

FALL 2020 REOPEN CCSU

INTRODUCTION

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

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

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

ON-GROUND OPERATION

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

On-Ground / Major Challenges

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

Academic challenges include the need to adapt to technology or "split-class" offerings where some students physically participate in the classroom while others participate remotely via lecture capture and broadcast technology and challenges related to research that incorporates human subjects, the delivery of hands-on experiential learning, and clinical experiences. There are also significant professional development needs and deficiencies associated with the delivery of said development that has

traditionally been offered simultaneously to large groups of Central's faculties. Closely related are the social-emotional challenges faced by students, faculty, and staff, including fear, anxiety, behavioral and emotional dysregulation, and depression caused by uncertainty about the future.

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

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

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

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

On-Ground / Compromised Services

Current social distancing guidelines eliminate a majority of the traditional student life experiences. Many of the programs will need to be adjusted to meet the required guidelines. A coronavirus resurgence would compromise the support services of our frontline/essential employees as well as all members of the campus community. The large events, which often attract 50 or more members of the community and provide the opportunity for networking and relational development, will not exist in a remote or socially distanced environment. While it is possible to imagine hosting a series of smaller events, the total will likely be less than the sum of its parts.

Research opportunities for students will also be limited, thereby impacting the quality of their training, preparation for advanced education, and/or limiting job market prospects. Experiential learning via practicums and internships will also be limited by institutions such as k-12, clinical agencies, private practices, fitness facilities that do not reopen. An additional challenge may be that facilities may no longer accept students or other experiences are limited, thus reducing the effectiveness and desirability of some programs. In some instances, students will be unable to complete program requirements if they cannot complete an internship, etc. which is a requirement for graduation.

On-Ground / Solutions to Challenges

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

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

On-Ground / Immediate Needs

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

On-Ground Opening Considerations

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

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

The plan for the opening of the University is designed to be modular, nimble, and provide broad guidance and recommendations with some specific baseline standards. It is fully anticipated that the guidelines and protocols for reopening will continue to evolve as do infections, mutations, local impacts, and hospitalizations. Any of these changes can significantly and immediately disrupt the existing campus plan, and the campus strategy should anticipate environmental change and uncertainty as a core tenet of its design.

HYFLEX OPERATION

In broad strokes, the University sees two opportunities for Fall 2020: HyFlex and fully online. The first, HyFlex, is a flexible hybrid model that would allow courses to be simultaneously delivered both in person and online, using lecture capturing and broadcasting capabilities within classrooms. Although this type of course design is not new, it is emerging as a popular option for many within higher education (<https://er.educause.edu/blogs/2020/5/educause-covid-19-quickpoll-results-fall-planning-for-education-and-student-support>).

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

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

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

HyFlex Model / Major Challenges

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

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

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

Several groups noted that a HyFlex experience would more closely mimic the traditional college experience but could also introduce scheduling and logistical complications that must be addressed if this approach is to be successful. The plan must be clearly and consistently communicated and respect the time of Central's students, staff, and faculty. It is fair to say it will be a significant undertaking for the

Registrar's Office and the advising staff, who will likely have to re-register students for courses in a modified schedule.

HyFlex Model/ Compromised Services

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

HyFlex Model / Solutions to Challenges

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

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

The development of a marketing and messaging plan with signage, videos and training that provides a level of security and comfort to the campus community is essential for this strategy to succeed. Similar to the fully-on ground option, containment issues for COVID positive faculty, staff, and students become

prevalent. While capacity for maintaining a quarantine exists, the number of individuals who require services could greatly exceed the capacity on campus to support this function unless we take an entire residence hall offline.

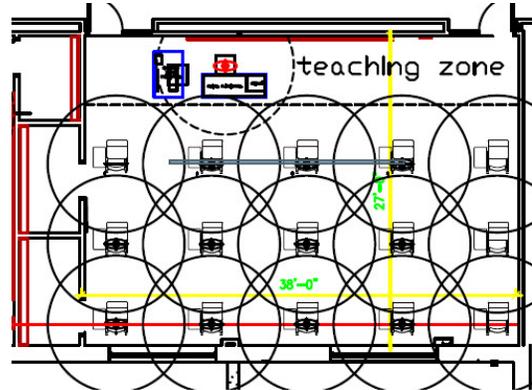
HyFlex Model / Immediate Needs

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

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

Considerations for HyFlex Model Opening

The HyFlex option offers both remote and in-person experiences for the campus community. The ability to maintain social distancing requires classroom caps that will typically average between 12-15 students. This will require the balance of classroom-based student learning done remotely within the same in-class learning environment available to the 12- 15 students learning within the traditional 40 seat classroom. The ability to create the infrastructure has been confirmed by both technology and logistics and operations, essential faculty teaching this way will need intense training and development opportunities deployed as expediently as possible. The process to procure the personal protective equipment, sanitizers, cleaning products and technology equipment has already begun. Utilizing technology to accommodate our campus community in a safe environment will be obtainable if this model is supported by the state and Department of Public Health guidelines.



REMOTE OPERATIONS INTRODUCTION

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

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

else, this model provides the flexibility needed by students who are working adults, balancing obligations as a caregiver, and more.

Remote / Major Challenges

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

Remote / Compromised Services

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

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

Remote / Solutions to Challenges:

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

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

Remote / Immediate Needs:

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

Considerations for Remote Opening:

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

FOUNDATION SOLUTIONS FOR BOTH MODELS

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

Operations & Logistics

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

- Establish SOP how to deal with laboratories, food services, dorms during a long-term shutdown. Provide plans in Spanish and English.

Technology/Productivity/Tracking

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

Human Resources / Workforce

- Ensure health screening of employees and contractors is done routinely and consistently.
- Ensure staffing levels are at consistent accreditation standards and have a back-up plan as the status-quo could be compromised by illness and/or family needs.
- Practice universal precautions, social distancing, strict adherence to safety policies, and mandatory use of PPE.
- Develop and communicate Human Resources policies and procedures that provide guidance on accommodations for employees with underlying medical conditions or compromised immune systems.
- Increase staffing in custodial areas in order to provide the level of cleaning required. Modify shift times to allow enough time to clean areas prior to students arriving in buildings.
- Provide alternate assignments/retrain support staff who are unable to perform substantive telework.

- Establish policies requiring faculty, staff, and students to wear specified PPE in designated areas (I.e. campus buildings).
- Provide workforce management systems creating visibility of staff, faculty, relative to their ability to perform their job and potential backfill of individuals to support faculty/staff who become sick and are unable to perform their duties/functions.

Student / Academic Needs

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

Enrollment

- Establish a technology requirement for all students. Address the funding of the requirement.
- Develop an app for students to access information about on-campus and community-based services to address housing, food, utility, financial, health care, and mental health needs.
- Develop a solution for the delivery of large virtual events (i.e., Open House, Admitted Students Day, New Student Orientation, career fair, faculty development programming, new faculty orientation, alumni outreach, etc.) that will allow all virtual Central events to have consistent feel and navigation.
- Establish a stakeholder committee to coordinate engagement activities on-line and on-campus to foster connection and “Blue Devil” spirit.

- Provide signage indicating what has been done and what is being done to maintain a safe environment. This will help to promote confidence in the University's plan for a safe and successful opening. Assure the availability of disinfectants and cleaning supplies so students, staff, and faculty feel comfortable that they can maintain a clean and safe work/school/living environment. Create a video showing expected cleaning procedures that students, staff and faculty must view prior to coming back to campus and on the first day of classes.
- Digitize forms for streamlined student onboarding.
- Develop an app for students to access information about on-campus and community-based services.
- Establish a stakeholder committee to coordinate engagement activities on-line and on-campus to foster connection and "Blue Devil" spirit.
- Establish a consistent tuition and fee schedule for students.

ADDITIVE SOLUTIONS FOR HYFLEX DEPLOYMENT

Operations & Logistics

- Recognize that the time needed to clean areas is greatly increased due to the amount of areas and surfaces have increased, disinfection procedures require drying time, and a greater frequency of cleaning.
- Develop protocol for service and repairs which need to maintain social distancing.
- Establish two operators for the Energy Center for each shift once the plant is running at 100%. This is a critical operation which affects the ability to provide heating, cooling, and electricity to the entire campus.
- Maintain social distances during residential move-in will be necessary but difficult.
- Enforce protective measures (i.e., social distancing, mandatory face masks).
- Provide greater autonomy to staff to take on greater responsibility for individual cleaning (office, vehicles, golf carts, tools, keyboards, equipment)
- Establish tandem custodial cleaning with service maintenance calls (Facilities/IT)
- Establish the confidence of students, faculty and staff that the campus facilities (residence halls, academic buildings, dining halls, support buildings) are safe, clean and virus free; particularly the residence halls, Kaiser and Huang Recreation Center which were used for the potential Covid-19 patients.
- Address the physical and operational changes required to conduct face-to-face operations: Bursar, Registrar, Financial Aid, Disability Services, Admissions, Card Office, Student Center, Payroll, open suite offices, mail delivery and pick up, Advising, etc.
- Provide signage indicating what has been done and what is being done to maintain a safe environment. This will help to promote confidence in the University's plan for a safe and successful opening.
- Assure the availability of disinfectants and cleaning supplies so students, staff and faculty feel comfortable that they can maintain a clean and safe work/school/living environment.
- Create videos showing expected cleaning procedures that students, staff and faculty must view prior to coming back to campus and on the first day of classes.
- Develop appropriate protocols and procure necessary staffing, supplies, signage, social distancing signs and floor markers, and plexiglass barriers.
- Create a "safe opening campaign" to inform the campus community of the plans for a successful opening.

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

Technology/Productivity/Tracking

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

Human Resources / Workforce

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

Student / Academic Needs

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

Enrollment

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

- Expand virtual lab environment to support all software needed by faculty and students, especially specialty labs
- Establish a stakeholder committee to coordinate engagement activities on-line and on-campus to foster connection and “Blue Devil” spirit.