Ranger Restart:

Academic and Student Affairs Recommendations

June 2020



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2. Preface

**Spring**

Midway through Spring semester, as COVID-19 spread across the nation and reached Southeastern Wisconsin, UW-Parkside leadership, faculty, and staff went into *triage* mode and prioritized maintaining the health of the campus community and student success.

All courses over a two-week period -- 1,566 sections -- were transitioned abruptly to remote delivery affecting 85 percent of all undergraduate credit hours and 24 percent of master’s credit hours that were being delivered in face-to-face format at the time. Efforts focused on shoring up the overall skill level of faculty, instructional staff, and associate lecturers by ensuring maximum access to three foundational modules; 1) Basic Canvas Training, 2) Blackboard Collaborative Ultra to facilitate interaction, and 3) Kaltura that permits video and audio capture. The campus and Student Center were closed to all but essential personnel and all remaining university operations converted to remote delivery.

A series of other adjustments were made including expanding use of Credit/No Credit grades, closing residence halls for most students, removing advising holds for sophomores, juniors, and seniors in good standing, canceling study abroad, supplying computers and hotspots to students who needed them, canceling in-person Spring Commencement, Academic Achievement Awards, and Senior Send-off events; delivering all course evaluations electronically with additional questions to assess transition issues, suspending use of required course evaluation data for personnel decisions, extending the tenure clock, extending admissions deadlines for Parkside Promise students, waiving placement testing exams for incoming students, accepting unofficial transcripts and ACT/SAT scores for admission decisions,​ reducing the application fee, launching an emergency fund process, moving new student orientations online, suspending many position searches, discontinuing many student employment positions, ceasing university-related travel, implementing furloughs among non-instructional staff, and refunding housing, dining, and parking fees.

As online learning can be more independent and autonomous than learning in face-to-face settings, extra efforts were made by campus faculty and staff to “stay connected” to students to ensure they felt supported, to understand their needs, and to respond as best as possible to help ensure they persisted successfully through the completion of the semester. There is also evidence (<https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm>) that instructors adjusted their grading to accommodate the unprecedented nature of the health crisis.

These collective efforts appear to have worked.

From mid-March when the curriculum was moved entirely to remote delivery and the campus was closed, UW-Parkside’s headcount enrollment fell by 20 students, or under .5 percent and remained 5.4 percent above the level from Spring 2019. Summer headcount enrollment is 8 percent ahead of last year. The unofficial total number of graduates from UW-Parkside over the past academic year set a new record of 876, an increase over the previous year of 13 percent. As I expressed in a memo to campus, I’ll never understand all each of you did to keep students engaged, supported, and learning, but somehow you did and I could not be prouder or more appreciative of each of you.

The UW-Parkside community, through spring and early summer, has responded to COVID-19 in a determined, thoughtful, and collaborative manner.

**Fall**

​This document includes recommendations across Academic and Student Affairs about how close to a return to typical campus-based operations will be possible in the fall. The answer is that UW-Parkside will be open, but things will not be typical. They shouldn’t be.

At this writing, the virus remains a persistent and deadly foe and as states and regions around the country reopen, desperate for a return to normalcy and to reboot their economies, increases in cases, hospitalizations, and deaths sometimes trail closely behind. With no way to accurately predict when a vaccine will be available, likely not in the coming academic year, our UW-Parkside colleagues currently are divided with roughly half reporting they are somewhat or very comfortable about resuming their jobs on campus, while a similar proportion reports being somewhat to very uncomfortable about doing so. We are currently surveying students to better understand their needs and will adjust as possible to serve them.

Planning for how to operate UW-Parkside in the fall semester is led by the Pandemic Response Executive Team headed by the Chancellor. The Vice Chancellor for Finance and Administration convened a team that developed the protocols for a phased return-to-campus, Ranger Restart, that can be accessed through the link in Appendix B as well as here: <https://www.uwp.edu/RangerRestart/phasedrestart.cfm>.

Plans for Academic and Student Affairs are presented in this report. Six teams, comprising a total of 69 faculty, staff, and students, developed recommendations in the following areas:

1. In –person Instruction Return to face-to-face instruction

2. Remote Instruction Maintenance/quality of online instruction

3. Student Services, Activities, Res Life Student services, activities, residence life

4. Research Continuity Maintenance of on-campus/remote research

5. HIPs Experiences Maintenance/return to participation in HIPs

6. Creative and Artistic Practice Instruction/performance in the arts

Team chairs and members are indicated atop each of their reports in Section III and in Appendix A. Dr. Julie Kinzelman, a UW-Parkside alumna, research scientist, and Laboratory Director at the Health Department, City of Racine, advised on community health matters and we are most appreciative for that. Payal Gandhi, a UW-Parkside MBA student, compiled the helpful list of resources in Appendix C. Julie Lee, as always, kept us organized and moving forward.

There are over 50 major recommendations or references to plans to be developed in this report. Some are already in various stages of implementation. Others have not yet begun. Some would only be slowed down unnecessarily if we expect that they be approved centrally. Others may need broader discussion and input to move forward. We will continue to seek your consultation, comments, and support as needed and as we think through what is appropriate to the tasks at hand.

I am so fortunate to collaborate with good colleagues and confident that we will continue to succeed together in the coming year.

Rob Ducoffe

Provost

​June 19th, 2020

1. Summary of Team Recommendations

**In-Person Instruction**

1. Emphasize face-to-face instruction in first-year student classes, and classes that cannot be effectively reproduced in an online format, including labs, studios and performance based classes.
2. For on campus classes, capacity should generally be 30 percent of normal levels
3. Safe social distancing, PPE supplied and used, cleaning and sanitizing in individually-used spaces shared by students and instructors, and nightly cleaning and sanitizing by custodial staff shold be required.
4. Requests by individual faculty and instructional academic staff to avoid face-to-face instruction as necessitated by health concerns should be honored.
5. For courses that employ remote instruction, instructors are asked to explore hybrid or synchronous online options to minimize the sizes of student groups and time in classrooms, and permit some in-person or online synchronous group experiences.
6. For face-to-face classes, instructors should use lecture-capture to record all class sessions
7. Instructors are asked to make accommodations for students who cannot attend face-to-face.
8. Instructors should consider moving classes to an all-online format after the Thanksgiving break.
9. Spaces should be identified for students to engage in online work while on-campus.
10. Spaces should be identified for proctored exams.

**Remote Instruction**

1. Additional online training workshops and resources are being offered with the objective that all instructional staff have at least some, high-quality remote teaching training by the beginning of the Fall semester.
2. Elevate and staff “technology tutor” and “success coach” functions to support student success in online courses.
3. Address equity issues through computer and hot spot lending and access to campus lab facilities. (See Student Services iv.)
4. Ask that Canvas be used as the default LMS; Blackboard Collaborate Ultra or Zoom for conference/streaming; and that standard Canvas course shell(s) and components for UW-Parkside classes be adopted.
5. Develop multiple methods for supporting academic integrity.
6. Implement communications so faculty, staff, and students are aware of the resources available, technology expectations of particular classes, and methods for ensuring academic integrity. Students must know whether a class is asynchronous remote, synchronous remote, or a hybrid of face-to-face and remote instruction**.**

**Student Services, Activities, and Residence Life**

1. Communicate expectations regarding wearing masks/face coverings, physical distancing, self-monitoring, and staying home when sick.
2. Maintain “signature” student engagement activities regardless of delivery mode including Orientation, Ranger Welcome, Student Org Fair, Career/Internship Fairs, Multicultural Professional Day, Taking Care of Business and Student Leadership Recognition events.
3. Implement targeted engagement plans for various student populations.
4. Assess student technology needs and provide hardware, hotspots, online learning assistance, and access to computer labs on campus.
5. Seek regular input from students related to their experiences, challenges, and ideas for engagement activities.
6. Implement existing plans for residence hall occupancy, PPE expectations, assignment of student athletes, visitor restrictions, quarantine space requirements, and dining services.
7. Maintain Student Health and Counseling Center operations according to established guidelines, using telehealth channels, including testing, tracing, and quarantining as necessary in coordination with regional community health professionals, and providing access to counseling resources through SilverCloud and Peer Health Educators.
8. Clarify plans for in-person and remote advising balancing success of remote advising and use of the Navigate platform with the need to support face-to-face students who will be on campus.
9. Maintain plans to deliver career events virtually.
10. Clarify plans for the Office of Multicultural Student Services and for Student Support Services to maintain support for students through a combination of face-to-face and remote means.
11. Implement plans for increased remote tutoring, Supplemental Instruction, Success Coaching, and Mentoring.
12. Develop and implement plans for student organization advisors to support student government and club operations consistent with Ranger Restart phasing.
13. Implement a new student engagement platform to allow student organization leaders/members to communicate with one another, advertise events, and maintain organizational records.
14. The Library recommends following procedures in the Ranger Restart Plan for access, services, and occupancy.
15. The Sports and Activity Center recommends following procedures established in the Ranger Restart Plan. An Athletics/Intramurals plan in conjunction with NCAA guidelines will be developed with student input.
16. Address student support concerns include procuring PPE, cleaning supplies, and materials to enclose/protect reception and other student-facing areas; provide support to students in Canvas and other tech platforms; maintain student access to on-campus computer labs; recognize distancing limitations in temporary Library space; testing/tracing capabilities for Student Athletes; housing occupancy and revenue vs. expense gaps; air circulation in Student Health & Counseling Center; licensure requirements restricting counselors from serving (even virtually) clients who are not physically in the state of their license; budget reductions that may impact level of staffing and student employment opportunities; Seg Fee reductions which may impact student employees, staff salaries, and service levels; visitor restrictions and space limitations that may impact employer visits to campus and/or career recruitment activities; space limitations that may not permit f2f orientations in August (decision needs to be made soon so information can be shared with incoming students and limited staff resources can be focused on one plan; PARC tutors that need access to additional textbooks (Math and other subjects), course syllabi, and resources for working online.

**Research Continuity**

1. Limit access to faculty, staff, and students with laboratory occupancy plan(s) that have been approved by Department Chairs and the Dean.
2. Encourage computational, theoretical, and non-benchtop-experimental work to limit non-essential time in labs.
3. Maintain social distancing and require all researchers to wear face masks while working.
4. Consider specific accommodations for researchers in vulnerable populations.
5. Maintain cleaning protocols for handwashing, door handles, shared surfaces, personal spaces, and disposal of materials.
6. Maximize use of MS Teams for meetings and sharing lab schedules.
7. Ensure anyone displaying symptoms of COVID-19 abstains from conducting research on campus, that researchers are monitored for fever, and are prepared to quarantine and assist in contact tracing when necessary.

**High Impact Practices Experiences**

1. For student employees working on campus and their supervisors, follow appropriate health protocols, encourage students to speak up about their comfort level with work options, and allow flexibility to accommodate student employee circumstances.
2. Supervisors of students working remotely should consider weekly check-in meetings, task tracking, projects that can be completed regardless of location, and supplying hotspots and/or computers where needed.
3. Provide training and resources for supervisors on managing remote student employees and conducting effective virtual performance reviews.
4. UW-Parkside will not conduct faculty-led study abroad programs in Fall 2020. Instructors are encouraged to seek joint project, classes, or assignments that can be conducted virtually. For other study abroad programs for Fall, a decision regarding offerings will be made by July 15th. Faculty-led and semester-long programs for Winterim and Spring 2021 will be considered in Fall 2020.
5. For community based learning experiences conducted face-to-face, it is recommended that students and faculty complete the Safe Practice Guidelines for CBL sheet, and that community partner opportunities be evaluated via an Assurance of Safe Conditions for In-Person Community Engagement checklist. See: <https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm>.
6. Community and Business Engagement will provide resources to instructors, community partners, and students for remote volunteer opportunities and instructors will be asked to plan virtual alternatives on the CBL Designation application.
7. For internships and practicums conducted face-to-face, guidelines will be provided to students and instructors via Risk Assessment for Community-Engaged Experiential Learning Activities and employers will be evaluated using a checklist for Assurance of Safe Conditions for In-Person Community Engagement. See: <https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm>.
8. For remote internships and practicums, Community and Business Engagement will provide resources to instructors for alternative assignments, the Advising and Career Center will supply information on remote internship opportunities for students, and CBE will provide employers, faculty and students information regarding recommended internship practices for the various phases.
9. Departments will be asked to identify a virtual alternative to required in-person internships and clinical placements for students unable to complete them due to personal, health, or other reasons.

**Creative and Artistic Practice**

1. Courses that require visual, tactile, or auditory instruction and that are extremely difficult to deliver entirely online should remain face-to-face and be delivered with required social distancing (during classes and when leaving and entering classes), masks, hand-sanitizing, and cleaning of used spaces overseen by instructors and done by students.
2. Students will have monitored access to art studios, lab spaces, and practice rooms outside of regular class time via an online, sign-up schedule.
3. Visual and performing arts General Education courses in Theater, Music, and Art Appreciation, due to large enrollments, will be online for Fall 2020.
4. The Music and Theater departments will offer concerts and performances either live-streamed or recorded.
5. Filling our hall and stages with community players and/or audiences for our community band, choir, orchestra, Noon Concert Series, or visiting musicians are not recommended. Very limited access to facilities by community members for educational and artistic purposes will be approved the Dean’s office.
6. Aggressive use of digital technologies to create a robust virtual presence in the visual and performing arts and for the campus as a whole are recommended and immediate acquisition of live-streaming and live capture equipment are required to support this. A cross-campus team should plan how to make these technologies broadly available.
7. Develop independent study classes and/or internships for students to learn these useful and highly valued skills in collaboration with Music, Theatre, and Digital Media and Production (DMAP).
8. Provide the campus community with opportunities to use large spaces in the Rita at times that do not impact CAH’s educational needs.
9. Team Recommendations

In-person Instruction

**In-person Team**: Peggy James (co-chair), Gary Wood (co-chair); Alisson Salas Anguiano (Student), John Bruch, Kenny French, James Kinchen, Bob Grieshaber, Dennis Kaufman, Rhonda Kimmel, Crista Kruse, Bryan Lewis, Linda Wawiorka, Jeff Zellmer

1. Guiding Principles

* Provide in-person instruction in as safe a manner as possible, including creative use of hybrid formats, social distancing, use of PPE, shielding and classroom cleaning.
* Focus on providing face-to-face experiences for first-year students, and for classes that cannot be easily reproduced in an online format, including labs, studios and performance based classes.
* Honor requests by individual faculty and instructional academic staff to avoid face-to-face instruction as necessitated by health concerns.
* Explore various hybrid options to minimize the sizes of student groups and time in classrooms, but still allow for some in-person experience.

2. Classroom Use, Distancing, Shielding and Cleaning

* Facilities Management staff are planning modifications to classroom arrangements and furnishings to maintain safe social distancing. In general, classroom capacities will be limited to 30% of normal occupancy.
* Provide clear face shields to instructors as an alternative to opaque face masks.
* Plexi-glass or lucite barriers are impractical for individual classrooms based on availability of those materials, but plastic curtains on movable frames may be a good (or even better) alternative.
* Custodial staff will clean classrooms nightly, but will not be available to clean classrooms between each and every class meetings. Instructors will not be expected to clean classrooms. Cleaning supplies will be provided in each classroom so individual students and instructors have the opportunity to wipe down their own work spaces. Instructors must respect class ending times to allow for these cleaning activities.

3. Online, In-Person and Hybrid Scheduling

Based on sections 1 and 2, we recommend the following.

* All classes enrolling more than 35 students should be offered online or moved to hybrid formats that allow safe social distancing in classrooms.
* It may be possible to hold classes of more than 35 students in the ballroom, the cinema and the main stage theater. Some decisions to move courses to an online format may be reconsidered.
* We encourage departments and programs to consider hybrid or synchronous online formats rather than converting all classes to a 100% asynchronous online format, especially for classes enrolling a high percentage of first year students.
* Each of the deans has submitted information to the Registrar regarding classes that will be converted to a 100% asynchronous online format. These plans may be reconsidered pending the availability of the ballroom, cinema and main stage theater as classroom spaces.
* Each of the deans has submitted at least partial information to the Registrar regarding classes that will be offered in 100% online, but synchronous format, retaining the current days and times schedule. These plans should be finalized by the end of June.
* Each of the deans has submitted at least partial information to the Registrar regarding classes that will be offered in various hybrid formats, but retain the current days and times schedule. These plans should be finalized by the end of June.
* Each of the deans has submitted at least partial information to the Registrar regarding classes that will be offered 100% face-to-face and retain the current days and times schedule.
* The Provost’s Office, working with the Registrar, the College of Arts and Humanities, and the Student Center will appoint a small group to make room scheduling decisions for in-person and hybrid classes.
* Internship and CBL classes are being addressed by another work group. We expect that field experience classes will be addressed by colleges and departments. The College of Arts and Humanities is planning for how to deliver studio and performance classes. The College of Natural and Health Sciences is planning for how to deliver lab classes. The same recommendations noted throughout this document should be adhered to for studios, labs, etc.

4. Accommodations and Changes during the Semester

* If a course is offered in face-to-face format and that is the only option for students, instructors will need to make accommodations for students who cannot attend face-to-face, including modifying attendance policies. If multiple sections are offered in various formats, students should be given the option of switching from a face-to-face section to an online section without having to pay drop and add fees.
* Instructors teaching in-person classes should use lecture-capture technology to record all class sessions.
* Individual instructors should consider moving classes to an all-online format after the Thanksgiving break. All instructors should plan a series of assignments and activities that can be completed online after the break if that should become necessary.
* Faculty and instructional staff should be prepared for an abrupt change from face-to-face and hybrid formats to online at any time, should conditions change.
* Deans and Department Chairs will identify backup instructors to fill in if faculty and instructional staff become ill and are unable to fulfill their teaching responsibilities.

5. Other Space Usage Considerations

* Identify spaces for students to engage in online work while on-campus.
* Identify spaces for proctored exams.

6. Code of Conduct

* While in classrooms and other instructional spaces, all students, faculty and instructional staff will be required to maintain safe social distancing of at least six feet, wear face coverings or shields, or be separated by other barriers.
* Faculty and instructional staff may require students to leave classroom spaces if they do not comply with these requirements.

Remote Instruction

**Remote Instruction Team:** Dirk Baldwin (co-chair), John Skalbeck (co-Chair), Lisa Marie Barber, Steve Beining, Suresh Chalasani, Shauna Edson, Damian Evans, Leslie Guzman (student), Rachel Headley, Cathy Mossman, Tara Pedersen, Jim Robinson, Dana Ryan, Daryl Sauer, Lori Turner, Linda Wawiorka, Joy Wolf; Crystal Egbo also provided valuable feedback to the group.

**Summary**

The recommendations of the remote instruction team are designed to help create an engaging learning environment for faculty, students, and staff that achieves the desired learning outcomes in classes that are offered fully or partially remotely. Given the uncertainty of the fall semester, these recommendations address multiple scenarios and instructional forms including classes that are asynchronous fully online, synchronous online, hybrid, and classes that switch forms during the semester. The recommendations fall into five overlapping categories: Faculty and IAS Training and Support, Student Support, Standardization, Nimbleness, and Academic Integrity. Some of the recommendations have already been implemented by the dedicated staff in Innovations in Learning and the Teaching Center.

In summary, the remote instruction team recommends offering additional online training workshops, Canvas sites dedicated to supporting faculty, IAS, and adjuncts at the university and college level; addressing equity issues through computer lending or donating; using student onboarding components in Canvas class sites, creating a technology tutoring program to assist students; standardizing technology when possible; developing training material for multiple types of online instruction modes; and developing multiple methods for supporting academic integrity. Communication is vital to success. Faculty, staff, and students must be made aware of the resources available, technology expectations of particular classes, and methods for ensuring academic integrity. Students must know whether a class is asynchronous remote, synchronous remote, or a hybrid of face-to-face and remote instruction.

The plan recommendations are provided in more detail below.

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| **1-Faculty, IAS and Adjunct Training and Support** |
| **Description** | **Dates** | **Responsibility** |
| **1.1** – Continue with the **online training workshop**. As of June 12, at least 163 of 260 UWP faculty and IAS have taken some form of online instruction. | May 19-June 4, Course development through August 3. | Teaching & Learning Center |
| Notes:  |
| **1.2** – Develop a **communication plan** for faculty, IAS, and adjuncts* **Survey faculty and IAS** on remote instructions needs. Draft surveys have been created. Survey should include questions related to asynchronous and synchronous instruction.
* **Recruit faculty, IAS, and adjuncts** for additional online workshops.
* Communicate available resources
* Communicate opportunities for one-on-one help with Instructional Designers
 | Survey Date: July 2020  | Teaching & Learning CenterInnovations in Learning |
| Notes: Email messages to instructors have been sent. University has reached out to department chairs to identify instructors in need of training. Surveys have also already been created in order to plan for August workshops.  |
| **1.3** – **Offer live classes** on various remote instruction topics to faculty, IAS and adjuncts. Send out communication on workshops to all instructional employees including adjuncts. Some classes should be offered in the evening. Record classes for later viewing. Potential classes include:* Online Library resources that can be used in course design
* Mini workshop in August for those who have not received previous training
* Recommendations for asynchronous and synchronous instruction
* Recommendations for hybrid classes
* Techniques for using success coaches and supplementary instructors
* Developing material to support online students taking F2F classes
* Methods for engaging students in asynchronous and synchronous format
* Methods and designs conducive for teaching freshman online
 | August 2020. Continue periodic classes throughout year | Teaching & Learning CenterInnovations in Learning |
| Notes: Plans already exist for some online workshops.  |
| **1.4** – Create/Modify university-wide **faculty, IAS and adjunct Canvas site** that includes access to internal and external training resources. Include a monitored discussion board where faculty and IAS can post questions and receive answers. Include recordings from 1.3 above. | August 2020 | Innovations in Learning |
| Notes: Many of these resources already exist. Placing these items in a university wide Canvas site can support access to the materials while instructors are building their Canvas classes. Can start with existing sites. See [Ranger Restart Faculty and Staff Resources](https://www.uwp.edu/RangerRestart/restart_faculty-and-staff-resources.cfm) and [Innovations in Learning](https://www.uwp.edu/explore/offices/campustechnologyservices/innovationsinlearning/) Faculty & Staff Resources Course. |
| **1.5** – Develop **college level Canvas sites** that include access to resources and discussions that are specific to a college.  | August 2020 | Innovations in Learning develops a general template that is populated by the college. Deans and Associate Deans are also responsible |
| Notes: |
| **1.6 – Appoint mentors** for each college that help populate college level Canvas site, monitor the site, occasionally offer college level workshop, and assist instructional designers in supporting college faculty and IAS. Mentors will be paid a stipend.  | August 2020 | Deans of Colleges |
| Notes:  |
| **1.7** – Develop departmental plans to **support adjuncts.**  Consider developing a course shell for multi-section classes. Adjuncts can use the course shell as a basis for building the course. Appoint faculty mentors to adjuncts.  | August 2020 | Department Chairs and Deans |
| Notes: Different classes have different needs so that one size does not fit all. Developing shells through a faculty lead may result in better designs, standardized designs, and less work for adjunct instructors. |
| **1.8 –** Work with HR to allow new faculty and IAS to start contracts early in order to obtain training and develop classes. | August 2020 | HR |
| Notes:  |
| **1.9** – Pay faculty and staff a stipend for completing some training modules. Seek UW System allocated grant money to support online training. Adjuncts should be eligible. | ASAP | Provost Office |
| Notes: Stipends are already paid. UW System allocated grant money is an additional source of funds. |

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| **2-Student Support** |
| **Description** | **Dates** | **Responsibility** |
| **2.1** – Work with Student Services, Activities, Residence Life team to gather information related to **student services** that can be communicated to faculty and students through training (see 1.3), Canvas training sites, and Canvas class sites. | July 2020 | Innovations in Learning |
| Notes:  |
| **2.2** – Identify students with equity, access, and technology issues. * Work with financial aid and advising to determine whether **at-risk students** can be identified
* Suggest **low stakes quizzes and assignments** to determine level of engagement, technology access, and technology proficiency in online classes. Incorporate this into early training workshops.
 | August 2020 | Dean of Students Office |
| Notes:  |
| * 1. – Develop **communication plan for students.** The plan should perform the following:
* Identify technology requirements in general and for particular classes
* Identifies ways to get support
* Ease requests for **hardware, internet access, and software**
* Reference the student code of conduct and online etiquette
* Indicate that some classes may use lock down browsers with cameras to support academic integrity. Alternatives to using these browsers should also be communicated. A contact person should be available to answer questions.
* Clearly indicate which classes are asynchronous, synchronous, and a combination of face-to-face and online
 | July 2020 | Dean of Students and CTS |
| Notes: Communication plan needs to use multiple forms of distribution including website, orientation materials, email, text messages, Canvas sites |
| **2.4** – **Obtain additional technology** from donors that can be used by qualifying students. Sell computers at bookstore so that some students can purchase through financial aid.  | August 2020 | Dean of Students |
| Notes: Possible sources include money from the Cares Act, Future Focus, and new donors |
| **2.5** – **Reinstitute Pass** or similar system for communication concerning student performance | September 2020 | Advising/Dean of Students |
| Notes:  |
| **2.6 –** Create “**safe place**” discussion areas for students to reach out to faculty and other support staff.  | August 2020 | Innovations in Learning |
| Notes: Need to figure out how to support private discussions within Canvas |
| **2.7** – **Develop onboarding materials and videos** that introduce learning management technology, the use of the library, and provide advice on how to succeed in an online and hybrid environment | August 2020 | Innovations in Learning |
| Note: Some of this material already exists at UWP or UW System. A customized video for onboarding may be useful. |
| **2.8** – Hire student **technology tutors**. Technology tutors will be help students with technology issues including navigating canvas, logging into video conferences, setting up to use lockdown browsers. The staff could be managed by PARC or CTS.  | August 2020 | CTS and PARC |
| Note: CTS help desk may be augmented to support this function. Technology Tutors should be advertised as a service to students. Links within Canvas sites could be used to request an on-demand tutor. A strategic planning meeting with CTS, PARC, INNOVATIONS, and the LIBRARY has been scheduled for Monday, June 22 to discuss student task force idea. |
| **2.9** – Establish a coordinated effort that performs the functions of **student success coaches**. Modeled after student success coaches at UW Extended Campus, success coaches establish a point of contact to help students navigate remote instruction. Senior students and graduate students could potentially fill this role.  | August 2020 | Advising |
| Notes: This area generated significant discussion since this role is at least partially filled by advisors, OMSA, and other departments on campus. Some suggested the possibility of using work study or grant money to hire students. One advantage of this approach is that some students may feel more comfortable asking peers for help.  |

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| **3-Standardization** |
| **Description** | **Dates** | **Responsibility** |
| **3.1** – Strongly suggest or require **Canvas as LMS** (Dean’s approval for exceptions) | August 2020 | Provost |
| Notes: In some cases, the Canvas site will need to link to publisher LMS. This recommendation had nearly universal support by the committee, but the committee also recognized the need for exceptions. |
| **3.2** – Strongly suggest or require the use of **Blackboard Collaborate Ultra as live conference/streaming tool** (Dean’s approval for exceptions. Zoom already approved for Music)  | August 2020 | Provost |
| Notes: This proposal had wide support. However, this could be difficult to implement since some faculty prefer Zoom. |
| **3.3** – Develop **standard Canvas course shell(s)** **and** **components** for UW-Parkside classes. Course shells should include link to onboarding materials (2.5), student services (2.1), and technology support (2.3)* Encourage use of some standard course components in freshman classes (e.g., onboarding and links to resources)
* Communicate availability of course shells to faculty.
* Consult faculty and IAS for course shell features that are relevant for their disciplines
* Use freshman focus group to examine proposed course shells for freshman
 | August 2020 | Innovations in Learning |
| Notes: Remote Instruction team supported requiring Canvas and Blackboard Collaborate Ultra while allowing exceptions. The Remote Instruction Team favored communicating standard shells to the faculty. The team spent significant time discussing whether course shells should be required, encouraged, or suggested. Some felt that some form of standardization would be beneficial to freshman students in particular. Standard shells would also help staff support students trying to navigate classes. However, standardization would take significant time, discourages creativity, and may not support learning goals in all classes. In general, the team does not favor requiring or highly encouraging the use of standard shells. The team does believe there is an opportunity to use some standard components for help and onboarding across classes. |

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| **4-Nimble/Flexible/Hybrid** |
| **Description** | **Dates** | **Responsibility** |
| **4.1** – Include nimble, flexible, and hybrid techniques in **training and faculty/staff support materials** (see 1).  | August 2020 | Center for Teaching and Learning and Innovations in Learning |
| Notes:  |
| **4.2** – Help faculty and IAS to **develop videos and other materials** in early months that can be used by students who cannot attend live lecturers.  | August 2020 | Innovations in Learning |
| Notes:  |
| **4.3** – Equip classrooms with capability to **live stream classes** and prepare materials so that instructors know how to use these classrooms.  | August 2020 | CTS |
| Notes: |

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| **5-Academic Integrity** |
| **Description** | **Dates** | **Responsibility** |
| **5.1** – Develop materials and offer **training on assessment**, including authentic assessment, that may be used to reduce academic misconduct issues. Relate this assessment to learning taxonomy such as Bloom’s taxonomy. Techniques also should include randomized quiz questions and answers, and appropriate time limits. | August 2020 | Teaching and Learning Center |
| Notes:  |
| **5.2** – Providing training to faculty, staff, and students on the use of **Respondus and Honorlock** test monitoring systems. In addition, provide training on other tools such as Turnitin. | August 2020 and throughout fall | Provost |
| Notes: This area generated significant discussion. Several faculty and IAS felt that lock down browsers with monitoring were necessary to ensure academic integrity. Others felt the browsers were intrusive and sent a signal that the students cannot be trusted. The team also recognized that there may be technology barriers for some students. Faculty and IAS could offer alternatives to those students who cannot use these browsers for testing. The fact that the browsers are used in some classes should be communicated to the students. |
| **5.3** – Identify **common testing times**, if possible, to reduce opportunity for communicating information about a test to students taking the class later.  | August 2020 | Registrar’s Office |
| Notes:  |
| **5.4** – Offer **monitored testing sites** on campus as a backup to Respondus and Honorlock. Enter into agreements with other remote facilities for test monitoring (e.g., other campuses).  | August 2020 | Innovations in Learning |
| Notes: |

Student Services, Activities, and Residence Life

**Student Services, Activities, and Residence Life Team**: Tammy McGuckin (co-chair), DeAnn Possehl (co-chair), Chris Barker, Neil Baumgartner, Luis Benevogliente, Jenn Busch, Kristina Klemens, Shewanna Brown-Johnson, Caitlin Dobson, Gia Gutierrez, Oliver Johnson, Catherine Mantuano, Molinnna Bui (student), Marcy Hufendick, Anna Stadick, Steve Wallner, Kim White

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| **1-General Student Support Recommendations** |
| **1.1** – Follow/promote UWP Ranger Restart guidelines related to wearing masks/face coverings in all common areas, maintaining appropriate physical distancing, self-monitoring for COVID-19/illness symptoms, and staying home when sick. |
| **1.2** – Maintain “signature” student engagement activities regardless of mode of delivery – Orientation, Ranger Welcome, Student Org Fair, Career/Internship Fairs, Multicultural Professional Day, Taking Care of Business and Student Leadership Recognition events. |
| **1.3** – Ensure clear and concise messages are distributed regularly to students using a variety of communication modes (i.e. email, text, video, website, social media, etc.) |
| **1.4** – Develop discreet communication/engagement plans for various student populations (undergrad, grad, Promise students, Student Athletes, residential students, international students, academically struggling students, etc.) and ensure that students do not fall through the cracks.  |
| **1.5** – Assess student body related to ability to engage virtually and work to provide appropriate support – hardware, hotspots, online learning assistance, access to computer labs on campus, etc. |
| **1.6** – Seek regular input from students related to their experiences, challenges, and ideas for engagement activities. Engage Student Government and Student Org leaders in event planning. |

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| **2-Residence Life & Dining Services** |
| **Description** | **Modified In-Person** | **Online** |
| **2.1** – **Housing Assignments** | Self-selected living options encouraging those requesting Double occupancy to choose their roommate. | Residents assigned to Single rooms unless self-requested for Double with identified roommate. |
| *Notes:* Furniture in rooms will be set prior to move-in to establish appropriate physical distancing. Check-in appointments will be set in advance to control the number of individuals moving into buildings at a given time. Each resident will be allowed to bring 1 person with them to assist with move-in.  |
| **2.2** – **Student Athletes Assigned to buildings/rooms in Team Cohorts** | Student athletes assigned with teammates and housed by teams. | Student athletes assigned with teammates and housed by teams. |
| *Notes:* NCAA has waived restrictions of athletes being assigned in cohorts. Grouping them by team assists with contact tracing / quarantine if exposed to COVID-19 during travel or competition or if an athlete tests positive. |
| **2.3** – **Restrictions/Policy Changes – Visitors, masks, common areas** | Visitors restricted from halls until Phase III. Masks worn in common areas until university lifts requirement. Fitness rooms, computer labs, laundry rooms, kitchens – available but access limited and may be closed without notice. | Only residents will be allowed in the halls. Masks must be worn in all common areas. Fitness rooms, computer labs, laundry rooms, kitchens – no / limited access. |
| *Notes:* Policy changes will be announced prior to check-in so that students are aware of restrictions/expectation. Statement of understanding/agreement to abide by rules document will be signed at check-in. Access to common areas will be controlled based on necessity and ability to maintain safe/clean environment. |
| **2.4** – **Quarantine / Isolation Space** | Quarantine/Isolation rooms identified in buildings and procedures established for monitoring and cleaning. | Quarantine/Isolation rooms identified in buildings and procedures established for monitoring and cleaning. |
| *Notes:* Recommendation of 5% of bed-space set aside for quarantine/isolation. Privacy concerns must be addressed; need for procedures for moving to/from space, self-monitoring of illness, food/medicine delivery, academic accommodations. |
| **2.5** – **Residence Life Staffing** | Live-In staff present – Professional staff and Resident Assistants.  | Staffing dependent on occupancy.  |
| *Notes:* Physical distancing and masks required during all interactions with residents. Passive/virtual programming focusing on COVID-19 precautions, health promotions, academic support. Limited social programming due to physical distancing requirements. RAs will be asked to check-in regularly with residents and potentially will play a role in assisting students with technology/Canvas questions/concerns. |
| **2.6** – **Dining Services** | Brickstone Grill & Eatery - main dining venue; Molinaro Joe’s will close; Wyllie Market will have limited hours of operation. Catering limited if available. | Limited (if any) dining services available – will have to renegotiate contract based on residential numbers. No Catering. |
| *Notes:* Tables/chairs to be arranged for physical distancing; hand washing stations to be added; Brickstone Grill & Eatery will have separate entrance/exit points. Food service provider working on an app for online ordering. No buffet/self-serve stations; grab and go items will be available. Arrangements will be made to provide food service to residents in quarantine/isolation. |

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| **3-Student Health & Counseling Center**  |
| **Description** | **Modified In-Person** | **Online** |
| **3.1** – **Health Center Operations** | Nurse Practitioners working from SHCC; phone screening for scheduled appts. (no walk-in appts. until Phase III); tele-health consults for most needs with modified in person assessments. | Nurse Practitioners working from SHCC; phone screening for scheduled appts. (no walk-in appts.); tele-health consults for most needs. |
| *Notes:* Following local/state/national public health guidance and American College Health Association guidelines. Phone triage / screening for COVID-19 prior to approved in-person appointments. Daily temperature checks for SHCC staff and for anyone entering facility. Currently providing services for all students including those who need clearance for nursing clinical, internships and externships. Medications can be obtained via scheduled pick-up and delivered curbside. Working with local health departments, a limited supply of COVID-19 tests are available (priority will be for residential students). |
| **3.2** – **COVID-19 Diagnosis/Treatment** | SHCC providers will collaborate with local health departments for confirmation/tracing; will provide guidance to students and Res. Life staff for symptom monitoring/ treatment/isolation. | SHCC providers will collaborate with local health departments for confirmation/tracing; will provide guidance to students and Res. Life staff for symptom monitoring/ treatment/isolation. |
| *Notes:* Guidance has been developed by SHCC providers to give to students in event of a positive COVID-19 test result. Procedures will be finalized between SHCC and Res Life for moving residential students to isolation rooms and providing on-going care, monitoring and support. |
| **3.3** – **Counseling Center Operations** | Tele-counseling via Doxy.me platform provided for students who meet criteria for virtual sessions; students not meeting criteria will be provided referral information.  | Tele-counseling via Doxy.me platform provided for students who meet criteria for virtual session; students not meeting criteria will be provided referral information. No f2f appointments. |
| *Notes:* Majority of counseling sessions will be held virtually to provide greater access and lessen number of students entering SHCC. Masking prevents ability of clinician to read facial cues during counseling sessions. A location has been secured in the Student Center where students who need a private space (residential, commuters, Illinois residents) to conduct virtual counseling appointment can access a computer and/or could accommodate a f2f session if deemed necessary. Emergency triage counselor available daily. Flowchart of counseling appointments (intake, ongoing, and emergency/crisis) process has been developed. |
| **3.4** – **SilverCloud COVID19 Health Promotions** | SilverCloud is available 24/7 to all UWP students, faculty, & staff. COVID-19 educational/prevention training materials and campus signage will be produced this summer for implementation in the fall. | SilverCloud is available 24/7 to all UWP students, faculty, & staff. Educational/prevention materials will be developed and posted on UWP website. |
| *Notes:* We currently have a contract with SilverCloud. UW System is in the process of implementing a system-wide contract with SilverCloud – we are investigating the components of the system-wide instance to determine if additional modules are available. |
| **3.5** – **Peer Health Educators/Health Promotions Operations** | SHCC Health Education Plan developed; PHEs will provide targeted educational programming to on-campus students; Podcasts, Live/Recorded Zoom events, tradeshow display board for passive programming. CampusWell/StudentHealth 101 goes to all students via email. | Active social media presence: virtual programming as outlined in SHCC Health Education Plan; targeted, intentional communication outreach and connection to general student body. CampusWell/SH101 goes to all students via email. |
| *Notes:* PHEs will work collaboratively with student org leaders to develop educational presentations to meet the needs of various groups. They will be trained regarding social distancing guidelines/practices to assist with in-person activities. PHEs will be trained to assist with targeted, intentional communication outreach to the general student body as part of a campus engagement initiative, as an additional position function during COVID19. |

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| **4-Academic Advising & Support** |
| **Description** | **Modified In-Person** | **Online** |
| **4.1** – **Academic Advising** | To maintain in-person services for students who will be physically on campus, the advisors will rotate working from their temporary space in the Library. They will maintain designated advisees for standard advising appointments and limited walk-in services will be available. | Interactions with students occur virtually (phone, video, email); Advisors use Navigate to communicate & schedule appts. with advisees. |
| *Notes:* Over 2,400 virtual advising appointments have been conducted by professional advisors (ACC, SSS, colleges) since March 13th. All new students (transfer and first-year) receiving virtual advising and registration in summer 2020. Navigate usage will be increased among staff/faculty – providing more access for student services staff and implementing progress reporting / alerts for faculty use. *\*\*There is a difference of opinion among the group regarding in-person interactions between the Academic Advisors and students. Given concerns related to the move to their temporary space in the library and the potential inability to maintain appropriate social distancing during advising sessions, some are recommending that all advising sessions be conducted virtually for the fall semester. There is a concern that there may not be consistency of service since a student walking into the space may or may not be able to see his/her assigned advisor depending on the rotation of staffing. This will have to be revisited as clearer decisions are made regarding in-person operations and safety precautions.* |
| **4.2** – **Career Events** | Career fairs and events will be hosted virtually. Career development assistance (resume/cover letter review, interview prep, job searching, etc.) will be offered virtually.  | Career fairs and events will be hosted virtually. Career development assistance (resume/cover letter review, interview prep, job searching, etc.) will be offered virtually. |
| *Notes:* Fall Internship and Career Fair will be hosted virtually in collaboration with Gateway Technical College, Carthage College, and Herzing University. Additional industry/career cluster events to be hosted virtually as well. Career Ambassadors (student workers) provide valuable assistance in delivering career development programs, meeting virtually with students, planning/hosting virtual events, and developing material for outreach to students and employers. The Handshake platform will be used to its fullest capacity to support student/employer interaction. |
| **4.3 -- OMSA & Student Support Services** | OMSA & SSS staff will also move to temporary spaces in the Library. Services provided to students offer support both academically and personally. If students are on campus, there will be a need for some level of staff presence throughout the work week in addition to virtual engagement activities. | Services provided to students offer support both academically and personally. Individual advising/mentoring sessions, group engagement activities and educational/heritage programs will be conducted via numerous virtual platforms.  |
| *Notes:* As these offices attract large numbers of student visits each day, we will need to be vigilant in maintaining social distancing and ensuring proper cleaning of the spaces throughout the day. *\*\*Similar concerns and differences of opinion as shared in the Academic Advising section exist for these areas.* |
| **4.4** – **Orientation** | Online Orientation implemented for Transfer Students (May 1st); virtual Advising/Registration sessions for 1st Year students (June/July); F2F Orientation for 1st Year students (limited/no guests) in August if we reach Phase III. Decision must be made by July 1st. | Online Orientation implemented for Transfer Students (May 1st); virtual Advising/Registration sessions for 1st Year students (June/July); online Orientation for 1st Year students & Parents module. |
| *Notes:* WI Placement tests waived for Fall 2020; placement decisions made based on ACT scores (if available)/high school GPA/coursework. ACT/SAT not required for admission through 2021-22. Transfer students completing Canvas modules for orientation and then meeting virtually with assigned advisor to register. First Year students attending virtual Advising/Registration sessions in June/July; pre-registered for core courses based on meta-major (can be changed). Online Orientation platform purchased and will be implemented by August for use with First Year students and Parents/Guests.  |
| **4.5** – **Orientation Leaders & Navigate**  | OLs are being trained for virtual outreach; need to define their interaction with students post orientation. Navigate will be used strategically for student To Dos and Intake Survey feedback. | OLs are being trained for virtual outreach; need to define their interaction with students post orientation. Navigate will be used strategically for student To Dos and Intake Survey feedback. |
| *Notes:*  |
| **4.6** – **Ranger Welcome and Kick Start** | F2F event if in Phase III by start of school (decision must be made by Aug. 1st); will need to clearly articulate academic instructional plan for the Fall term; will need to incorporate online learning success tips. | Confirmed that sessions can be done virtually (Keynote address, “Dear World” presentation); will need to clearly articulate academic instructional plan for the Fall term; will need to incorporate online learning success tips. |
| *Notes:* Important to maintain as many student traditions as possible. Space limitations and weather considerations may make a f2f event impractical.  |
| **4.7** – **Tutoring** | Limited f2f tutoring given physical distancing requirements and space in temporary Library location; online tutoring (both PARC tutors and NetTutor) will continue. Reduction in f2f daytime hours and increase in online evening hours. Split scheduling of Math/Writing drop-in hours. Lower level math classes thru drop-in while upper level math thru appointment.  | Virtual tutoring continues (both PARC tutors and NetTutor). Navigate platform used for tutoring appointments.  |
| *Notes:*  |
| **4.8** – **Supplemental Instruction** | Due to classroom availability, SI will continue virtually. | SI will occur virtually.  |
| *Notes:* Determination of which courses will have SI will be finalized after decisions are made regarding mode of instruction and Fall class scheduling. |
| **4.9** – **Online Learning Support** | Online learning modules as part of Orientation; student staff (OLs, Tutors, RAs, Mentors) trained to provide basic assistance with Canvas. | Online learning modules as part of Orientation; student staff (OLs, Tutors, RAs, Mentors) trained to provide basic assistance with Canvas. |
| *Notes:* Given changes in the way student staff will be interacting with students, some may have time during their work hours to assist students with Canvas and other academic challenges. |

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| **5-Mentoring/Coaching** |
| **Description** | **Modified In-Person** | **Online** |
| **5.1** – **Academic Success Coaches (PARC)** | Academic Success Coaches will mainly interact with students virtually; f2f appts may be available if/when space is available. Revisit concept of working with students on Warning (given change to Academic Standing policy). | Academic Success Coaches will interact with students virtually. Revisit concept of working with students on Warning (given change to Academic Standing policy. |
| *Notes:* F2F sessions in residence halls may be possible if a suitable space is available to provide appropriate physical distancing. Focus on online learning support will be added to duties. |
| **5.2** – **OMSA/SSS/FFWS Mentors** | Provide training to mentors regarding UWP’s COVID-19 guidelines/practices for students. Mentors will provide support for students using technology. F2F mentoring in Phases II & III as physical distancing permits. | Provide training to mentors regarding UWP’s COVID-19 guidelines/practices for students. Mentors will provide support for students using technology. No f2f mentoring.  |
| *Notes:* Main focus is to build/maintain a connection with their mentees and provide feedback to professional staff regarding barriers/challenges students are facing. OMSA/SSS/FFWS mentors train together. Mentoring platform used for communications and tracking of interactions. Mode of mentoring Kick Off event for Promise students dependent on Ranger Restart Phase and social distancing restrictions. |
| **5.3** – **Student Org Advisors** | Advisors need training regarding event planning in line with campus guidelines/restrictions. Advisors should participate in brainstorming sessions with student org leaders to define plans/focus for Fall semester. | Advisors are encouraged to connect virtually with student org leaders on a regular basis to provide guidance/assistance. |
| *Notes:* Advisors will be instrumental in fostering/maintaining connections with student leaders and identifying areas of concern. |

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| **6-Extracurricular Programming** |
| Extracurricular programming encompasses educational, social, cultural, and leadership programming sponsored through Campus Activities & Engagement, Athletics/Intramurals, Student Organizations, OMSA, and other campus departments including College sponsored events. A sense of belonging is a key component of student success; building connections and engagement whether f2f or virtually is vital. |
| **6.1** – **Maintain “Signature” Student Events** – Signature events include Ranger Welcome, Student Org Fair, Taking Care of Business & Multicultural Professionals Day events, Heritage Celebrations, Career/Internship Fairs, and Leadership Recognition events. Plans will need to be developed to ensure these activities are maintained in formats that will allow all students are able to participate regardless of how they are taking courses. |
| **6.2** – **Campus Connect Platform** – A new student engagement platform must be implemented as soon as possible to allow student organization leaders/members to communicate with one another, advertise events, and maintain organizational records. |
| **6.3** – **Develop Criteria/Assessment Tool for Event Planning** – Clearly define guidelines and develop planning assessment tools for student events and student organization operations. |
| **6.5** – **SAC Operations** – The Sports and Activity Center will follow operational procedures established in the Ranger Restart Plan. Access, hours of operation, and occupancy will be dependent on COVID-19 response phasing. Initial access will be for Athletics, HESM faculty/students, and limited general student use. Fitness access for community members and event access for fans will be phased in slowly.  |
| **6.6** – **Athletics / Intramurals** – A separate Athletics/Intramurals plan is being developed in conjunction with NCAA guidelines. Student input will be sought in an effort to determine what types of f2f/virtual intramural activities are desired. |

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| **7-Library** |
| The Library will follow **procedures established in the Ranger Restart Plan** for operations. Access, services, and occupancy will be dependent on COVID-19 phases. |
| **7.1** – **Access & Research Assistance**– Virtual services and curbside pickup will be maintained through Phase I. Community access is restricted/limited until Phase III. Reference assistance is available virtually or by appointment until Phase III. |
| **7.2** – **Liaison Assistance for Instructors**- Librarians will be onsite; research instruction will be provided via Canvas/Blackboard Collaborate. Limited in-person instruction for university courses; no in-person instruction for high school courses. |
| **7.3** – **Space Usage** – Tables/chairs arranged, study room occupancy limited, and computers spaced per physical distancing guidelines. Meditation room use and puzzles/board game checkout restricted. |
| **7.4** – **Library Events** – Limited events hosted in the Library. Food and giveaways prepackaged for grab & go during midterm/final exam breaks. |
| **7.5** – **Archives** – Access limited to half capacity for individual researchers. No in-person class tours until Phase III. |

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| **8-Communication** |
| Information must reach students wherever they are through a variety of communication channels. The following recommendations provide a framework for appropriate messaging related to COVID-19, university operations, student success initiatives, and student engagement. |
| **8.1** – **Messaging / Signage** – Messages related to COVID-19 and university operations should be cleared through Marketing/Communications to ensure consistency and flow. Departments are encouraged to think through the messages that will be needed throughout the various phases and prepare them ahead of time so that they are ready when needed. Consistent branding of signage is required.  |
| **8.2** – **Refreshed “Current Student” Webpage and Chat Function –** The Current Student webpage is being refreshed to ensure students have access to important information in one location. The Chat function has been deployed in Admissions allowing prospective/newly admitted students to ask questions and seek information virtually. Other student services offices are evaluating the feasibility of employing the Chat function on their sites. |
| **8.3** – **Coordinated Outreach Plans** – Coordinated messaging and outreach to students will be vital to ensure they are aware of important information and stay connected and engaged throughout the year. Platforms such as Navigate, Canvas, Blackboard Collaborate, Midnight Ranger, Campus Connect (a new version must be implemented), Handshake, and social media must be used in tandem. Staff must ensure that students don’t fall through the cracks when messaging is targeted toward discreet student groupings. Scripts will be developed for check-in calls by peer mentors, Academic Advisors, student support staff, Athletic coaches, and administrators. |
| **8.4** – **Navigate Progress Reports / Alerts** – Training will be provided throughout the summer and early fall for faculty/staff regarding implementation of course based Progress Reports (new Pass Feedback system) and Student Alerts.  |

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| **9-General Student Support Concerns** |
| **9.1** – Ability to procure PPE supplies, cleaning supplies, materials to enclose/protect reception areas. How are plans impacted if these items cannot be obtained? |
| **9.2** – Technology access/literacy of incoming and continuing students – how do we provide additional support to students around use of Canvas and other tech platforms? |
| **9.3** – Student access to on-campus computer labs.  |
| **9.4** – Physical distancing limitations in temporary Library space; “reception” area lacking appropriate barrier during f2f interactions. |
| **9.5** – Testing/tracing capabilities given exposure risks for Student Athletes related to close physical contact during practice/games and increased vulnerability given travel and contact with other teams. |
| **9.6** – Housing occupancy numbers and revenue vs. expense gap. |
| **9.7** – Air circulation in Student Health & Counseling Center. Facilities Maintenance is evaluating.  |
| **9.8** – Licensure requirements restrict counselors from serving (even virtually) clients who are not physically in the state of their license. Currently, our 3 counselors only hold licenses in WI.  |
| **9.9** – Budget reductions may impact level of staffing / student employment opportunities |
| **9.10** – Seg Fee funding is anticipated to be reduced which may impact ability to hire/maintain student employees, support staff salaries, and maintain previous service levels. |
| **9.11** – Campus visitor restrictions and space limitations may impact employer visits to campus and/or career recruitment activities. |
| **9.12** – Space limitations may not allow for f2f orientations in August (depending on COVID phase restrictions) – decision needs to be made soon so that information can be shared with incoming students and limited staff resources can be focus on one plan.  |
| **9.13** – PARC tutors will need access to additional textbooks (Math and other subjects) and copies course syllabi & resources for working online – to be able to see materials while working with students remotely.  |

Research Continuity

**Research Continuity Team**: Emmanuel Otu (co-chair), Rob Barber (co-chair), Lori Allen, Ignacio Rivero Covelo, Hom Kandel, George Li, Jonathan Ochoa (student), Vincent Shaff

Our charge is to provide recommendations for return to research for faculty, staff and students. In so doing, the health and safety of students, staff and faculty should be paramount. Where necessary, the task force may suggest some high-level actions - provide the plans/conditions that can be implemented to facilitate the actions. In doing so, we will progress in phases, mirroring the Ranger Restart Plan.

In the now concluded state-wide Safer-At-Home stage, ‘essential’ research included and allowed some students, staff and faculty to come to campus and continue/complete their research. In this period, the definition of essential research was that students paid tuition and fees and were completing research towards their degrees. Some students, staff and faculty who were doing ‘essential’ research that was amenable to being carried out remotely did so. Attention to research animals and plants were shared between students, staff and faculty alternating visits to the labs, or Vincent Shaff was given instructions on how to take care of the animals and plants. Dean Otu, Dr. Lori Allen, Vincent Shaff, Joy Kizior and Jacqueline Merten were designated essential personnel in CNHS. Other faculty and staff were permitted access to campus upon request and approval.

Recognizing that research prepares students for their post-graduation plans and enhances progression toward promotion for staff and faculty, the Task Force recommends a broad plan for students, staff and faculty who desire to continue work on campus. The overarching premise of this plan is to protect the health and safety of the Parkside community. This plan is intended to span the COVID-19 pandemic Ranger Restart phases.

Access will be limited to faculty/staff/students with approved laboratory occupancy plan(s).

The following recommendations are intended for on-campus research laboratory work. Computational, theoretical, and non-benchtop-experimental work are highly encouraged since they can be performed remotely.

**General Protection Measures**

* Limit the number of persons in a lab so a 3-foot radius can be maintained while working. A total of six feet distance must exist between everyone. If a 3-foot radius cannot be maintained by everyone in the lab, require all researchers to wear face masks while working, or stagger work shifts.
* Consider specific accommodations for researchers in vulnerable populations defined by the CDC, or self-identified high risk researchers.
* If any work can be done remotely (data analysis, discussions, etc.), do it remotely.
* Do not congregate or meet in person; limit non-essential visitors to the laboratory.
* Assign each person in the lab a work surface to minimize sharing surfaces, if possible.
* Implement social distancing, cleaning of shared spaces/doors/instrumentation.
* Maintain active communication using MS Teams and report concerns, including protocol breaches, suspected illnesses, etc. to supervisor.
* Work remotely when not engaged in actual bench work. No one should be compelled to return to campus to do work that can be accomplished remotely.
* Rely on virtual meetings with research students, even when in the same building. If you must meet face-to-face, do so with everyone wearing face coverings and practice physical distancing.
* Wash hands thoroughly with soap and water upon entry into and prior to exiting the laboratory, and on a regular basis during lab occupancy.
* Wipe down lab door handles with disposable disinfectant wipes (provided by the door).
* Avoid direct contact with shared surfaces.
* Clean your lab, placing waste receptacles in the hallway for janitors to empty. This eliminates the prospect of entry into the lab by the janitorial staff.
* Anyone displaying fever, cough, shortness of breath, or other symptoms of COVID-19 must abstain from conducting research on campus.
* Researchers should be monitored for fever, the most common symptom of COVID-19. Temperature monitoring can be centralized or decentralized to self-monitoring using any UW-Parkside developed protocol. If a COVID-19 positive individual is known to have entered or worked in a lab, the lab will be temporarily shut down for cleaning and disinfection.
* Researchers must be prepared to isolate or quarantine when necessary, and be prepared to assist in contact tracing.

**Scheduling**

* Each faculty/staff returning to conduct research on campus will provide a plan to the Department Chair. The Chair will then coordinate with faculty/staff in the Department and present the request to the Dean. Final approval for restarting research must be obtained by the Department Chair and the Dean.
* Access to the laboratory will continue to be on approval of the Dean
* No more than 10 people will gather. However, the Dean along with Vincent Shaff will set up and monitor daily population densities of each research wing.
* Researchers will identify rooms (besides bathrooms) to be accessed.
* Faculty/staff will provide the Dean a plan of how physical distancing will be maintained in a research laboratory if more than one person is to be in the space at the same time. To decrease density, rotation(s) can be created to avoid having more than one student in a research lab – this will minimize unnecessary interactions and direct contact between people working in the same lab space.

**Communication**

* CNHS documentation, housed within SharePoint or MS Teams, or any other platform, will be available and accessed by faculty and staff. Therein, will reside daily/weekly schedules of research laboratory use and authorized persons. Research time scheduling will be coordinated and communicated using MS Teams. Individual teams will be established for Greenquist, Molinario and the Sports and Activity Center. Approval and maintenance of this coordinated schedule will be the responsibility of the CNHS Dean’s Office.
* Faculty/staff will distribute plans and work schedules to their research student(s).
* Work rules developed in this COVID-19 pandemic should be an extension of the laboratory safety plan already in place.
* Ensure all faculty, staff and students who return to the lab are aware of their reporting obligation in the event of either contracting COVID-19 or coming in close contact with someone who has tested positive for COVID-19.
* Preparedness to shut down or rapidly ramp down on short notice is necessary. Given this possibility, faculty, staff and students are encouraged to consider restarting work that can be ramped down quickly and with relatively little cost and complexity.
* Researchers are expected/required to communicate with each other by consulting/through MS Teams.
* Sanitization (includes the General Protection Measures)
* Researchers must ensure their personal sanitization.
* Faculty, staff and students will sanitize all equipment before and after use to reduce the likelihood of surface transmission.
* The protocol for sanitizing each piece of equipment will be developed and placed in the vicinity of the equipment.
* When necessary, a request may be made to Facilities Management for deep cleaning and sanitization.

**Personal Protective Equipment**

* Face mask
	+ Should be mandatory indoors when door is open (as well as outdoors where physical distancing is not possible). A laboratory is defined as a public area if the door is open.
	+ Must be worn when there is more than one person in a laboratory, even with the door closed.
	+ Face masks will be provided centrally by the university.
	+ Researchers are required to wear PPE appropriate for their research work in closed laboratory settings. This may include, but is not limited to, laboratory coats, gloves, N95 masks, etc.
	+ Laboratory personnel should remove their face covering before entering the lab and wear a dust/paper mask along with the other required PPE for lab work. Exceptions: (a.) If you have a medical condition that prevents you from wearing a mask you must obtain a note from your primary care physician and contact Robert Grieshaber (Risk Management). (b.) You may take masks off in private offices when the door is closed.
	+ Wearing cloth mask would be optional when the laboratory door is closed.
* Gloves
	+ Wearing gloves has not been shown to eliminate surface-hand-face transmission.
	+ Use of gloves is for protection from hazardous materials (radioactivity, BSL2 materials such as human cells or genetic materials, chemicals)
	+ Dispose or set gloves aside before contacting general use surfaces such as doors, freezers, or general laboratory equipment.
	+ Should not be worn out the laboratory.
	+ Each laboratory will provide gloves as has been the case prior to COVID-19.
* Lab Coats

* + Where the norm, lab coats should be assigned to individuals working in labs.

**When adopted, lack of compliance with the policies will result in revocation of laboratory access privileges.**

High Impact Practices Experiences

**High Impact Practices Team**: Debra Karp (chair), Theresa Castor, Crystal Egbo (student), Abey Kuruvilla, Penny Lyter, Rene Young-Trego

UW-Parkside places a high value on experiential learning practices for our students. We take pride in strong programs where our students engage in learning experiences that take them off the campus into community settings and prepare them to become civically-engaged professionals. Due to the Covid-19 pandemic, many of these activities must be cancelled, limited, or switched to alternate modes of delivery, depending on community health conditions. Our committee was tasked with developing recommendations for student engagement in high impact practices, particularly those that take the students into the community, during the pandemic and beyond.

**Campus Employment as a High Impact Practice**

When the pandemic hit, UW-Parkside was piloting the practice of campus employment as a HIP. While the committee recommends that all student employees and their supervisors follow guidelines set out for all employees aligned with the Kenosha Kick-start plan, below are recommended additional considerations:

1. During Phase I and II, if student employees are able to complete their job tasks remotely, the following practices are recommended for supervisors:
* Weekly check-in meetings and feedback
* Implement a system to track progress on tasks (e.g., Trello, Asana)
* Design projects, meetings, and relations that can be completed regardless of location
* Provide hotspots and/or computers to students who do not have access at home
* When conditions are such that face to face employment is possible, create an environment where students are empowered to speak up about their comfort level with various work options and allow flexibility due to each student employee’s circumstances
1. Provide training and resources for supervisors on how to manage remote student employees and conduct effective virtual performance reviews.

**Study Abroad**

The team recognizes the importance of global education and the development of cultural competencies even during COVID-19. It suggests that faculty pursue alternate delivery modes to deliver the development of competencies. Partnership through online joint projects and/or classes or assignments that have an international online component with our partners or other international agencies is encouraged.

UW-Parkside will not be conducting any faculty-led programs in the Fall 2020 semester. For the limited semester-long and external study abroad programs available for students, a decision regarding the program is to be taken by July 15th. This will be in consultation with the partner university, U.S. State department travel advisories, availability of commercial travel as well as embassies of the country, and the UW-Parkside Risk Management office.

UW-Parkside faculty-led and semester-long programs for the Winterim and Spring 2021 semesters will be decided in Fall 2020. This will be in consultation with the partner, U.S. State department travel advisories, availability of commercial travel as well as embassies of the country, and the UW-Parkside Risk Management office.

In the event that UW-Parkside faculty-led or other programs with students already overseas in a country with prevalence of COVID-19, or in the case of students who want to return out of concern for their safety, the team recommends a case-by-case approach  in consultation with the partner, U.S. State department travel advisories, availability of commercial travel as well as embassies of the country, and the UW-Parkside Risk Management office.

Any other international faculty or student experience (sabbaticals, conferences, etc.) should follow the above protocol.

**Community-Based Learning**

Though the committee feels that there is great value in students working with partners in a face-to-face setting, we recognize that the experience could put students at great risk during the first three phases of the Kenosha Kick-Start. Moreover, community partners may not have the capacity to manage student volunteers even if their organization is operating with clients and staff in person. Attached is an Excel Spreadsheet detailing specific recommended guidelines for CBL practice at the various phases of the pandemic.

General recommendations are as follows:

1. Wherever possible, projects/placements will be on-line through Phase 2.
2. Up through Phase 2, CBL students and faculty members will complete a Safe Practice Guidelines for CBL sheet (See: <https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm>) when engaging in in-person experiences.
3. All community partners will be evaluated based on a checklist for Assurance of Safe Conditions for In-Person Community Engagement. (See: <https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm>)
4. Community and Business Engagement (CBE) will provide resources to faculty for remote volunteer opportunities and other relevant assignments.
5. CBE will provide community partners, faculty and students information regarding recommended CBL practices for the various Phases.
6. CBE will provide students information regarding recommended CBL practices for the various phases, including their option to decline to participate in in-person experiential learning.
7. CBL Safe Practice Guidelines will be posted on the CBE website and faculty will be asked to provide this link on their syllabi and in their Canvas course site.
8. Special consideration is recommended for assessing capacity of community partners to host CBL projects and placements through Phase 2.
9. Faculty will be asked to describe a virtual alternative to the face-to-face CBL on the CBL Designation application. CBE will reach out to faculty teaching CBL courses designated prior to June, 2020 to ask them to ensure that they adhere to recommended practice in the current phase.

Other options considered:

* Cancel all CBL—As CBL is a signature practice for UW-Parkside, this was not a real consideration. Moreover, we learned in spring 2020 that there are myriad opportunities for relevant virtual CBL experiences for our students.
* Allow only remote CBL going forward—The team felt that this was too restrictive. There is great value in the students immersing themselves at the community sites, engaging with staff and clients of community organizations and just observing. In addition, there are CBL experiences, such as those that take place outdoors, where students can safely complete CBL assignments at nearly all phases.
* Have parties sign a “waiver”—The team opted to create documents that inform students, faculty and partners about safe practices rather than a more formal legal document. In consultation with an attorney from UW-System, we learned that the waiver would not hold up in court and the standard for legal action against the university is recklessness. We will be executing due diligence with the documents we will be sharing with students, faculty and community partners/employers. We did not feel that a waiver added enough value to outweigh the practical considerations of collecting signatures and compiling the forms.

**Internships and Clinical Practice**

On the path from college to career, internships, clinicals, Curriculum Practical Training, Optional Practical Training, and Field Education Programs provide invaluable experiential learning for UW-Parkside students. Up until the spring of 2020, most of these experiences were face-to-face. During the pandemic, many internships were halted as business and community organizations closed their doors and many employees began working remotely. Some organizations were able to pivot these experiences into remote internships for the students. Specific recommendations for academic internships and clinical placements during the various phases of the Kenosha Kick-Start are recommended. See: <https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm>.

General recommendations follow:

1. Wherever possible, placements will be online through Phase 2.
2. Up through Phase 2, internship and practicum students and faculty/academic supervisors will review the Risk Assessment for Community-Engaged Experiential Learning Activities. (See: <https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm>)
3. Community and Business Engagement (CBE) will provide resources to faculty for alternative relevant assignments. The Advising and Career Center will have information on remote internship opportunities for students.
4. All employers will be evaluated based on a checklist for Assurance of Safe Conditions for In-Person Community Engagement. (See: <https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm> )
5. CBE will provide employers, faculty and students information regarding recommended internship practices for the various phases.
6. CBE will provide students information regarding recommended practices for the various Phases, including their option to decline to participate in in-person experiential learning.
7. Internship and Clinical Placement Safe Practice Guidelines will be posted on the CBE website and faculty will be asked to provide this link on their syllabi.
8. Departments will be asked to identify a virtual alternative to required in-person internships and clinical placements for students who are unable to complete them due to personal or family health or other discomfort.

Other options considered:

* Have parties sign a “waiver”—The team opted to create documents that inform students, faculty and partners about safe practices rather than a more formal legal document. In consultation with an attorney from UW-System, we learned that the waiver would not hold up in court and the standard for legal action against the university is recklessness. We will be executing due diligence with the documents we will be sharing with students, faculty and community partners/employers. We did not feel that a waiver added enough value to outweigh the practical considerations of collecting signatures and compiling the forms.
* Allowing only remote internships or cancelling all internships—Given the variations among internships and program requirements, we felt that it was more appropriate to allow programs to decide within their own areas or on a case by case basis for individual students what the most appropriate course of action would be.

**Communication Strategy Recommendations for Community Engaged Experiential Learning**

1. Students

Share info on multiple platforms (be mindful of email fatigue)

1. Send to student org leaders—ask them to share on social media
2. Include in “Ten on Tuesday” and “Midnight Ranger”
3. Ask course instructors to share information in courses (online, in recordings, etc.) and in syllabi.
4. In SOLAR--Mandatory online training module for HIPs– i.e. all students involved in internships and CBL must complete online training module in Canvas that provides all safe practice information
5. Add to applicable Parkside webpages
6. Faculty/Staff/Campus Supervisors
7. Email is still effective, particularly with groups like CBL instructors
8. Send to department chairs & deans--Offer to present at department meetings, if desired
9. Include in training sessions (CBL Fellow & Internship, Summer 2020)
10. Encourage faculty to view on-line module for students
11. Ensure adjunct/assoc. lecturers are included in communications
12. Make clear that faculty should be prepared for students to contact them re: concerns in external placements
13. Include in module training module for campus supervisors of student employees
14. Community Partners/Employers

* 1. Email all partners/employers with a message about current status of community-engaged HIP’s policies and practices under Covid-19 (eg, phase and what that means) and direct them to a page of resources and guidelines
	2. Display information on Handshake
	3. If Parkside has a master landing page of all resources, request that Parkside folks add the link to their email signatures for all communications
	4. Ask KABA, RCEDC, and the Chambers to post something like "How Parkside is teaching students COVID safety tips when interning/volunteering/etc."
	5. Add a link to all email signatures of staff involved
	6. Reach out by phone to individual partners/employers when needed

Creative and Artistic Practice

**Creative and Artistic Practice Team**: Jake Bray (co-chair), Lesley Walker (co-chair), Jackie Arcy, Alvaro Garcia, Misti Bradford, Jim Crowley, Tom Berenz, Chris Barker, Chris Hudspeth

Following the University’s tandem goals of delivering a high-quality educational experience to our students during fall 2020 and our commitment to safety and peace of mind during the Coronavirus pandemic, our committee identified 5 categories and subsequent recommendations for each to achieve these objectives.

In addition to the overview of our recommendations, we have also attached more granular data on which our recommendations are based. We put these in an appendix: A) Space analysis of the Rita B) Compilation of recommendations from various national performing and visual arts associations C) Detailed teaching plans from each department in CAH. See: <https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm>

**Teaching**

The visual and performing arts faculty agreed that some form of F2F instruction was necessary for a successful semester. Music, Theatre, and Art each studied their respective fall semesters and provided recommendations for each fall 2020 course. (The detailed description from each department can be found in appendix C).

* F2F
* Those courses that require visual, tactile, auditory instruction and that are extremely difficult to deliver entirely online should remain F2F. By in large, class sizes will be no more than 12 and often fewer students in any one space at a time. (In very limited cases, a larger group may come together but strict distancing and hygiene MUST be observed. For this to happen, the instructor should submit a safety plan to the Dean’s office prior to any larger gatherings). The following safety precautions need to be followed:
* Masks must be worn
* Hand sanitizing at the beginning of each class
* Students should wipe down any surfaces that will be used by them. Classes will start 5 minutes later than in the schedule.
* Social distancing must be created through classroom redesign and clear indications about where each student should be positioned and remain throughout the class period.
* Where necessary due to lab or studio size, classes will be divided into halves or thirds to ensure adequate social distancing. For example: a class of 20 that meets for 6 studio hours a week would be divided into 10 (an A and a B group); the smaller groups would meet for more individualized instruction for 3 hours a week.
* Classes should end with sufficient time to avoid egress bottle necks; it will be important to maintain social distancing as students leave and enter any space.
* Students will have monitored access to art studios, lab spaces, and practice rooms outside of regular class time. To ensure necessary hygiene and social distancing practices, it is recommended that an online, sign-up schedule be developed.
* Hybrid

Courses will follow the same guidelines as the above.

* Online

Due to the large enrollments in most of CAH’s visual and performing arts General Education courses such as Theater, Music, and Art Appreciation, these courses will go online for fall 2020.

**Academic Performances**

* Music
	+ The music department will not offer any “live” performances during fall 2020. Instead, “concerts” will be either live-streamed or a recording produced as a cap stone experience for the students. There are discussions of ensembles working together to produce high-quality recordings.
* Theatre

* + Theatre intends to move forward with modified productions and an acute awareness of health protocols for all members of the cast and crew. There will be no audiences but, as with music, the department will experiment with live-streaming, Zoom staged readings, and recorded material. (Details are in appendix C5).
* Community
	+ We recommend against filling our hall and stages with community players and/or audiences, given the risk of large gatherings. That is to say: no community band, choir, or orchestra. This is a difficult and painful decision for us, especially given the long histories of these ensembles, but we believe that it is in the best interest of Parkside and our community. Similarly, we will not host the Noon Concert Series and other visiting musicians. As mentioned above, our student performances will not be opened to community audiences.
	+ We will, however, consider very limited access to our facilities by community members for educational and artistic purposes. These exceptions must be approved the Dean’s office.
* Safety
* It will be imperative that all classrooms, studios, stages, and labs be furnished with the necessary sanitizing products. We recommend hand and surface sanitizing stations in each instructional space that students may use themselves. These will need to be replenished daily.
* Faculty who teach F2F or Hybrid will need to oversee the cleaning of their spaces by students; ensure that students socially distance and wear masks during the class period; and manage the comings and goings of students to avoid congregating.
* We recommend that an analysis of performance spaces be undertaken to ensure that rooms are not overused; that they have a chance to “rest” in order to avoid lingering aerosol particles.
* We recommend that instructors include the University’s Code of Conduct on their syllabi to spell out student responsibilities in this new environment.
* Technology

* We recommend the aggressive use of digital technologies that will allow UWP to have a robust virtual presence not only in the visual and performing arts but for the campus as a whole—Science Night, the Election Experience, and various sporting events, for example.
	+ Immediate acquisition of the live-streaming and live capture equipment—camera, mics, switchers and so forth—that will allow us to do this type of work
	+ Assembling a team of experts from CAH, Athletics, Campus Technology Services, and Creative Services to work together to make these technologies broadly available across campus.
	+ Develop independent study classes and/or internship for students to learn these useful and highly valued skills in collaboration with Music, Theatre, and Digital Media and Production (DMAP).

NB: Work to identify and provide the Campus community with an opportunity to use the large spaces in the Rita at times that do not impact CAH’s educational needs.

Appendix A - UW-Parkside Academic and Student Affairs COVID Contingency Planning

 **Groups** **Planning Focus**

1. Pandemic Response Executive Committee Management, operations plans, policies
2. Smart Restart Team Setting campus re-opening phases and protocols
3. Academic and Student Affairs Contingency Planning

**Subgroups** – Members of each sub-group are a part of the Academic and Student Affairs COVID Contingency Planning Team

Each team will make recommendations with supporting rationale/evidence in the following areas:

1. **In –person Instruction** Return to face-to-face instruction
2. **Remote Instruction** Maintenance/quality of online instruction
3. **Student Services, Activities, Res Life** Student services, activities, residence life
4. **Research Continuity** Maintenance of on-campus/remote research
5. **HIPs Experiences** Maintenance/return to participation in HIPs
6. **Creative and Artistic Practice** Return/maintenance to/of f-to-f/online performances

Curricular and Co-Curricular Contingency Planning Chair Rob Ducoffe

Research support Payal Gandhi (MBA student)

Staff support Julie Lee

Public Health member to advise on epidemiological conditions Julie Kinzelman

**Target date for recommendations: June 19th**

**Team Rosters**

* **In –person Instruction**

 Co-chairs Peggy James, Gary Wood

* John Bruch
* Kenny French
* James Kinchen
* Bob Grieshaber
* Dennis Kaufman
* Rhonda Kimmel
* Bryan Lewis
* Linda Wawiorka
* Jeff Zellmer
* Crista Kruse
* Alisson Salas Anguiano (Student)
* **Remote Instruction**

 Co-chairs Dirk Baldwin, John Skalbeck

* Lisa Marie Barber
* Steve Beining
* Suresh Chalasani
* Shauna Edson
* Damian Evans
* Rachel Headley
* Cathy Mossman
* Tara Pedersen
* Jim Robinson
* Dana Ryan
* Daryl Sauer
* Lori Turner
* Linda Wawiorka
* Joy Wolf
* **Student Services, Activities, Residence Life**

 Co-chairs Tammy McGuckin, DeAnn Possehl

* Chris Barker
* Neil Baumgartner
* Luis Benevogliente
* Jenn Busch
* Kristina Klemens
* Shewanna Brown-Johnson
* Caitlin Dobson
* Gia Gutierrez
* Oliver Johnson
* Molinnna Bui -S
* Marcy Hufendick
* Anna Stadick
* Steve Wallner
* Catherine Mantuano
* Kim White
* **Research Continuity**

 Co-chairs Emmanuel Otu, Rob Barber

* Lori Allen
* Ignacio Rivero Covelo
* Hom Kandel
* George Li
* Jonathan Ochoa (Student)
* Vincent Shaff
* **HIPs Experiences**

 Chair Debra Karp

* Theresa Castor
* Crystal Egbo (Student)
* Abey Kuruvilla
* Penny Lyter
* Rene Young-Trego
* **Creative and Artistic Practice**

 Co-chairs Lesley Walker, Jake Bray

* Jackie Arcy
* Misti Bradford
* Tom Berenz
* James Crowley
* Alvaro Garcia
* Chris Barker
* Chris Hudspeth

Appendix B – Ranger Restart Protocols

See: <https://www.uwp.edu/RangerRestart/phasedrestart.cfm>

Appendix C - COVID-19 Resources List

**General**

* Resources from the UW System

<https://www.wisconsin.edu/coronavirus/covid-19-resources/>

* American College Health Association Guidelines

Considerations for Reopening Institutions of Higher Education in the COVID-19 Era

<https://www.acha.org/documents/resources/guidelines/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May2020.pdf>

* The Risks – Know Them – Avoid Them, Erin Bromage

<https://www.wral.com/coronavirus/erin-bromage-virus-spread-particles-droplets/19094009/>

* Colleges Are Deluding Themselves<https://www.theatlantic.com/ideas/archive/2020/05/colleges-that-reopen-are-making-a-big-mistake/611485/?utm_source=facebook&utm_medium=social&utm_campaign=share&fbclid=IwAR3ZrNL88VPctTGsJUB9LJv3Bek0ZCtHu8LceA2cfZ8GuKi6KO5_u3FWeIE>
* Social distance approaches

<https://www.wsj.com/video/as-countries-reopen-social-distancing-measures-remain-in-place/E554AE56-F21A-44CC-86E1-02CF9B455634.html>

* President of Purdue, President of Brown, & President Lane College & Executive Director American Public Health Association

<https://www.help.senate.gov/hearings/covid-19-going-back-to-college-safely>

* Principles And Considerations Emerging From Lockdown

[J:\Campus Info\Provost\principles-and-considerations-emerging-from-lockdown-june-2020.pdf](file:///J%3A%5CCampus%20Info%5CProvost%5Cprinciples-and-considerations-emerging-from-lockdown-june-2020.pdf)

* High-risk : Statement on Disability and Campus Re-opening

<https://docs.google.com/document/d/11RIcYNb-4EVl1ikpBeqO8RY-Dup2kT_ioCf_8sxV1MU/mobilebasic>

* Northeastern University - Workplace Safety Protocols

<https://news.northeastern.edu/coronavirus/reopening/workplace-safety-protocols/>

* Nebraska State College System – State Colleges Lower Online Rate, Offer Opportunities for Degree Completion

<https://www.nscs.edu/news-detail/online-rate-degree-completion>

* Oregon State University – Face Covering Policy

<https://policy.oregonstate.edu/UPSM/04-041_COVID19_face_covering>

* Center for disease control and prevention (CDC) - Returning from International Travel

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/after-travel-precautions.html>

**Opening Plans**

* Embry-Riddle Aeronautical University – Path Forward

<https://erau.edu/-/media/files/university/pathforward-final-board20.pdf>

Collateral and Best Practices

<https://online.flippingbook.com/view/388002/16/>

* Geneva College- Opening Up in Phases

<https://www.geneva.edu/docs/stages-opening-up-in-pa.pdf>

* University of Idaho – 4 step plan to reopen

<https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/health-clinic/covid-19/memos/memo-200501-green.pdf?la=en&hash=06B0E36E02CC2CDADC47689F3127A7643D33437D>

* Indiana University

<https://coronavirus.iu.edu/restart-report/>

* University of Indianapolis – Phased Plan to Reengagement

<https://uindy.edu/coronavirus/files/imc_20_uindy_covid_phases_fnl.pdf>

* University of Kansas – Reactivation Framework and Planning

<https://provost.ku.edu/sites/provost.ku.edu/files/docs/presentation-slides/Reactivation_Framework_20200501.pdf>

* University of Lynchburg - Different Phase plan

<https://docs.google.com/presentation/d/1xJ5FVbUaTNZwO-7O7FDRGHkRkt6XRK_Um2aH1acpnyA/edit#slide=id.g778c06104d_0_0>

* Michigan Tech – 3 Step Plan

<https://www.mtu.edu/flex/operations/steps/>

* University of New Haven - The Phased Plan For Return To Campus

<https://www.newhaven.edu/reopening/index.php>

* New Jersey Institute of Technology – Pandemic Recovery Plan

<https://digitalcommons.njit.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1009&amp;context=prp>

* New York Institute of Technology - Re-Open Plan

[https://www.nyit.edu/medicine/covid\_19\_communications#](https://www.nyit.edu/medicine/covid_19_communications)

* Northeastern University- Reopening Northeastern

<https://news.northeastern.edu/coronavirus/>

* Northwestern University – Phased Return to Campus

<https://www.northwestern.edu/coronavirus-covid-19-updates/campus-return/index.html>

* Pepperdine University – Restoration Plan

<https://emergency.pepperdine.edu/2020/05/15/a-message-from-president-gash-pepperdine-restoration-plan/>

* University of South Carolina – Return to Work Plan

<https://sc.edu/safety/coronavirus/employee-policies-procedures/return_to_work_plan/index.php>

* Texas Tech University – Operational Phases

<http://www.texastech.edu/downloads/ttus-memorandum-operational-phases-march-16-2020.pdf>

* Tufts University – Returning to Campus

<https://coronavirus.tufts.edu/sites/default/files/2020-06/Tufts_University_R2C_Guide_2020.pdf>

* University of Tulsa: ResilienTU: 2020-21

<https://utulsa.edu/coronavirus/resilientu-2020-2021/>

* Vanderbilt University – Return to Campus Plan

<https://www.vanderbilt.edu/coronavirus/campus-return/>

* Virginia institutions of higher education – Higher Education Reopening

<https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/Higher-Education-Reopening-Guidance.pdf>

* Wake Forest University – Wake Forest Response - FAQs

<https://coronavirus.wfu.edu/frequently-asked-questions-faqs/>

* Washington State University – Update on fall semester planning

<https://news.wsu.edu/2020/06/10/wsu-president-kirk-schulz-provides-roadmap-fall-semester/>

* Western Nevada College - WNC Announces Plan to Resume Campus Operations

<https://www.wnc.edu/wnc-announces-plan-to-resume-campus-operations/>

* Wheaton College – Fall 2020 FAQs for Students and Families

<https://www.wheaton.edu/fall-2020-campus-updates/fall-2020-faqs-for-students-and-families/>

* University of Wisconsin River Falls - Return to Work Guidelines



* University of Wisconsin Stout - Return to Work Campus Guidelines



* UW-Whitewater – Warhawk Ready lan

<https://www.uww.edu/documents/adminaffairs/hr/COVID%20Webpage/DRAFT%205-29%20Warhawk%20Ready%20Plan_Redacted.pdf>

* University of Wyoming – Principles and Objectives Underlying Consideration of

Restarting On-Campus Educational Experiences at University of Wyoming

<http://www.uwyo.edu/trustees/_files/docs/2020-board-meeting-materials/2020_may_supplemental/covid19report_to_trustees.pdf>

**In-person Instruction**

Examples of in-person class arrangements universities are planning include:

* Holding in-class and online meetings synchronously
* Dividing classes into smaller groups and scheduling course meetings at different times
* Dividing classes into “lecture” and “lab/experiential” sections and scheduling separately
* Expanding scheduling footprint to include evenings/weekends
* University of Mount Union (see bottom) <https://www.mountunion.edu/fall-reopening-plan>
* How Pandemic will change the teaching on campus

<https://www.chronicle.com/article/How-the-Pandemic-Will-Change/248916?cid=wcontentgrid_hp_1b>

**Online Instruction**

* Online 2.0 – Chronicle of Higher Education Report

[J:\Campus Info\Provost\Online2.0v5.pdf](file:///J%3A%5CCampus%20Info%5CProvost%5COnline2.0v5.pdf)

* Remote Teaching Resources (across multiple universities)

<https://docs.google.com/spreadsheets/d/1VT9oiNYPyiEsGHBoDKlwLlWAsWP58sGV7A3oIuEUG3k/htmlview?fbclid=IwAR3JQFp0MDOD9_t0I5AEzF7NbNoScYhCF6l5KkBREwDuxdiJoP0fGijxfIg&urp=gmail_link#gid=1552188977>

* Carnegie Mellon University

Open Learning Initiative

<https://www.cmu.edu/simon/>

<https://www.cmu.edu/news/stories/archives/2020/march/online-learning-tools.html>

<https://oli.cmu.edu/dr-richard-scheines-discusses-learning-engineering-community/>

* Boston University

Remote Teaching Readiness Plan - <http://www.bu.edu/provost/2020/03/09/remote-teaching-readiness-plan/>

Teaching in an empty lecture hall - <http://www.bu.edu/articles/2020/remote-teaching-learning-chemistry-during-covid-19-pandemic/>

* ICAI (International Center for Academic Integrity)

<https://www.academicintegrity.org/integritymattersblog/>

* Discouraging cheating in Online Courses

<https://files.eric.ed.gov/fulltext/EJ1057085.pdf>

* 6 Ways Professors Can Combat Cheating in the Classroom

<https://tophat.com/blog/professors-combat-cheating/>

* Use of technological tool - Proctoring <https://www.youtube.com/watch?v=uTYKjNRABQg>
* Going Remote With Integrity 2.0: Technological Tips & Techniques

<https://www.academicintegrity.org/webinar/webinar-going-remote-with-integrity-2-0-technological-tips-techniques/>

* Online Education & Authentic Assessment

<https://www.insidehighered.com/advice/2020/04/29/how-discourage-student-cheating-online-exams-opinion>

* Going remote with Integrity

<https://www.youtube.com/watch?v=44q3ESYn6hI&feature=youtu.be>

* Turning Remote this fall

<https://www.insidehighered.com/advice/2020/05/20/how-turn-springs-remote-courses-high-quality-online-courses-fall-opinion>

* Harvard Tells Faculty Most Teaching This Fall Will Likely Be Online

<https://www.wbur.org/edify/2020/06/09/harvard-fall-online-teaching?fbclid=IwAR1vMxkDcLieEb961kN2mzli1am4IBV2Q3FLXcAW6bsukIyqwUAy5woPVqk>

**Student Services, Activities, Residence Life**

* Northern Arizona University

Health Services - <https://in.nau.edu/campus-health-services/>

Virtual Engagement Opportunities - <https://in.nau.edu/peer-jacks/virtual-engagement/>

 Virtual Career Services - <https://in.nau.edu/career/>

* Campbell University: All students to receive private rooms

<https://news.campbell.edu/articles/all-students-to-receive-private-rooms-this-fall/>

* Eastern Illinois University

Room assignments - <https://www.eiu.edu/housing/roomoptions.php>

* University of Georgia – Virtual and robotic graduation

<https://www.wsj.com/video/graduation-goes-virtual-and-robotic-during-pandemic/F4DC0F5A-CE2A-4F48-953E-F0FBF3AAD2C1.html>

**Research Continuity**

* Council On Governmental Relations - Institutional Resources on Ramping Up and Reopening

<https://www.cogr.edu/institutional-resources-ramping-and-reopening>

* University of Colorado Boulder

<https://www.colorado.edu/researchinnovation/sites/default/files/attached-files/rtr_guidance_full_0.pdf>

* College of William & Mary – Lab Activities

<https://sites.google.com/email.wm.edu/instructionalresilience/run-lab-activities>

* Tulane University – Corona virus research and innovation

<https://tulane.edu/covid-19/research-and-innovation>

* University of Delaware – Research for all department = Students/ faculty/ Funding/ Communication/ Forms/ Guidelines

<https://research.udel.edu/>

* University of Denver – Research Question /Answers of COVID 19

<https://www.du.edu/coronavirus/faq/faculty/research>

* University of North Texas – Research Reopen Plan

<https://research.unt.edu/unt-research-reopen-plan>

* University of Oregon – Virtual Undergraduate Research Symposium

<https://around.uoregon.edu/content/students-prep-virtual-undergrad-research-symposium>

**HIPs Experiences**

* Augustana College – Updated internship guidelines

<https://www.augustana.edu/student-life/dean-students/coronavirus/internships>

* Campbell University : Research Center creates hand sanitizer

<https://news.campbell.edu/articles/research-center-creates-hand-sanitizer-to-defend-against-covid-19/>

Faculty and students support COVID-19 response

[https://news.campbell.edu/articles/campbell-public-health-supports-covid-19-re -sponse/](https://news.campbell.edu/articles/campbell-public-health-supports-covid-19-re%20-sponse/)

* Fairfield University – Micro-internships

<http://info.parkerdewey.com/fairfield>

* CDC announcement - Warning - Level 3, Avoid Nonessential Travel—Widespread Ongoing Transmission

<https://wwwnc.cdc.gov/travel/notices/warning/coronavirus-global>

U.S. Students Abroad

American students overseas should return to the United States as soon as possible. Students abroad may face unpredictable circumstances, quarantine, and sudden travel restrictions. Adequate health care may not be available overseas.

The CDC recommends institutes of higher education (IHE) consider postponing or canceling upcoming student foreign exchange programs. In addition, CDC recommends IHE consider asking current program participants to return to their home country. <https://travel.state.gov/content/travel/en/traveladvisories/ea/covid-19-information.html>

* Western Nevada College – Study abroad announcement

<https://www1.wne.edu/academics/study-abroad/index.cfm?d>

* Xavier University – Travel & Study Abroad

<https://www.xavier.edu/coronavirus/travel-and-study-abroad>

* Valencia College – Study Abroad

<https://valenciacollege.edu/alerts/covid-19.php#abroad>

* U. S Immigration & Customs Enforcement

<https://www.ice.gov/sevis/whats-new>

* Optional Practical Training (OPT)/ Curricular Practical Training (CPT)– Suspension – By US Govt

<https://www.fwd.us/news/opt-suspension> /

**Creative and Artistic Practice**

* Recommendations from National Arts Organizations

American Choral Directors Association

Event Safety Alliance Reopening Guide

Performing Arts Center Consortium Guide to Reopening

<https://www.uwp.edu/explore/offices/academicaffairs/covid19documents.cfm>

* University of Findlay – Fine & Performing Arts / Events / Symposium

<https://newsroom.findlay.edu/category/campus/arts/>

<https://newsroom.findlay.edu/category/campus/events/>

<https://newsroom.findlay.edu/category/campus/symposium/>

* University of North Dame – Kylemore Abbey Global Centre, campus partners announce new program on literary works and films during pandemics

<https://news.nd.edu/news/kylemore-abbey-global-centre-campus-partners-announce-new-program-on-literary-works-and-films-during-pandemics/>

* University of Oregon – Performance / Arts/ Undergraduate research Symposium

<https://around.uoregon.edu/content/intertwined-storytellers-move-online-fourth-annual-event>

**Scheduling**

 **Early opening:**

* Notre Dame

<https://news.nd.edu/news/notre-dame-to-begin-fall-semester-on-campus-the-week-of-aug-10/>

* Susquehanna University

<https://www.susqu.edu/emergency/coronavirus-update/may-18-update>

**Delayed opening:**

* Ithaca College

<https://www.ithaca.edu/news/college-plans-fall-opening>

* American University of Rome

<https://aur.edu/news/new-academic-calendar-fall-2020-aur>