that is still new and presents challenges due to the lack of social interaction. Utilizing technology in the remote setting to accommodate our campus community in a safe environment is necessary until this model is supported with the addition of full compliance with the State and Department of Public Health guidelines. The continued exploration of better software, hardware, and training modalities to support remote learning will continue to improve the experience. The lack of socialization is not something that will easily be replaced by technology.

FOUNDATION SOLUTIONS FOR BOTH MODELS

When evaluating both modalities, it was clear that there are common services required for both plans. These services represent the least common denominator and are framed as “Foundation Solutions.” The foundation solutions represent early action items we can undertake while the HyFlex model is formulated and environmental data and guidance are developed.

Operations & Logistics

- Train campus members on the proper utilization of cleaning products, equipment, standard operating procedures, universal precautions, and PPE.
- Monitor and evaluate campus’s compliance with established safety procedures.
- Control access to areas impacted by positive case immediately.
- Develop SOPs for First Responders/University Police/or Medical/Counseling who have a more significant risk of exposure from increased medical calls, intoxicated persons, mental health calls, and/or flu symptom calls.
- Continue to look for sources of cleaning products to keep a stock of supplies. Implement product substitutions as able and advance-purchase to reduce the risk of supply-chain shortages.
- Develop a communication tree for all staff (navigator position) with safety net of Police Dispatch to provide guidance for incoming callers regarding who to call for problems (IT, academic, special needs, etc.).
- Bring essential personnel in Facilities back to full staffing in order to perform repairs, routine preventative maintenance, HVAC and plumbing flushes of buildings, and to support summer project work.
- Provide signage indicating what has been done and what is being done to maintain a safe environment. This will help to promote confidence in the University’s plan for a safe and successful opening.
- Assure the availability of disinfectants and cleaning supplies so students, staff, and faculty feel comfortable that they can maintain a clean and safe work/school/living environment.
- Create videos showing expected cleaning procedures that students, staff and faculty must view prior to coming back to campus and on the first day of classes.
• Establish SOP how to deal with laboratories, food services, dorms during a long-term shutdown. Provide plans in Spanish and English.

Technology/Productivity/Tracking

• Provide immediate and timely notification to staff on positive cases.
• Provide non-emergency mass communication system via campus signage and mobile/home text/screen pop.
• Expand technological education to ensure individual for personal productivity, faculty specific
• Implement a virtual computer lab to support specialized software on student laptops locally or at a distance.
• Digitize forms and training to ease employee/student onboarding experiences.
• Establish a technology requirement for all students. Address the funding of the requirement.
• Develop a process to clean computer labs, teacher workstations, and other technology. Need for cleaning supplies. Give students ability to wipe down keyboards that they will be working on.
• Make the On-Base (document imaging) project a priority for online forms and workflows.
• Provide Wi-Fi in parking areas.
• Minimize the sharing of equipment and vehicles to reduce the risk of exposure.
• Develop a mobile ready workforce. Build solutions and business processes that function on campus and at the home. Transition from desktops to laptops. Train employees to work from home at least 1-2 days a month to maintain readiness for potential exit from campus.
• Order surplus laptops to minimize need for repair anticipating limited external technician access.
• Develop an app for students to access information about on-campus and community-based services to address housing, food, utility, financial, health care, and mental health needs.
• Develop a solution for the delivery of large virtual events (i.e., Open House, Admitted Students Day, New Student Orientation, career fair, faculty development programming, new faculty orientation, alumni outreach, etc.) that will allow all virtual Central events to have consistent feel and navigation.
• Define a consistent solution for paperwork. Many do not have printers at home. Make all forms available online with signature/approval routing.
• Create virtual lobbies for support units; this should be consistent across all units to provide a “Central” feel and reduce the number of tools students must learn to use.

Human Resources / Workforce

• Ensure health screening of employees and contractors is done routinely and consistently.
• Ensure staffing levels are at consistent accreditation standards and have a back-up plan as the status-quo could be compromised by illness and/or family needs.
• Practice universal precautions, social distancing, strict adherence to safety policies, and mandatory use of PPE.
• Develop and communicate Human Resources policies and procedures that provide guidance on accommodations for employees with underlying medical conditions or compromised immune systems.
• Increase staffing in custodial areas in order to provide the level of cleaning required. Modify shift times to allow enough time to clean areas prior to students arriving in buildings.
• Provide alternate assignments/retrain support staff who are unable to perform substantive telework.
• Establish policies requiring faculty, staff, and students to wear specified PPE in designated areas (i.e. campus buildings).
• Provide workforce management systems creating visibility of staff, faculty, relative to their ability to perform their job and potential backfill of individuals to support faculty/staff who become sick and are unable to perform their duties/functions.

Student / Academic Needs

• Establish a consistent tuition and fee schedule for students.
• Emotional support for students and faculty via one-on-one and group counseling.
• Create additional opportunities for interaction with peers from across campus (for faculty, staff, and students).
• Adopt digital platforms for students to interact, independent of University sponsored events, with one another.
• Establish a stakeholder committee to coordinate engagement activities on-line and on-campus to foster connection and “Blue Devil” spirit.
• Establish the confidence of faculty and staff (if on campus) that the campus facilities are safe, clean and virus free; particularly Kaiser Gymnasium and the Huang Recreation Center which were used for the potential Covid-19 patients.
• Continue exploration of improvements to software, hardware, and training modalities to support remote learning will continue to improve the experience.
• Increase development opportunities focused on classroom community and engagement, pivot pedagogy, software, and technological platforms.
• Offer additional training on all modes of technology available at CCSU (WebEx, Teams, Blackboard Learn, Pipeline, etc.).
• Provide consistent enforcement of approved on-line platforms to decrease student frustration.
• Provide training to the campus community in the areas of trauma-informed care, mindfulness, self-care, technology, emotional health and wellness, services and resources that the University offers, xenophobia, and Title IX.
• Provide guidance to faculty and staff on addressing lack of compliance to PPE requirements in their units/classrooms.
• Create a virtual computer lab environment to support specialized software on student laptops locally or at a distance.

Enrollment

• Establish a technology requirement for all students. Address the funding of the requirement.
• Develop an app for students to access information about on-campus and community-based services to address housing, food, utility, financial, health care, and mental health needs.
• Develop a solution for the delivery of large virtual events (i.e., Open House, Admitted Students Day, New Student Orientation, career fair, faculty development programming, new faculty orientation, alumni outreach, etc.) that will allow all virtual Central events to have consistent feel and navigation.
• Establish a stakeholder committee to coordinate engagement activities on-line and on-campus to foster connection and “Blue Devil” spirit.
• Provide signage indicating what has been done and what is being done to maintain a safe environment. This will help to promote confidence in the University’s plan for a safe and successful opening. Assure the availability of disinfectants and cleaning supplies so students, staff, and faculty feel comfortable that they can maintain a clean and safe work/school/living environment. Create a video showing expected cleaning procedures that students, staff and faculty must view prior to coming back to campus and on the first day of classes.

• Digitize forms for streamlined student onboarding.

• Develop an app for students to access information about on-campus and community-based services.

• Establish a stakeholder committee to coordinate engagement activities on-line and on-campus to foster connection and “Blue Devil” spirit.

• Establish a consistent tuition and fee schedule for students.

ADDITIVE SOLUTIONS FOR HYFLEX DEPLOYMENT

Operations & Logistics

• Recognize that the time needed to clean areas is greatly increased due to the amount of areas and surfaces have increased, disinfection procedures require drying time, and a greater frequency of cleaning.

• Develop protocol for service and repairs which need to maintain social distancing.

• Establish two operators for the Energy Center for each shift once the plant is running at 100%. This is a critical operation which affects the ability to provide heating, cooling, and electricity to the entire campus.

• Maintain social distances during residential move-in will be necessary but difficult.

• Enforce protective measures (i.e., social distancing, mandatory face masks).

• Provide greater autonomy to staff to take on greater responsibility for individual cleaning (office, vehicles, golf carts, tools, keyboards, equipment)

• Establish tandem custodial cleaning with service maintenance calls (Facilities/IT)

• Establish the confidence of students, faculty and staff that the campus facilities (residence halls, academic buildings, dining halls, support buildings) are safe, clean and virus free; particularly the residence halls, Kaiser and Huang Recreation Center which were used for the potential Covid-19 patients.

• Address the physical and operational changes required to conduct face-to-face operations: Bursar, Registrar, Financial Aid, Disability Services, Admissions, Card Office, Student Center, Payroll, open suite offices, mail delivery and pick up, Advising, etc.

• Provide signage indicating what has been done and what is being done to maintain a safe environment. This will help to promote confidence in the University’s plan for a safe and successful opening.

• Assure the availability of disinfectants and cleaning supplies so students, staff and faculty feel comfortable that they can maintain a clean and safe work/school/living environment.

• Create videos showing expected cleaning procedures that students, staff and faculty must view prior to coming back to campus and on the first day of classes.

• Develop appropriate protocols and procure necessary staffing, supplies, signage, social distancing signs and floor markers, and plexiglass barriers.

• Create a “safe opening campaign” to inform the campus community of the plans for a successful opening.
• Reduce number of buildings open
• Identify a building that could be used for isolation/quarantine
• Implement Grab-and-Go food stations
• Live stream events through CCSUTV, NEC Front Row, other resources to provide availability to local and remote students.
• Utilize WebEx, Teams for meetings, recruiting and guest speakers where applicable
• Develop room assignment modification timeline (imperative)
• Identify parking areas and paths of travel to ensure that visitors/students/parents follow proper instructions on how they are to move in.
• Utilize a staggered move-in schedule that shall include traffic signs, strong police presence, and emergency vehicles with lights.
• Design and install plexiglass barriers for face to face operations throughout campus. Design all campus spaces with social distancing guidelines in mind.
• Create a policy prohibiting outside groups from renting facilities. This will allow more physical space for clubs and organizations to meet.

**Technology/Productivity/Tracking**

• Develop and communicate logistics plans and schedules for drop off and pick up of equipment is needed for campus community.
• Reduce walk-in services and develop remote connectivity / virtual receptionist approach.
• Increase personnel to support repairs, inspect classroom equipment and teacher stations, and equipment distribution (imaging, software support, etc.).
• Develop procedures to safely clean all electronic devices between users/uses (keyboards, mice, monitors).
• Promote and implement lecture capturing and begin outfitting classrooms, labs, and faculty.
• Purchase laptops, microphones, headsets, webcam, stands, white boards, and back drops to provide users the best possible experience.
• Develop a standard lecture capture kit (hardware).
• Establish bandwidth/hardware minimums for students/faculty/staff and provide support to accomplish these minimums where needed.
• Ensure all faculty, staff and students have the necessary technology.
• Provide conference rooms with technology to conduct meetings with others who are not physically on campus.
• Expand virtual lab environment to support all software needed by faculty and students, especially specialty labs.
• Provide access to on-campus computer classrooms, since select software programs are licensed to the University and cannot be installed on student owned computers.

**Human Resources / Workforce**

• Cross train staff to perform security building checks. Continue high visibility presence on campus.
• Recognize that a fully on-line University will impact travel to conferences for students, staff and faculty and develop alternative methods of conducting this essential University business.
• Tend to the psycho-socio needs of students, faculty and staff which must be met in order for the campus community to thrive.
Student / Academic Needs

- Identify and provide support structures for students who do not have viable off-campus housing and dining options.
- Provide activities for safe interpersonal engagement that foster a cohesive community.
- Offer high-quality field based/practical/clinical practice courses.
- Develop SOP and validation of health holds relative to current immunizations and potential COVID inoculation.
- Collaborate with individual departments to determine methods to ensure safe academic learning experience in laboratories. It is expected that there will be variations depending on the type of laboratory.
- Follow NCAA and NEC protocols and procedures for Athletics (develop Athletics Covid-19 Action Team). Create guidelines for recreation, social and academic clubs.
- Design and install plexiglass barriers for classroom operations throughout campus. Design all campus spaces with social distancing guidelines in mind and assume the need for faculty audio amplification to address mask and plexiglass sound issues.
- Ensure that modified classroom spaces still meet ADA standards.
- Promote and train on lecture capturing and begin outfitting classrooms, labs, and faculty.
- Purchase laptops, microphones, headsets, webcam, stands, white boards, and back drops to provide users the best possible experience.

Enrollment

- Maintaining social distances during residential move-in will be necessary but difficult.
- Enforcing protective measures (i.e., social distancing, mandatory face masks) will be difficult.
- Establish the confidence of students, faculty and staff that the campus facilities (residence halls, academic buildings, dining halls, support buildings) are safe, clean and virus free; particularly the residence halls, Kaiser and Huang Recreation Center which were used for the potential Covid-19 patients.
- Provide signage indicating what has been done and what is being done to maintain a safe environment. This will help to promote confidence in the University’s plan for a safe and successful opening.
- Assure the availability of disinfectants and cleaning supplies so students, staff and faculty feel comfortable that they can maintain a clean and safe work/school/living environment. Create videos showing expected cleaning procedures that students, staff and faculty must view prior to coming back to campus and on the first day of classes.
- Create a “safe opening campaign” to inform the campus community of the plans for a successful opening.
- Establish minimums of bandwidth/hardware for students and provide support to accomplish these minimums where needed.
- At the start of the semester, parking areas and paths of travel shall be set up to ensure that visitors/students/parents follow proper instructions on how they are to move in. A staggered move in schedule should be developed. Logistics shall include traffic signs, strong police presence, and emergency vehicles with lights.
- Design and install plexiglass barriers for face to face operations throughout campus. Design all campus spaces with social distancing guidelines in mind.
- Identify and provide support structures for students who do not have viable off-campus housing and dining options.
• Expand virtual lab environment to support all software needed by faculty and students, especially specialty labs
• Establish a stakeholder committee to coordinate engagement activities on-line and on-campus to foster connection and “Blue Devil” spirit.
Appendix D:
Eastern Connecticut State University
Academics and Enrollment

1. Delivery of undergraduate and graduate courses/programs

Possibilities:
A selection of on ground courses could be provided through social distancing and other protective measures (see also Logistics and Operations template). Any on ground courses may have to transition to online at a moment’s notice, so preparation for that shift would be needed before the semester begins, with clear communication to students regarding the possibility, and a “transition to online” plan in place and clearly defined in the syllabus. Due to space limitations, courses that cannot be taught online should be prioritized for on ground teaching, and creative space solutions (e.g., re-purposed large meeting rooms, outdoor tents) will need to be implemented.

In all scenarios, additional professional development opportunities are required so that faculty can maximize the quality of online learning. While high-impact, high-contact pedagogy is part of our mission as a liberal arts college, creative ways to pursue that mission could be temporarily embedded in any classes that must be offered online. In addition, training could be offered that could maximize online bonding opportunities between commuter and traditionally residential students, perhaps through engagement of staff whose roles have shifted due to the pandemic. Students could be given assignments across the curriculum that engage them in seeking out information about career pathways in their chosen or potential majors, forming “learning communities” by major, or by class level. With extra practice, and more coordination of students as “change agents,” Eastern faculty and staff may be able to develop online research assignments that get students to develop a greater sense of place and attachment to Eastern, and enhances their employability skills. The new LACLOR outcomes could also be tied to online problem-solving assignments that reflect the nature of a liberal arts education across the curriculum.

In addition, best practices models for online education will need to be examined and implemented wherever possible. For example, increasing the number of student contacts with online academic coaches and other supplemental instruction may be necessary for some students to be successful in an online environment.

Challenges:
Any on ground courses will require cleaning and social distancing protocols that will affect pedagogy – faculty will have to redesign buzz groups, group presentations, team projects, trading papers for proofreading/feedback, distributing papers to students, viewing slides in microscopes, and many other on ground activities that require cleaning of physical items in the classroom between users.

On ground teaching with protective equipment will present challenges. For example, masks may muffle sound and make it difficult for faculty to project loudly in the classroom environment or to project loudly enough for microphones to pick up audio for class recordings. Students with hearing disabilities who read lips will have difficulties if faculty and students wear masks.

Courses offered on ground will require online options to accommodate students who cannot attend due to illness or risk. For the easiest implementation, all classrooms have Panopto
recording equipment but will need to be outfitted with additional microphones and possibly lapel mics for the faculty so that the faculty member can record the course for students who are not in the classroom. More creative preparation and more thought and time will need to be invested by faculty to engage students in learning across the curriculum.

It is possible that we will need to hire more faculty to be able to run smaller sections. We will also need to plan for a class when an instructor with a specialized area falls ill or must quarantine. “Substitute faculty” may need to be hired in some circumstances. Some classes will require special preparation and policies. For example, some courses (such as field labs) require the use of special equipment and transportation of students. Coordination between departments and faculty who teach these special courses will be required to anticipate and plan for unique challenges.

Which programs:
Due to space limitations, it is unlikely that all classes can be offered on ground in Fall 2020. Priority for on ground status should be given to those courses that are very difficult to teach online, including lab courses, studio, theatre, and performance courses, language courses, and experiential learning courses. Other courses with high impact on student long term success, for example First Year Program courses, should also be considered for on ground priority.

In addition, there will need to be careful coordination between programs and any external accrediting or credentialing bodies that may influence outcomes. For example, students in education programs may be required to complete on ground teacher training experiences to be certified. Some programs may require experiential learning classes for graduation. Flexibility in these requirements may be needed.

Which students:
In addition to the types of classes that should be prioritized for on ground status, types of students who may derive the most benefit from on ground classes must be considered. For example, there is a great deal of evidence that the experience of first year students is critical to their later success, therefore, making the first-year experience on ground may be a priority. Further, there may be students who need specific on ground experiences (supervised student teaching, a specific performance class) to graduate on time, and those students should also be given priority. Additionally, students who struggle with online learning environments may need to be considered for priority for on ground learning. This may include students with accommodations for disabilities, students who are academically at-risk (e.g., students on academic probation, first generation college students), or students who otherwise are identified as being a poor match for online learning.

Mode of delivery:
Hybrid delivery models, which offer the greatest flexibility, would involve on ground classes that also provide online content. There are several existing technology platforms available to faculty that would make this feasible. First, faculty may be able to deliver on ground and online synchronous meetings using WebEx or Teams. Further, faculty could provide access to recordings of on ground classes using Panopto to conduct video and audio capture of classes. Finally, to conduct other aspects of classes (for example, to provide readings, assignments, instructions, and handouts), Blackboard can be used to reduce passing of papers. Assignments can also be collected electronically via Blackboard. Of note, faculty have expressed the
superiority of the Zoom platform for synchronous delivery due to its usability and the ability to use smaller “break out” meetings, which are a standard pedagogical practice in the liberal arts. While the availability of Zoom is a system-level issue, the fact that there is a specific pedagogical rationale for its use is clear.

Changes to work expectations for employees:

Online options will require faculty to use modes of delivery they do not normally use, and to devote time to professional development outside of their normal contract dates. Courses offered on ground and online will require extra management and will increase the workload for faculty. In addition, some courses will require evaluation and policy shifts due to special circumstances; this burden will largely fall on faculty in coordination with their departments and the University. Collaboration between offices to deliver better online networking of students with faculty and each other may also put a strain on faculty work schedules. Faculty may be asked to track in-person attendance and seating arrangements to facilitate contact-tracing. Finally, faculty requirements for engaging in or guiding disinfection procedures or enforcing social distancing would add responsibility.

Proposed changes for 2020-2021

Courses will need to be evaluated and prioritized for on ground instruction based on the type of course, accreditation and other external requirements, and types of students. A physical distancing plan will be needed for each course with clear instructions provided to faculty to facilitate the implementation of the plan. Some courses (field labs, laboratory courses, performance courses, courses requiring special equipment or software, experiential learning courses) will require specialized plans. Flexible attendance policies and options for online learning will need to be created for students who are at risk, must quarantine, or become ill. Professional development opportunities will need to be offered to promote excellence in online education, and a plan for shifting to online education must take place under all scenarios.

2. Supplemental Instruction

Possibilities:

Many of the supplemental instruction options offered to students at the University (e.g., those provided by the Academic Success Center, the Center for Internships and Career Development, the Center for Community Engagement) are described in the Student Life and Support Services template. Other supplemental instruction, such as the library’s instructional programs, the First Year Peer Mentor program, and attendance of faculty office hours are addressed here.

For library instructional programs, a limited number of in-person supplemental services could be offered if they were limited to ensure proper physical distancing. However, many library services mirror mentoring programs or office hours; they require interactions that include the need to share materials (such as papers, assignments, etc.). Due to both space constraints and the need to share material, these kinds of one-to-one supplemental instruction/mentoring duties may be best conducted via online synchronous meetings with screen-sharing capabilities.

In addition, a specialized supplemental program that specifically addresses the student concerns in the context of the pandemic will be needed. For example, library services may need to offer opportunities that help students learn to find more materials electronically. The
First Year Peer Mentors and faculty would benefit from training in trauma-informed mentoring practices and the specific challenges of being a student during the pandemic.

**Challenges:**
A communication plan will be needed so that students are clear on the continued availability of supplemental instruction, as well as how to access it. Professional development will need to be offered to those offering supplemental instruction. In particular, synchronous online meetings with screen-sharing on WebEx may be a critical skill set needed by faculty and staff to provide these services. The Center for Instructional Technology (CIT) will need to engage with supplemental instructors to determine best practices.

**Which programs:**
Programs affected in this category include instructional services offered by the library, faculty office hours, and the First Year Peer Mentor Program. There may be additional department or program-based supplemental instruction opportunities that need to be considered.

**Which students:**
Students most impacted will be first-year students (who are in need of the most guidance and supplemental instruction upon introduction to campus), students with special learning needs or who are struggling with classes, first generation students, and other academically at-risk students. Given that these are our most vulnerable students, the imperative to provide supplemental instruction well, in any scenario, is of utmost importance.

**Mode of delivery:**
Some supplemental instructional opportunities could be offered on ground if physical distancing can be maintained and shared materials are not needed. For those that require shared materials, synchronous online meetings with screen-sharing can be utilized. There may be some supplemental instruction (for example, library offerings) that can be delivered through prepared video formats online.

**Changes to work expectations for employees:**
Online options will require faculty and staff to adjust to modes of delivery they do not normally use, and to devote time to professional development. There will be an added burden on faculty and staff to adjust meeting times and office hours. Library staff engaged in supplemental instruction may be tasked with cleaning (or guiding students in cleaning/disinfecting spaces), maintaining social distancing standards, tracking occupancy, etc., and may be asked to track in-person attendance and seating arrangements for on-ground services to facilitate contact-tracing.

**Proposed changes for 2020-2021:**
Supplemental instruction can be offered with limited services provided on-ground, while other services will need to be offered online (ideally via live synchronous meetings, although packaged supplemental video offerings etc. may also be delivered). Faculty office hours may need to be conducted via a synchronous online format given the lack of capacity for physical distancing in those offices. The library may offer a combination of limited capacity on-ground instructional services but may also need to conduct meetings that require screen or material...
sharing in a live online environment. First Year Peer Mentors may need to conduct online meetings. Mentors and faculty engaged in mentoring may require training in trauma-informed practices.

3. **Registration/Admissions Issues**

**Possibilities:**

Registration for Fall 2020 is complete for most continuing students and will continue over the summer for transfer and admitted students. Several changes have been put in place to help the registration process function smoothly in an online environment, including changes to how paperwork is submitted. Those functions can continue during summer and Fall 2020 with little disruption, but additional changes such as the use of standardized electronic signature forms (i.e. Abode Sign or similar product) may ease the process. Offices that see high volumes of students can be equipped with protective shields and employ protocols to ensure social distancing and will need to put measures in place for disinfection to limit the need to pass paper back and forth.

Changes will be needed to the Fall 2020 schedule as classes are designated to be online versus on ground. Information on the status of courses will be needed as soon as possible so that students will know the format of each course. This may affect student enrollment decisions, so there should be an expectation that enrollment could change, which may affect which classes can be offered. Hybrid offerings may be less likely to result in enrollment shifts even if some portion of courses are delivered online.

Methods of recruiting prospective students will likely need to change under any scenario if high schools are closed to recruiters or are in distance-learning. Admissions will need to shift to more online offerings, including online tours and other recruitment events.

**Challenges:**

Any changes to the academic calendar would present logistical challenges that make these options challenging for the fall given the limited lead time. Giving students choices to the mode of instruction will cause unforeseeable challenges in enrollment. It is possible that students would prefer an on ground class but the class cannot be safely conducted via social distancing. Students often wait until late in the process to make changes to their schedules, so they will need to be encouraged to make changes earlier to provide time to respond to enrollment shifts. Questions will also need to be answered regarding whether certain students will be given priority to register for on ground courses. Finally, advisement periods have passed, so procedures for providing students with advising around these issues will need to be in place, and faculty may need to be available over the summer to advise students.

Scheduling on ground classes will require calculating how many students can be taught in each individual classroom based on square footage, as each room varies in size. On ground instruction will require flexibility for faculty, staff, and students who are at a higher risk of complications from the virus. The University will also need to figure out how to “cap” in-person versus online attendance if there are capacity limits. Challenges may arise since students have already registered.

**Mode of delivery:**

Registration can continue to be conducted via a largely online process, with a limited number of staff on ground for student-facing services. The use of electronic forms and
signatures, with standardized formats, would improve this process. Advising may happen via online synchronous meetings in the summer and fall, with a limited number of in-person appointments in the Advising Center. Admissions will need to shift to more online recruitment given the large number of individuals at recruiting events, but some limited events such as “socially distanced tours” may be conducted.

Changes to work expectations for employees:
Staff may need to be staggered on campus to limit the number of people in each office, and all will need to follow safety protocols when on campus.

Proposed changes for 2020-2021:
- Recruiting and registration can be provided through a hybrid approach this fall.

4. Professional Development on remote teaching

Possibilities:
Faculty development will be available over the summer to increase educational effectiveness in the online environment. An ad-hoc online teaching committee has been created, led by the Faculty Development Coordinator. This committee has created and administered a survey of faculty to assess where additional support and development are needed. Another survey will be developed to get student feedback based on the online experience this semester. The faculty development committee will also work with CIT this spring and summer to identify any additional software that may be useful to faculty and students if we are online. This software will be coordinated with system-wide instructional software acquisition initiatives.

Challenges:
Funding will be needed to purchase new software and technology to ensure more effective online teaching.

Changes to work expectations for employees:
Most faculty will need to devote time to additional technology training over the summer.

Proposed changes for 2020-2021:
While the plan is to be partially on ground in the fall, Eastern will be prepared to offer some or all courses online.

5. Schedule/Catalog Changes

Possibilities:
The mode of delivery can be changed to online for some fall classes, provided approval is granted by NECHE to do so. Some on ground courses may be moved to larger venues to ensure social distancing.

Challenges:
Any changes to the schedule beyond modality and location of courses, at this stage, will be difficult. University registration is driven by student decisions, and there will be a shortage of rooms and a limited amount of time to implement alternatives, particularly if the schedule
changes dramatically. Changes to the start date or the mode of instruction will involve changes in Banner and changes in deadlines. University Senate bills may need to be drafted depending on the scenario.

**Changes to work expectations for employees:**

Changes in the manner of instruction of classes will require significant work over the summer to recode those classes and proceed with any changes in enrollment. Changes in the physical location of courses will also require summer work.

**Proposed changes for 2020-2021:**

Students will need to be provided with clear communication, as early as possible, regarding any schedule or modality changes.
Appendix E:

CSU/COSC Planning Template Report: Academics/Enrollment Management Committee

What does a successful reopening in the fall look like?

1. Delivery of undergraduate and graduate courses/program

Possibilities:
A hybrid reopening plan would offer the greatest flexibility and the most viable model if a return to in-person activities were possible. Determining which courses, disciplines, faculty, and student groups would meet on-campus would have to be strategic and considered from public health, pedagogical, and enrollment management perspectives. Implications for more vulnerable populations (non-traditional, first gen, DACA, students in access programs, students with disabilities) would also need to be assessed.

Challenges:
In any scenario, the assumption is made that social distancing guidelines, as outlined by the CDC, would be enacted for all in-person activities. Adequate PPE, PPE training, virus testing and contact tracing would be in place, and extensive communication regarding behavioral expectations while participating in on-ground activities would be expected.

An online-only scenario is one of the most fraught options relative to pedagogy; however, it provides the greatest measures of public health protection. Concerns are that the lack of in-person or on-site experiences would be highly problematic for certain disciplines (e.g. laboratory sciences, performing arts, studio arts, experiential learning) and specific student groups, especially first-year students and those invested in a research or creative activity project.

In a delayed-opening scenario, options that do not provide any academic activities for a period of time are considered to be the least desirable due to the potential negative impacts to enrollments and subsequent loss of revenue.

Mode of delivery:

In a Hybrid Scenario -
Targeted on-ground curriculum: Allowing certain courses that have greater need for physical presence to be taught on campus in appropriate facilities (e.g. laboratories, clinics, theater, arts, etc.); this would be by approval only with all other courses online.

HyFlex: This approach allows individual courses to be split into sections with both on-ground and simultaneous online activities with students and faculty able to opt across the time frame of a course for either mode. It also allows for asynchronous participation if lecture-capture is used.

Half-capped classrooms: a single course is offered in dual modality with some students in same course on-ground and some online (with opportunity to rotate between groups; allows vulnerable populations to also remain off campus).
First-year intensive: Only first year, first semester students fully or partially on campus; all others online.

Graduate student only: only graduate students on campus (except in already established online graduate programs/courses).

8-week delayed opening on ground: First 8 weeks online, remainder of semester on ground or online.

Faculty and select students on ground only: access to campus and campus facilities by choice for use of offices, classrooms, laboratories, etc.

8-week accelerated delayed on ground start: basically half loads (6-8 ch) in first 8 weeks online; next 8 weeks (8-8 ch) on ground.

In a fully online scenario:
Options include:

Asynchronous classes only

Synchronous classes except for those already asynchronous

A mixture of synchronous and asynchronous courses

(While synchronous and asynchronous offerings could theoretically be instituted exclusive of one another, a strategic mix of those modalities would be critical for certain disciplines and student groups, and to encourage community development and effectual relationships).

In a Late-Start Scenario:

Semester begins in second 8-weeks (S8W).

Fall semester online, spring semester on-ground.

Strategic late-start for specific student groups (e.g. freshmen and graduate students on-ground in fall, all others start in Spring)

Semester start in Spring; fall classes through winter intersession creating a 12 week semester)
Begin academic year in Spring 2021 (cancel Fall 2020)

2.  **Supplemental Instruction (Clinics/Internships/Fieldwork)**

**Possibilities:**
Specific degrees and disciplines require completion of fieldwork, internships, licensure requirements, clinical participation, etc. all of which have historically required on-ground experiences. Some of these take a significant amount of time and may require partnerships and external collaborations. During
emergencies there may be some allowance from accreditation and other oversight agencies (e.g. Department of Education) that loosen or relax requirements.

There are important issues that will have to be considered on a case by case basis based on types of fieldwork and placements. These are often discipline based.

It is expected that sites of internships, etc. (i.e. partner institutions) will also fully institute safety protocols.

While some programs may start requirements online, programs also reserve the right to place students off-campus and on-site if those locations meet safety standards.

It is expected that the CSCU System Office will develop agreements with remote on-ground sites for fieldwork and internships that waive liabilities.

Written agreements between students and departments should be put in place that allow for flexibility in placements pending changes in pandemic status.

**Challenges:**

Some options are seen as appropriate alternatives (e.g. perhaps online interactions for classroom observations, telemedicine, etc.) but these are not always available and could have serious implications to a student’s progress.

**Which programs:**

*School of Business*: No required field experiences but encouragement of internships.

*College of Education*: Clinical placements range from work in schools to internships in clinical agencies. Standards for field work are set by accreditation agencies or national/professional organizations. Not all of these have waived their requirements.

Ten weeks of student teaching is required as a minimum in Connecticut (although varies within disciplines). Internships for advanced programs can require 150 hours per semester plus 600 clinical field hours per semester.

*College of Health and Human Services*: Off campus field placements and internship experiences are required in many programs in this college and range from 400 hours over 10 weeks in Recreation Management to 900 hours in Social Work.

**Mode of delivery:**

*Alternatives/Options Considered*

In Education these include:

- Alternative experiential assignments (online visits)
- Alternative indirect experiences
- Telehealth training to all field work training
In Health and Human Services:
- Moving to fully online opportunities
- Access campus with appropriate safety procedures in place (e.g. nursing)
- Online solutions
- Simulations

In Arts & Sciences:
- Video substitutions
- Software solutions

3. Registration/Admissions Issues

Possibilities:
Make decisions as soon as possible. Uncertainty is adding stress to applicants and families as they consider their options. Schools that are able to provide specific plans earlier may have an enrollment advantage.

Challenges:
Enrollment at SCSU is likely to be negatively affected by the COVID situation, despite some positive indicators at this point in time: headcount enrollment year over year, transfer and graduate commitments and enrollments year over year, freshman admitted student survey responses indicating intent to enroll. Estimates range from 10 to 15% in year one. Budget modeling should be prepared accordingly.

Fully online or delayed start may lead to significant summer melt by driving students to choose a gap year, or enroll at less expensive schools, or take a semester off.

Fully on ground appears to be untenable in terms of public health. Fully on ground with social distancing would be prohibitively expensive or physically impossible.

Re-opening in any form must be contingent on availability and protocols for testing, PPE, campus sanitation. Health and safety must be the highest priority of the plan.

Mode of delivery:
Hybrid offerings are recommended: These could include one or more of the following elements:
- Block scheduling
- Certain courses, programs or student populations allowed on campus
- Periodic in-person office hours for faculty
- Residence halls – single rooms, plan for safe dining and living
- Access to technology and reliable internet, particularly for low-income students
- Limited, rotating availability of library, athletic and fitness facilities
- Smaller groups for student activities and community building events

The term “hybrid” may be confusing, however, unless we define clearly what it means at Southern this fall. Decisions about what will be available online or on ground will be different based on disciplinary
needs, facilities, and public health guidelines, but we must be able to tell a coherent story about what will be offered, where and how, to prospective and continuing students.

**Changes to work expectations for employees:**
Communication to new and continuing students as well as parents must be frequent and as transparent as possible to support confidence in Southern’s commitment to their wellbeing and learning.

Faculty support and development of effective online teaching practices to improve student learning and experience are critical to support mission and enrollment.

**Proposed changes for 2021:**
Maximum flexibility best supports SCSU enrollment since COVID-19 may necessitate waves of opening and closing in order to manage public health over the next 12-18 months. Hybrid models that anticipate moving from in person modality to online or vice versa will be most accommodating to student needs.

4. **Professional development on remote teaching (Scholarship and Creativity)**

**Possibilities:**
Full return (on-ground) to campus would pose fewest restrictions in pursuing most scholarship but with behavioral, safety, and staffing implications

A delayed opening could involve staggered start to various research programs but represents the second-least restrictive prospect.

A hybrid return would put limits on scholarly output and approaches. These limits are imposed by insufficient warehousing capacity (for incoming supplies and equipment), delays in return to research, and the heavy pedagogical “lift” for faculty. This approach would also impose limits on collaborations and challenges to the First Year Research Experience in Fall 2020.

A fully online approach would be the most restrictive scenario for a return to full research and scholarship.

**Challenges:**
In all cases that involve on-campus (or site specific) activities there must be appropriate:

- Safety behaviors and supplies and equipment
- Cleaning of equipment and facilities
- Spacing (physical and temporal) of projects
- Recognition of limits to scholarship in evaluation of faculty and students

Whether the library is physically open or closed has implications on education and scholarship.

**Changes to work expectations for employees/student researchers:**
Options for student research (undergraduate and graduate) must be flexible and reflect status of pandemic, retaining safety behaviors, accommodating to issues with obtaining supplies, options to move to online studies, and status of needed partnerships with external agencies.
**Proposed changes for 2021:**
Similar factors to any delayed opening but longer time elements involved means selective impact across disciplines (no access to required facilities vs able to pursue scholarship from home)

5. **Schedule/Catalog Changes**

**Possibilities:**

*Late-Start Scenario:*
Semester begins in second 8-weeks (S8W).

Fall semester online, spring semester on-ground.

Strategic late-start for specific students groups (e.g. freshmen and graduate students on-ground in fall, all others start in Spring)

Semester start in Spring; fall classes through winter intersession creating a 12 week semester)

Begin academic year in Spring 2021 (cancel Fall 2020)

*Early Dismissal Scenario:*
Begin semester on-ground and transition, as and when needed to Spring coursework online
End all coursework by Thanksgiving, regardless of virus situation

**Challenges:**
Should a delayed start to the semester – or an early dismissal – be necessary, options that do not provide any academic activities for a period of time are considered to be the least desirable due to the potential negative impacts to enrollments and subsequent loss of revenue.

Changes to work expectations for employees
Proposed changes for 2021

6. **Other**

Southern is primed to offer important resources and programs during and after the COVID threat, especially given its urban location, social justice mission, and diverse student body. This emergency gives us an opportunity to consider opportunities for the future that include:

- New degree programs
- New directions and programs in continuing education
- A focus on emerging disciplines for future hires
- New partnerships
- New grant opportunities
- New approaches to marketing and student recruitment
Appendix F:

Academic Affairs and Enrollment Management Team
Western Connecticut State University

WCSU Campus Leads: Missy Alexander (Provost) & Jay Murray (VP Enrollment Management)

- Team Members: Tom Philbrick (Faculty, University Senate President)
- Jennifer O’Brien (Librarian, VP University Senate)
- Emily Stevens (Faculty, School of Professional Studies)
- Justin Cowan (Faculty, School of Visual and Performing Arts)
- Lai Van Vo (Faculty, Ancell School of Business)
- Dan Barrett (Faculty, Macricostas School of Arts & Sciences)
- Neeta Connally (Faculty, Macricostas School of Arts & Sciences)
- Jay Brower, (UPBC Chair)
- Aura Lippincott (Instructional Designer)
- Scott Volpe (Associate Director of Media Services & Instructional Technology)
- Isabel Carvalho (Academic Advising Center)
- Jennifer Zdziarski (Associate Registrar)
- Brian Vernon (Dean, Visual and Performing Arts)
- Michelle Brown (Dean, Macricostas School of Arts & Sciences)

1. Delivery of undergraduate and graduate courses/program

Possibilities
Operate as a hybrid campus, with a balance on-campus and online experiences available.

Challenges
Overall: organizing on-campus experiences in ways that reinforces social distancing.
- For labs and studios, achieving social distancing spacing may require a restructuring of our existing schedule and an increase in costs if new sections must be added.
- For performing arts (theatre and music) it may be impossible to support anything other than solo performances.
- For all others: Scheduling to keep the number of students in a space appropriate for social distancing. This may involve tape in hallways to keep students separated while waiting for classes. It will also require an enforcement of face mask protocols.

Which programs
All academic programs

Which students
All students will have the opportunity for some on-campus learning. In some cases, a student may need online only. We will do our best to support that need.
Mode of delivery
Instruction will take place in online, hybrid, and on ground formats, but all classes will be prepared to go online if a resurgence of COVID-19 occurs. To preserve the immediacy of a face-to-face campus, we will strive to balance our offerings with an appropriate mix of the following:

- Online Asynchronous: Students can log in anytime during the day to access and work on course materials. There will be fixed due dates and there may specified times for exams.
- Online Synchronous: Students will be required to log in at specified times to see presentations and discuss topics with their faculty and peers. Additional work will be defined with due dates, etc., in the syllabus.
- Hybrid courses will be a combination of online and on-campus meetings. The on-campus meeting times will be listed when you register for the course.
- Face-to-Face.

Particular attention will be paid to courses that must have lab experiences, to ensure that sufficient time is spent on this material at the start of the semester.

Faculty will have the opportunity to record and/or develop materials on-campus, as needed.

Changes to work expectations for employees

- For faculty, office hours will move to online. There will be guidance on best practices for online advising. Access to offices/labs/studios will be available but social distancing rules will apply.
- For part-time faculty, access to an on-campus offer will have to be scheduled to support social distancing. We will need to determine an appropriate process for this.
- For staff, there will be a blend of in person and telework schedules. This will be created with health and safety in mind. In many cases people will be on-campus in staggered shifts and/or just a few days per week.
- Service operations such as registrar, bursar, library, will be developed on an appointment schedule to ensure appropriate spacing/social distancing. Where drop-ins must occur, physical barriers will be installed.
- For governance and other campus operations, meetings will continue in WebEx or MS Teams.
- For all employees, accommodations for those in high risk categories, or those whose family lives may require special accommodations will have to be supported to the full extent possible.

Proposed changes for 2021
WCSU will open as a hybrid campus for the fall semester with strategic scheduling to support appropriate social distancing. Disciplines that require specific technology (labs and studios), will meet on-campus. All other classes will be scheduled in a way that spaces out room usage to avoid lines in hallways and provide time for appropriate cleaning. All community members and students will be required to wear a face covering when social distancing cannot be ensured. All community members will need to wear a face covering when in any University building (some medical exceptions apply). Alcohol based sanitizers will be strategically located in hallways and classrooms throughout the campus. Self -Service sanitizing solutions will be available in every classroom, disposable gloves will be made available to all community members for voluntary use, and physical barriers will be installed wherever possible to reinforce that face to face experience while protecting office occupants.
2. Supplemental Instruction

Possibilities
Continue to offer all academic success programs online (tutoring, academic coaching, peer mentors, AccessAbility Services, and Education Access Programs).

Challenges
While most of these services work well online the following complications occurred this spring.
• Driving students to these services is a challenge. There was higher usage face-to-face.
• Having consistency in training and expectations for students employed in this environment.
• First Year courses are currently varied in their approaches. There will need to be greater coordination of experiences to help students transition to college in this unique environment.
• Education Access Programs may be particularly challenged with limited on-campus experiences.
• Online can be particularly challenging for students with learning accommodations.
• Embedding peer mentors in online environments (classes) while require some modifications in Blackboard.
• Staying online may require an increase in staffing to meet new demand for support. This will require funding.

Which programs
All

Which students
All, but the bulk supports undergraduates.

Mode of delivery
Most services will be delivered online, with appointment-based campus visits where appropriate.

Changes to work expectations for employees
These services will largely continue as telework.
• For students: Work will be online only. Additional training may be required.
• For faculty and supervisors of student workers: Supervising and supporting peer mentors, academic coaches, and tutors, will require planning and collaboration for consistency of approaches.
• Library services (information literacy and research services) will be delivered within Blackboard where feasible and by appointment (virtually and/or live as appropriate) where possible.
• Accessibility services will have to develop a plan for on-campus appointments for those students who cannot be supported online. This will require clear social distancing protocols.

Proposed changes for 2021
WCSU will continue to offer supplemental instruction online for the fall semester. We will revisit the opportunities for on-campus supports in the spring semester.
• To support this approach, we will develop consistent training for students and staff delivering these services. This will require summer work and a potential late summer boot camp for all involved.

• The First Year Navigation course will also require increased coordination and learning modules on navigating Blackboard and time-management in a hybrid educational environment. There will be costs associated with this work.

• All courses will include links to academic support services within the course shell.

3. Registration/Admissions Issues

Possibilities
Offering services fully online, with campus visits by appointment, and with appropriate social distancing and barriers for drop-ins.

Challenges
While WCSU has moved most operations around registration and admissions to online platforms two challenges remain:

• Remote placement testing is not trusted by faculty. We cannot conduct this testing on site, due to social distancing. This makes schedules for first-year and some returning students a challenge.

• Without the face-to-face, it is a challenge to drive students to register. This is always an issue, but it is increased in this environment.

• No on-campus orientation may reduce or delay commitments from new students.

• Missing fall open house could lead to an enrollment dip next year.

• There is likely to be an increased need for financial aid.

Mode of delivery
Registration/admissions/scheduling can be supported fully online. Campus-based interactions will largely be by appointment only. This will require social distancing measures such as barriers in some instances.

Changes to work expectations for employees

• Employees will have a blend of on-campus and telework schedules.

• Registration/Admission staff will develop schedules that maximize social distance, while supporting the need for some campus-based work.

• All public facing offices will have clear guidelines for how to engage the public, with physical barriers where appropriate, and a strong preference for appointments only.

Proposed changes for 2021

• WCSU will offer almost all registration/admission services online.

• Our summer orientation has been reimagined for online only.

• Placement for math and writing, will occur based on existing information, with faculty assessment in the first week of classes to determine any necessary changes during add/drop. This may require some schedule adjustments to have sections available in the same timeslots.
4. Professional development on remote teaching

Possibilities
Ensuring quality hybrid and online instruction will require the establishment of some minimum expectations and increased training/professional development opportunities.

Challenges
- The unique approaches of faculty curricular design, that are the hallmark of higher education, strain at the notion of standardization. Mandating sameness will be impossible.
- Funding professional development is beyond the scope of our budgets
- Adjunct faculty are particularly challenged by this new reality, as their access to support and technology is reduced when not fully employed by the university.

Changes to work expectations for employees
All faculty will now be expected to be proficient in online instruction.

Proposed changes for 2021
Because we are entering a period of great uncertainty with COVID-19, we will prepare all courses for online only so we can easily transition back to online if needed. To support this, we will:
- Invest in additional staffing to provide on-demand (recorded), online synchronous (live), and one-on-one coaching to prepare for fall.
- Provide access to all services and technologies to all part-time and full-time faculty. Part-time faculty will also be provided the opportunity to record lectures, etc., on-campus and will need to maintain their access to email and related services throughout the summer.
- Minimum standards for course navigation will be developed and recommended to all faculty.
- Faculty teaching FY will develop some common modules. This will require at least one day of meeting and working together and then investment in the development of the modules.

5. Schedule/Catalog Changes

Possibilities
Defining and developing three new types of courses: Online Synchronous, Online Asynchronous, and Hybrid to maximize social distance while preserving campus experiences. Balancing the blend of delivery modes appropriately.

Challenges
- Creating clear definitions of each type of course and adding it to the schedule and catalog. These must be preliminary because there will not be time for governance review prior to fall.
- Determining the appropriate time/space between on-ground course meetings to support good social distancing and cleaning protocols.
- Mapping campus classrooms to meet social distancing needs.
- Addressing fees for online classes

Changes to work expectations for employees
This work is extensive but can be done remotely if needed. The work expectations will be developed with the overall schedule for the Enrollment Management Division.
Proposed changes for 2021
As stated at the outset, our schedule will be developed for a hybrid university, with the capacity to move everything online if needed. Where appropriate, some classes will be delayed until the spring semester. Campus based experiences will employ social distancing standards in all cases. PPE will be the norm.

6. Other
As we set norms for work expectations in this hybrid environment, it will be important consider the additional strain this puts on all members of the WCSU community. No matter how good we get at delivering curricular, co-curricular, and all other services in these blended modalities, there is likely to be an emotional toll. It will be important to set reasonable expectations for all, and routinely remind faculty and staff of our Employee Assistance Programs. (Student supports are mentioned elsewhere in this document.)