

# Fall 2020 at WCSU

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CAMPUS RE-OPENING PLANNING DOCUMENT

CSCU/WCSU Planning Teams

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## **Explanation of Process**

In accordance with the process suggested by the Board of Regents, WCSU created four campus planning teams, each with representation from a cross-section of our community including faculty leadership, union leadership, and representatives from nearly every area of the university. (The team members are listed at the start of each section.)

- Teams were announced to the full campus, and the President and Provost presented the details of the process to the University Senate.
- Each team met at least twice (most three times) and developed their sections collaboratively. The Team Leaders then shared reports to discuss conflicting approaches and reduce redundancies. The president's cabinet also reviewed the reports to identify any additional concerns and/or logistical issues.
- The document was sent to the campus community for review. A WebEx was hosted for those who wished to offer comment. After community review, any suggested changes were considered and added where appropriate.
- The Cabinet reviewed the final version.

In developing this first-level map for reopening WCSU, our community felt it important to set the right tone with our students. We wanted to celebrate our commitment to providing great learning experiences for our students, in ways that support strong relationships between student and faculty. The letter is included as an [appendix](#) to this document.

## **Report Summary**

WCSU is committed to moving forward as a hybrid campus for fall 2020. All courses will be developed for online delivery if we a need to evacuate at any point. However, if conditions permit, we prefer to preserve a portion of the campus experience. Therefore, we will develop a schedule that balances on-line and on-ground learning opportunities for all students, with social distancing standards in place. We will also work to support a co-curricular program that meets the same standards.

Our chief concerns and need for guidance from the CSCU System Office and the Governor's task force are as follows:

1. If there is a local instance of COVID-19, what are the standards for determining when/if a campus must move to a fully online format?
2. What are the standards for COVID-19 testing for a campus that blends commuter and residential students? How often? Who will administer the tests? Who will pay for these tests?
3. What are the standards for COVID-19 tracing for a campus that blends commuter and residential students? Who will be responsible? What are the approved strategies? Who will pay for these efforts?
4. What are the standards for social distancing in relation the use of classrooms, labs, residence halls, and common areas? What are the minimum distances with masks? Without masks?
5. Will there be legal support for required masks/social distancing and approved strategies for addressing violations of this policy?
6. Will we be protected from liability, when/if there is campus-related resurgence of COVID-19?

## **Academic Affairs and Enrollment Management Team**

### 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 only. 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 all 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 in the face-to-face format.
- 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:

1. 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.
2. 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.
3. No on-campus orientation may reduce or delay commitments from new students.
4. Missing fall open house could lead to an enrollment dip next year.
5. 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 coursework for online only so we can easily transition back to online if need be. 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 will necessarily 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.)

## **Technology Team**

WCSU Campus Leads: John DeRosa (Interim CIO Information Technology) & Rebecca Woodward (Interim CIO Academic Technology)

- Stephanie Kuhn (Faculty, Distance Education Committee)
- Sharon Young (Faculty, Information Technology Committee)
- Melissa Stephens (Director of Financial Aid & Student Employment)
- Joan Palladino (Interim Dean, School of Professional Studies)
- Colleen Cox (Instructional Designer)
- Dennis Leszko (Director, Center for Student Involvement)

### **1. Address student, staff and faculty needs for on-ground and on-line education and services**

#### **Possibilities**

Hybrid

Online

#### **Challenges**

The ability to offer faculty instructional technology and general technology training and assistance in order to transition to a hybrid environment with the preparation to pivot to fully online if necessary, becomes a challenge given the small number of trained staff to do this. Some best practices that can be implemented to address this include:

- Develop a Blackboard Basics training for all new faculty.
- All courses should originate in the single learning management system (LMS) Blackboard.
- There should be a recommended navigational shell that can be customized according to faculty content organization needs (weeks, units, topics, etc.).
- All faculty should have four weeks of course materials on Blackboard (in case of illness/requirement of substitute)
- Develop a faculty to faculty mentor program.
- Software and applications to replace physically dependent courses (e.g., virtual lab sciences software).
- Testing application (Proctorio) for courses that require testing.

Students will require additional assistance to successfully manage a hybrid/online environment.

- Students should be enrolled in a training module to prepare them for navigating course and support services.

All faculty, staff and students will need a device (laptop, desktop with Wi-Fi, etc.) at minimum and some will require additional peripherals to operate in a hybrid/remote environment. A hybrid model will require increased mobility.

- Establish minimum standards for laptops to meet software needs of each function/academic program.
- Develop policies and determine funding for providing computers and peripherals for students who are disadvantaged or have socioeconomic need. (online/hybrid scenario).

- Physical Technology deployment: Need to identify how we will deploy technology to disabled students.
- VPN client / Citrix client for those that need it.
- Identify faculty who have super-user compute needs (CS, IT, Media Production, Music, Art, etc.)

All faculty, staff and students will require adequate internet service.

- Develop policies and determine funding, if applicable, for internet service for students, faculty, and staff.
- CSCU System should work with ISPs for no cost/low cost for students in need.

Need to evaluate IT licensing at a system scale to ensure compliance of licenses while remote/distance capabilities (where possible migrate to Cloud/IaaS for DR, Backup and Application Edge).

- Kaltura
- Kaltura Liveroom
- Cisco WebEx
- MS 0365/Teams
- Adobe

Identify electronic lab support needs (music, nursing, science, technology). Determine within BYOD/at-home environment, how these services will be deployed.

Use electronic media to establish personal connection with students (Salesforce/PlatformQ/Teams/WebEx/Facebook/Instagram/Teams Live)

- Student to student
- Student to advisor
- Student to community

Must have an effective communication system

- Not just emergency alert but notification style alerts (via mobile app, non-emergency text, etc.)
- Omni-Channel Digital messaging / signage on-campus relative to operational status / precautions
- Internal (in campus – external – outside campus)
- Chatbot capabilities to handle increased questions/requests

IT&I will need to come up with a process for pushing out updates (for security, latest SW, and operating system updates) to University laptops for users.

### **Changes to work expectations for employees**

Faculty and staff should be prepared to conduct most if not all work remotely.

### **Proposed changes for 2021**

None – establishing minimum requirements for hybrid and online scenarios will continue into 2021 if these scenarios remain. If an on-ground, pre-COVID-19 environment is possible for 2021 WCSU would be better prepared to operate.

## 2. Address technology needs of administrative employees for telework.

### Possibilities

Hybrid: Develop a scheduling model that establishes the appropriate balance of on-campus vs. telework for administrative employees. It may be advantageous to have most administrative employees continue to work remotely to reduce the strain on the facilities team in terms of cleaning and distributing PPE.

### Challenges

Need to convert business processes from paper-centric to digital. Develop a digital transformation team which looks at digitizing and improving existing business process while removing processes which are out of date.

Need to evaluate digital technologies to improve business process experience.

- Employee onboarding
- Digital signatures
- Employee compliance training at a distance

Evaluate existing paper records which will need access remotely / at a distance. Develop process to ingest paper, systemize records.

Evaluate supply chain: relative to needs for fall. Order now, order backups/supplies and expect continued shortages as pandemic continues and dependence on items becomes.

Develop SOP and standards for working remotely: Internet connectivity requirements, remote support tools, strategy for break/fix-replacement.

Need to manage HR Management Systems (HRMS) – HIPAA requirements

- How will employees report symptoms?
- How do remote employees report readiness day-to-day assuming remote workforce?
- What system will back-fill faculty into classes if a hybrid faculty is offline for 2+ weeks. (permanent substitutes)
- What processes are in place for students who are high risk, how do they identify.

Systems changes/Configuration Changes relative to health needs:

- Need immunization tracking / health hold record tracking / system for current MMR vaccines and potential new vaccine.
- Ensure continued support for existing telemedicine toolset (HIPAA compliance, BAA)

Evaluate and set standards for working remotely capabilities with focus on consistency of application across WCSU.

- OSHA compliance (Ergonomics)
- ADA Compliance
- Identified medical accommodations (standing desk, chair, etc.)

Develop capabilities for “depot” style technology deployment and return via some contactless method.

Acquire/deploy hardware and peripherals as needed.

## **Changes to work expectations for employees**

Professional staff training for work which is performed on-campus and cannot be conducted remotely.

- Needed areas
  - Customer Service
  - Technical support
  - Student support / service navigator
  - 3<sup>rd</sup> party support (Federal govt, telecom provider)

Evaluate changes (hours of operation) to office availability of institutional support

- Information Technology (Service Desk)
- Bursar
- Registrar
- Student Navigator

Develop clear guidelines on how remote vs. campus-based work will be decided.

## **Proposed changes for 2021**

None

### **3. Assess readiness of classroom facilities for on-ground education**

#### **Possibilities**

Hybrid

Online

#### **Challenges**

Inventory and prioritize services to mitigate business critical processes and location risk: Need to identify the requirements placed on the software provider around business continuity or pandemic plans, and how these responsibilities change in the event of a crisis affecting many of its clients at once.

Inventory existing IT tools to determine ability to expand to support hybrid learning

- Kaltura
- Blackboard
- WebEx
- MS Office

Evaluate existing classroom multi-media technology and evaluate capacity / capability to transform into hybrid teaching / learning spaces.

- Identify spaces by cost to remediate
- Identify teaching styles supported by space
  - Social distancing/limited number of people allowed in space at one time (staggered physical presence – use technology to assist, e.g., students assisting with remote learners – chat, etc.)
- Allow faculty when possible to teach from classrooms/labs if online.
- Use technology to creatively to help students who are not suited to fully online format.

- Make technology available and allow for high risk students/faculty to participate remotely.

### **Which programs**

All: Prioritize on-ground/hybrid for programs that have greater challenges teaching remotely (lab sciences, Music, Art, Theater, Nursing, Media Production, etc.).

### **Changes to work expectations for employees**

Increased expectation of fully functioning on-ground classroom technology for hybrid use, quick resolution of issues, need for expanded Tier 1 resolution.

### **Proposed changes for 2021**

Continue to outfit classroom space for this new normal after assessing needs from Fall 2020 usage.

## **4. Steps to reopen non-classroom spaces**

### **Possibilities**

All

### **Challenges**

Determine process for technology maintenance/support which may require on-site engagement.

- Switch/router upgrades
- UPS battery replacement
- HVAC Management

Identify disinfecting protocol for electronic equipment consistent with vendor requirements for supporting warranty.

- Replace non-cleaning compliant peripherals with compliant peripherals (i.e. healthcare grade keyboards, mice).
- Use of small printer/scanner/copiers
- Use of electronic scheduling tools to limit in-person access based on time/place

Establish system via check-in/out, swipe in/or contactless “in / out” to manage or limit capacity to high-volume spaces i.e. library, rec centers, dining facilities.

### **Changes to work expectations for employees**

Essential status for IT staff to continue as needed.

### **Proposed changes for 2021**

None

## **5. Contingency plans for future outbreaks**

### **Possibilities**

Move to fully online

## **Challenges**

- Enable all employees with mobile technology by design (i.e. buy Wi-Fi enabled laptops).
- Require all employees to work remotely one day per month to validate connectivity, usability, functionality, establishing a workforce readiness for future events.
- Identify for employees who are time/space specific, their alternate pandemic role.
- Establish near-off campus depot/distribution point for rapid exit and deployment of technology to campus (i.e. 190 Warehouse)
- Establish near-off campus location for critical business functions which cannot be completed off-campus check-cutting, scanning.
- Establish process to inject high-value items electronically by design (mail, faxing, etc.)

## **6. Other**

- IT&I will evaluate/re-negotiate vendor contracts & services (to the extent possible), to scale back or re-deploy those resources, e.g. Managed Services for Data Network, print Management contract, Resident Hall cable TV package.
- Increase student engagement through social media and other digital means for recruitment and retention purposes. This will be vital as we expect a loss of incoming and current students.
- Evaluate how our business processes such as Banner need to be adjusted for alternate delivery of services.

## Operations/Logistics Team

### WCSU Campus Leads: Luigi Marcone (Chief Facilities Officer) & Pano Koukopoulos (Director of Emergency Management)

- Maribeth Griffin (SUOAF)
- Rotua Lumbantobing (AAUP)
- Merisa Williams (Clerical)
- Mike Ercoli (Maintenance)
- Jim LaClair (Police)
- Fred Cratty (Chief Human Resources Officer)
- David Martin (Dean of Ancell)

Our community is extremely diverse in its operations, our circumstances, and our backgrounds. We are a complex university, and this makes creating a re-engagement strategy incredibly complicated. The WCSU Plan for Repopulating the Campus is meant to be a supporting document for the decisions that will need to be made at the department level. Each supervisor, chair, dean, and vice president will need to work with their faculty and staff to design appropriate control measures which are consistent with WCSU's guidelines.

We will continue to lead by balancing the health and safety of our community with the need to continue offering quality educational experiences. **Our path forward is informed by state and federal guidelines (and as such is subject to change) but is crafted to address the unique operational realities of our own community. This Plan is scalable and can be modulated to address changing needs and requirements.** We will constantly reassess the situation and the effect the virus is having on our community to determine when we are best positioned to move through and between each phase of re-engagement, and we will provide continuous updates on our progress.

WCSU's Plan is based on the hierarchy of control to mitigate hazards. These elements will all be utilized to manage the risks presented by the virus on our campus.

1. Engineering Controls – Mitigation strategies such as: Physical barriers, increased ventilation, positive and/or negative air pressures.
2. Administrative Controls - mitigation strategies such as: reduced work schedules, alternating work schedules, on-line components and social distancing, sanitizing practices, Training & Education, personal hygiene, signage.
3. Personal Protective Equipment (PPE) – PPE does not reduce or eliminate the hazard, proper use, however, does reduce exposure rates and relative risk. PPE is usually the measure of last resort due to the invasive nature of the equipment. Face masks impact breathing capacity and restrict oxygen uptake.

These plans, however, require clear guidance and support from the state for the following:

- Testing requirements and support for their implementation. WCSU cannot support regular testing with existing personnel or within our budgetary constraints. We look for guidance on how to proceed on this issue, both to repopulate the campus and then ongoing monitoring of any potential outbreaks. Financial support will be essential.

- Definitive guidelines on our responsibility for contact tracing and appropriate staffing, technology, and regulatory support. Financial support will be essential.
- Statement on campus rights to enforce social distancing measures including wearing masks. Legislative support will be essential.
- Guidance on what the standard will be for closure if/when new COVID-19 cases emerge. Uniform standards will be essential.

Finally, all plans to re-populate campus will flow from the recommendations of the CSCU System Office and the Governor's task force. As such, the emphasis on proper PPE, meeting social distancing standards, and the directive to continue telework where appropriate will serve as a guide for decision-making about returning to campus. These plans, however, will be adapted to meet local needs for social and safety-needs, regarding the density of building inhabitants. In addition, protocols for employees and students in high risk categories will be considered.

### **1. Assess readiness of classroom facilities for on-ground education**

When the University decided to shift its spring classes to strictly online in early March, a series of events were triggered. Non-essential personnel were released from their responsibilities and essential personnel remained on-campus but were dispatched at a decreased capacity responding only to emergency repairs. The university quickly responded by acquiring sanitizing materials and equipment in advance of the rush to react. This has left WCSU's campuses in a favorable position.

Specially trained and certified staff members were able to apply an atomized sanitizing solution throughout the campus, the solution is an EPA-registered virucide, intended to be used on corona virus species.

Additionally, all buildings have had post-occupancy cleaning. The campus is physically ready for occupancy.

#### **Possibilities**

- Hybrid (with reduced occupancy)
- Online

#### **Challenges**

As we plan for a phased re-occupancy, the University will adapt, implement, and publish new cleaning and sanitization standards. These new standards for University buildings will adhere to the most up-to-date guidelines from the CDC. These standards will include implementing new methods of cleaning, new timelines for cleaning, and the promotion of self-service sanitation stations at high traffic areas around campus. It will also include a proactive educational marketing initiative to promote good hygiene related to the virus.

- Cleaning/disinfecting frequency – Turn-over times between classes do not allow for cleaning in between uses

- Limited access points (entries/exits) - Classrooms in many instances, only have one entry or exit point. As classes get discharged and the next class ques up, there are limited opportunities for social distancing
- Computer classrooms
  - Lack of Social Distancing
  - Same unit shared by multiple users over different class periods
- Fixed-seating classrooms - no ability to rearrange resulting in limited occupancies
- Non fixed-seating classrooms - different setups for different needs, instructors will need to limit the flexibility offered by movable furniture.
- Finite number of classroom spaces - adjusting schedules and adding sections will be challenging
- Some library spaces
- Instructor stations
  - Same unit used by multiple instructors - Need to offer sanitizing options on a self-serve basis
  - Teaching habits/methods
- Buildings with limited or no central HVAC capability - Buildings which rely on passive air conveyance may need to be assessed to determine appropriateness of their use during this pandemic (Berkshire, White Hall lower level)
- High-touch point areas – We will need to determine opportunities. In many cases the below listed items are fixed infrastructure items which cannot be removed or limited but where possible we will limit touch requirements. Items such as removing the PIN requirement on access control doors so that they are proximity only, providing white board markers to faculty which can be brought from class to class verses using what provided.
  - Door handles
  - Access control keypads
  - Desks/tablet chairs
  - Markers
  - Computers
  - Props
  - Tangible aids

### **Which programs**

All, but special consideration for lab/studio spaces

- Sciences (labs)
- Theater
- Music
- Nursing
- CS
- MIS
- Media Arts and Studio

### **Changes to work expectations for employees**

- Manage expectations/fear
- Follow the rules

- PPE (face covering/gloves) as necessary/mandatory
- Social distancing
- Hand hygiene
- Set the example
- One voice-one message
- Foster compliance
- Modify face-to-face interactions
  - Sneeze guard installation
  - 6' line indicator
  - Signage
  - Option to call from outside the office
- Desk and common area frequent (TBD) disinfection
- Stay home at first sign of sickness
- Reconfigure office space, if necessary
- Adjust/offset schedules to decrease density
- Classroom doors to stay open

### **Proposed changes for 2021**

- Decrease classroom density
- Implement a strict visitor program for all campus buildings
- Rethink migratory patterns on campus
- Designated seating arrangements
- Increase air flow to dilute potential contaminants
- Utilize meeting rooms as classrooms, if necessary
- Limit instructors to a limited/designated number of teaching spaces
- Modify access control parameters to eliminate touch points
- Close or limit occupancy or frequency of use of smaller spaces
- Install physical barriers in forward-facing offices and potentially in classrooms to reinforce safe face to face instruction.
- Classroom installation:
  - Spray bottles with disinfectant
  - Paper towels
  - Gloves
  - Signage
  - Physical Barriers for instructor

## **2. Steps to reopen non-classroom spaces (including food services)**

### **Possibilities**

Ultimately, our partner organizations will be required to meet their own corporate guidelines and establish control criteria which is consistent with the University's programs and guidelines.

- Normal
- Limited availability
- Adjusted schedules (expanded or contracted)

## **Challenges**

- Cleaning/disinfecting frequency
- High traffic area management
- Limited access points (entries/exits)
- Dining facilities and SD
- Athletics
- Recreation
- Locker rooms
- Computer labs
  - Lack of capacity for three-foot spacing (masks on)
  - Same unit shared by multiple users

## **Changes to work expectations for employees**

- Same as in Step 1
  - Public interface front desk space modification
    - Sneeze guard installation
    - 6' line indicator
    - Signage

## **Proposed changes for 2021**

- Install directional guides to limit incidental contact and reinforce social distancing in hallways, corridors, and stairwells
- Install one-way traffic arrows
- Install hand sanitizing stations in multiple locations in EVERY building
- Install physical barriers as needed
- Office suite doors to remain locked with contact phone number signage
- Limit number of people in:
  - MT Restaurant
  - WS dining area
  - WS food court
  - Daily grind
  - Einstein Bagel area
  - Colonial corner
  - MT/WS fitness centers
  - ONC gym
  - Bookstore
- Install occupancy counters in aforementioned areas to ensure compliance
- Expand hours of operation of those areas
- For food service
  - Increase quick pick-up options
  - Pass-through areas
  - Remote ordering system (via an app) if feasible.
- Reconfigure seating arrangements in assembly areas
  - Thin out furniture
  - Remove furniture altogether
- Manage restroom facilities (urinals and sinks)

- Manage locker rooms and changing rooms
- Keep doors open, where necessary/possible
- Tight quarter area management
  - Elevators
  - Bathrooms
  - Storage spaces
  - Lunch/break rooms
- Install signs (includes Media Services screens) for
  - Hand hygiene
  - Face coverings
  - Social distancing
  - Coughing in elbow

### **3. Steps to reopen residence halls**

Establishing a protocol across the CSU system will be critical. Items such as restroom counts, and fixture counts are possible criteria for establishing capacities. There are significant challenges with compliance and adherence to any established requirements. “Family Units” have been used as the framework for our group housing environments.

#### **Possibilities**

- Hybrid (Reduced population in Residence Halls)
- Online (No Residence Halls)

#### **Challenges**

- Maintaining Social Distancing guidelines
  - Lounges
  - Meeting rooms
  - Bathrooms
  - Elevators
  - Lobbies
  - Apartments
- Compliance with face coverings
- Compliance with self-reporting of illness
- Service animals
- Possibility of having to go back to a virtual campus
- Guest limitations and tracking (including outside deliveries such as food)

#### **Which students**

- Reduction in total number to accommodate an increased demand for single occupancy rooms.

#### **Changes to work expectations for employees**

- Same as above

#### **Proposed changes for 2021**

- Stagger return of residents for controlled load-in with appropriate social distancing

- Expand front desk operation hours
- Same marking and signage processes as in other buildings
- No-contact check-in

#### **4. Contingency plans for future outbreaks**

Based on the spread of the virus and the unique needs of our community, the University—in partnership with local health care providers—will establish transitional space for anyone who needs to be quarantined. This space will enable the University and medical professionals to support the health of any student (residential) who is in need. The University will provide food, internet, and other essential services. Testing will be provided based on the guidance of health care professionals. This space will ONLY be used as a transition space for those who need to isolate, or who are ill with COVID-like symptoms but do not want or need to be in a hospital.

Should anyone need to move into a hospital setting, the University will assist with those arrangements. While health care will remain accessible and available on campus, students may choose to return to their permanent residence to seek health care, if preferred.

##### **Possibilities**

- Self-health tracking
- Contact tracing via phone apps
- Health screening
  - Residents
  - Guests
- Send sick community members home
- Use first floor of Fairfield Hall as the isolation area
- Firm up plans for providing meals to patients

##### **Challenges**

- Will have to vacate entire building (Fairfield)

#### **5. Other**

- Extensive and continuous outreach and education campaign
- Developing a plan for at-risk employees (health or age related).
- Management of and/or potential for larger gatherings
  - Performances
  - Athletics
  - College Fairs
- Health screening at lg-in?
  - Required vs Voluntary
- Managing meeting rooms for student clubs
- Controlling the flow of guests to campus

## **Student Life and Student Support Services Team**

WCSU Campus Leads: Keith Betts (VP Student Affairs) & Lori Mazza (Director of Athletics)

- Anna Adebambo (SGA President)
- John Murphy (SGA Advisor, Director Event & Conference Management)
- Ron Mason (Director of Residence Life)
- Walter Cramer (Dean of Students)
- Elisabeth Werling (Director of AccessAbility Services)
- Veronica Kenausis (Assistant Dean of Academic Success Programs)
- Lynne LeBarron (Interim VP Institutional Advancement)
- Chuck Rocca (FY Coordinator)
- AnnMarie Puleo (Associate Director, Academic Advising)

### **1. Delivery of Student Academic Support Services**

#### **A. AccessAbility Services**

##### **Possibilities**

- Testing: Would need to determine if proctoring is a service that needs to be provided. It is not legally required and thus, could have faculty members proctor their exams. Only provide in-person proctoring assistance for faculty members who are also having in person exams. Students would take exams with 6 feet distance. Proctoring would need to be done remotely through video camera.
- Meetings would continue online through Teams. Office would only be open to provide proctoring assistance. At staff member's discretion, they could meet in a different location on campus to meet with the student face-to-face.

##### **Challenges**

- Testing: Will need to determine if this is a service that must be provided. Will only proctor exams that all students are taking on campus. No walk-in services provided. Student would need to have an appointment.
- Accessible Course Content: All faculty members' courses must employ only accessible content, such as videos (all need to be captioned), documents (all need to be screen reader accessible).
- Technology Training - Getting software/technology on a student's computer sometimes requires close contact.
- Testing: Faculty members of students that require paper-based exams are challenging student needing to be proctored due to paper-based exams, but other students online are not proctored.
- Some technology is only available on desktops in AccessAbility Services, hence would need to obtain additional licenses for students to use at home.

##### **Which students**

- Students with Disabilities

**Mode of delivery**

- Teams/WebEx/Blackboard

**Changes to work expectations for employees**

- At risk staff continue to telecommute
- Need training on safety protocols

**Proposed changes for 2021**

- No walk ins

**B. Academic Coaching/FY/Tutoring/EAP****Possibilities**

- FY will follow procedures in alignment with other classes on campus.
- The peer tutors would meet virtually with the students in the classes to which they are assigned.

**Challenges**

- Lack of awareness of online services offered.
- Possible increased costs
- University policies allowing students to work remotely
- Difficult for peer tutors to offer one-on-one tutoring in a safe way without being in close contact
- Robust and uniform guidelines would need to be developed with attendant support resources
- Virtual interaction with faculty in FY programs.

**Which students**

- Students with Disabilities/All students for tutors/All FY/ EAP

**Mode of delivery**

- Teams/WebEx/Blackboard/limited on-ground

**Changes to work expectations for employees**

- At risk staff continue to telecommute.
- Tutors would need to be prepared to interact with their peers in a virtual environment or in very limited ways on ground.
- Need training on safety protocols.
- Faculty and peers need to adjust to safety measures and/or virtual environment.

**Proposed changes for 2021**

- Develop a uniform and centralized access point for all tutoring resources that may be available online AND in person. (Place link in all Blackboard Shells).
- Develop protocols for limited on ground interactions. Redesign or re-organizes spaces, flow of traffic, intake procedures.

- Enhance support systems already being used and develop additional training for tutors about virtual and safe on ground interactions.
- Focus on the creation of individual learning modules that can be used in both an on ground and online environment. This would help address future emergency, both minor (snow days) and major (pandemic).

### **C. Library - Buildings and Services**

#### **Possibilities**

- Library hours of operation would begin in September but would likely be extremely limited in time (less evening/weekend in person availability) and space (block off majority of floors and meeting spaces). Online library support options continue. Library service desks would be reduced to one point of service at front entrance and reconfigured to allow for distancing between patron and staff member, including plexiglass dividers. Encourage/promote use of online support mechanisms for as many interactions with the library as possible (library's chat/email/texting system, online research consultations via WebEx or Teams, librarians in Blackboard, continuing increased coverage for online support). Library classroom instruction would continue in some hybrid format. Online synchronous/asynchronous classes would be strongly encouraged but in person classes may be available given whatever new classroom guidelines are provided. Library would implement some form of "curbside delivery" option that would allow for fewer users within the building for situations that just require some sort of "pick-up." We anticipate a primarily appointment-based service model to control entrance into the building.

#### **Challenges**

- Lack of integration with courses.
- Lack of student awareness of services
- Increased costs for electronic resources

#### **Which students**

- All students

#### **Mode of delivery**

- Online through web site/WCOnline/Blackboard
- In person by appointment only

#### **Changes to work expectations for employees**

- Certain employees may be required to spend more time in the physical building than others as job responsibilities demand.

#### **Proposed changes for 2021**

- Continue efforts to embed library resources and services into online course support systems regardless of campus status. Develop a good appointment scheduling process.

## **2. Delivery of Student Health/Mental Health Services**

### **A. Delivery of Student Health Services**

#### **Possibilities**

- Decisions should be guided by current scientific data.
- Will require ongoing communication with state & local DPH, CDC guidelines, colleagues at other CT universities.
- IF enough PPE, waiting room for non-infectious only, others through ambulance bay.
- Contact tracing, quarantine, and isolation of exposed or sick individuals will be required.

#### **Challenges**

- Challenges are largely due to scientific unknowns and unpredictable PPE supply.
- No vaccine or treatment.
- Asymptomatic carriers
- Unknowns regarding immunity post infection
- High risk of exposure/infection especially for at-risk students/faculty/staff.
- Limited testing supplies
- Disruption and added risk if second wave and Influenza
- Limited quarantine/isolation capacity on campus. DPH contact tracing will potentially require many quarantine rooms on campus.
- Need HIPAA compliant email platform

#### **Which students**

- All Students

#### **Mode of delivery**

- Decision based on guidelines and PPE supply.
- Patient encounters will require PPE and telephone triage.

#### **Changes to work expectations for employees**

- Most staff return to campus with social distancing and masks, with exceptions for those in high risk categories
- Adapt to the changes in the screening, consent, triage, and intake process for patients
- Adapt to the utilization of technology and maintain digital presence
- State mandated immunization data entry/report fulfill records requests

#### **Proposed changes for 2021**

- No walk-ins
- Masks to enter
- Enforce immunization requirements

### **B. Counseling Center**

#### **Possibilities**

- The ability to access the emotional/mental well-being of students.

**Challenges**

- Maintain social distancing.
- Office space must be reconfigured.
- Tele-mental health is contraindicated for certain diagnoses.
- Privacy concerns for students due to social distancing and tele-mental health.
- Students not having access to computers.
- Staggering urgent appointments.
- Emotional challenges due to possible abrupt disruption of schedule.

**Which students**

- All students

**Mode of delivery**

- Tele-mental Health
- Outreach and workshops via social media platforms
- Urgent appointments only with appropriate PPE

**Changes to work expectations for employees**

- At-risk staff continue telecommuting.
- Change in screening and intake process for students
- Adapt to the utilization of technology and maintain a digital presence

**Proposed changes for 2021**

- Continued Tele-mental Health
- Appropriate safety measures for students/staff

**C. Substance Abuse Prevention Office -- CHOICES****Possibilities**

- Concentrate on in-coming students.
- Provide services in-person and online depending on re-opening.
- Create videos introducing CHOICES, services & programs for orientation, welcome week, etc.
- Large events adapted to virtual formats in conjunction with clubs, student organizations, and other Student Affairs departments.

**Challenges**

- Limit numbers of students in office at any one time,
- Change or eliminate “open door policy” to meet guidelines,
- Decrease number of student interns

**Which students**

- All students

### **Mode of delivery**

- Online and in-person
- In person assessments and sessions
- Small/large events remain virtual

### **Changes to work expectations for employees**

- Rearrange office to accommodate social distance guidelines.
- Stagger appointments to allow for cleanings after each session.
- Establish and maintain cleaning protocols.
- Adequate supply and use of PPE for staff/students.

### **Proposed changes for 2021**

- As per CDC and State guidance

## **D. Women's Center**

### **Possibilities**

- **Direct Services**
  - Flyers advertising direct services would reach students on campus and could facilitate self-referrals.
  - The office can safely facilitate two counseling sessions at a time or by utilizing remote services while maintaining social distancing.
  - Able to accept in-person referrals from faculty/staff if they call ahead.
  - Hotlines available.
- **Education, Training, and Outreach**
  - Offer education programs both in-person (wearing PPE and following safety guidelines) or virtually via WebEx/virtual platforms.
  - For students on campus, we can offer awareness events (tabling) if gatherings are allowed where social distancing is a priority and spaces are measured out.
  - Classroom outreach can be done in person (with PPE) or via recorded video that can be dispersed to staff/faculty to show in classrooms for students on and off campus to minimize staff exposure.
  - Staff/faculty trainings can be facilitated in person (with PPE per safety guidelines) or virtually via WebEx or other digital platforms based on guidelines for gatherings.

### **Challenges**

- **Direct Services**
  - Awareness of the potential need to evacuate quickly would create significant difficulty in healing for trauma clients.
  - Hospital accompaniments for forensic evidence collection kits will happen over the phone based on the temporary policy between Danbury Hospital and WCOGD for students going to Danbury Hospital. Advocates can connect w/ local agencies for accompaniments for out of state students.
  - Rates of DV/SA rise as people are forced to stay home.
  - Some students are not comfortable accessing remote services while at home with their family.

- A single entrance and exit into the office will be a challenge.
- **Education, Training, and Outreach**
  - Difficulty managing events with proper safety precautions for students who are on campus.
  - Could limit our outreach to students.
  - Could limit our ability to provide awareness events for students on and off campus.
  - Facilitating both on-campus and virtual events to reach as many students as possible.

**Which students**

- **Direct Services**
  - Students experiencing, who have experienced, or who know someone who has experienced interpersonal violence who are living on campus or at home
- **Education, Training, and Outreach**
  - All students

**Mode of delivery**

- **Direct Services**
  - In-person, phone, video, and accompaniments will be made available to all individual clients coming to campus depending on which option is right for each person based on location, potential symptoms, comfort level, etc.
  - HIPPA compliant version of Zoom.
  - Phones via office calls and/or hotlines.
- **Education, Training, and Outreach**
  - WebEx, or other virtual platforms
  - Kahoot
  - In-person (barring CDC & Gov. Lamont guidelines)

**Changes to work expectations for employees**

- **Direct Services**
  - In person or online.
  - Meeting all precautions.
  - Employees will be expected to put increased efforts into social media, online, virtual outreach to connect with students.
- **Education, Training, and Outreach**
  - In person or online.
  - Meeting all precautions.
  - Employees will be expected to put increased efforts into social media, online, virtual outreach to connect with students.
  - Having to adjust/reschedule in person events, programs, trainings if students are asked to leave campus.

**Proposed changes for 2021**

### **3. Student Activities/Student Life**

#### **A. Center for Student Involvement**

##### **Club/Organizations**

##### **Possibilities**

- Meet with the student organizations that we directly advise, such as PAC, SGA and the Fraternity and Sorority Councils in person (with proper Social Distancing regulations in place) as well as offer live streaming via WebEx.
- Continue to meet and train student organizations as well with in person session (with proper Social Distancing regulations in place) as well as offer live streaming of the trainings on WebEx as an alternative.
- Process all club/organization paperwork in various formats (In person, online).

##### **Events/Activities**

##### **Possibilities**

- Produce programs that have been traditionally done on campus with proper Social Distancing regulations in place, in cooperation with Events and Conference Management and state regulations.
- Events such as Clubs Carnival, Homecoming, Fall Bash, and other traditional large events will have to be re-imagined in a social distancing world as well as in a virtual way.

##### **Recreation/Group Ex/Intramurals/Club Sports/Fitness Rooms**

##### **Possibilities**

- Creative recreation programming so our students are engaged, but still feel safe and secure.
- Limit the number of Group Ex participants based on established guidelines to ensure proper spacing or provide virtually.
- Restrict equipment use until proper sanitized after each use using university protocol.
- Re-imagine one day tournaments and when possible be outdoors.
- More outdoor recreation.
- Limiting the number of capacity/alternating machines usage/directional flow.
- Club sports would follow athletic protocol for participation.

##### **Club/Organizations/Events/Activities**

##### **Challenges**

- Live stream on-campus events to those that are uncomfortable coming to campus.
- Gaining student's trust to get involved on campus will be an uphill battle.

##### **Recreation/Group Ex/Intramurals/Club Sports/Fitness Rooms**

##### **Challenges**

- Cleaning of equipment after each use, high touch areas.
- Locker room issues for clubs (off site).
- Limited staff (coaches/trainers) to enforce guidelines & protocol.
- Travel, shared equipment protocol.
- Clubs will decrease significantly due to distancing issues.

**Which students**

- All students

**Mode of delivery**

- Ranges depending on events.... in person (with proper Social Distancing regulations in place) where permissible; live streaming

**Changes to work expectations for employees**

- Operational hours
- Online reservations
- Work with Events and Conference Management, as well as following state regulations regarding social distancing, to evaluate how we will admit students to events for every event proposed for 2021.

**B. Career Success Center****Possibilities**

- This area has many opportunities/events in which all have possibilities.

**Challenges**

- Training-Student Career Peer Leaders adapting to new environment.
- Technology-WEBEX and MS Teams are inadequate for our need for virtual breakout sessions.
- Need to clearly see participants.
- Cost of AI technology.
- Likely more limited hours and availability due to impending budget limitations.

**Which students**

- All students

**Mode of delivery**

- In person and virtual

**Changes to work expectations for employees**

- Becoming increasingly comfortable with engaging student in an online video format.
- Adapting practices for physically "distant" support.

**Proposed changes for 2021**

- Increasing functionality (continuous improvement) of a variety of software.
- Software as a Service (SaaS will take an increasing role).
- Virtual Fairs.
- Collaborate with other CSU's.

## C. Office of Judicial Affairs

### Possibilities

- We have many one-on-one meetings with students and, hence, many disposable masks will be needed.
- All IPV trainings, University Judicial Board trainings, Student Judicial Advocates training, RD training, and RA training will involve social distancing.
- Some of these trainings may be conducted by Microsoft Teams.

### Challenges

- Disciplinary meeting notices and all meeting notices will need to be updated to ensure if a student is not feeling well or is having symptoms, the meeting would need to be rescheduled or done possibly online.
- Every formal hearing is different in terms of number of individuals (students, board members, etc.). Logistics will need to be arranged to ensure everyone is 6 feet apart at these hearings, which also may require bigger meeting spaces for hearings.

### Which students

- All students

### Mode of delivery

- Continue to meet with students in person or online if needed

### Changes to work expectations for employees

- Additional training to meet and implement all guidelines

### Proposed changes for 2021

## 4. Plan for Athletics

### A. Department of Athletics

#### Possibilities

- Full plan needs to be in place one month prior to any arrival of student athletes.
- This plan would need to meet all the requirements of the CDC, State, University, NCAA, and Conference.
- AD will convene a committee to address the issues and will work with all internal and external constituents to ensure proper protocol is in place and can move forward in this area's safely.

#### Challenges

- The reality is each sport is different and may have a different level of challenges that need to be met, ranging from stagger locker room use, ball rotations, check in station for temp check of all who enter facility, travel, hotel, cleaning and fans.
- Retaining Student Athletes and recruitment for next year's class.

- Increase cost due to social distancing requirements especially when traveling.
- Other teams coming or traveling to other teams and potential COVID-19 issues.
- Proper daily sanitation.
- Losing students to other schools who play (even limitedly).

**Which students**

- Students athletes/club/recreation/academic classes

**Mode of delivery**

- In person, training could be virtual/ streaming is key

**Changes to work expectations for employees**

- In person unless at high risk

**Proposed changes for 2021**

- Follow CDC/NCAA/LEC/MASCAC protocols and recommendations set forth internally.
- Provide PPE per established guidelines
- Establish locker room and equipment protocols
- Determine rules for visiting teams.
- Determine campus responsibility for health checks. If required, cost and qualifications will need to be considered.

**5. Plan for Study Abroad**

**A. Study Abroad**

**Possibilities**

- Currently cancelled for fall. Consider re-opening for spring.

**Challenges**

- Determining the safety measures that will allow outgoing and incoming travel.
- Planning for disruption in the spring, with the possibility of having to send students home.
- Safe housing environments (as for all students)

**Which students**

- Limited, at WCSU, but still important. Total impacted between ISEP and Faculty-Led Travel approximately 30 per semester.

**6. Other**

**A. Housing & Residence Life**

**Possibilities**

- Stagger move-in in the fall – residential student staff, followed by student-athletes, etc.
- Coordinate with Facilities to add more common area cleanings to their daily rotations

- Singles on Midtown (approximately 250) with balance of expected 1200 total residents on Westside

### **Challenges**

- Business, as usual, may not be possible
- Staff training: will need to be ready for opening the buildings earlier than for first-year student move-in so that staff can acclimate and be prepared.
- Enrollment may be lower than anticipated.
- Depending on the crisis, we may need to reduce the number of students in each hall. Singles only/double by mutual request. This reduction will lead to reduced revenue.
- Keep rooms offline in Fairfield Hall for quarantine space.
- Keeping up with state/federal regulations relating to the virus.
- Modify Sodexo meal hours/limit number of occupants.
- Students may not disclose when they are ill.
- Cleaning adequately.
- How to safely sign in guest/guest limitations.

### **Which students**

- All Residential

### **Mode of delivery**

- In person

### **Changes to work expectations for employees**

- No significant change to work schedule
- Continue remote RD and ARM office hours via WebEx or create a safe space for in-person meetings.
- Provide staff with more gloves, masks, Lysol, etc.
- Incorporate COVID-19 safety sessions into training and in-services.
- Develop protocol for enforcement of PPE violations.

### **Proposed changes for 2021**

- Virtual programming at the beginning of the semester (or until otherwise instructed) so students can participate from their rooms.
- Have multiple move-in and move-out times to avoid mass gatherings.
- Move to electronic documents instead of paper (i.e., RIFs, Handbook signatures, Emergency contact information) – only CSU not using Adirondack Software.
- Regularly stock hand sanitizer stations in the residence halls.
- Encourage students to have gloves and a mask.
- Have supplies available for those who cannot afford these items.

## **B. Campus Partners- Auxiliary Services**

### **Possibilities**

- **Shuttle-** Will be possible depending on number of students living on campus or commuting to campus via rail and bus.
- **Bookstore-** can accommodate.
- **Food service-** Will be possible depending on number of students living on campus and employees. Sodexo is well versed and will mobilize and pivot to what the environment dictates.
- **Vending-** Will be able to accommodate.
- **Laundry-** Will be able to accommodate.

### **Challenges**

- **Shuttle-** Keeping buses clean; safe distancing; drivers willing to work based on status of COVID-19; contractor will require financial relief.
- **Bookstore-** Keeping sales with the university and not with other, mainly Amazon. This will affect University revenue. Campus gear/pride items will see sales decline, other impulse purchases will decline. Store will need limited staff to accommodate customers who "walk-in."
- **Food service-** If required, safe distancing, using meeting rooms in Campus & Student Centers for seating; scheduling dining times employees willing to return to work; possible to go orders; extending hours to accommodate; size of kitchens for social distancing.
- **Vending-** Keeping vending machines clean; vendor staff is not on campus every day; might need campus facilities team to help with this.
- **Laundry-** Keeping laundry machines clean; vendor staff is not on campus every day; might need campus facilities team to help with this.

### **Which students**

- **Shuttle-** All ridership
- **Bookstore-** All student/ staff/ faculty /visitors
- **Food service-** Any students and faculty/staff in need of service/events
- **Vending-** Any students and faculty/staff wanting the service
- **Laundry-** Resident students

### **Mode of delivery**

- **Shuttle-** Normal delivery, perhaps on an abbreviated schedule, based on passenger load.
- **Bookstore-** Shipping orders to student homes or residence hall (if student is on campus); use of website to place orders. Close shelves and have staff secure items for students and keep lines outside the store.
- **Food service-** Normal delivery; more to go; no self-service (buffet, salad, and dessert bars); use of technology to order remotely.
- **Vending-** Require vendor team to follow all requirements for safety and protection.
- **Laundry-** Require vendor team to follow all requirements for safety and protection.

### **Changes to work expectations for employees**

- **Shuttle-** Whatever requirements are required; drivers willing to work, see challenges but unclear right now.

- **Bookstore**- Workers will still need access to the store to receive shipments, process orders, and ship out, and handle work in business.
- **Food service**- Whatever requirements are required; employees willing to work, see challenges.
- **Vending**- Require vendor team to follow all requirements for safety and protection.
- **Laundry**- Require vendor team to follow all requirements for safety and protection.

### **Proposed changes for 2021**

- **Shuttle**- Modification to service schedule based on ridership needs
- **Bookstore**-NA
- **Food service**- Modification to service hours based on customer need
- **Vending**- none
- **Laundry**- Require vendor team to follow all requirements for safety and protection

## **C. Event & Conference Management**

### **Possibilities**

- Utilizing a combination of on-campus and online meetings and events.
- Many meetings and events, such as lectures and seminars, can take place virtually.
- Requires firm guidelines to execute properly.
- Creation of a transparent process to determine what is virtual and on-campus.

### **Challenges**

- Social distancing policies, procedures and guidelines will be new to everyone.
- Inevitably lead to dissatisfaction among students.
- How is it determined who gets on-campus priority and who does not?
- How do we enforce that for events?
- How are physical attendance guidelines at events enforced?

### **Which students**

- Residence and Commuters, policy on guests needs to be established.

### **Mode of delivery**

- Each week there could be activities/events publicized, planned, and then only a limited number of attendees would be allowed to physically attend. If this is the model, then we would need to spend the summer putting together a policy and guidelines and offer lots of WebEx presentations. All constituents would need to submit their comprehensive list of events ahead of time and then using the new policy and guidelines, determine which events are virtual or in-person. Online participation or live streaming could be available for anyone not selected to attend in person.

### **Changes to work expectations for employees**

- Planning would be required for all programming. It would be a very new and different model, but it could work. There would not be the possibility of last minute events in this model. Flexibility, open communicate with the ability for all to work remotely and on-campus as needed. Size and number of events based on policy/guidelines.

**Proposed changes for 2021**

- Established an enforceable policy and guidelines need to be adopted.
- Adequate supplies of PPE gear available. Begin to develop and create dual mode programming going forward, this should become a norm, which may fill a need for a segment of the community which currently cannot or will not attend in person.
- Maintain employment opportunity, work in a safer or more controlled environment. Some event setups and attendants would be required. This will create a flexible working environment for student employees. Employed group may be smaller than usual.

## Appendix A: Letter to Students and Families

Welcome to Western Connecticut State University. We are excited to have you join our learning community as you continue your educational journey. Your intellectual growth, health, and well-being are our top priorities.

At WCSU, we have a long tradition of creating learning opportunities that favor strong collaboration between students, faculty, and staff in our classes, co-curricular activities, and in the informal conversations that emerge as you move to ask that next question in your studies and career plans. We are proud to serve a diverse community of learners and work hard to meet the needs and expectations of each and every one of you. This happens through tutoring, academic coaching, peer mentors, career services, and one-on-one time with your faculty during their weekly office hours. We want you to feel safe and connected to campus, so you'll find it easy to reach out for help or to engage with campus life through our clubs and activities as we prepare for remote and on-campus delivery of services. No matter what happens this fall, you can be sure our student-centered focus will be reflected in all that we offer.

To support appropriate health and safety measures, WCSU has prepared our fall schedules with a blend of online and on-campus learning. By dividing up our courses in a way that allows us to stagger the use of spaces in thoughtful ways, we can preserve appropriate social distancing and ensure routine cleaning of shared spaces. At the same time, it helps us support a true campus experience. This means we have:

1. Revised our schedules to include online, hybrid, and face-to-face learning opportunities. Course types are defined as follows:
  - 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 also be specific 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 classes will meet in the usual format but will require PPE.
2. Re-imagined our first year navigation courses to include instruction about online learning and the kind of study habits necessary to thrive in a blended learning environment.
3. Developed good protocols for tutoring, academic coaching, and advising that allow for real-time interaction with people who have been trained to deliver support online.
4. Created opportunities for student engagement (clubs, student government, and events) to that are well supported in online environments and that favor live interaction. These will not replace all face-to-face experiences, but they will give us a variety of opportunities for all students to participate in our co-curricular experiences.

As part of these preparations, we have also anticipated the potential for a new surge in COVID-19. If that occurs, we will move to online delivery only. We hope that does not occur, but we are prepared.

As you review your fall schedule, please know that there may be reasons why being on-campus is not safe for you. If that is the case, please speak with your advisor about opportunities for online only courses. We may not be able to accommodate every major, but we will do our best.

No matter what the coming year looks like, we want you to know that we are still focused on creating the best possible environments for student learning and student success. We may not always be physically present, but we are always an email away.

Stay safe and healthy everyone,

Dr. John Clark, University President

Dr. Missy Alexander, Provost and Vice President for Academic Affairs

Dr. Keith Betts, Vice President for Student Affairs