COVID-19 CAMPUS PLANNING COMMITTEE

MAY 31, 2020 FINAL REPORT

University at Buffalo The State University of New York

The Campus Planning Committee – and the leadership and members of its five subcommittees – submits the following slide deck that captures our collective work. We are offering high-level recommendations intended to inform the process of Fall startup.   One of the core principles of this planning work is that the COVID-19 situation is fluid and may change at any time. We also recognize that we are a part of a larger system both within SUNY and NYS and many decisions will be made outside of the campus. The work of this committee will enable UB to react and respond to a range of scenarios and conditions as we plan to return to campus in some capacity this Fall.

COMMITTEE OVERVIEW AND CONTEXT FOR WORK

Campus Planning Committee Charge

The Campus Planning Committee is charged with coordinating the work of five subcommittees to inform high-level recommendations on how to operationalize the university within the scenarios defined by the Executive Leadership Committee. This will entail reviewing, debating, discussing and achieving consensus on high-level subcommittee recommendations before submitting to Executive Leadership.

The Committee carries out its work amongst a larger set of advisory groups put in place for COVID-19 planning: Strategic Financial Management Advisory Group; Screening, Testing and Contact Tracing Protocol Committee; and Executive Leadership Committee.

Short-Term Planning (Summer and Fall 2020):
- Assess instructional and research continuity options and models
- Provide recommendations as needed with final, short-term campus recommendations delivered to Executive Leadership by May 31, 2020

Long-Term Planning (Spring 2021 and Beyond):
- Achieve greater clarity on public health and campus operation flexibility
- Assess aspirational instructional and research continuity
- Provide recommendations as needed with final, long-term campus recommendations delivered to Executive Leadership by October 31, 2020

Scenarios for Fall 2020

Return to "Normal"

Modified In-Person

Fully Remote

The university knows how to operate in this manner but there are issues that will need to be addressed because of the current disruption to all facets of the university.
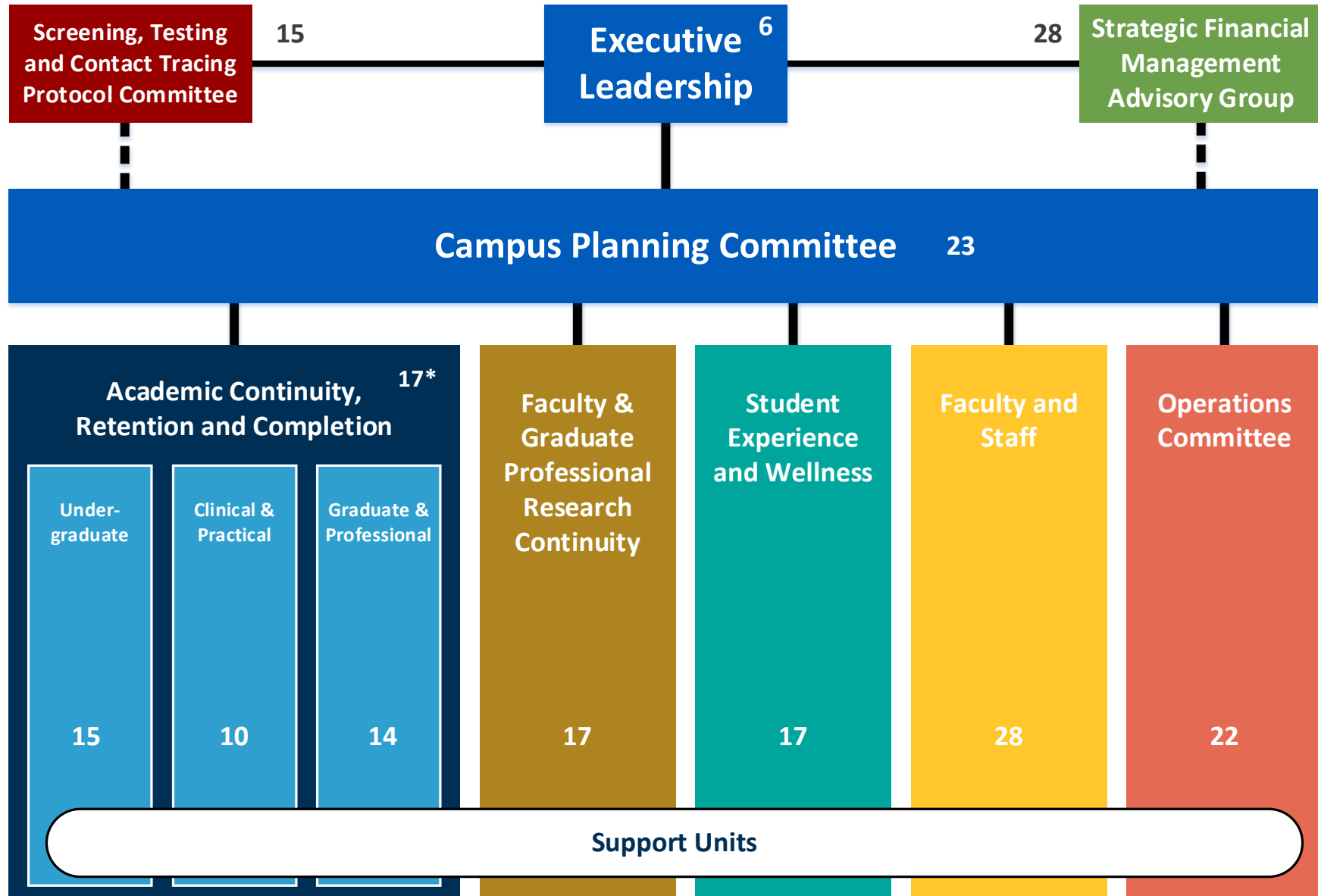
Physical distancing requirements remain, forcing changes to the way that UB operates; parts of the academic calendar may be modified, rooms capacities altered, meeting times adjusted, hybrid delivery modalities implemented.
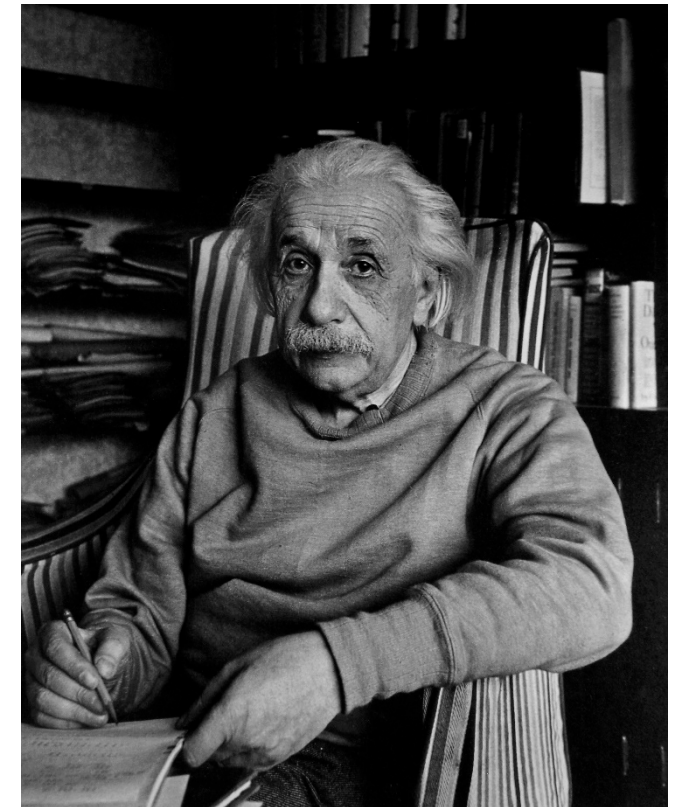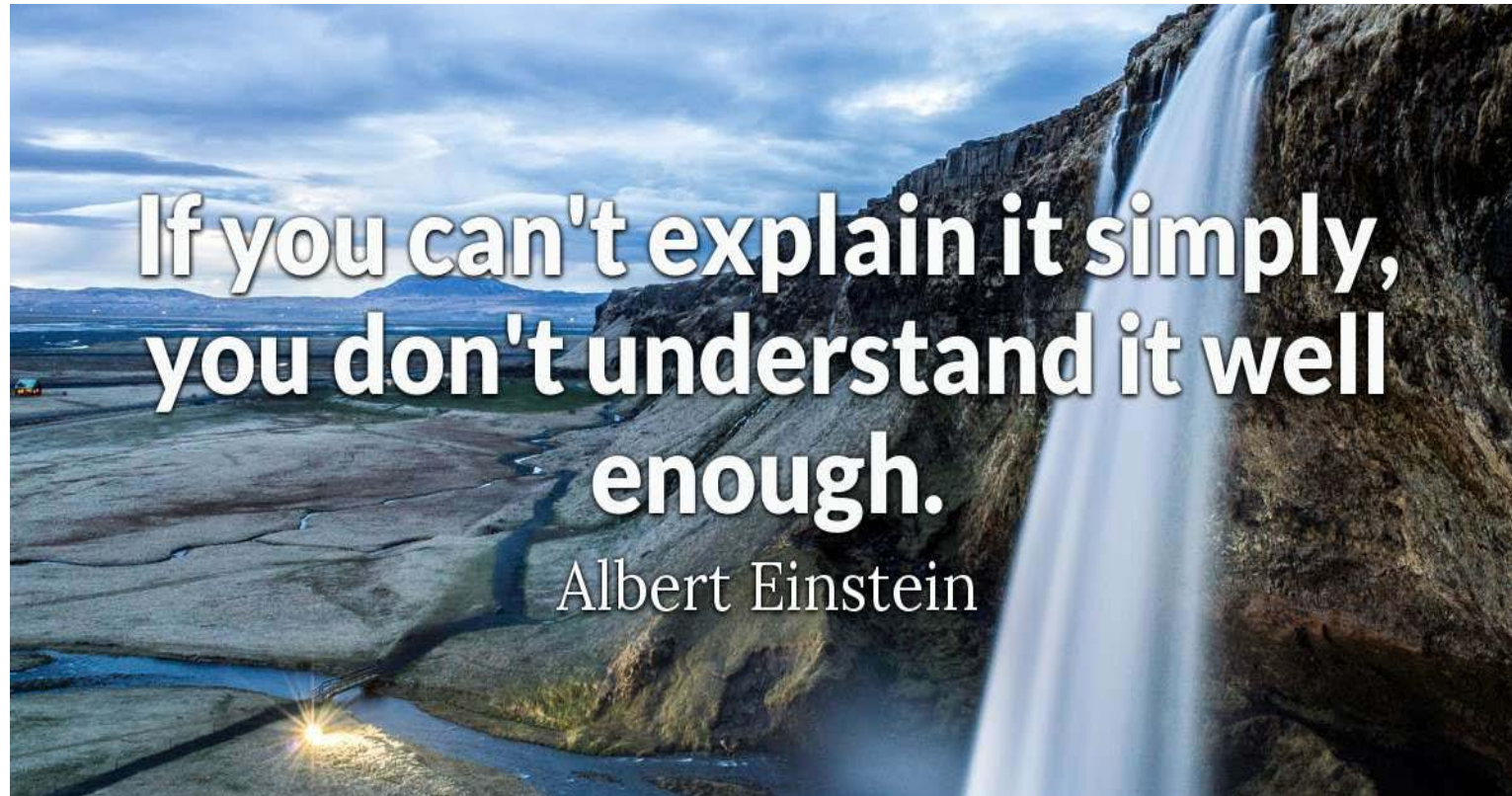
Semester is fully remote with only a few clinical course sections with use of an in-person modality.

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Total of 180 unique members across all committees & subcommittees

| Screening, Testing and Contact Tracing Protocol Committee | 15 | Executive Leadership | 6 | 28 | Strategic Financial Management Advisory Group |

Campus Planning Committee   23

Academic Continuity, Retention and Completion 17*

| Under-graduate | Clinical & Practical | Graduate & Professional |
| 15 | 10 | 14 |

Faculty & Graduate Professional Research Continuity
17

Student Experience and Wellness
17

Faculty and Staff
28

Operations Committee
22

Support Units

*Academic Continuity, Retention and Completion Subcommittee + Undergraduate, Clinical & Practice, and Graduate & Professional committees include 53 unique members across all groups.

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The context that frames our focus on the health and safety of our campus community is the UB mission and vision

Mission

The University at Buffalo is a diverse, inclusive scholarly community dedicated to bringing the benefits of our research, scholarship, creative activities and educational excellence to local and global communities in ways that impact and positively change the world.

We view the three traditional pillars of the public higher education mission—research, education and service—as interdependent endeavors that continually enrich and inform each other. Groundbreaking research, transformative educational experiences and deeply engaged service to our communities define the University at Buffalo's mission as a premier, research-intensive public university.

Vision

Building on the existing strong foundation of academic excellence, knowledge and understanding, the University at Buffalo will advance into the nation's Top 25 public research universities, thereby expanding the scope of our reach and strengthening UB's world-wide impact.
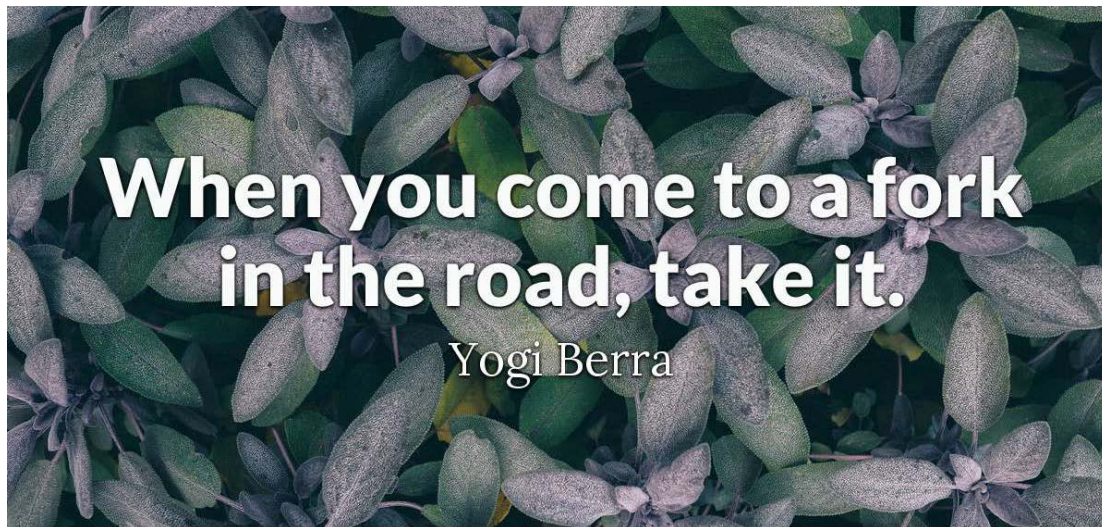
Principle #1: A Culture of Health and Safety

Build a strong, internalized, evidence-based and accountable culture of health and safety among the UB community, protecting all of the UB faculty, staff, students, and visitors as well as the communities that host them.

- Compliance is driven by widely shared responsibility.
    - Addressing screening, testing and contact tracing related to COVID-19 in accordance with deliberations of the COVID-19 Screening, Testing and Contact Tracing Protocol Committee.
    - Communications strategies consistently foster the culture of safety.
    - The physical environment is altered to consistently achieve safety standards.
    - The norms of the culture create peer pressure on compliance reinforced by systems of accountability and, when necessary, enforcement.

Principle #2: Flexibility

Prepare all aspects of campus academic programs, research, student life, faculty and staff well being, and campus operations to be as flexible as possible within curricular, accreditation, and licensure requirements to address the unpredictable course of the COVID-19 pandemic.

- Flexibility enables UB to take full advantage of the campus within the parameters established for health and safety.
    - **Return to "Normal":** Always prepared for the full return of the entire UB community to campus.
    - **Modified-In-Person:** Always prepared to utilize the campus experience where we can.
    - **Fully Remote:** Always prepared to support the mission off-campus.

When you come to a fork in the road, take it.
Yogi Berra

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Principle #3: Equity and Inclusion

Implement fair and transparent processes that will:

- Meet the needs of special populations such as international students, at-risk individuals, and first-time students on campus, etc., assuring that students, faculty and staff have pathways to success within the university's ability.
- Manage or adjust, when and if possible within the reach of the university, HR and ER policies to deal with the consequences of actions taken in response to the COVID-19 crisis.

Principle #4: Financial Health

Be mindful of the financial health of the University to continue to deliver excellence in our mission over the short and long term.

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Principle #5: Communications

Use clear and consistent communication strategies as part of the larger effort to create a culture of care, compassion, and community.

- Give emphasis to transparency and team work
- Create multiple communication vehicles
    - Official messaging for all elements of the University Community
    - Templates for units to use to be consistent
    - Enable avenues for feedback
    - Use multiple platforms

Principle #6: We Are A Place-Based Education Campus

Plan for off-campus operations even as we plan for value-added, in-person engagements according to the protocols for safety and health on campus.

Considerations Largely Driven by Scenarios and Required Lead Time:

- **To develop guidelines, procedures, and protocols on all aspects of campus life but especially related to testing, tracking, quarantine, and other approaches to contagion control, safety, and health. And, for example:**
  - to "staff-up" for any kind of in-person presence on campus (adjunct/temp services, operational personnel, dorms and dining, etc.)
  - to procure in support of operations where supply chains are limited (technology, PPE, signage, classroom building modifications, etc.)
  - to install (technology, hardware, signage, etc.)
  - to resolve HR and ER circumstances, within the university's ability
  - to enable faculty prep
  - to enable return of research personnel
  - to assure enrollments
  - to enable advising, and communication to students on their course scheduling, financial aid and registration for courses.

Answer to all drivers is:
AS SOON AS POSSIBLE WITH "POSSIBLE" DRIVEN BY CONDITIONS OUTSIDE OUR DIRECT CONTROL

Considerations on Timeline Largely Driven by Selecting the Most Inclusive Scenario and a Logical Framework of Possibilities:

For example:

- **If we assume a modified in-person campus instruction in the Fall**, then, we will address the most complex and inclusive of the scenarios we have explored. In so doing, we will be better prepared if we have to leave campus during Fall or are not allowed to return to campus in the Fall.

- **Planning for the modified in person campus scenario thus requires a "double focus."** While constructing the new delivery of instruction and new platforms for the university's curriculum we will have to keep a second focus on the possibility of having to go to fully off-campus instruction. Being prepared for both possibilities enables:
  - The selective scheduling of opportunities to use the campus according to the requirement to protect the health and safety of the campus community.
  - The ability to address the needs of the curriculum in any scenario.
  - The capacity of operations to accommodate or pivot to either scenario.
  - The availability of campus services to support the university community experience.

- Special conditions apply to required in-person experience that would get first priority access to campus.

- Second priority would go to units that demonstrate their curricula and learning outcomes are best served this way.

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Guidelines
Put into place a clear set of evidence based guidelines and protocols for health and safety for the entire university community with a clear path for implementation and compliance.

The Flexibility
Create the flexible academic framework and timelines that facilitate excellence in carrying out our mission.

A Modified In-Person Operation (Fall)
Operate as modified in-person for Fall 2020 if allowable as public policy.

ACADEMIC CONTINUITY, RETENTION, AND COMPLETION SUBCOMMITTEE

Co-Chairs: Graham Hammill, Ann Bisantz, Kemper Lewis, Jean Wactawski-Wende

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Academic Continuity, Retention, and Completion

- Protect the health and safety of students, instructors, and staff

- Follow local, state, federal public health and legal requirements

- Meet SUNY, SED, and external accrediting agency degree and licensure requirements

- Maintain excellence of student experience

- Facilitate undergraduate, graduate, and professional student retention and degree completion

- Implement a fair and transparent process

- Consistently communicate expectations and intentions to entire campus community

- Meet the needs of special populations (e.g., international students, at-risk individuals, etc.) to the greatest extent possible

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Decisions for Fall 2020	Decider	Time period
Develop safety guidelines for the campus (i.e. spaces, people, environments) including all learning environments • Values and standards for in-person experiences • Implementation and monitoring standards, where possible • Determine as able timing, type, and protocols for testing (virus, antibody, symptom)	Operations Committee? Safety Committee? VPFA	Early June-August
Determine accommodations for faculty and teaching assistants who are not able or willing to be present on campus.	Employee Relations, VP for Faculty Affairs, Deans, Department Chairs	June/ July
Determine accommodations for UG and Grad students who are not able or willing to be on campus (i.e., for in-person instruction)	VP for Academic Affairs, Dean UGE, Deans, Department Chairs	Mid to end of June
Develop plans for academic continuity and degree progression, most notably for PhD students	Graduate School, Decanal units	Mid-June
Develop plans for UG academic continuity and degree progression (including DAC) which account for likely on-campus vs. virtual offerings; students and faculty ability or choice to participate on campus	Dean of UGE, Decanal units, departments, programs	Mid to late June

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Decision for Fall 2020 (2)	Decider	Time period
Determine overall capacity for in-person instruction • Facilities capacity (current understanding is 25%) • Classroom technology upgrades • Academic calendar • Standard course times • Course inventory, schedule, and unique course needs	VP for Academic Affairs, Dean for Undergraduate Education, Academic deans, Registrar, Facilities, Departments, others?	Now through mid-June
Align access to classrooms / learning spaces to university goals and priority of need by course and discipline	Provost, Academic deans, others?	Early June
Create and deliver instructor & TA training and support for hybrid and remote learning Create and deliver preparation (boot camp) for remote/hybrid learning for students, especially first time experiencing (freshmen, new to UB, new graduate students, adult learners, etc.)	Decanal units, Departments, CEI, others? TASS? Others?	Now
Develop best practices for delivery of clinical, professional, and practical experiences with consideration of safety and accreditation/ licensure requirements both within UB clinical and laboratory settings and, where feasible, with external community placement	Accrediting agencies, academic deans, departments, EHS	Now
Communicate expectations and intentions to faculty, staff, and students	Provost, University Communications, Decanal units, Departments	Mid-June

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Scenario – Modified in-person

Assumptions

- Scheduled classrooms outfitted with synchronous in-person / online / distance and video capture capabilities
- Significantly limited capacity for in-person instruction (total seating at 25% of typical capacity, given current social distancing protocols)
- Utilize technology and distance learning in hybrid/blended designs using asynchronous and synchronous modalities where possible to maximize the in-person/classroom based instructions within social distancing protocols
- Need ability to move to distance at any time during the semester based on health and safety needs

Considerations

- May be possible for many/most programs to go entirely remote after Thanksgiving
- Cancel Labor Day holiday
- Campus-wide modular schedule not desirable – logistics and unintended consequences difficult to plan in such a short time frame

Priorities

- Expand support and training in distance instruction for instructors, including faculty and teaching assistants. Student boot camps as needed
- Encourage consideration of and incentivize the development of "Total Choice Delivery" courses to maximize. Leverage courses that currently running both virtual and in-person separately, while also capturing lectures for those needing such presentation (international, ill).
- Encourage use of technology and distance learning to create hybrid/blended courses that can optimize limited in-person instruction given social distancing requirements and health and safety considerations
- Support development of student/campus connections and academic community even if many courses are using virtual instruction modes
- Develop and communicate solutions for exam design and remote proctoring in online learning environment
- Support student success and equitable pedagogical experiences in hybrid and remote learning environment
- Ensure accessibility support for students and instructors as required
- Communicate intentions and expectations to faculty, staff, and students

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Scenario – In-person

- Unrealistic for complete transition in Fall 2020 as federal and state guidance is continually evolving. Certain exceptions for clinical training and accreditation/licensure requirements.

- Still requires online/distance instruction, learning, and support for some faculty, students, and staff at some times.

- Requires creation of in-person health protocols for the entire campus, instructional planning for all contingencies, space planning, risk management, liability assessment.

- Need to move again to remote would be difficult. University could be deemed as unprepared or irresponsible if we needed to go remote mid-semester.

- Best practices for future steady state in-person instruction are being informed by Spring 2020 and Fall 2020 experiences.

Scenario – Fully remote instruction

Assumptions

- Some in-person instruction will be required (clinical and professional accreditation/licensure required classes and programs; UG/Grad labs)

Considerations

- Easiest to plan in most cases

- Difficult for students to juggle up to 5 online courses at one time. Modular semester more desirable for some courses in this scenario.

- Simplest way to accommodate faculty and students who cannot attend in person

- Difficult to maintain student engagement, experiential learning, laboratory research, studio-based creative activities, etc.

- May impact enrollment if no potential for person-to-person experiences

Priorities

- Expand support and training in distance instruction for instructors, including faculty and teaching assistants

- Develop and communicate solutions for exam design and remote proctoring in online learning environment

- Support development of student/campus connections and academic community

- Support student success in remote learning environment, especially one that is 100% remote

- Ensure accessibility supports for students and instructors as required

- Communicate intentions and expectations to faculty, staff, and students

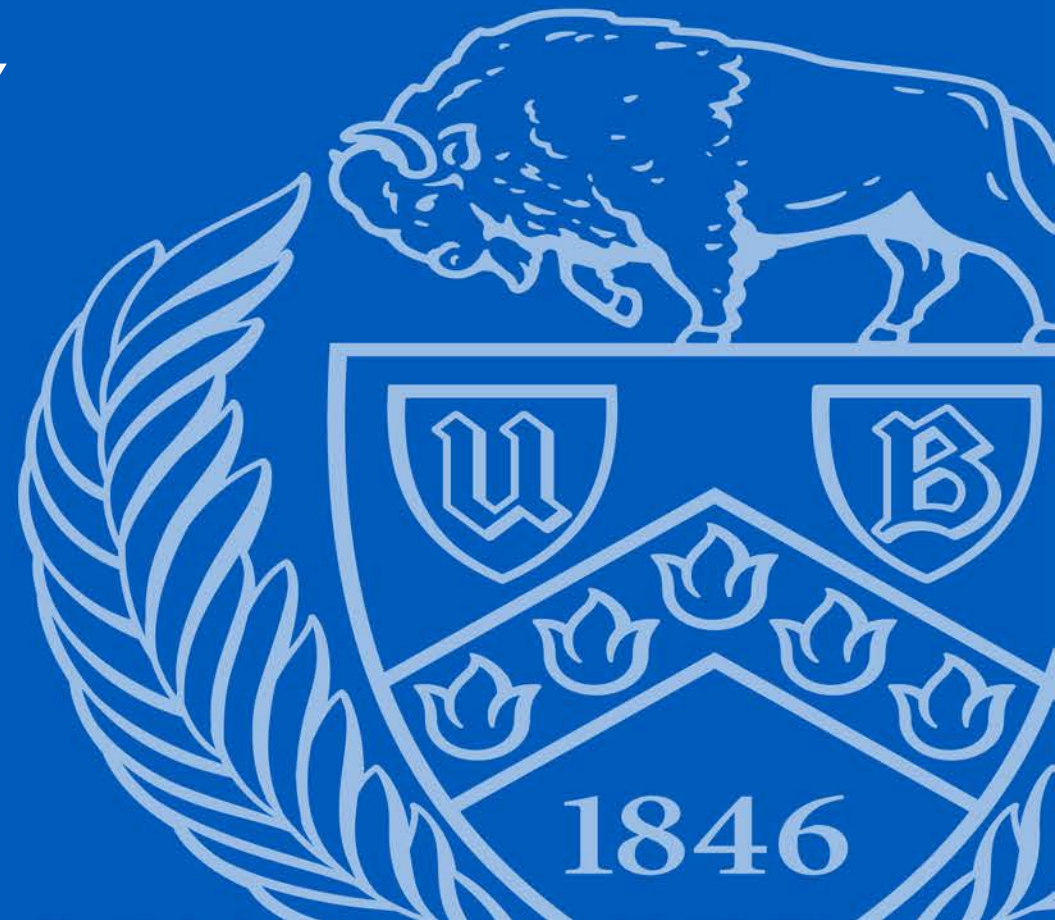University at Buffalo The State University of New York

Consider:

- For planning purposes for academic continuity for Fall 2020, assume Scenario 2 while accounting for an experience that is fully prepared to move to fully remote instruction in case it is needed.

- Determine health and safety requirements for each instance requiring in-person experiences. Have systems to deal with/report deviations in safety plans and set expectations (e.g., required masks, distancing).

- Employ a distributed decision-making approach to academic continuity in which central administration sets guidelines and parameters, and academic units determine, within those guidelines, instructional modality and how they utilize spaces in which courses are scheduled.

- Limit in-person experiences to those required to meet requirements, critical curricular goals, and university goals while balancing health and safety. Recommended priorities are:
    1) Curricular/accreditation/licensure requirements, clinical training, studio or performance courses: Labs and classes involving in-person and practical experiences
    2) Research requiring in-person components and courses serving high enrollment MS programs: Graduate courses
    3) Retention and student experience: First year seminars, small group instructions related to large online lectures, and small discussion courses

- Aim for flexibility in classroom scheduling while considering the student experience and maximizing the number of in-person courses. For example:

    - Individual classes may meet in-person one or two hours per week, while remainder of learning is remote (e.g., flipped model). Courses could be scheduled to meet in person every other week, doubling the number for courses that could be seated.

    - Make more classrooms available for evening and weekend use (e.g., increased in-person instruction, recording lectures, holding in-person exams, etc.).

    - Model each class to move to remote as needed if safety or policy requires such a move during the semester.

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Continued:

- Develop criteria and protocols to determine how to accommodate faculty, staff, and students who are unable to return to campus in the Fall, including those temporarily in isolation or quarantine.

- Determine and clearly communicate curricular options and possibilities for students who are unable to come to campus. Not all programs may be feasible for all students at 100% virtual.

- Allow for instructor-level flexibility on in-person graduate course delivery plans within set constraints (e.g., a minimum presence of students to ensure onboarding of students and maximum presence to adhere to health requirements).

- Ensure video capture of all lectures to accommodate needs of the students.

- Ensure faculty and TA training that encourages pedagogical variation and equitable experiences for all students.

- Require that all syllabi include (1) explicit plans for safety for all involved as well as (2) plans for a return to fully remote instruction in case needed.

- Recommended student technology or available substitutes (e.g., on campus computing, loaners) for course engagement and completion to be explained in syllabi (e.g., use of webcams for exams, proctoring software, on-line academic integrity expectations)

- Understand and respond as appropriate to technology needs of faculty and TA's.

- As soon as possible, disseminate a basic timeframe to the campus regarding windows of time when key decisions will be made.

Faculty & Graduate Professional Research Continuity

- Follow local, state, and national public health authority directives regarding distancing and travel

- Protect health and safety of research workforce and human research subjects

- Minimize disruption to ongoing research

- Protect careers of trainees and early stage researchers

- Facilitate graduate student research and degree completion

- Protect undergraduate students from unnecessary risks associated with returning to research

- Implement a fair and transparent process

- Ensure as rapid a research start as public health and safety conditions permit

Faculty & Graduate Professional Research Continuity Continued

- Research will be among first of activities to open on campus and can serve as pilot for other activities since research is not strictly connected to the academic calendar or modes of delivery

- PI's, Department Chairs, Associate Deans for Research, and Deans will be critical decisions makers in the research ramp up stages

- PI's will be considered the responsible local authority in carrying out approved research restart plans

- Postdoctoral scholars, graduate student, and junior faculty research needs will be considered in setting priorities for ramping up research

- Research that can successfully be carried out remotely will continue remote until the final stages of in-person ramp up

- Policy related deadlines should be relaxed for graduate students whose research was interrupted due to COVID-19

- Funding extensions for PhD students whose research was halted due to COVID-19 will be considered

Staged approach

Stage 1: Began May 27, 2020
- Community COVID-19 activities stabilized, relaxation of restrictions being considered
- Prepare facilities ramp-up using minimal staffing
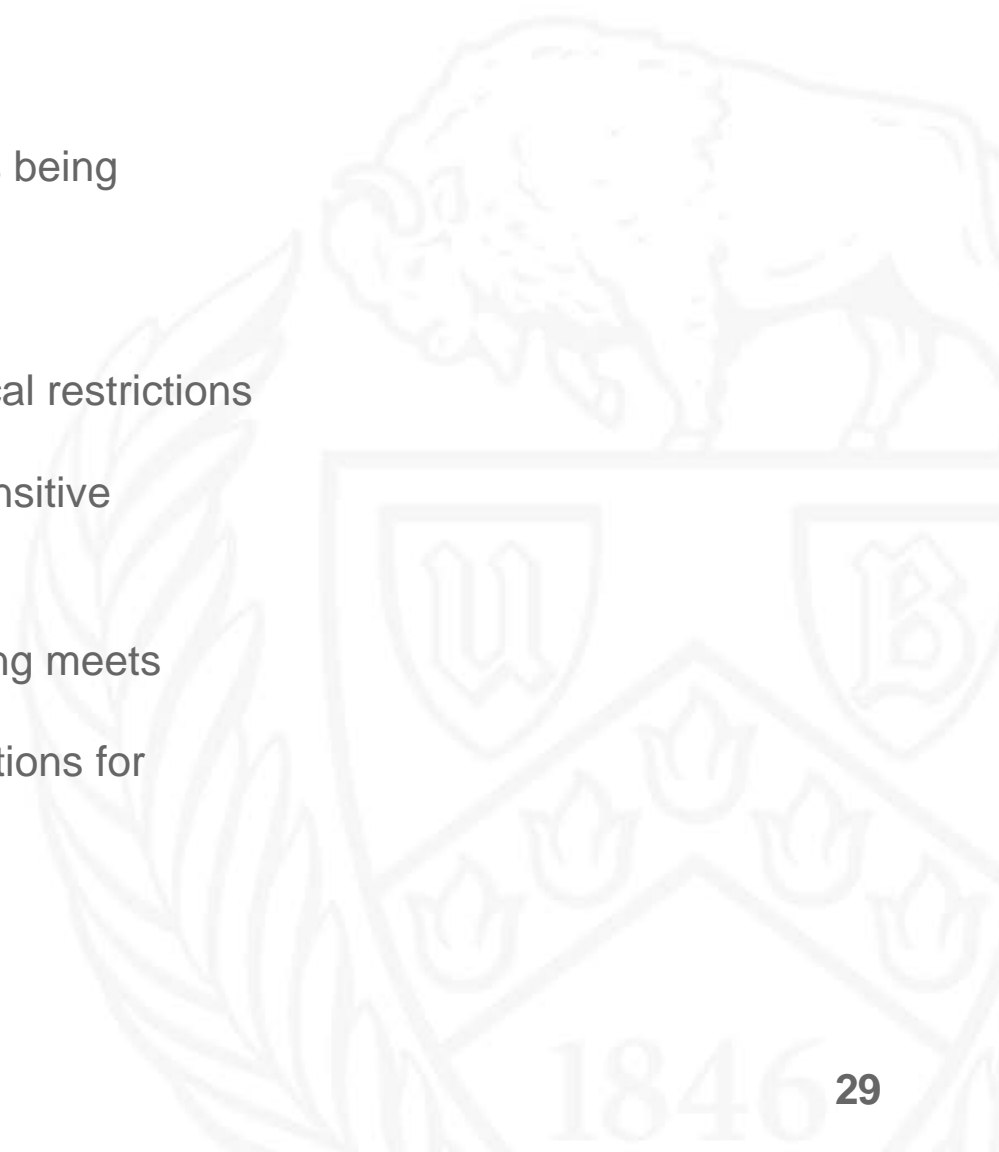
Stage 2: TBD
- Community COVID-19 activity declining, more testing available, local restrictions being relaxed
- Expansion beyond essential research to include prioritized time-sensitive research

Stage 3: TBD
- New cases of COVID-19 are stably lower, testing and contact tracing meets public health targets
- Most types of on-site research allowed, except as limited by restrictions for human subject research and travel
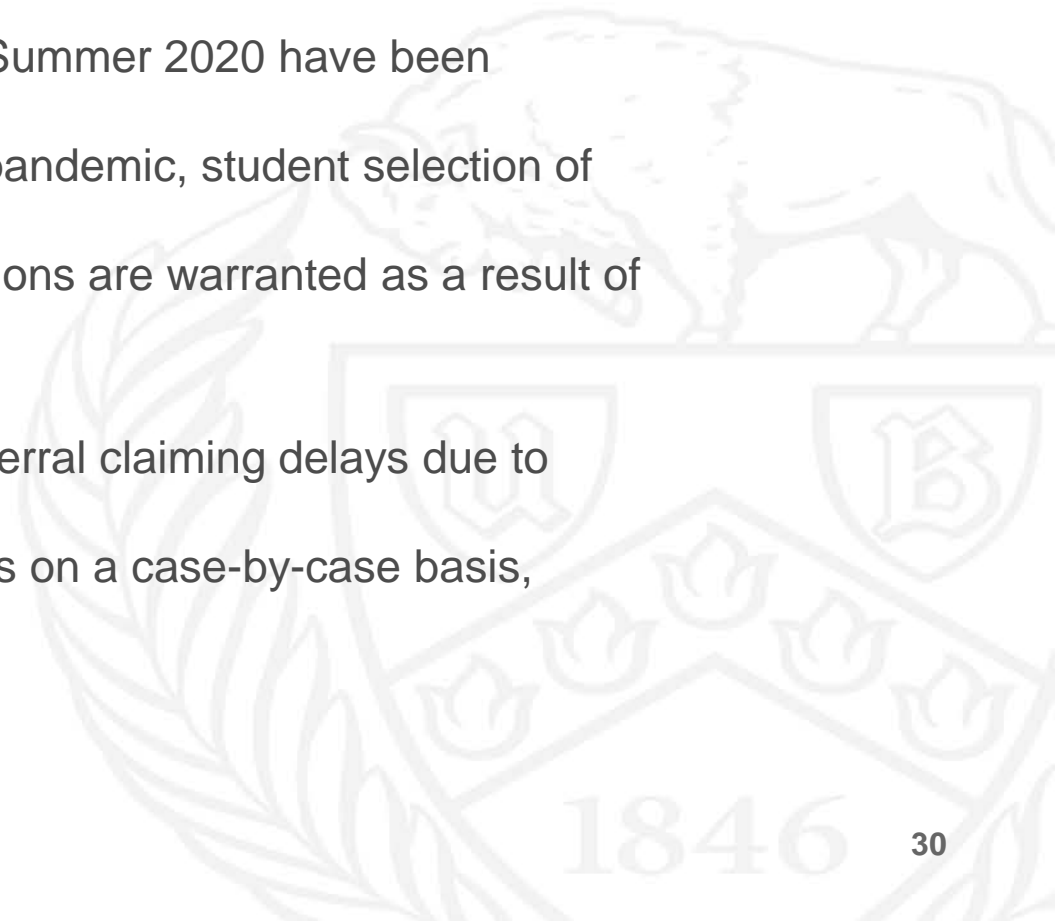
Stage 4: TBD
- Vaccine widely available
- All types of in-person research allowed

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Graduate research continuity requires accounting for Spring 2020

- Policy:
  - o Due to COVID-19 pandemic, Spring 2020 term will be excluded from time-to-degree calculations for all Master's and PhD students – DONE
  - o All Incomplete grades due to be resolved in Spring 2020 or Summer 2020 have been automatically extended until 12/31/2020
  - o Transcript Notation has been added "Due to the COVID-19 pandemic, student selection of S/U grading was permitted throughout Spring 2020."
  - o Policies will be evaluated to determine if additional modifications are warranted as a result of Fall 2020 planning decisions

- Graduate student impacts due to COVID-19
  - o 100 master's and PhD students have extended degree conferral claiming delays due to COVID-19
  - o Degree programs and PI should consider funding extensions on a case-by-case basis, based on guidelines

- Postdocs:
  - o Limitations on post-doc time in title extended by 1 year

FACULTY AND STAFF SUBCOMMITTEE

Co-Chairs: Robert Granfield &
Mark Coldren

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- The health, safety and wellbeing of our faculty, staff and students is of primary concern in pursuing our mission.

- Flexibility at multiple levels during this crisis will be paramount to UB's continued success at a top public research university.

- Effective, meaningful, and diverse modes of communication across UB is essential.

- Maintaining a strong sense of community will make us stronger and more resilient.

- An ethic of care and compassion should be practiced at all levels at UB.

- Pursuing equitable solutions to the challenges UB faces will guide us in making difficult decisions.

- Continuous monitoring and assessment of our progress is necessary to facilitate institutional nimbleness.

Recommendation	Description and actions
A comprehensive harm reduction strategy should be instituted to increase protection for faculty, staff and students from contracting COVID-19. 1. Access for all faculty and staff to PPE and hand sanitizing products as recommended by the CDC should be provided; 2. Clear and consistent guidelines and recommended practices should be provided to all faculty and staff to enhance their safety; 3. Faculty should be encouraged to add statements in their syllabi regarding classroom norms for social distancing and PPE; 4. Guidelines and recommended practices across a variety of venues should be developed and deployed throughout UB to help facilitate a "community of care" that promotes a sense that "we are in this together". 5. Activities and effort to enhance emotional wellness and resilience towards issues related to potential employee stress and burnout should be expanded.	Human Resources: • Develop policy and guidelines for a "Community of Compliance" with EH&S, Administration, SUNY, and WNY Department of Health • Develop materials and communications to be utilized before any non-essential employees return to campus. Operations Committee: • Developing return to work materials including videos, guidelines for workspace cleaning, management of expectations. • Community of Compliance guidelines for employee actions – including responsibilities, expectations, and consequences Environmental Health & Safety: • Will coordinate and distribute face coverings and individual area cleaning/disinfectant materials for all campus work areas. • Review and assist units with identifying "advanced PPE" needs beyond face coverings and general cleaning & disinfectant supplies. • Researchers and units to utilize central stores – if they are determined to have access managed by EH&S. Procurement: • Work with departments to obtain PPE beyond face coverings and general cleaning disinfectants for work areas.

*provided in order of priority

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Recommendation	Description and actions
The decision regarding the Fall schedule should be announced as soon as possible. 1. Consideration should be given to all Fall on-site classes ending by Thanksgiving, November 26, 2020. 2. All Fall final exams and projects should be administered remotely after November 26, 2020. 3. Note: Three-quarters of the committee members have a preference for a modified on-campus presence in the Fall.	University to announce intent for Fall instruction by June 12th, or as soon as possible thereafter. • Broad communication to students, faculty, staff, and public that UB will bring students back to campus in the Fall. • Share that we will have contingency plans for all scenarios that reflect a return to campus • Share that testing, contact tracing, and separation for safety will be an integral aspect of the return to campus. • Share the intent to end semester by Thanksgiving, should that be decided.

Recommendation	Description and actions

Policies and practices related to work schedules of faculty and staff should be developed and implemented for maximum flexibility in support of the University's mission
 	
1. There should be a significant lowering of the density of faculty, staff and students on campus throughout the Fall semester.
  a. Programs that are able to provide their educational services remotely without significantly compromising the quality of the educational experience should be allowed to do so;
  b. The desire or need on the part of individual faculty (including TAs and RAs) and staff to work remotely should be considered without negative repercussions on annual reviews, renewal consideration, discretionary salary increases, or tenure and promotion decisions.
	Human Resources:
	• Work with UB administration to set a goal of all work areas to staff to a 50% or less density on any given workday.
	• Develop an ongoing flexible work arrangement policy – as an extension of the NY State Remote Work Pilot program (started 3/20).
	• Provide guidelines for review, tracking, and approval of all arrangements.
	• Facilitate an initial premise of "meeting the preference of employees" in regard to working remotely – building flexible schedules to be able to meet the mission/needs of the institution.
	Technology & Instructional Units:
	• Provide appropriate support and equipment to facilitate blended instructional models (some remote and some in person).
	• Provide tools, techniques, and models to facilitate faculty and TAs to be able to deliver blended instructional models.

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Recommendation	Description and actions
Labor relations and policies should be approached with a focus on equity, sensitivity, and respect. 1. Supervisors should strive to utilize staffing options, wherever possible, to avoid layoffs and retrenchments; 2. Efforts should be undertaken to ensure that supervisors are sensitive to the physical and emotional needs of their staff with respect to the current crisis, while supporting supervisors' ability to lead their unit and provide the required services; 3. Requests for flexible work schedules related to childcare and other family matters of faculty and staff should be readily accomodated to the degree possible; 4. Administrators and supervisors should acknowledge that faculty and staff work expectations may need to be adjusted equitably and clear expectations should be provided; 5. All faculty and staff who are "at-risk" due to pre-existing conditions, age or other factors should be allowed to work remotely if they choose throughout the period of the COVID-19 crisis.	Human Resources: • Will work within all contractual agreements in facilitating the work of the University. • Work with UB administration to set a goal of all work areas to staff to a 50% or less density on any given workday. • Consider developing an ongoing flexible work arrangement policy – as an extension of the NY State Remote Work Pilot program (3/20). • Provide guidelines for review, tracking, and approval of all arrangements. • Consider facilitating an initial premise of "meeting the preference of employees" in regard to working remotely – building flexible schedules to be able to meet the mission/needs of the institution. • Develop policy and guidelines for a "Community of Compliance" with EH&S, Administration, SUNY, and WNY Department of Health • Develop materials and communications to be utilized before any non-essential employees return to campus.

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Recommendation	Description and actions
Modes of communication, communication platforms and interactional collaboration tools should be made available to faculty and staff in order to create an effective UB virtual community. 1. Clear and consistent messaging to faculty and staff should be provided on an ongoing basis; 2. Measures should be taken to avoid overloading faculty and staff with emails and other fragmented forms of communication; 3. An avenue for faculty and staff feedback on multiple issues related to the University's response to COVID-19 should be developed; 4. The University should explore multiple platforms for communication and messaging such as Yammer or Slack; before adoption assess depth and breadth of campus-wide support.	University Communications/Administrators/Supervisors: • Develop effective platforms for communication starting with non-essential employee return (June 2020). • Continue to utilize UB COVID-19 web site for official information to direct all employees. • Provide guidelines/scripting to all supervisors to assist in individual and team interactions. Human Resources: • Organizational Development and Effectiveness team to develop supervisor cohorts to assist with ideas and strategies in leading in a blended (some remote and some in person) work environment – started 5/20.

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Recommendation	Description and actions

Additional training, workshops, and consultations should be made available for those who are in need or desire further assistance to deploy remote learning strategies more effectively in order to improve the quality of the educational experience for students.
 	
1. Feedback on student experiences with remote learning during the Spring 2020 semester should be provided to faculty;
2. Data from faculty surveys regarding their remote teaching experiences should be utilized to develop additional training modules for faculty;
3. An assessment of faculty and staff readiness for the possible return to fully remote activity should be conducted.
	Technology & Instructional Units:
	• Provide appropriate support and equipment to facilitate blended instructional models (some remote and some in person).
	• Provide tools, techniques, and models to facilitate faculty and TAs to be able to deliver blended instructional models.
	Individual Units:
	• Request all area supervisors to talk with all of their team to determine:
	  - Their readiness to physically return
	  - Their comfort level to return.
	  - Their commitment to work within a "community of compliance" to participate in a safe work environment.

Recommendation	Description and actions
Policies, practices, and programs associated with faculty and staff development need to continue. 1. Units and departments should communicate expectations related to faculty and staff mentoring; 2. Units and departments should implement procedures to ensure that the UB Mentoring Policy is being adhered to across the campus; 3. Training for department chairs and supervisors should be provided to assist in the effective management of departments; 4. New faculty and staff should be assigned mentors as soon as possible; 5. New faculty and staff orientations should plan for the possibility of fully remote programs and notify all parties as soon as possible; 6. All faculty and staff leadership development activities should be assessed for their potential to take place remotely; 7. In addition to didactic training for faculty/staff development, efforts should be made to build networks and coaching relationships to help increase leadership skill and capacity; 8. The UB COVID-19 Tenure Clock Stop should be announced as soon as possible including its application to tenure-track faculty scheduled to begin in 2020-2021.	All Schools: • Share their best practices for mentoring for junior faculty. • Assign connections for new faculty as soon as possible to facilitate remote interactions before they come to campus in August 2020. Faculty Affairs: • Develop/modify all faculty development activities to accommodate blended (some remote and some in person) interaction. • Facilitate communication and implementation for the COVID-19 Tenure Clock Stop process – applied across the board unless individual request occurs. Human Resources: • Begin "1-point of entry" new employee orientation process – August 2020. • Blended approach utilizing UB Jobs module and Zoom platform. • Work with all units to steer initial orientation prior to start towards scheduled days of start – to facilitate small groups for interaction both remotely and when they come to central HR for key documentation requirements – management of social distancing and preparation for new faculty and staff as to how to interact in the "community of compliance" at UB.

STUDENT EXPERIENCE & WELLNESS SUBCOMMITTEE

Chair: Christina Hernandez

University at Buffalo The State University of New York

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- Deliver exceptional **educational, research and student support programs** while protecting the health and safety of the University community

- Develop flexible opportunities for students that continue to **create experiences that enhance student learning and personal growth**

- Ensuring **student health and wellness** through seamless service delivery of **co-curricular opportunities, personal development opportunities, dining, housing and overall student experience**

- Return to **place based operations** as soon as it is possible, within the context of reduced density and physical distancing

- Make decisions that **support financial health of University** in consideration of short- and long-term outcomes

- Allow for communications and the physical campus environment to support **clear messaging and expectations** of campus community, visitors and stakeholders

Calendar Summary - Decision Points

	Housing	Dining	Wellness	Programs & Signature Events
June	• Determine Density Limits • Announce early move in • Occupancy Strategy • Quarantine Strategy	• Launch & Sell fall meal plans • Recruit for fall staff • Physical adjustments to seating	• Testing, Tracing, Screening • Launch communication campaign around new norms (masks, social distance) • Create and install campus wide signage • Secure PPE for in person scenario	• Decision on academic calendar • Opening weekend
July	• RA Training decision • Housing Agreement Changes • Residential Common Spaces & Programming • If remote, who can stay	• Training on new procedures for CDS • Food Service Types • Preseason meals for Athletics • UB Card for new students	• Student IT needs to support virtual learning	• Marching Band Camp • Determine Interlocking UB • In person Athletic Events • Fall Fest • Family Weekend/Homecoming • Program Size Caps
August				• DSS • Student Travel Programs • Hosting external events

Scenarios for Fall

Student Experience	DRAFT	
	Modified In-Person	Fully Remote
Activity	**Service Level: Scaled**	**Service Level: Minimized**
Housing	Reduced density – doubles Reduced density in common areas Extended Check-in Quarantine Housing Established	Eligibility restricted to specific populations (i.e. students with in person academic obligations, international students, etc.). Essential services including cleaning, maintenance, and trash removal offered to those that remain on campus.
Dining	Units closed or Reduced Hours Changes to food service style Touchless ordering and pay options Adjustment to dining room seating Limited Catering	Food Trucks The Elli (convenience store) Grab n Go out of the commissary for delivery out to residents or pickup locations No catering
Wellness	Offer tele health for most students Programs a mix of in person and virtual programs	Offer tele health only, no in person services All programs offered are virtual
Programming & Signature Events	Large scale events are virtual or canceled or held "drive in style" Smaller events held in venues that allow for proper distancing Athletics pending NCAA/MAC guidelines	Virtual Delivery

Housing

- **Eligibility Policy:** Committee recommends that eligibility for on-campus housing be restricted to specific populations in the event of reduced density. In this scenario, housing would be offered to students that meet specific criteria (e.g. full-time undergraduates, new graduate students, students who reside more than 25 miles away or have no reasonable transportation, etc.).

  - **Lack of available beds:** In the event that more restrictions must be implemented due to a lack of available beds, housing would be offered to students on a priority basis (e.g. out of town first-year students, followed by out of town transfers students, followed by returning students).

  - **Fully Remote Scenario:** In a fully remote scenario, eligibility will be restricted to specific populations (e.g. students with in-person academic obligations, international students, students without adequate technology etc.).

  - **Data Requirements:** Committee recommends that a structure be put in place to deliver dynamic data to Campus Living to help identify which students meet these criteria.

  - **Exceptions Policy:** Committee recommends that a group of relevant stakeholders be formed to evaluate a student's eligibility based on the outlined criteria and identify exceptions to this policy.

Housing, *continued*

- **Capacity Policy:** Committee recommends that density will be based on input from a number of entities (i.e., NYS Dept. of Health, EC Dept. of Health, CDC). This could range from designed capacity to the occupancy of all quad and triple rooms being reduced to double occupancy to reduce housing density, with further reductions possible in fully remote scenario. Filling spaces in apartments and on North Campus will be given first priority. For modified and fully remote scenarios, eligibility will be restricted to specific populations (i.e. students with in-person academic obligations, international students etc.). Additional rooms will be set aside and designated as quarantine/isolation space.

- **Extended Move-In/Out Policy:** Committee recommends that the move-in period will be extended to take place over 8 days from 08/22 to 08/30. New students (first-year/transfer students) move in between Saturday, August 22 and Wednesday, August 26, 2020. Returning students move in between Thursday, August 27 and Sunday, August 30, 2020. Recommendation maximizes social distancing at check-in sites and at campus support services frequented by students and their families. Similar consideration for move-out process. Managed by ***Campus Living with Operations team (UPD, P&T, Libraries).***

- **Student Services Policy:** Committee recommends that student service offerings (e.g. dining, transportation, etc.) be commensurate with current level of occupancy and align with altered academic calendar and any extended move-in period. This policy will be ***implemented by each respective service unit (e.g. CDS, Parking and Transportation, etc.***). Committee recommends that the University develop and adhere to minimum standards of service to meet the needs of those that must remain on campus.

- **Contract Policy:** Committee recommends that housing contracts be altered to reflect any changes in the academic calendars as well as any extended move-in period. Need to re-visit break housing contract and charges. ***Campus Living and UBF on point.***

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Campus Dining

- **Service Delivery Policy:** Some full service locations (dining halls C3, Governors, Goodyear) may need to close or change style depending on density guidelines, set forth by *EHS, CDC, DOH*. Service delivery may be altered to rely on takeout/drop-off model to reduce exposure. Will explore implementing staggered mealtimes or allowing for reserved seating to permit students to safely gather to foster a sense of community. Alter contract dining dates based on early move-in and possible altered academic calendar, *CDS and Board approval.*

- **Policy for In-person Employees:** Employees will receive temperature checks upon arrival and health survey to confirm they are free of symptoms. Hand washing and glove usage procedures and new disinfection guidelines will be implemented. Face coverings for employees may be required. *CDS* to implement and enforce protocol for employees.

- **Online Ordering/Payment Policy:** Locations will transition to online/mobile ordering model to limit density at counters and contact during transactions. Cash will still be accepted, but model will encourage use of Dining Dollars, Campus Cash, and credit cards to limit contact. *CDS* to operationalize over the summer.

Wellness

- **Policy for Personal Protective Equipment:** Committee recommends that the University *procurement services* buy enough reusable face masks to provide at least one (1) to each student. Residential students will receive reusable masks in their dorm room or welcome packet while commuters will pick them up at central drop-off locations (e.g. libraries, food service locations, 1Capen). Committee recommends that the reusable face masks be individually wrapped to ensure that they are not handled by multiple people.

- **Policy for Screening, Testing, and Tracing:** Committee recommends that standards be created and communicated to campus community and stakeholders *EHS/Operations*

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Wellness, *continued*

- **Behavioral Standards to Ensure Public Health:** Committee recommends that *EHS/Operations* develop overarching behavioral standards to ensure public health that any person must follow while on campus or attending a University event.
    - o **Communication of Standards:** Committee recommends that behavioral standards be consistently communicated to all groups including students, faculty, staff, and guests. This information should be communicated in a number of ways to ensure that the messaging is reinforced (e.g. physical signage, course syllabi, email and other mass communications, etc.).

    - o **Voluntary Compliance:** These standards should focus on community responsibility and voluntary compliance. Each standard should have clear implications (e.g. any student not wearing a mask will not be allowed to attend class).

    - o **Unwillingness to Comply:** Repeated refusal to follow these standards by students will be subject to the conduct process and referred to **Student Conduct and Advocacy.** Repeated refusal to follow these standards by faculty or staff will be referred to *Human Resources*.

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Programs and Signature Events

- **Policy on Large Gatherings:** Committee recommends that events be limited to 30% of the capacity of the room or venue to ensure appropriate social distancing. This policy will be *implemented by whichever unit or entity sponsored the event* (e.g. Student Engagement, Campus Living, Academic Unit, etc.).

- **Student Programming Policy:** Committee recommends limiting the frequency of student sponsored programming to reduce density and overlap. This will be monitored using the *Student Union reservation system*. All student programming will be expected to comply with the limitations on room capacity and large gatherings. These limitations will be *implemented by whichever unit or entity sponsored the event* (e.g. Student Government, Student Club/Organization, Academic Unit, etc.).

- **Fee Policy:** Committee recommends that the University have the flexibility to adjust various fees in a way that is commensurate with programming levels and service delivery models (e.g. Student Government fees, Family Weekend fees, CFA fees, etc.) *VPFA to coordinate process.*

Programs and Signature Events

- **Policy for Outside Entities:** Committee recommends suspending use of University facilities by outside entities until the state has reached phase 4 of reopening and campus operations have returned to normal. This policy will be *implemented by the CFA, Alumni Arena, the Student Union, and all other units overseeing space rentals.*

- **Building Access Policy:** Committee recommends that operations/facilities measures to reduce traffic and density be well coordinated with student programming and established building hours, and especially the Student Union, Alumni Arena, and student gathering points. *Review and recommendation by Operations, Student Life and Academic representatives.*

- **Off-Campus Programming:** Campus standards are expected to be followed at all off-campus events whenever possible. Events should not be held off-campus with intent purpose of avoiding campus standards. These limitations will be *implemented by whichever unit or entity sponsored the event.*

Programs and Signature Events

- **Rental Policy for Outside Entities:** Committee recommends suspending rentals by outside entities until the state has reached phase 4 of reopening and campus operations have returned to normal. This policy will be *implemented by the CFA, Alumni Arena, the Student Union, and all other units overseeing space rentals.*

- **Building Access Policy:** Create a common set of campus building hours, where possible, and evaluate the need for 24 hour access to campus buildings. *Review and recommendation by Operations, Student Life and Academic representatives.*

CAMPUS OPERATIONS SUBCOMMITTEE

Co-Chairs: Beth Corry & Tonga Pham

UB University at Buffalo The State University of New York

University at Buffalo The State University of New York

Campus Operations Subcommittee

- Create a culture that sustains a healthy and safe on-campus environment for our University community through communal efforts by faculty, staff & students.

- Commit to creative, collective, innovation, flexibility, and agility in problem-solving to address the new challenges created by the pandemic; especially if new outbreaks of the virus occur.

- Prioritize our academic mission by delivering innovative teaching, high-quality research and community engagement within the context of social distancing.

- Provide University services necessary to support mission-critical activities during reduced operations status.

- Preserve the short and long-term financial health of the University throughout the decision making process.

- Maintain a culture of transparency and teamwork by providing clear and consistent communications to the UB community and UB stakeholders.

Recommendations	Actions and Potential Impacts
The University must ensure adequate IT infrastructure is available to support modified in-person instruction. 1. In collaboration with the Instructional Facilities Steering Committee, ensure that classrooms have the necessary technology platforms and capabilities. 2. The University needs to enhance WiFi infrastructure. 3. The University must ensure that adequate technical support and software licenses to support student, faculty and staff.	CIT to address high cost and resource implications: • Challenges with bandwidth capabilities at key locations across campus. • Classroom technology in specific classrooms without current capabilities to meet proposed blended approach. • Ability to establish new licenses – within State procurement and contractual obligations. • Do not have adequate staffing to provide expanded IT support. • Significant cost increases to established budget.

Recommendations	Actions and Potential Impacts

The University must maintain service levels that align with the on-campus population.
 	
1. University Facilities will need to assist the campus with cleaning, EH&S guidance and engineered solutions (e.g. social distance markers, physical barriers) to provide a healthy and safe campus.
 	
2. Business Services will need to provide:
   a. Procurement support for ongoing PPE and cleaning supplies
   b. Guidance and subject matter expertise to migrate the campus to electronic business processes and practices (i.e. manage as many services online/remotely as possible)
	• Facilities staffing to be able to support campus expectations for more extensive cleaning cycles.
	• Additional cost for cleaning materials beyond established budget.
	• Over commitment and general reliance of campus community on EH&S team to meet demands for standard development, return to work plan review, assistance to obtain appropriate PPE, and response to potential outbreak/infection scenarios.
	• Effectiveness of signage across campus to modify behavior of all faculty, staff, and students.
	• Costs of extensive signage to be placed across the campus, particularly as guidance continues to change.
	• Restriction of movement to accommodate social distancing with current schedule. UB will need major changes in movement, expectations, and scheduling.
	• Costs of clear barriers for front-facing customer service areas, which is unbudgeted. The number will be significant.
	• Tension, confusion, and expectation of obtaining certain PPE centrally vs. units and stocking of shared stores.
	• Ability to source PPE and cleaning materials successfully by Procurement – additional costs beyond current budgets.
	• Discipline to keep many services remote and online; this is connected to student/campus expectations for service level.

Recommendations	Actions and Potential Impacts
The University must develop flexible work policies to accommodate a reduced on-campus population density as well as individual preferences for remote work. 1. Working in collaboration with University Human Resources, units will develop and submit staffing plans for all work areas to support a maximum of 50% on-campus density and a density map that will be provided to University Facilities. 2. University Human Resources will develop training for supervisors to ensure accountability and enforcement of expectations.	• Necessity to build flexible work arrangement policy to accommodate individual choice for remote work, as able – potential conflict with SUNY/State contractual obligations – especially Classified employees. • Discipline to manage staffing plans to keep density at 50% for all units on campus – and be able to maintain service levels • Management of behavior for a community of "compliance and concern" – State providing enforcement guidelines – potential disruptions when individuals refuse to comply and have to accept discipline outcomes • Difficult to ensure consistent application of flexible work policies across the University. • Testing – UB beginning with expectation that all will comply – risk is without contractual requirements.

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Recommendation	Actions and potential impacts
The University must provide adequate parking and transportation for the campus community. 1. Parking & Transportation must analyze capacity for UB Stampede and shuttle buses to determine the number of buses and routes that will be required. 2. Capacity issue for parking should more students choose to drive will need to be modeled.	• Additional costs for extra bus runs to accommodate social distancing requirements on a bus – including driver OT, fuel costs, overall capacities for student need. • Challenge of lot capacities on North Campus and Downtown Campus with increases in the number of individual drivers to meet social distancing expectations. • Staffing for more active lot management – new positions and OT costs.

University at Buffalo The State University of New York

Recommendation	Actions and potential impacts
The University needs to develop an instruction model that blends in-person classes with online delivery to achieve the 25% classroom capacity. 1. New class scheduling methodologies will need to be implemented as in-person class rooms will be at 25% of the posted room capacity. Longer class days and non-traditional schedule/hours (nights & weekends) must be examined for viability.	• Will need "seating" schedules to attempt to keep dining halls' density lower to meet social distancing requirements. • Student patience and management of expectations will be key to allow FSA to manage food distribution effectively. • Potential removal of some Library furniture and "counting" of the number of students going into the Libraries – to support social distancing guidelines. • OT costs and staffing levels for Facilities/cleaners to meet the need for increased cleaning of public spaces and restrooms – management of patron expectations for service levels. • The need for the President to consider declaring the Labor Day holiday a floating holiday to accommodate class schedules on the day. • Work within the faculty "pie of professional obligation" – not to increase the size of the pie but expect more sections for teaching blended and remote sections – less on research and service – impact to productivity. • Stress on use of classrooms that can only be at 25% capacity for scheduling – requirement of classes to be scheduled on every night and on weekends – OT impact for cleaning and facility management.

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Recommendation	Actions and potential impacts
The University must develop and implement policies, practices, procedures and guidelines that address the topics listed below while allowing for maximum flexibility to provide services to the UB community. Topics: - Density of all facilities including classrooms, offices, dining, residence, work areas - Flexible work arrangements, as able - Technology equipment for students and staff (obtain, distribute, monitor, collection, etc.) - Individual work area plans developed, reviewed, approved, monitored - Face coverings required - Social distancing required - Workplace density – 50% goal managed	• Necessity to build flexible work arrangement policy to accommodate individual choice for remote work, as able; potential conflict with SUNY/State contractual obligations, especially Classified employees. • Discipline to manage staffing plans to keep density at 50% for all units on campus – and be able to maintain service levels. • Management of behavior for a community of "compliance and concern" – State providing enforcement guidelines – potential disruptions when individuals refuse to comply and have to accept discipline outcomes. • Testing – UB beginning with expectation that all will comply – risk is without contractual requirements. • Costs to obtain technology for students, faculty, and staff – beyond expected UB budget. • Development of priority for assignment and distribution of technology for students, faculty, and staff.

Recommendation	Actions and potential impacts

The University must implement a testing and contact tracing strategy.
 	
1. Anticipated strategy to include:
    • Plan for UB to have testing capabilities for situations identified
    • Requirement of all students to return with a negative test result (verified upon arrival)
    • Requirement for all employees to utilize health care coverage to be tested and provide negative test verification before returning to work
    • Plan for ongoing testing of students – random on a weekly basis
	• Potential impact of testing group plans to current employee contractual agreements.
	• Collection of all student testing verifications by Health Services.
	• Collection of all employee testing verifications by Human Resources.
	• Need to ensure student and employee health data is secure.
	• Potential financial strain by entry level employees to not be able to pay testing co-pays if not covered by health care.
	• Financial cost of implementing a contact tracing plan.
	• Difficulty implementing a contact tracing plan with the size and scope of the University.
	• Scheduling and management of random student testing strategy – need for additional staff in Health Services to manage process for students.

Recommendation	Actions and potential impacts
The University needs to implement travel limits and protocols for all students, faculty and staff. Approved critical travel will require individuals to self-quarantine for 14 days prior to their return to work/class/residence/etc.	• Management and discipline to pre-approval process change in Concur travel policy by all units. • Impact of individuals to work remotely upon return from travel for 14 days of self-quarantine. • Inability to limit faculty, staff, and/or students travel outside of campus; We will need to allow for and encourage individuals to self-identify and work remotely. • Athletics needs to assess the viability of team travel, the costs of scholarships, and the potential for athletes to request additional season of eligibility taking up scholarship resources planned for new student athletes.
The University should prioritize and encourage online vs. in-person student services. Operations such as, One Capen, should adopt scheduled appointment practices vs. walk-ins	• Student patience and management of expectations will be key to allow FSA to manage food distribution effectively. • Effectiveness of service model to meet student needs given historical high traffic numbers for One Capen .

The University must develop consistent processes, procedures and guidance documents to address all on-campus events.
 	
Permits must include plans that address:
   • Management of queue lines
   • Face covering and other PPE
   • Proximity to hand washing/sanitizing
   • Pre- and post-event cleaning/sanitizing
	• Impact of not having any special event with more than 100 people present at one time – financial impact to CFA, Athletics, Student Affairs, all student clubs.
	• Development of high-cost contracts that are not feasible to UB current budget.

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APPENDICES

INSTRUCTIONAL TECHNOLOGY

COMMUNICATIONS

COMMITTEE AND SUBCOMMITTEE ROSTERS

Monday, June 1, 2020

University at Buffalo The State University of New York

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University-Wide IT Planning – In support of the Provost's Fall 2020 Planning Committees, The VPCIO commissioned two groups of central and distributed IT, Academic Affairs, CEI, and Faculty to develop these recommendations.

Committees and charges

ONLINE INSTRUCTIONAL TECHNOLOGY SOLUTIONS COMMITTEE

- **enhance the support infrastructure** for the current range of synchronous and asynchronous technologies
- **expand training services** to better equip faculty and instructors for quality teaching

HYBRID CLASSROOM SOLUTIONS COMMITTEE

- **evaluate** several synchronous scenario-based needs
- **recommend** appropriate cost-conscious technology solutions for meeting those needs
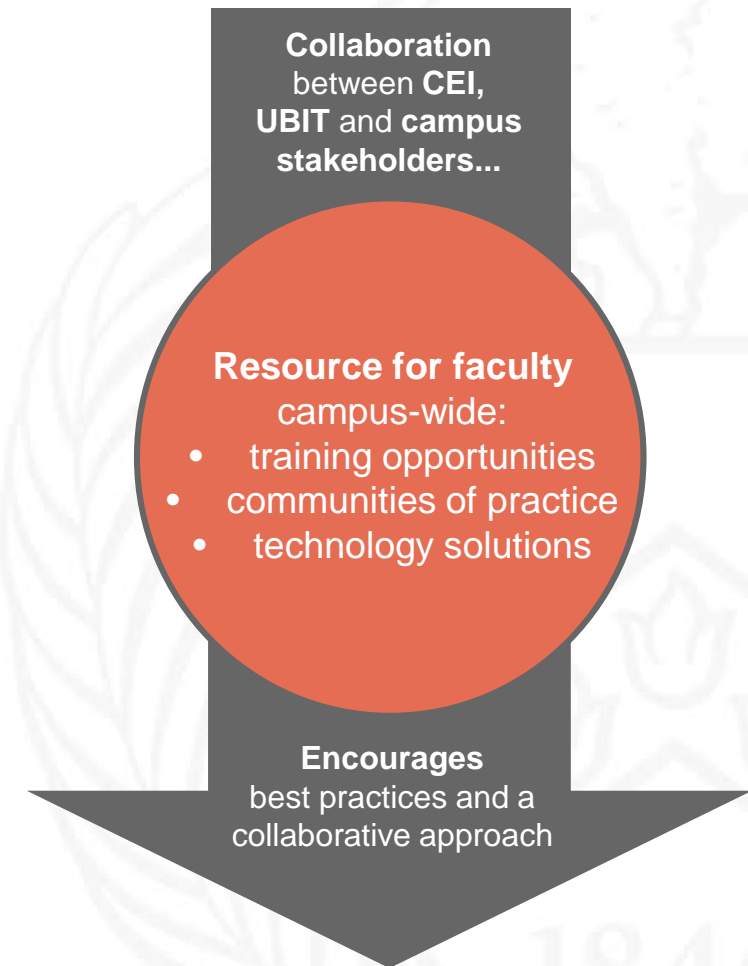
Summary Technology Recommendations

1. **Hybrid/Hyflex Instruction is the Most Complicated Option to Implement, Support and Use (by Faculty) for Fall 2020**

2. **Continue and Expand the Student Laptop and Wi-Fi Hotspot Loaner Program (Cost - $100,000/Semester)**

3. **Create a Faculty/Instructor Laptop, Wi-Fi Hotspot, and Document Camera Loaner Program (Cost - $150,000/Semester)**

4. **Expand Hybrid Classroom Capacity by 67 Central Classrooms, 100 "Portable" Webcam Instructional Systems, 50 Mobile Tech Carts, and Additional Zoom Webinar Licenses (Initial Cost - $1,000,000)**

5. **(Re)establish "Army" of Student Employees and Staff to Support Faculty Hybrid Classroom and Help Desk Operations (Cost - $600,000/Semester)**

6. **Formalize Partnership Between VPCIO, Academic Affairs (CEI), School Nodes, Libraries, and Faculty for Coordinated Instructional and Classroom Technology Faculty Training and Support (Cost - $0)**

7. **Continue Implementation of Student Self-Service Printing and Broad Distribution of Public Lab Computers/Remote Software Access to Allow for Physical Distancing and Success (Cost - $250,000/Semester)**

The mission of UBIT remains the same as ever: **advancing UB's mission** of excellence through the **innovative and effective use of technology**.

Online Instructional Technology Solutions Committee:
Recommendations and Deliverables

- Create an accessible and always up-to-date **website** that enables:

    - **Training opportunities and resources** across campus

    - Use of and contribution to **new and existing communities of practice**

    - **Technology options** based on teaching scenarios

    - The ability for schools to **share and leverage information and best practices** customized to their needs

- **Offer new training, workshops and consultation** to prepare faculty and staff for Fall

- Create a **stakeholder input group** to review and revise processes

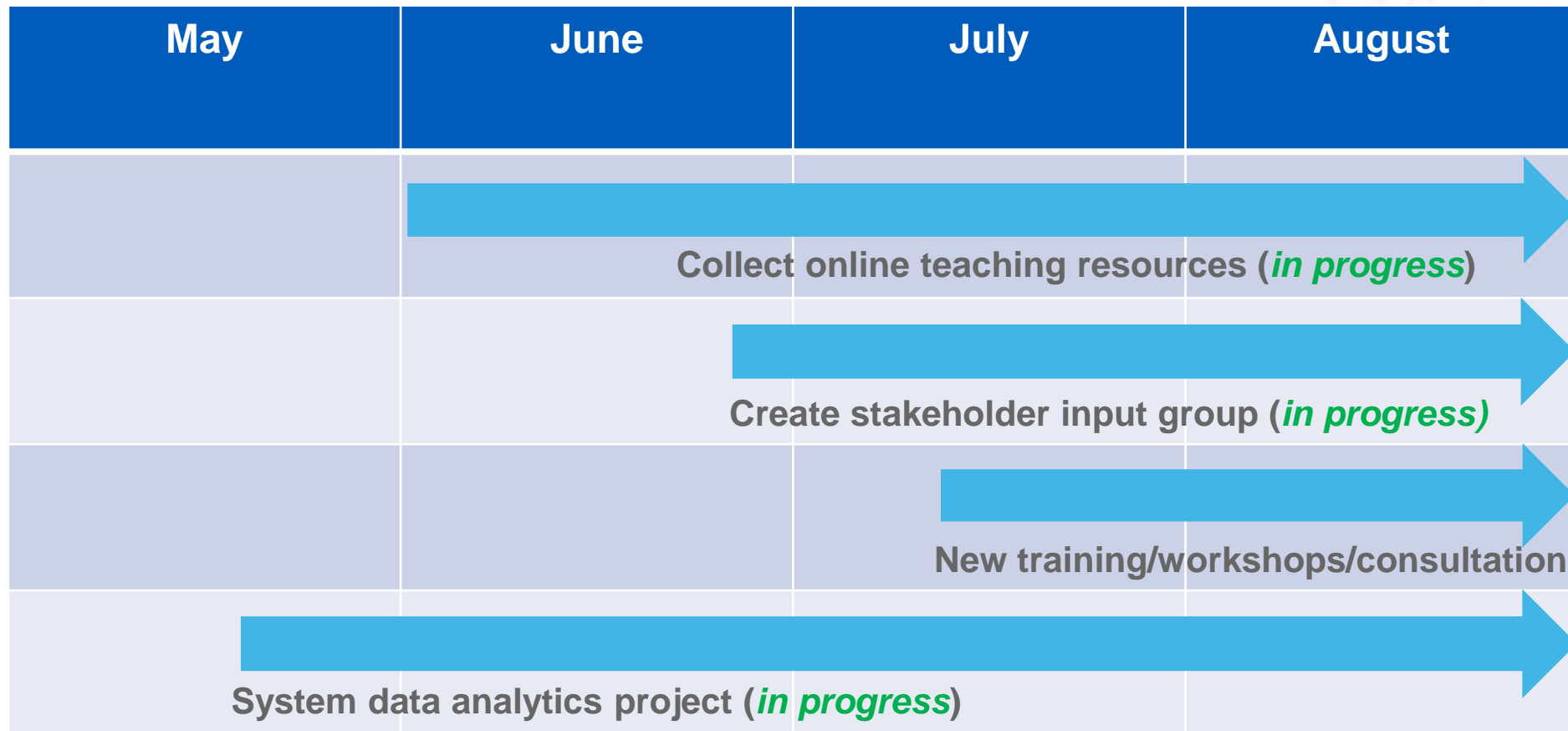- Leverage **system data analytics** to inform program effectiveness

Collaboration between **CEI, UBIT** and **campus stakeholders...**

Resource for faculty campus-wide:
- training opportunities
- communities of practice
- technology solutions

Encourages best practices and a collaborative approach

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Online Instructional Technology Solutions Committee:
Recommendations and Deliverables

- Three options considered to **purchase additional Zoom webinar licenses** to facilitate large online/hybrid classes
- Recommended option:
  - **25 500-seat licenses** @ $700/ea.
    - 1 licensed reserved for administration by IT support
  - **2 1000-seat licenses** @ $3400/ea.
  - **Total cost: $24,300**
  - Bill units that request their own license, VPCIO manages licensing renewals

Hybrid Classroom Solutions Committee:
Recommendations and Deliverables

- **Technology solutions for hybrid instruction:**
  - spaces with *some* existing technology
    - Computer
    - Projector/flat-screen panel
    - Podium
    - Phone
  - spaces with *no* existing technology
- Recommendations focus on **cost-consciousness**, **quick setup** and **basic functionality** for synchronous, hybrid instruction

Hybrid Classroom Solutions Committee:
Top technology recommendations

Technology Option	Designed for	Cost (est.)	Benefits	Risks
Webcam on a tripod connected to a user device (laptop etc.)	Classrooms without technology	$300 - $600	• Enables synchronous lecture streaming to online students • Lectures can be recorded for later • Low start-up cost	• Quality suffers at a lower price point • Poor online interaction with students • Faculty will need help setting up/tearing down
Conferencing solution on a cart (computer, display, speakers etc.)	Classrooms without technology	$5,500 – $6,500	• Cart includes all needed technology for hybrid experience • Allows incorporation of digital and analog teaching aids • Better interaction with online students	• Higher cost • Logistics in distributing and setting up carts • Faculty will need help setting up/tearing down
Outfit classrooms with: • High-end camera and microphone • Digital processor system	Classrooms with technology	$7,500	• Much improved audio and video • Best possible hybrid experience	• Requires cabling and installation • Electrician work required • Programming changes required • Costs increase with larger classroom spaces

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Challenges in **planning for any scenario**

- **Short runways** for decision-making
- **Delays** in procurement
- **Constraints** in budgets
- **Necessity** of additional training and support for instruction *before* the semester begins
- **Availability** of equipment

- ...the **most challenging** outcome (i.e., a hybrid model) is the **most likely**!

A **hybrid model** requires **more training** for faculty and **more resources** to support.

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Next steps

- **Circulate full reports** from both committees (next week)
- **Blend findings** with recommendations from various Provost committees
- **Determine project costs** and **acquire institutional approval** for pilot/prototyping and full purchase
- **Continue to implement recommendations** through Summer 2020 and beyond

Communications Plan: Preparing for and announcing UB's plans for the 2020-21 academic year

Strategy: To **instill confidence** in and **build understanding** of UB's plans for the fall semester, the university will employ a highly coordinated multi-channel communications approach across the university, targeting to key stakeholders.

Topline messages:

- The health and safety of the UB community is our utmost priority

- UB is implementing a comprehensive and flexible plan for the 2020-21 academic year

- Our goal is to deliver the best educational, research and student support programs possible, while protecting the health and safety of the university community

- As we implement the plan, UB will provide regular updates to our stakeholders and monitor the progress of the pandemic

- Continually seek feedback from the UB community

Objectives:

- The university will speak in one voice when announcing its plans for the fall semester

  o The announcement will be coordinated across the entire university

- Ensure that key **UB stakeholders will receive the message first** before the university notifies the larger public

- Announcement of UB's plans will be specific, concise and clear in order to

  o Give key stakeholders need-to-know information enabling them to take appropriate actions

  o Maintain confidence in the university's decision-making

  o Set the stage for a successful start to the semester

- Utilize multiple platforms that will always direct stakeholders to an authoritative source of information for updates and need-to-know information

Key stakeholders:

- Current students

- Prospective first-year and transfer students

- International students

- Parents of current and prospective students

- Faculty and staff

- Auxiliary services and partners operating on campus

Secondary stakeholders:

- Alumni and donors

- SUNY administration

- NYS government

- Regional elected officials

- Regional community members

- Higher education peers

- Regional and national news media

Spokespeople: President, Provosts, VPs, AD, Deans, Dir. of Student Health, Student Leaders

Three stages of communications plan

Stage 1: Planning and coordination – May through mid-June

- Synching with SUNY and governor's office

- Providing updates on the planning process and progress

- Behind the scenes preparation with internal partners

Stage 2: Announcing UB's Decision – end of June or early July

- Carefully staged UB announcement of fall semester plans

- Providing concise, actionable information
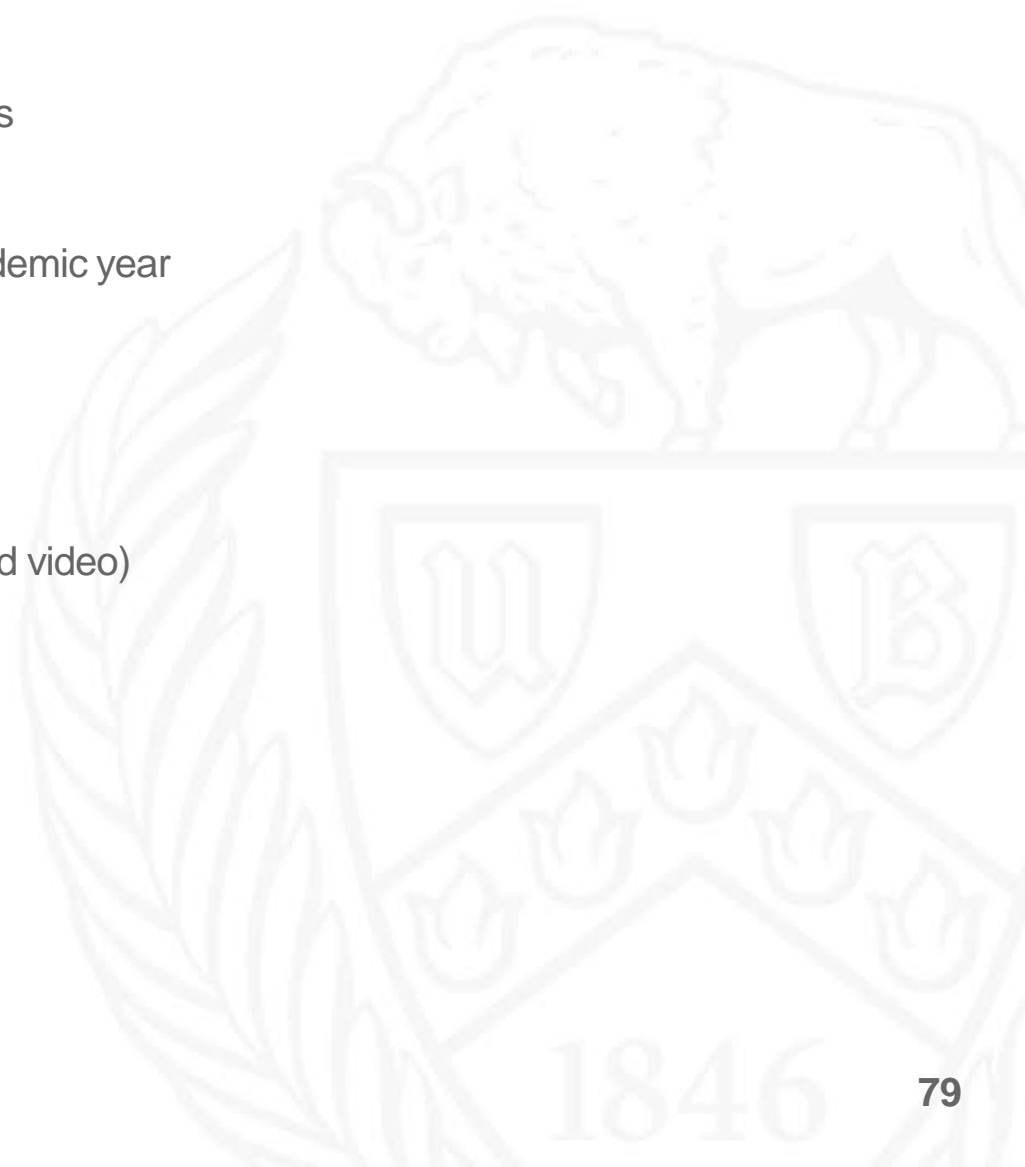
- Emphasis on health and safety

Stage 3: Preparing key stakeholders for the fall semester – July through Sept.

- Weekly updates on UB preparations to key stakeholders

- Directing stakeholders to authoritative information

- Providing additional direction/updates on health and safety measures

Stage 1: preparation

- Timeline/schedule for staging of announcement and calendar of communications

- Holding statement to use after governor announces SUNY-wide guidelines

- Redesign/structure of UB's COVID-19 website to refocus it on fall launch of academic year

- Creation of "Safe return to Campus" webpages for employees and students

- Development of messaging for on campus signage

- Creating "UB Forward" weekly email bulletin summarizing "need-to-know" info

- Draft leadership messaging about fall semester and return to campus (email and video)

- Draft VP and unit level leadership messaging to their faculty and staff

- Draft admissions and enrollment director messaging

- Development of talking points for messaging and responding to inquiries

- News release/UB Now story/social media posts for "UB decision"

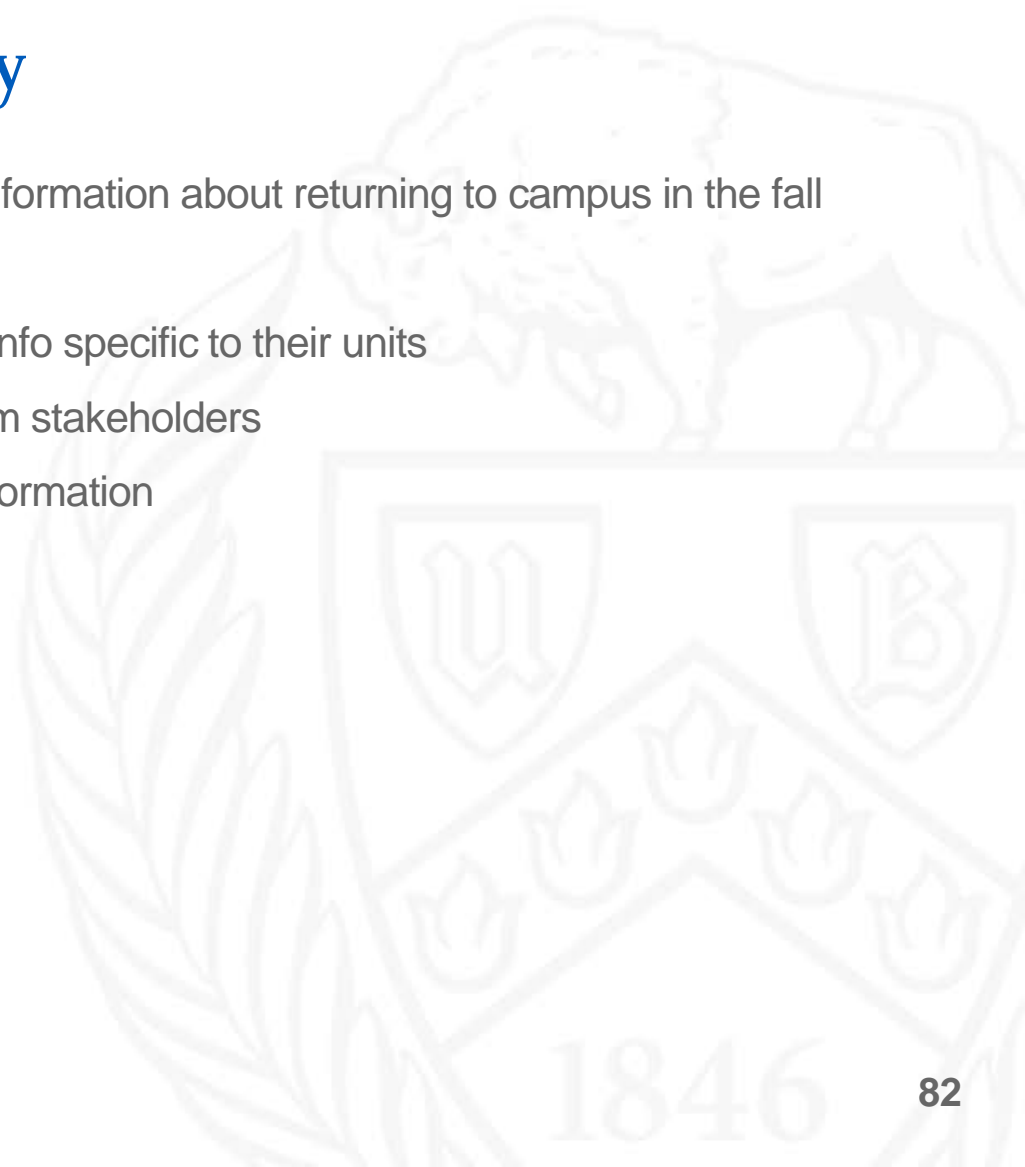# Stage 2 tactics (announcement day): near simultaneous communications

- President Tripathi announces the decision to current students, faculty and staff (email and video)

- Provost or designee announces the decision to incoming first-year students and transfer students (email and video)

- Undergraduate and graduate admissions representatives announces the decision to prospective students still considering enrollment, with info specific to their concern

- President Tripathi's announcement is posted to UB's redesigned COVID-19 information website

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Stage 2 tactics: occurring 15 minutes after initial announcement

- News story posted to UB Now; republished by units

- News release sent to local and national news media

- Social media posts on UB's main social channels, and shared by unit-level social media channels

- Interim Vice President Hernandez shares the decision with parents, with info specific to their concerns

- Interim Vice Provost John Wood emails current and prospective students to share information, with info specifics to their concerns

- Athletic Director Mark Alnutt shares the decision with student-athletes, with info specific to their concerns

Stage 2 tactics: occurring throughout the day

- Message from AVP Mark Coldren to employees, sharing need-to-know information about returning to campus in the fall

- Media briefing held for local media with UB leadership (location TBD)

- VPs and deans send unit-level communications to faculty and staff, with info specific to their units

- Unit leaders and staff use official talking points to respond to inquiries from stakeholders

- Preparation of "UB Forward" email bulletin summarizing need to know information

Stage 3 tactics: UB Safe Campus Campaign

- Provide regular updates for stakeholders via "UB Forward," leadership emails and web postings

- Health and safety videos produced for Safe Campus webpages and COVID-19 website

- Creation and posting of signage

- Coordinated response to incoming inquiries using shared talking points

- Regular coverage of planning and implementation in UB Now

- Updates to stakeholders via social media

- Periodic briefings and interviews to local media

- Town hall Safe Campus updates form Facilities/EH&S regarding safe return to campuses

- Deans/VPs consider Zoom Town Hall format for frequent updates for their stakeholders

What can unit communicators do?

- Prepare unit-specific messaging and digital content

- Use official messaging in your content and talking points, reference authoritative info

- Coordinate your social media plans with UC

- Use templated signage

- Keep in contact with UC; inform us of messaging gaps, new issues

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