Executive Summary On-Campus Introduction:

In this report the working group developed a list of technologies and needed frameworks and skills that should be in place for CCSU to open successfully in the Fall. Given the timeframe and the budgetary concerns our recommendations focused first on using technical solutions we already own in new and creative ways. One of the working theses for on-campus operations is that CCSU needs to be ready to “bug-out” and continue operations in the event another outbreak closes campus.

Analysis of data:

Survey feedback from students indicate that on-campus operations are more equitable for those with limited access to technology at home. In general, students are concerned about a potential mid-semester shift to remote operation, which they expressed as being disruptive and difficult. Regarding concerns with all campus labs, students requested improved sanitary practices. This includes the following: consistent cleaning (wiping down computers and equipment after use), safe physical distancing practices (spacing tables apart), and requiring appropriate PPE. For lab classes, students propose staggering independent study lab usage, as well as access restrictions to specialty technology labs (e.g. Computer Science and Music Technology).

Major challenges identified / Solutions:

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<td>Classroom Computer Labs. Increased space between users means fewer computers available. Cleaning between users will reduce time computers are available.</td>
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<td>Contact tracing solution not currently available</td>
<td>Implement necessary tool(s) to quickly identify and then notify others of exposure to Covid-19, AND comply with relevant sections of FERPA, HIPPA or privacy laws.</td>
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<td>Need routing for documents, forms, and approvals between offices and departments electronically. Need for web enabled student forms, HR, Health, and business process documents.</td>
<td>There is a current project to implement Hyland Onbase. IT should fast track this project and work with affected business and academic departments.</td>
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<td>Limited technology available to the students, especially computers.</td>
<td>Establish a Technology Requirement for all students. Funding solutions need to be created (e.g. grants, payment plans), enabling students to pay with Financial Aid.</td>
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<tr>
<td>Most faculty and staff have desktop computers.</td>
<td>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.</td>
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<td>Many may not feel safe to return to campus or may not be allowed to return because of</td>
<td>Lecture Capture Solution. Ability to record all classes should be available. Solution should allow for live streaming, closed captioning and editing.</td>
</tr>
<tr>
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<td>Inconsistent student experience with teaching and productivity tools. Students, faculty and staff are unfamiliar with tools or were never fully trained.</td>
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<td></td>
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<tr>
<td>• Productivity Tools: Outlook Calendar, Bookings</td>
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**Compromised or unmet services:**

- Specialty labs like Geography, Ecology, Networking, Design, etc. will not operate at full capacity
- Library resource availability affected by distancing and facility occupancy limits
- Some IT operations will be affected by physical distancing or working split shifts.
- In-person training opportunities will be diminished due to physical distancing.

**Immediate needs:**

1. Identify a contact tracing solution and begin deployment.
2. Establish a technology requirement for all students. Address the funding of the requirement.
3. Process to clean computer labs, teacher’s workstations, and other technology. Need for cleaning supplies. Give students ability to wipe down keyboards that they will be working on.
4. Making the On-Base project a priority for online forms and workflows.
5. Promote and train on lecture capturing and begin outfitting classrooms, labs, and faculty.
6. Promote the use of common technology tools (Toolkit). Develop and begin training faculty, staff and students.
7. Mobile work force. Establishing standards and begin ordering and outfitting faculty and staff.
8. Provide Wi-Fi in parking areas.

**Recommendations for On-Campus Operations:**

1. Computer Classrooms and Labs
   a. To maintain physical distancing, the number of computers would be reduced.
   b. Establish a regular protocol for disinfecting student spaces, with a ready supply of wipes available for students to disinfect between uses.
   c. Virtual computers will be added to make up for the reduction of classroom computers (see Hybrid Operation).
2. Toolkit
   a. Develop and provide a consistent set of tools and practices for faculty and staff to use with a backup plan in case the tool has an outage/issue.
   b. Lecture Capture – classrooms be outfitted with hardware/software.
   c. Training based on the toolkit will be made available to all students, faculty and staff. Short videos, documentation and computer coaches for students will be available to help learn these tools.
   d. Institute a standard template for Blackboard courses.
**Executive Summary HYBRID Introduction:**

Hybrid fall and spring semesters will require many of the same technology investments and support needed for completely online semester. The success of a hybrid opening is dependent on every student having sufficient access to technology. Given the timeframe and the budgetary concerns our recommendations focused first on using technical solutions we already own in new and creative ways.

**Analysis of data:**

Students report that one positive of hybrid operations is some access to technology on campus, compared to no access via remote operations. However, hybrid operations entail heavy technical demands and online pedagogy. While there were no specific concerns pertaining to labs in a hybrid setting, concerns from both on-campus operations and remote operations will apply depending on the course of action taken.

**Major challenges identified / Solutions:**

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<td>There is limited technology available to the students.</td>
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<td>There is unequal access to internet services.</td>
<td>Provide updated lists for free internet offering. Provide drive-up internet parking areas for those with insufficient Wi-Fi at home. Advertise the use of Eduroam to supplement.</td>
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<td>Some courses like theater, music, dance, nursing and lab sciences difficult to be online.</td>
<td>Need to prioritize classes to be held on campus. Keep these courses on campus and others online to reduce number of students on campus.</td>
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<td>There will be reduced availability of classroom/lab computers.</td>
<td>Expand virtual lab environment to support all software needed by faculty and students, especially specialty labs.</td>
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<td>Difficulty with face to face communication with departmental, bursar, registrar and other student-facing staff</td>
<td>Have support staff hold office hours during the workday using Microsoft Teams. Advertise availability with a kiosk-like interface and use Bookings.</td>
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<td>Address faculty and staff technology needs.</td>
<td>Purchase laptops, microphones, headsets, webcam, stands, printers, expanded storage</td>
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Compromised or unmet services:

- Helpdesk and other IT operations affected by distancing or split shifts.
- Lecture capture hardware may not be available for enough classrooms or faculty.
- Online access to materials limited due copyright restrictions.
- Editing auto captioning is incredibly time consuming.
- In-person training will be curtailed.
- Higher demand on Mediaspace and other online learning tools may result in poor performance.
- Require additional staff to meet demand.
- Scheduling split-classroom attendance will require a good technology solution if classroom space is restricted due to physical distancing.
- Availability of critical technology resources may not be sufficient for demand. Of notable concern would be the following areas:
  - Bandwidth at home for both students, primarily, and faculty (especially P-T instructors).
  - Computers with reasonable capacity for video conferencing (webcams, microphones)
  - Printers and other peripherals depending on job function.
- Remote access to computing applications. Some like the remote sensing software (ironically) in the Geography Lab and many science laboratory instrument software packages needed for data analysis are just not available online. Licensing may limit availability.
- Courses in danger of going online. Keeping courses online like music, dance, theater, lab sciences and nurses.

Prioritize top three immediate needs:

1. Identify a contact tracing solution and begin deployment.
2. Establishment of a technology requirement for all students. Ensure all faculty, staff and students have the necessary technology. Provide a standard lecture capture solution and begin outfitting classrooms, labs and faculty.
3. Identify and promote the use of common technology tools (Toolkit). Develop and begin training faculty, staff and students.

Recommendations for Hybrid Operations:

1. Ensure all students have access to a computer or Chromebook with a webcam. Faculty/Staff Hardware – Need for a mobile ready workforce. Full-time staff should have a laptop. Part-time staff who are identified as needing to work at home occasionally (University Assistants, Part-time Faculty) will be provided a used desktop.
2. Internet Access – provide drive-up internet parking lots for those with insufficient Wi-Fi at home. Advertise the use of Eduroam to supplement.
3. Virtual Spaces – provide conference rooms with technology to conduct meetings with others who are not physically on campus.
4. Toolkits – develop a toolkit with consistent software and practices for students, faculty and staff to use when a backup plan in case tools has outage/issues.
5. Promote the use of common technology tools (Toolkit). Develop and begin training faculty, staff and students.
Online Forms – a consistent solution for paperwork. Make all forms available online with signature/approval routing.

**Executive Summary Online Introduction:**

Fully online operations will demand the most technology investments and support of the proposed openings. The success of an online opening is fully dependent on every student, faculty and staff member having sufficient access to technology. Given the timeframe and the budgetary concerns our recommendations focused first on using technical solutions we already own in new and creative ways.

**Analysis of data:**

Students state remote operation will create familiarity with technology, equipping them for the future. However, access to reliable technology is a challenge for some students, leading to insufficient access to course materials. Certain courses do not translate well to an online setting. Students claim there is a lack of training for online behavior within the campus community, specifically with time management, etiquette, and ground rules. Challenges exist with online communication, especially information about new policies and procedures. With lab classes in particular, students claim writing labs with contextless data is ineffective. Online labs lack essential hands-on experience for students’ professional careers. Consistent remote lab policy is lacking.

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**Compromised or unmet services:**

- Much of the same as for hybrid, minus cleaning or physical distancing.
- More severely compromised will be: Theater, Music, Dance, Nursing and lab Sciences.
- Access to remote computing applications.
- Bandwidth at home for both students, primarily, and faculty (especially P-T instructors).
- Computers with reasonable capacity for video conferencing (webcams, microphones)
- Library resources including Interlibrary Loan of physical books.
- IT ability to repair broken computers.
- Additional staff to meet demand.
- Online access to materials limited due copyright restrictions.

**Prioritize top three immediate needs:**

1. Establish a technology requirement for all students. Ensure all faculty, staff and students have the necessary technology.
2. Promote the use of common technology tools Toolkit – See On-Campus Operations recommendations.
3. Expansion of available virtual lab environments to support all software needed by faculty and students, especially specialty labs.

**Recommendations for Online Operations:**

1. Every recommendation from the hybrid operations section will also apply to online operations.
2. Virtual Labs – the on-campus computer classroom needs to be made available as many software packages are issued to the University and cannot be installed on student computers.
3. Online Forms – a consistent solution for paperwork. Many do not have printers at home. Make all forms available online with signature/approval routing.
4. Provide Wi-Fi in parking areas. Advertise the use of Eduroam to supplement.

**Strategic Plan 2030: Action Plan - Priority Activities - Year 1:**

All three plans, “On Campus, Hybrid and Online” promote flexible to our students and online/hybrid delivery of our academic programs. The plans align to “Goal 1:Objective 1:Strategy B:Activity 1”, “Goal 1:Objective 1:Strategy E:Activity 3” and “Goal 5:Objective 1:Strategy A:Activity 2” of the Strategic Plan 2030.
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Solutions to Challenges:

1. **Solution**: Virtual lab environment to support all the needed teaching software. Developing procedures to safely clean the devices between users. Provide students the ability to view computer availability remotely.
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   a. Instructional Tools: Blackboard, Webex, Teams, Kaltura Capture, Blackboard Learn Template
   b. Productivity Tools: Outlook Calendar, Bookings

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5. Promote and train on lecture capturing and begin outfitting classrooms, labs, and faculty.
6. Promote the use of common technology tools (Toolkit). Develop and begin training faculty, staff and students.
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Major Challenges identified:

2. Challenge: Many may not feel safe to return to campus or may not be allowed to return because of exposure. Students with unpredictable schedules because of Covid-19 or family needs.
3. Challenge: Insufficient hardware for lecture capture in the classroom.
4. Challenge: Contact tracing solution not currently available
5. Challenge: There is limited technology available to the students.
6. Challenge: Some courses like theater, music, dance, nursing and lab sciences difficult to be online.
7. Challenge: There will be reduced availability of classroom/lab computers.
8. Challenge: Difficulty with face to face communication with departmental, bursar, registrar and other student-facing staff
9. Challenge: Address faculty and staff technology needs

Solution to Challenges:

1. Solution: Standardize productivity tools such as Outlook, Calendar and Bookings. See On-campus Operations section.
2. Solution: Implement lecture capture solution, see On-Campus Operations section.
3. Solution: Identify and deploy solution, see On-Campus Operations section.
4. Solution: Establish a Technology Requirement for all students, see On-Campus Operations section. There is unequal access to internet services. Provide updated lists for free internet offering. Provide drive-up internet parking areas for those with insufficient Wi-Fi at home. Advertise the use of Eduroam to supplement.
5. Solution: Need to prioritize classes to be held on campus. Keep these courses on campus and others online to reduce number of students on campus.
6. Solution: Expand virtual lab environment to support all software needed by faculty and students, especially specialty labs.
7. Solution: Have support staff hold office hours during the workday using Microsoft Teams. Advertise availability with a kiosk-like interface and use Bookings.
8. Solution: Purchase laptops, microphones, headsets, webcam, stands, printers, expanded storage capacity for Kaltura. Develop standard lecture capture kit (hardware).
Compromised or unmet services:

- Helpdesk and other IT operations affected by distancing or split shifts.
- Lecture capture hardware may not be available for enough classrooms or faculty.
- Online access to materials limited due copyright restrictions.
- Editing auto captioning is incredibly time consuming.
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Major Challenges identified:

1. Challenge: Synchronous and Asynchronous course content delivery
2. Challenge: Limited technology available to students
3. Challenge: Limited access to internet services for many students and some part-time faculty
4. Challenge: Virtual Labs/Specialized software
5. Challenge: Routing of documents, forms, and approvals between offices and departments electronically
6. Challenge: Difficulty with face to face communication with departmental, bursar, registrar and other student-facing staff
7. Challenge: Inconsistent student experience with teaching and productivity tools
8. Challenge: Faculty and staff technology needs
9. Challenge: Classroom computer labs

Solution to Challenges:

1. Solution: Lecture Capture Solution. All classes be recorded for review. Solution should allow for live streaming and closed captioning.
4. Solution: Number of virtualized computers will increase. See Hybrid Operations section.
6. Solution: Support staff will hold office hours during the workday using Microsoft Teams. See Hybrid Operations section.
7. Solution: Standardize tools. See On-campus Operations section.
8. Solution: Purchase laptops, webcams, etc.. See Hybrid Operations section.
Compromised or unmet services:

- Much of the same as for hybrid, minus cleaning or physical distancing.
- More severely compromised will be: Theater, Music, Dance, Nursing and lab Sciences.
- Access to remote computing applications.
- Bandwidth at home for both students, primarily, and faculty (especially P-T instructors).
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1. Every recommendation from the hybrid operations section will also apply to online operations.
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All three plans, “On Campus, Hybrid and Online” promote flexible to our students and online/hybrid delivery of our academic programs. The plans align to “Goal 1:Objective 1:Strategy B:Activity 1”, “Goal 1:Objective 1:Strategy E:Activity 3” and “Goal 5:Objective 1:Strategy A:Activity 2” of the Strategic Plan 2030.