June 5, 2020

Dear Provost Britz,

The Scenario Planning Work Group submits its Scenario Planning Report and recommendations for Academic Year 2020-2021. The report reviews three scenarios and the key decision-making constraints impacting instruction, enrollment management, and research activities. The report concludes with recommendations based on its thorough and careful analysis.

In addition to the Scenario Planning Work Group’s recommendations, we respectfully want to note several issues that deserve consideration. First, as we note in the Recommendations section, SPWG recognizes the symbiotic relationship between residential housing occupancy rates and availability of face-to-face courses. If the intent is to maximize occupancy rates to the extent safety constraints allow, then UWM will want to provide a sizeable number of F2F courses for that student demographic. According to the survey conducted for this report, freshman and sophomores are most interested in F2F courses.

The second issue is closely related to the first and concerns maximizing the number of F2F seats available in classrooms. Given social distancing safety constraints, the seats available for general assignment and department classrooms is significantly reduced. What the analysis shows is that with the current formula for determining safe capacity, the great majority of classrooms will have an adjusted capacity of 20 students or less. In short, the implementation of social distancing safety constraints will greatly impact the institution’s ability to offer large numbers of students F2F opportunities and the overall campus strategy for fall.

In the attempt to serve our students who want and expect an in-person educational experience, UWM will incur certain risks. SPWG has made certain assumptions about the appropriate safety constraints in our analysis. However, there are no clear guidelines from the CDC or state of Wisconsin about reopening institutions of higher education. Even if there were, the nature of the pandemic does not permit complete mitigation of risks. Hence, we wonder whether UWM might consider liability waivers for all students attending next year, as well as a broad review and analysis of liability issues related to reopening and next year’s attenuated operations.

Fourth, as we acknowledge in the report, the branch campuses reside in counties where the public health authorities may set guidelines and benchmarks that differ from Milwaukee County. The question arises whether the College of General Studies and its branch campuses will be expected to adhere to decisions about main campus operations, or whether CGS will operate under different safety constraints as defined by the respective public health authorities. The more liberal safety constraints of the branch campus counties may positively impact classroom capacities, student life, and other campus operations. Early guidance on this question will help planning activities at the branch campuses.
Finally, the SPWG tried to work as swiftly as possible in completing its charge and gathering the valuable and detailed information required for its recommendations. Nonetheless, the fall semester is upon us – New Student Orientations start next week and new and continuing students are anticipating what the fall semester will look like. In addition to the issues listed above and following your decisions based on SPWG’s recommendations, there is still much work to be done. Department chairs and Deans across the institution must coordinate with central campus entities to determine what will be offered face-to-face or online, whether the F2F courses are in a regular or hybrid format, what classrooms are available and what caps will exist, and which instructors will teach which format. Of course, all of this information still has to be collected and loaded into PAWS for students and advisors to access. While we are confident our staff will rise to the occasion, there is a strong sense of urgency in moving forward our preparations for fall 2020.

It was an honor to serve as chair of the Scenario Planning Work Group. The assembled team was extremely talented and dedicated, worked hard to gather the important information included in this report and collaborated on articulating a path forward. In particular, Stephen Schmid contributed greatly to the strategies, project management, and report writing of the SPWG. While there is little about our situation that is ideal, we are confident UW-Milwaukee will be prepared to greet students and provide them the world-class educational experience they expect.

Please let us know if you have any questions about the report or suggested next steps.

Respectfully submitted,

Scott Gronert for the Scenario Planning Work Group
Scenario Planning Work Group

6/5/2020 Report

Executive Summary

The Scenario Planning Work Group consisted of 22 members working in five sub-groups. Over the month of May, it conducted surveys of students, faculty and staff, and Department Chairs, and coordinated with many other planning groups at UWM in developing this report and recommendations. The report identifies key constraints, the advantages/disadvantages and risks of key decisions related to the scenarios, and provides highlights of detailed reports from the subgroups focused on the student experience, staff/faculty experience, accreditation and experiential learning, and research/scholarship. Below are the general recommendations. More details related to these recommendations are found in Section 12 of the report.

1. SPWG recommends that F2F classes offered should anticipate needing an online or remote version running parallel to the F2F course – both to retreat to online due to virus reemergence and to provide options to students who are in isolation, caring for family, or no longer willing to attend F2F sessions.

2. SPWG recommends that the academic calendar be disrupted as little as possible.

3. SPWG recommends that efforts focus on implementing Scenario 1B: Majority Online. It is unlikely that safety constraints will loosen to allow for implementation of Scenario 1A: Majority F2F. Safety constraints on group size and on social distancing significantly reduce the number of classrooms available for F2F instruction.

4. SPWG recommends that on-site research be resumed to the extent that is possible given campus capacity for safe operations. This is facilitated by the fact that research is generally a lower density activity. Graduate students for whom research is a critical component of their degree requirements should have priority on access so they can complete their degree requirements in a timely manner.

5. SPWG recommends that safety protocols for classrooms and commons spaces be developed. These safety protocols should include general signage and signage for traffic control in hallways and in/out of classrooms. Instructors teaching F2F will use these guidelines and communicate these expectations to students.

6. SPWG recommends that plans be developed to provide options for students and staff who cannot or become unable to meet F2F for instruction and/or research. For staff, Human Resources should communicate expectations for those wishing accommodations due to high-risk factors. For students, plans should exist for how infected students will be isolated and accommodated to continue their studies while in isolation.

1. Charge

The Scenario Planning Work Group was charged with exploring three scenarios for the 2020-21 Academic Year and their impacts on instruction, enrollment management, and research activities:

- Scenario 1: Hybrid Fall semester
- Scenario 2: Fall semester is online
- Scenario 3: The 2020-21 academic year is all online.

For each scenario, the Scenario Planning Work Group (SPWG) was to identify, review, and recommend (i) changes needed to adapt to the conditions of each scenario, (ii) challenges and risks presented by each scenario, and, (iii) best/worst case outcomes under each scenario.
2. Scope and Method

The Scenario Planning Group included approximately 22 members divided into five sub-groups: Coordination Leads; Research/Scholarship; Student Experience/Recruiting and Retention; Accreditation/Experiential Learning; and, Faculty/Staff Experience. Each sub-group was assigned different areas to investigate in the scope of the scenarios (see Appendix A). In addition, various SPWG members met with other work groups from the university to make inquiries, knowledge share, and coordinate efforts. The entire SPWG met weekly, and sub-groups met separately at least once per week. Letters & Science Dean Scott Gronert chaired the SPWG.

A fundamental guiding principle in the SPWG’s work was to explore the scenarios mindful of the health and safety of students, staff, and community members. The Coordination Leads sub-group met weekly with members of the Emergency Operations Center (EOC) to discuss current knowledge about the coronavirus and safety guidelines that can be implemented to protect the UWM community. The SPWG recognizes that updates to safety guidelines continue as knowledge about the virus increases. All SPWG recommendations attempt to follow best practices as currently understood. SPWG recommendations or pursued actions may require revision pending city, county, or state public health authorities’ mandates. The SPWG also recognizes that it is not possible to predict the likelihood or timing of virus reemergence. Consequently, SPWG recommendations reflect the assumption that operations will be able to be maintained for the duration of the recommendation. The EOC maintains regular contact with public health authorities and will constantly monitor conditions for conditions that would precipitate changes to operations and instructional delivery.

In pursuing its charge, SPWG conducted instructor and student surveys, analyzed instructional spaces with safety constraints, met with subject matter experts for input and guidance, and queried departments for input about classes. The collection and analysis of data was instrumental in SPWG fulfilling its charge and creating recommendations in this report. SPWG realizes that the collected data may need to be reevaluated as conditions change and the semester nears. In addition, SPWG acknowledges that even with the data collected and decisions based on that data, there remains much that is uncertain leading up to fall 2020.

3. Review of Scenarios

General Scenarios

  Scenario 1: Hybrid F2F Fall
  1A: Majority F2F instruction with some select courses online.
  1B: Majority online with some select courses F2F

  Scenario 2: Fall is all online

  Scenario 3: Online all academic year.

UWM has a robust and successful online program with approximately 44 percent of its students taking at least one online course last year. In headcount, approximately 11,000 students take at least one online course per year. Of the 309,853 student credit hours taught in Fall 2019, 54,232 were online or hybrid (17.5%). In Scenario 1, SPWG understands the term “majority” to refer to the number of sections that we anticipate being offered either in F2F or online format. Due to coronavirus safety constraints and social distancing, the number of students who can take a F2F course will decline even though the number of F2F sections may remain the same. Scenario 1A: Majority F2F is SPWG’s attempt to maximize the number of F2F sections even if fewer students are availed F2F opportunities. Scenario 1B: Majority Online attempts to capture the notion that public health safety concerns may require that only the courses where F2F instruction is deemed essential will be offered in F2F format.

“Essential” F2F courses are those where departments have indicated the course must meet F2F regularly or as few as five times over the course of the semester. The reasons for the necessity of meeting F2F vary, but all the courses have a common need for hands-on, experiential learning as part of the learning outcomes. According to the survey of courses scheduled for fall 2020, approximately 525 lecture sections (not including CGS), or 14 percent, require some F2F instruction, and thus may be considered "essential." Further discussion of this topic can be found below in 9. Accreditation/Experiential Learning Report and Recommendations.

The Review of Scenarios primarily focuses on schools/colleges affiliated with the Kenwood campus and Milwaukee locations. The branch campuses in Waukesha and West Bend will have many of the same safety constraints as main
campus. At the same time, differences in campus size, the lack of residential housing, and differences in virus prevalence (and differences in public health department responses) in the respective communities may offer opportunities for different responses at the branch campuses. It is anticipated that any differences will be variations on the Kenwood campus responses and not radical departures from SPWG recommendations.

4. Decision-Making Between Scenarios

SPWG recognizes that decisions regarding which scenario to pursue will depend upon the best understanding of current and future virus prevalence in the community. A projection of conditions in the Fall/Spring of 2020-21 Academic Year may change and thus may precipitate revision of prior decisions (e.g., the introduction of a vaccine during AY 2020-21 would require revisiting decision-making). The SPWG offers two decision-making paths depending on whether the pandemic is under control:

a. Pandemic in Wisconsin is viewed as very dangerous for an institution of higher education and maximum social distancing is viewed as highly probable:
   i. On campus instruction unsafe: Scenario 2 or 3 is needed.
   ii. If situation is deteriorating rapidly: Scenario 3 must be adopted.

b. Pandemic in Wisconsin is partially or completely controlled and institutions of higher education can operate safely with viable mitigation procedures:
   i. Social distancing is no longer a required best practice: Scenario 1A: Majority F2F can be adopted.
   ii. Social distancing is a best practice: Some variation of Scenario 1B: Majority online should be adopted

5. Constraints and Key Decisions Related to Scenarios

This section reviews each scenario, constraints that exist for that scenario, key decisions/strategies in developing that scenario, and a ranking of that decision by risk, likelihood, or benefit (depending on the decision/strategy).

1. Scenario 1A: Majority F2F
   a. Constraints
      i. Social Distancing (SD): The need to social distance has been relaxed. Classroom capacity and gathering sizes are not limited.
      ii. Students’ and Instructors’ Perception of F2F Safety in Fall: Because of personal risk factors, some students and instructors may not feel safe in F2F instruction in the Fall. Plans must provide some options for these individuals via online or remote instruction.
   b. Key Decisions in Developing Scenario 1A: Majority F2F
      i. Retreat Strategy: Although this scenario allows for a full fall schedule, a rapid retreat strategy is needed if the situation deteriorates.
      ii. Accommodation Strategy: Because of personal risk factors, some students and instructors may not feel safe in F2F instruction in the Fall. Plans provide make some options for these individuals via online or remote instruction
      iii. Academic Year Calendar: Many institutions have decided that the risk for a COVID-19 breakout is greatest after the Thanksgiving break and have altered their academic year calendar to avoid this risk. Several strategies are possible with varying levels of challenge and risk. Three general approaches are considered below in Section 5.2.b.i.

2. Scenario 1B: Majority Online
   a. Constraints
      i. Social Distancing (SD): The need to social distance puts a range of constraints on planning for F2F education due to space constraints in the classrooms and buildings. These include loading capacities for buildings and transit pathways through and between buildings as well as student services and support. Most relevant to the instructional mission, SD will greatly limit the number of students that can be in a classroom. These classroom capacity constraints come in two forms.
         1. Maximum gathering size: currently 50 in Badger Bounce Back but could be reduced to 30 to adhere to academic best practices. In Fall 2019, 216 lecture courses were F2F with class sizes 50+ (a total enrollment of 22,517 students). This is 10% of the F2F
courses but 41% of the F2F enrollments. In Fall 2019, 465 lecture courses were F2F with class sizes 30+ (a total enrollment of 31,888 students). This is 21% of the F2F courses but 58% of the F2F enrollments. Note: In Fall 2019, 21% of the lectures and 19.6% of the enrollments were online.

2. Six foot spacing with room for movement and egress, which reduces room capacity to roughly 25% of normal, depending greatly on room layout (e.g., fixed vs. moveable seats). (See Appendix B)
   
   ii. Time for staggered ingress/egress: Even with modest class sizes, simultaneous entering and exiting the classroom creates a bottleneck that makes SD very difficult. In addition, halls can become crowded with students arriving and departing. The current gaps, often 15 minutes, may not be sufficient for maintaining SD.
   
   iii. Financial: Many solutions have significant costs in implementation and added labor (e.g., classroom cleaning, plexiglass barriers, technology, etc.). Given that budgets are already strained, positive returns on investment (ROI) are highly desired.
   
   iv. Current State of Academic Calendar: The schedule for the summer and fall are already set and highly enrolled at this point. Altering the schedules will offer large logistical challenges and some significant financial risks at this point.
   
   v. Instructors’ Perception of F2F Safety in Fall: Because of personal risk factors, some instructors may not feel safe in F2F instruction in the Fall. Plans must take into account necessary options for these individuals.
   
   vi. Students’ Preference for Course Modality: In our survey of students, the majority found that their remote learning experience in Spring 2020 was good or average. When asked about preferences for the Fall, students trended towards strong preferences, with F2F preferred by a 2:1 margin over online. Further analysis of the data indicated that the preference for F2F was greatest in lower classman.
   
   vii. Student Demographics: UWM serves many older students with ~10% above the age of 30 and 3% above the age of 40. Hospitalization rates are considerably higher within the age groups compared to 20-30 year-olds (double in the 30-40 range and triple in the 40-50 range).
   
   viii. Staff Demographics: The UWM staff is tilted towards age groups that are more susceptible to negative outcomes with COVID-19. More than 50% of the faculty and instructional staff and 40% of the non-instructional staff are older than 50.
   
   ix. Need to Provide Options for Students Unable to Attend F2F: Some students will have health conditions that are risky for F2F. Some students may choose not to reside in Milwaukee if they have very limited F2F course meetings. In the former case, UWM may be compelled to make suitable accommodations. In the later, enrollment may be reduced without added options.

In all scenarios, robust online options are needed for students and courses offered F2F will require an online or remote version running in parallel.

b. Key Decisions in Developing Scenario 1B: Majority Online

i. Academic Year Calendar: Many institutions have decided that the risk for a COVID-19 breakout is greatest after the Thanksgiving break and have altered their academic year calendar to avoid this risk. Several strategies are possible with varying levels of challenge and risk. Three general approaches are considered here:

   1. Start early and end early – maintain number of F2F weeks but shift earlier.
      a. Advantages: High
         i. F2F can end at Thanksgiving break avoiding potential late semester COVID-19 outbreak.
         ii. Full F2F semester can be delivered and achieved.
      b. Disadvantages: High
         i. Fall semester would probably start around August 10, causing overlap with summer sessions unless other changes are made.
         ii. Instructional staff need to change and accelerate all course preparations for the Fall.
         iii. Other obligations may prevent some students from being able to start early.
iv. Changes to contract period – some faculty/instructors may not be available.
v. May require disenrolling students which will have process impacts across the Registrar’s Office and UITS.

c. Risks: High
i. Early start could be chaotic in some campus operations with less lead time to prepare.
ii. Students may not return for early start date.
iii. Coronavirus reemergence impossible to predict.

d. Logistical Challenges: High
i. Major changes in scheduling for multiple campus entities.
ii. Many process changes in Registrar’s Office, financial aid, and UITS.
iii. Governance and contract issues possible.

e. Analysis: This is a very high-risk strategy that imperils current enrollment and would require process changes that could overwhelm multiple offices on campus. The timing of future peaks/outbreaks will vary depending upon community location and approaches, making the concept of a universal “post-Thanksgiving” reemergence timeline arbitrary.

2. Convert post-Thanksgiving instruction to online in hybrid approach, maintaining current fall calendar.
   a. Advantages: High
      i. F2F can end at Thanksgiving break avoiding potential late semester outbreak.
      ii. Pre-planned retreat to online that could be accelerated if conditions deteriorate earlier.
   b. Disadvantages: Moderate-High
      i. All final exams would be online.
      ii. Culminating F2F experiences pushed ~3 weeks earlier in semester.
      iii. No F2F in last two weeks before finals.
   c. Risks: Low
      i. Students may not be attracted to UWM given all online finals.
   d. Logistical Challenges: Low-Moderate
      i. Moderate and dispersed among faculty and instructors.
      ii. Shutdown of student housing and other on campus services occurs earlier.
   e. Analysis: This is a very low-risk strategy that aligns with our overall teaching strategy. In any case, UWM needs to be prepared to switch to online at any time during the semester. Although the decision to go online after Thanksgiving could be made during the semester, making it early would allow for better planning and reassure those concerned about late semester outbreaks or students bringing the virus back to campus after Thanksgiving (including prospective students and parents). This option also minimizes potential campus outbreaks following Thanksgiving travel.

3. Use added online instruction in all classes to accelerate semester and finish at Thanksgiving.
   a. Advantages: High
      i. F2F can end at Thanksgiving break avoiding potential late semester outbreak by adding equivalent of additional 4-5 class meetings of online instruction to all classes before Thanksgiving.
   b. Disadvantages: Moderate-High
      i. Semester is accelerated, putting added demands on students and instructors.
ii. Challenges in developing accelerated courses.
iii. Online-only courses would also need to adopt accelerated strategy.
iv. Multiple process changes needed in Registrar’s Office and UITS.

(c) Risks: Moderate
   i. Students may feel overwhelmed and faculty struggle with accelerated, mixed formatting.
   ii. Impression may be that semester was simply truncated – should tuition be reduced?

d. Logistical Challenges: Moderate-High
   i. Moderate and dispersed among faculty and instructors.
   ii. Shutdown of student housing and other on campus services occurs earlier.
   iii. Schedule for grading must be altered as well as finals schedule.
   iv. Potential issues with financial aid.
   v. End-of-semester processes at Registrar’s Office and UITS would need to be altered.

e. Analysis: Concerns were expressed from Financial Aid that this could potentially impact student funding. Adds considerably more risk than option 2, with modest advantages.

4. Prioritization Plan for General Assignment (GA) Classrooms: Given the SD constraints, only a limited number of courses can be accommodated in the available classroom space (see Appendix B). As a result, the use of available classroom space must be prioritized (see Appendix C). Other courses would be in online format.

5. Cap on total participants in a classroom. (See Appendix B)
   
   a. Advantages: High
      i. Aligns with government and best-practice guidelines.
      ii. Creates classroom space for courses with enrollments below the cap.

   b. Disadvantages: Low
      i. Decision on cap size will impact the total F2F instruction opportunities for students. Lower cap will reduce F2F enrollments, but potentially increase number of F2F sections.

   c. Risks: Low
      i. Decision on cap size will likely have small impact on perceived F2F capacity at UWM.
      ii. Some students and instructors might feel 50 is too many for safe instruction in a closed space.

   d. Logistical Challenges: Low
      i. Shift to online for the remainder of classes will have limited challenges if tuition costs are the same.

   e. Analysis: Given current guidance a necessary action.

6. Prioritize classes for F2F in GA rooms. (See Appendix C)
   
   a. Advantages: High
      i. Funnels available rooms to classes that benefit most from F2F.

   b. Disadvantages: Low-Moderate
      i. Difficult to manage fair prioritization scheme.

   c. Risks: Moderate-High
      i. Prioritization scheme might disproportionately give certain groups of students little F2F instruction, which could have negative impacts on housing and auxiliary services. It could impact new freshman recruitment if they are mainly excluded from F2F. Delays in identifying the modality of courses may discourage students from enrolling and
create chaotic changes in students’ schedules and enrollment if announced late.

d. Logistical Challenges: Moderate
   i. Interpreting polling from units on priorities will be difficult because uniform methodologies are not likely between units. Decision-making needed on very short timeframe. Decisions confounded by other constraints (e.g., classrooms available at peak times, cleaning).
   e. Analysis: In order to facilitate F2F courses, a strategy is needed for distributing the rooms that are freed based on gathering caps.

7. Prioritization Plan for Unit-Level Classrooms: Many courses are taught in unit-level spaces such as labs and studios.
   a. Advantages: High
      i. Unit-level decisions allow for most informed use of unique spaces, following safety guidelines.
   b. Disadvantages: Low
      i. Lack of central control and messaging.
   c. Risks: Low
      i. Modest oversight to avoid plans that do not honor SD requirements or creep out of course scheduled hours.
   d. Logistical Challenges: Moderate
      i. Units may face complex scheduling challenges and difficult decisions about how to manage courses that cannot be accommodated in local lab/studio space.
      ii. Swift decision-making by units will be needed to ascertain increased/decreased need for GA classrooms.
      iii. Units can use same Prioritization Plan as being used for GA classrooms. There may be a need for additional guidance, depending on unit needs.
   e. Analysis: Units have local knowledge needed to effectively utilize unique spaces for these experiential courses.

8. Ingress/Egress: The typical 15-minute gaps between classes can create bottlenecks for entering and exiting the classroom.
   1. Devise protocol that allows staggered ingress/egress in 15-minute window.
      a. Advantages: High
         i. No impact on classroom scheduling.
      b. Disadvantages: Moderate
         i. May not meet SD goals in practice.
      c. Risks: High
         i. Would rely on high, possibly unrealistic, compliance level from students.
         ii. Pictures of overcrowded halls would damage perception of UWM as committed to SD and student safety.
      d. Logistical Challenges: Low
         i. Communication plans needed to orchestrate ingress/egress in 15-minute timeframe.
         ii. Signage and floor markings to direct traffic flow.
      e. Analysis: Current thinking on campus is that 30 minutes is the minimum gap. If that is the final decision, this is not viable.

   2. Move some courses online to create scheduling breaks (~1/2 of courses blacked out).
      a. Advantages: Moderate to High
         1. Creates time for cleaning.
b. Disadvantages: Moderate to High
   1. Significantly reduces available classrooms in current schedule and therefore F2F capacity.
   2. Added labor to complete cleaning.

c. Risks: Moderate
   1. Lower F2F capacity may be unattractive to students.

d. Logistical Challenges: Moderate
   1. Complicated to identify optimum courses to move online – may not be able to match those identified in prioritization plan.

e. Analysis: This sharply reduces the options in offering F2F courses, in part, because of the dense midday loading of courses on MW, TR formats. This is a viable solution for achieving a minimum 30-minute gap.

3. Create 30-minute breaks in instruction by reducing instruction time.
   a. Advantages: High
      i. Creates optimum time for ingress/egress.
   b. Disadvantages: Moderate
      i. Reducing instruction time would vary depending on the course, i.e., reducing a 75-minute course to 65 minutes is less restrictive than going from 50 to 40 minutes.
      ii. Course time would be replaced by online content in hybrid approach.
   c. Risks: Low
      i. Instructors and students need to comply strictly with course-time limits.
   d. Logistical Challenges: Low
      i. Good communication plan is needed.
   e. Analysis: This is a viable approach and it trades some F2F class time for the ability to offer significantly more courses in F2F format.

4. Create 30-minute breaks in instruction by redoing class schedule.
   a. Advantages: High
      i. Creates optimum time for ingress/egress.
   b. Disadvantages: High
      i. Significantly reduces available classrooms in current schedule and therefore F2F capacity.
      ii. Requires reorganization of class schedule, with two options available to facilitate rescheduling. (See Appendix B)
   c. Risks: Moderate to High
      i. Reorganization of class schedule could cause loss of current enrollment, but that risk is reduced if it involves just a limited number of F2F classes and most online is asynchronous.
      ii. Lower F2F capacity may be unattractive to students.
   d. Logistical Challenges: High
      i. Redo of class schedule requires work at many levels.
      ii. Students need to create new schedules for themselves, which could result in lower enrollments.
   e. Analysis: This is a high-risk strategy if applied broadly to F2F and a large number of synchronous online courses because many students would need to re-enroll after courses are cancelled. If most online courses are asynchronous, the risk of schedule changes is greatly reduced. It would naturally be paired with 2.b.v.4 (below).

5. Hybrid options within current schedule (meet one day, online other day): This can be accomplished in two ways. A single course could operate in a smaller capacity classroom if half the students meet one day and the other half the second day. Online
components would fill in for missing class time. Alternatively, two courses could share a classroom, with each using only one of the days (e.g., M of MW or T of TR).
   a. Advantages: High
      i. In ideal situation, doubles the F2F opportunities in classes that are amenable.
   b. Disadvantages: Moderate
      i. Requires instructors to design courses around 50% online component.
      ii. Complicated for in-class exams and finals.
      iii. Realistic yield considerably below idealized increase in F2F capacity.
   c. Risks: Low
      i. Students may be confused by alternating schedule in split classes.
   d. Logistical Challenges: Moderate
      i. Prioritization needed to identify classes for either hybrid strategy.
      ii. Adds another level of complexity in room shuffle to address SD limits.
      iii. Hybrid expansion strategy will still require 30-minute gap between class sessions.
   e. Analysis: Offers creative, pedagogically sound ways to mix online and F2F, while expanding total number of F2F course opportunities for students. Identification of courses to participate in these hybrid opportunities will add to the complexity of F2F prioritization process.

6. Add rooms to the general assignment pool: These could be parts of the Union, Klotsche Center and Pavilion, or non-University buildings.
   a. Advantages: High
      i. Directly increases F2F capacity.
   b. Disadvantages: Moderate
      i. Added costs for staging as classrooms (e.g., instructional technology).
      ii. Added costs for non-University spaces.
      iii. Added costs if transportation needed.
      iv. Added costs if it requires hiring instructional staff.
   c. Risks: Moderate
      i. Careful analysis of ROI is needed. With classes capped at 30 or 50 students, each added room adds modest amount of total F2F capacity, at potentially significant cost. Assuming added space could be utilized for 15 courses, 30 and 50 student caps adds about 0.6% and 1%, respectively, to total F2F offerings. Depends on priority ranking of added F2F courses.
      ii. Some enrollment maybe lost if meeting time is changed, original section cancelled, and students are forced to re-enroll.
      iii. Diminishes available co-curricular space.
   d. Logistical Challenges: Low
      i. New spaces must be prepared for use as instructional space and cleaned by adopted standards.
      ii. Courses may need to be rescheduled into new time block.
   e. Analysis: Offers straightforward way to expand F2F opportunities. ROI depends to some extend on the intrinsic F2F value of courses added via this mechanism. If utilized aggressivly, could have significant impact on total F2F offerings.

7. Selectively add F2F sections in time blocks with room availability.
   a. Advantages: High
      i. Directly adds F2F capacity.
      ii. Allows expansion into evenings and weekends.
   b. Disadvantages: Moderate to High
3. Scenario 2
   a. Constraints
      i. All courses are online and campus is closed for instruction: An exceptional learning experience for all students is of paramount importance, regardless of instructional mode – online, blended,
adaptable, or face-to-face -- and indeed, UWM’s instructors are committed to the highest level of excellence in teaching. While UWM instructors rose most admirably to the enormous challenge of moving all Spring 2020 courses to a remote format in two weeks, teaching/learning remotely is not always equivalent to excellence in online teaching and learning. To sustain our record of exceptional quality teaching and pedagogical innovation, an all online Fall requires us to create a better, more engaging learning experience for Fall 2020 and beyond.

ii. Courses currently requiring F2F need solutions: In the absence of full F2F instruction for a second semester, solutions are needed for majors/graduate students that require these courses. Pathways to graduation/accreditation/licensure are needed for students needing these courses.

b. Key Decisions in Developing Scenario 2

i. When to invest deeply in enhancing online instruction: If the plan is to have only online in the Fall, rapid development of strong fully online courses is needed.

4. Scenario 3

a. Constraints

i. All courses are online and campus is closed for instruction: An exceptional learning experience for all students is of paramount importance, regardless of instructional mode – online, blended, adaptable, or face-to-face -- and indeed, UWM’s instructors are committed to the highest level of excellence in teaching. While UWM instructors rose most admirably to the enormous challenge of moving all Spring 2020 courses to a remote format in two weeks, teaching/learning remotely is not always equivalent to excellence in online teaching and learning. To sustain our record of exceptional quality teaching and pedagogical innovation, an all online academic year requires us to create a better, more engaging learning experience for Fall 2020 and beyond.

ii. Courses currently requiring F2F need solutions: In the absence of full F2F instruction for three semesters, solutions are needed for majors that require these courses. Pathways to graduation/accreditation/licensure are needed for students needing these courses.

b. Key Decisions in Developing Scenario 3

i. When to invest deeply in enhancing online instruction: If the plan is to have only online in the Fall, rapid development of strong fully online courses is needed.

6. Scenario Needs/Requirements

1. Scenario 1A: Majority F2F

a. Processes

i. Develop methodology and criteria for determining which courses should be moved online in response to instructor requests. Prioritization Plan provides some guidance to this process (see Appendix C).

ii. Develop communication and implementation plan for students who request health-based accommodations in F2F courses.

iii. Development of retreat strategy for response to deteriorating public health conditions.

b. Investments

i. Build capacity to support hybrid online courses and facilitate rapid conversion to remote operation.

2. Scenario 1B: Majority Online

a. Processes

i. Develop communication plan for students about Scenario 1B: Majority online strategy and implementation.

ii. Create project management structure to implement complex set of new processes on very short timeframe.

iii. Develop a prioritization scheme for courses to be supported in hybrid F2F format.

iv. Reschedule courses based on prioritization scheme and constraints related to SD and space disinfection.

1. Centrally for GA classrooms and locally for unit-level spaces.
2. Determine whether unit-level schedules are adjusted centrally of at the unit level. If at the unit level, develop procedures between units and RO.

v. Determine needs for added F2F classroom space to serve high-priority or other courses.
vi. Complete ROI analysis on building F2F capacity.

vii. Develop plans to implement SD in all F2F offerings.

1. Centrally for GA classrooms and locally for unit-level spaces.

viii. Develop technology standards for students.
 ix. Develop communication and implementation plan for students who request health-based accommodations in F2F courses.

x. Develop signage and traffic flow directions in buildings.

xi. Development of retreat strategy for response to deteriorating public health conditions.

b. Investments

i. Training and support for rapidly creating a large number of high-quality hybrid courses.

ii. Assess current technology conditions and enhance areas that are found deficient (e.g., smart classrooms, instructor computers, etc.).

iii. Address needs of students who do not have technology that meets standards.

3. Scenario 2

a. Processes

i. Develop communication plan for students about Scenario 2 strategy and implementation.

ii. Develop plans to address students who traditionally need F2F instruction for accreditation/licensure/graduation.

iii. Develop technology standards for students.

b. Investments

i. Training and support for rapidly creating a large number of high-quality hybrid courses

ii. Assess current technology conditions and enhance areas that are found deficient (e.g., smart classrooms, instructor computers, etc.).

iii. Address needs of students who do not have technology that meets standards.

4. Scenario 3

a. Processes

i. Develop communication plan for students about Scenario 2 strategy and implementation.

ii. Develop longer-term plans to address students who traditionally need F2F instruction for accreditation/licensure/graduation.

iii. Develop technology standards for students.

b. Investments

i. Training and support for rapidly creating a large number of high-quality hybrid courses

ii. Assess current technology conditions and enhance areas that are found deficient (e.g., smart classrooms, instructor computers, etc.).

iii. Address needs of students who do not have technology that meets standards.

7. Student Experience/Retention and Recruiting Report and Recommendations

During the scenario planning process, overall student experience was a key focus area. This topic was explored by a collaborative team of UWM’s Student Association leaders working side-by-side with professionals in teaching and learning and enrollment management. As detailed in the full report in Appendix D, we share results of two student experience surveys and highlight their implications for the upcoming term.

Broadly, students plan to continue at UWM yet want more detail about the structure(s) being established for fall 2020. While 51% of survey respondents planned to re-enroll with no qualifications (e.g. only if we are on campus; only if we are online), it is clear that a sizable group of current students have strong preferences for fall modes of delivery and are waiting to learn about the final fall scenario before deciding to enroll. As such, leadership should consider the following when finalizing plans:
• Clear and consistent communication to students specifically addressing the fall format are needed to meet the diverse needs of different student populations. While many students articulated a strong desire to have an in-person experience, many others have an equally strong preference to be online.
• Any face-to-face instruction offered during the fall semester should be adaptable to provide asynchronous, virtual experiences as needed. Further online courses should provide opportunities for asynchronous learning. Both recommendations are further articulated in the Action Plan for Instruction.
• Campus should review policies and adopt a code of conduct which addresses the campus guidelines for health and safety as well as equips instructors to address in classroom challenges promptly via the Guidelines for Classroom Conflict Transformation.
• The needs of UWM’s students are vast. These unmet needs became even more apparent during the start of the pandemic and must be prioritized to support success for all students; especially those who are most vulnerable.

In our full report in Appendix D, we recommend that leadership considers the scenarios and actions which address the needs of students to maximize positive impact on new and total enrollment and on student success.

8. Faculty/Staff Experience Report and Recommendations

The Faculty/Staff Experience (FSE) sub-group was charged with the task of developing guidance to units for reacting to instructor-initiated requests to shift a face-to-face course to online and we were also asked to survey faculty and staff with respect to institutional/course effectiveness and work environment under Scenarios 1 and 2 of the planning committee. In the long-term, we were asked to discuss the creation of online pathways to all/most degrees so UWM can nimblly respond to future disruptions. To seek feedback from regarding their experiences during Spring 2020 and possible future work environment, we administered a survey to approximately 4,000 UWM employees. More than 1,500 (38 percent) individuals responded to the survey: non-instructional academic staff (30%), faculty (21%), university staff (20%), instructional academic staff (19%), graduate teaching assistants (7%), and other (4%).

Among the 46 percent who taught during Spring 2020, those who did not have previous online teaching experience or were already using Canvas regularly in their face-to-face courses, encountered significant challenges, including technology difficulties, increased workload and stress, inability to keep students engaged and maintaining a sense of community, inability to meet stated objectives in strictly online format for certain, and inability to maintain rigor of course. The most helpful factors in course conversion and continuation included training provided the university, technology and on-going tech support, support from colleagues and campus leadership, personal initiative, and student patience and understanding. Desired future instructional resources consist of training and on-going assistance, technology support for instructors, and resources for students, in particular technology and Internet services. Many survey respondents highlighted the importance of recognizing that certain types of work are easier to be conducted remotely than others. Frontline staff stressed the difficulty that they are having performing their responsibilities remotely. Moreover, they pointed out the reality that they or other colleagues have already been furloughed, which has brought about much hardship. Challenges from working remotely consist of inadequate workspace and technology at home, lack of access to campus reduces productivity, difficulty in fully engaging with students, lack of boundaries between work and personal life, increased stress and anxiety both in terms of employment and larger issues in society, frequent distraction from multiple individuals working at home, added responsibility for helping children with schoolwork and childcare, isolation and loss of loved ones. Unanticipated benefits identified include higher productivity as a result of fewer distractions for some, having more time to spend with family, financial savings due to reduced work-related and personal expenses, flexibility and lower stress from not commuting, and time for professional development and catching up on projects.

Conditions that would help respondents feel safe to return to work on-site were diverse. Most respondents, however, would like to see measures implemented to hold everyone accountable for following city, county and CDC guidelines and flexibility be provided to those with vulnerable health conditions, a decision that should be at the discretion of the department/program area/executive committee. They further stressed the need to ensure equity so that certain employee groups are not forced to take greater risks than others.

Dealing with the COVID crisis overall has made us keenly aware of two polarities of embodiment that affect our educational mission and university community. On one hand, we understand, now more than ever, the importance of online offerings,
and the need to offer robust and comprehensive online programs. While we are already well positioned to do this work, we must continue to build cultural, infrastructural and pedagogical resources responsive to future needs. On the other hand, our remote experiences during the pandemic help us understand how deeply we need and desire physical presence and face-to-face interaction both inside and outside of the classroom. Moving to a fully online/remote model has further emphasized the opportunity gaps that exist for students and faculty/staff. These polarities, while often thought of as mutually exclusive or contradictory, need to be understood as interlinked and complementary, each feeding the other, both absolutely vital to our mission.

9. Accreditation/Experiential Learning Report and Recommendations

UWM is approved for full delivery of all courses and programs in online, hybrid, and face-to-face modes by the Higher Learning Commission. The key concern is our ability to demonstrate that the program quality and learning goals are consistent across all modes of delivery (Criterion 3.A.3). Additionally, the Federal Compliance requires adherence to UWM’s credit hour policy across all modes of instruction. Our credit hour policy states, “Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.” (Emphasis added). Both of these requirements can be met in all scenarios with careful preparation for the scenarios and between scenarios.

Some of the specialized accreditation, licensure, or certification requirements specify that some parts of the instruction are done in a face-to-face mode. Primarily such constraints apply to programs in areas such as nursing, chemistry, and health sciences fields. These requirements are subsumed in the delivery mode survey results for individual courses which are summarized below.

In considering various scenarios, it is important to know how many of the sections scheduled for fall 2020 can be taught online and how many must be taught in-person. The Accreditation/Experiential Learning subgroup surveyed all UWM department chairs to get their feedback. Academic units were asked to label each course in the catalogue into one of four categories based on whether the learning outcomes can be achieved online or must have in-person instruction. The four delivery options were:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Delivery Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning Outcomes can be met via 100% online delivery</td>
</tr>
<tr>
<td>2</td>
<td>Learning Outcomes can be achieved by 5 or fewer in-person meetings, with the remaining content delivered online</td>
</tr>
<tr>
<td>3</td>
<td>Learning Outcomes require meeting in-person once every two weeks, with the remaining content delivered online</td>
</tr>
<tr>
<td>4</td>
<td>Learning Outcomes require frequent, weekly in-person meetings</td>
</tr>
</tbody>
</table>

The analysis of collected data indicates that the vast majority of lecture courses (82%) can achieve their learning outcomes through online delivery. Just over 14% of lecture sections require some in-person delivery to accomplish learning outcomes.

<table>
<thead>
<tr>
<th>Lecture Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating</strong></td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
Some courses received a Variable rating because departments gave more than one rating, reflecting that certain contingencies (e.g., availability of software licenses) will change the delivery modality. A rating of zero indicates no response. The % of Total Reporting exceeds 100 percent due to rounding and some sections being stacked and/or being counted twice as undergrad and grad courses.

As one might expect, Lab sections require more in-person contact, with 48% requiring at least five in-person sessions per semester. Lab sections include everything from traditional natural science labs to art studio and performance labs.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number of Sections</th>
<th>% of Total Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td>1113</td>
<td>50%</td>
</tr>
<tr>
<td>1</td>
<td>523</td>
<td>24%</td>
</tr>
<tr>
<td>2</td>
<td>134</td>
<td>6%</td>
</tr>
<tr>
<td>3</td>
<td>98</td>
<td>4%</td>
</tr>
<tr>
<td>4</td>
<td>299</td>
<td>14%</td>
</tr>
<tr>
<td>0</td>
<td>46</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total Sections</strong></td>
<td><strong>2213</strong></td>
<td></td>
</tr>
</tbody>
</table>

It is useful to know that many Lab sections are stacked with both undergrad and graduate students in the lab at the same time.

Discussion sections are mostly deliverable via online at 80%.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number of Sections</th>
<th>% of Total Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td>761</td>
<td>80%</td>
</tr>
<tr>
<td>1</td>
<td>761</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>7%</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Seminar Sections

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number of Sections</th>
<th>% of Total Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td>1</td>
<td>337</td>
<td>83%</td>
</tr>
<tr>
<td>0</td>
<td>51</td>
<td>13%</td>
</tr>
<tr>
<td>Variable</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Total Sections</td>
<td>406</td>
<td></td>
</tr>
</tbody>
</table>

While online delivery may not be the desired delivery option for many instructors or students, the analysis of the Accreditation/Experiential Learning subgroup shows that most courses/labs/discussion/seminar sections can achieve their associated learning outcomes through online delivery.

10. Research Report and Recommendations

The Research/Scholarship sub-group considered research scenarios in light of UWM’s “Framework for Reopening Research Facilities” (see Appendix F). This is based on a phased reopening of research in five stages ranging from near total shutdown (stage 1) to normal (pre-pandemic) operations (stage 5). The group adopted this framework for developing scenarios because it was more appropriate than the scenarios for instructional activities. Research and scholarship generally involve a significantly lower on-site population density and a reduced need for face-to-face group interactions. This framework accommodates hybrid models because on-site collection and acquisition of materials or data can be separated from off-site analysis and interpretation. This allows research and other scholarly activity to continue with appropriate safety considerations even if instruction needs to move to an online mode.

The work group projects that UWM will move to “stage 2” status in the summer. Transition to stage 3 is hard to predict due to the unpredictable nature of the pandemic, our ability to respond, and the availability of safety supplies. We hope this transition will occur in early fall, but we also realize that another wave of infections may require a reduction of on-campus activity later in the fall semester. If that occurs, there should be an assessment of whether a full shutdown of research is required or if we can remain in stage 2. We may have sufficient safety procedures in place to avoid the full stage 1 shutdown for the relatively low-density presence needed for research and scholarship. This is important because remote work cannot compensate for a full shutdown of on-site facilities. (In other words, there is no equivalent to shifting research to an online setting, particularly because much of the potential off-site work was done during the initial shutdown period from mid-March to late May.) Early career faculty, research academic staff, postdocs and graduate students must be able to sustain their
progress if we are to avoid losing some of them. In addition, research shutdowns endanger the timely attainment of degrees for theses-based masters and dissertation-based doctoral students.

One fundamental change introduced by the pandemic is the increased need to develop safe operations at the level of the entire campus, not just in individual instruction and research spaces. With the pandemic, everyone must take a wider view that includes safe operations within entire facilities (custodial services, circulation patterns) and the campus (library services, support centers, transportation). Individual faculty and lead researchers will need to communicate plans and expectations for safe operation to their research group and be responsible for operations in their facilities, including plans to arrive and depart in a safe manner and comply with standard employment practices regarding breaks and access to restrooms. This will require support from campus units such as University Safety and Assurances, IRB, IACUC, Emergency Operations Center, Office of Research, Graduate School, etc.

Over the last few weeks, surveys of both faculty/scientists and graduate students revealed the concerns of the research community. The survey of faculty and scientists showed the top three concerns were: 1) the internal funding of graduate students (in the form of assistantships and fellowships/scholarships); 2) their graduate students’ progress to degree; and 3) external research funding. These were followed by long-term scholarly productivity and the process for reopening research facilities. It is notable that the major advisors and committee members were more concerned about the research, funding and degree attainment of their graduate students than their own tenure, promotions, and sabbaticals.

A May survey of graduate student experiences probed three Fall 2020 research scenarios, with preferences ranked as follows: 1) a hybrid of a combination of safe in-person access for data collection with remote analysis and writing; 2) on-campus work with daily access to facilities with social distancing and other safety protocols; 3) work only remotely. We should provide all three options to our students to honor differences between disciplines and stage of progress to degree.

Careful planning can maximize research productivity through the use of “shifts” for on-campus work and moving as much activity as possible to off-site locations. This will allow researchers to be make progress on their research while also protecting their safety. Remote access should be favored for student who prefer this mode, provided their major advisors agree with this choice. In disciplines where research and scholarly work requires access to facilities, many students should be able to use a hybrid mode combining on-campus work with analysis and writing conducted off-site. In some cases, more junior research students may need substantial oversight by other team members. Postdocs and experienced graduate students who are fully trained and can work safely without supervision could have first preference for evening and weekend times. Group meetings, one-on-one advising, and defenses can continue by remote Teams conferencing.

The following table presents some of the main attributes associated with the different stages of research reopening using the framework for reopening research facilities. It is worth noting some of the major risks and unknowns related to the level of research activity in the fall:

- **Major Risks**
  - Increase in pandemic requires a move to a more restrictive stage
  - Shortage of PPE and cleaning supplies limit ability to ramp up research activity
  - Lack of support services due to limitations on campus activity and workforce
  - Loss of research staff such as graduate RA and post-docs as work is restricted
  - Longer-term loss of funding and scholarly productivity if unable to restart research in a timely manner

- **Unknowns**
  - EOC guidance for facility usage
  - Costs and availability of PPE, sanitizing supplies
  - Availability of and coordination with support services
### Scenarios for Research and Scholarship

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Changes</th>
<th>Challenges/Risks</th>
<th>Resources</th>
<th>Best Case</th>
<th>Worse Case</th>
</tr>
</thead>
</table>
| Research     | Est. population density of 10% or less | - Core facilities shutdown  
- On-site activity shutdown with only rare exceptions (COVID research)  
- Loss of post-docs and graduate students if unable to conduct research requiring on-site access  
- Lack of access to Library materials or offices  
- Lack of custodial and other building support services  
- Adequate building-level guidance for safe operations may not be available  
- Need for infrastructure to deal with high volume of off-site work (computer, broadband access, etc.)  
- Severe restrictions halt our research activity | PPE  
- Sanitizing supplies  
- Sufficient building support services  
- Building-level guidance for safe operations | Some critical research (COVID-related and seasonal field research) allowed on a case-by-case basis  
- Research workforce has sufficient off-site work and connectivity to remain active for prolonged time periods | Restrictions lead to loss of post-docs and untenured faculty to institutions which are not as limiting  
- Delays in graduate students’ research may lead them to forego degree programs  
- Loss of R1 classification if we are not competitive with other research universities |
| Stage 1      | Safety Plans required for COVID-19 | Costs of closing & restarting facilities  
- Very limited time for on-site research  
- Likely to lose post-docs if able to conduct research elsewhere  
- Graduate RAs may not be available if unable to pursue research activities  
- Interruption of research programs  
- No in-person human subjects research  
- Limits on meetings (10 people) may make collaborative work difficult  
- Lack of access to some Library collections | PPE  
- Sanitizing supplies  
- Sufficient building support services  
- Building-level guidance for safe operations | “Shift work” allows about half of lab group to use facilities on a part-time basis  
- Project adjustments reduce impact on graduate students’ progress; access prioritize allows progress  
- Shift toward “big data” work if resources are available and research questions are amenable | Supplies and/or layout do not permit “shift work”  
- Some graduate students leave without degrees due to excessive delays  
- Virus resurgence forces increased restrictions |
| Research     | Est. 25-33% density | Limited time for on-site research; shift work may mitigate this  
- Likely to lose some post-docs  
- No close-contact human subjects research | PPE  
- Sanitizing supplies  
- Sufficient building support services | “Shift work” increases usage to at least 75% of group on part-time basis  
- Prioritized access for graduate students allows nearly all to make progress on research required for degree | Virus resurgence forces increased restrictions |
| Stage 2      | Safety Plans required for COVID-19 | Time loss minimal with appropriate timing and cleaning  
- Much reduced risk of losing post-docs and graduate students  
- No close-contact human subjects research with high-risk populations | PPE  
- Sanitizing supplies  
- Sufficient building support services | “Shift work” increases usage to entire group on part-time basis | Virus resurgence forces increased restrictions |
| Research     | Est. 50% density | | | | |
| Stage 3      | Safety Plans required for COVID-19 | | | | |
| Research     | Est. 75% density | | | | |
| Stage 4      | Safety Plans required for COVID-19 | | | | |

Please see Appendix F for more details.
11. Summary of Academic Unit Strategies

Deans/Directors of each academic unit answered questions regarding each of the identified scenarios. Eleven academic units submitted scenario plans, and a review of responses was conducted. The compiled responses should be seen as a snapshot of academic unit thinking as of early May 2020. Each academic unit’s responses reflected items of particular concern to that unit in addition to the common themes identified here.

For each scenario, the primary response across multiple questions was related to student, employee, and community safety. Concerns about safety were expressed in the need for PPE, classroom and facility disinfection, adjusting the course schedules to reduce congestion, reduce class sizes for social distancing, facilitate time for cleaning, and manage traffic in hallways. Given the demand for safety, deans and directors recognized that safety constraints may impact class sizes and enrollments. Many reported that the worst case outcome would be that even the best efforts to maintain safe conditions would be ineffective.

Recognizing that online instruction was a default in each scenario, responses reflected the desire to see more support and training to improve online pedagogy and quality. More training like that already being provided by CETL was desired, along with more instructional design staffing/support for instructors. The move to remote and online instruction has created challenges to replicating hands-on experiences and ways of replacing large-group interactions. If online instruction is significant in fall 2020, additional information technology support was identified as important. This included software tools, hardware upgrades for remote teaching, and IT support for both.

Across all scenarios, there was confidence in instructors and staff to find creative ways to deliver instruction and meet student needs. There was also the intent to serve student needs through a combination of face-to-face and online instruction. Compiled responses for each scenario are available in Appendix G.

12. Overall Recommendations

We make these recommendations with a focus on the safety of our students and staff as well as an absolute commitment to providing students with high-quality instruction in a variety of modality blends that aligns with their needs and the conditions in the 2020-21 academic year. The SPWG has explored a wide range of options that would form the foundations of the three basic scenarios. In examining Scenarios 1A (majority F2F) and Scenario 1B (majority online), it has become clear that current public health guidance to institutions of higher education puts heavy constraints on F2F instruction and creates many challenges to the broad implementation of F2F instruction. An added challenge is that it is difficult to predict the situation with COVID-19 in the Fall semester given the lack of a clear trajectory for the disease in Wisconsin at this time. The EOC recommends following guidance from public health departments of the respective city and/or county of UWM campuses to guide the re-opening of campuses and any future public health actions UWM might take. The following recommendations assume that all the cities and counties in which UWM campuses are located will meet the public health gating criteria for re-opening and will remain open for most of the semester.

Finally, there is a strong interplay between the scenarios and plans for residential housing. Although the SPWG will not make explicit recommendations about housing, it is important to recognize that decisions related to scenario planning can have significant impacts on students’ desire for on-campus housing. Inversely, safety constraints on housing may limit the number of students living on campus, thus reducing the number of students who are locally situated for F2F instruction.

Resulting from the above analysis, SPWG offers recommendations for the Crisis Management Team to consider. The following list is not a ranking of recommendations.

1. SPWG recommends that F2F classes offered should anticipate needing an online or remote version running parallel to the F2F course – both to retreat to online due to virus reemergence and to provide options to students who are in isolation, caring for family, or no longer willing to attend F2F sessions. (Courses with substantial experiential learning components may need special considerations, as described in Recommendation 2b.)
2. SPWG recommends that the academic calendar be disrupted as little as possible. In particular, SPWG recommends:
   a. that the fall 2020 academic calendar keep its current start and stop dates;
   b. that all F2F instructors of courses with experiential learning components (e.g., labs, performance, studio arts, etc.) front-load the experiential components as much as possible in order to meet course learning outcomes earlier in the semester in the event public health conditions warrant closing one or more campuses. A recommended target date for completing a course’s experiential learning components is Thanksgiving. Lectures may continue F2F or online after the completion of the experiential component.

3. SPWG recommends that efforts focus on implementing Scenario 1B: Majority Online. It is unlikely that safety constraints will loosen to allow for implementation of Scenario 1A: Majority F2F. Safety constraints on group size and on social distancing significantly reduce the number of classrooms available for F2F instruction.
   a. Prioritization Plan: SPWG recommends that the Registrar’s Office and key leaders convene a work group to rapidly implement the class prioritization process following drafted guidelines (Appendix C).
   b. Expansion Plan: SPWG recommends that a small work group coordinate with departments to identify classes/instructors capable of offering F2F instruction through hybrid classes (half F2F, half online), evening and weekend classes, and other means of expanding F2F opportunities within defined safety constraints.
   c. SPWG recommends that all fall classes be identified in the course schedule by modality as soon as possible for students. NSO’s are beginning June 8 and students will want to know the modality of courses. Although it is likely too late for the June 8-13 NSO’s, a recommended target date to complete this work is before the June 22 NSO. Advising capacity would be greatly stretched if students need to redo schedules after their NSO.
   d. SPWG recommends that students be given a mix of synchronous and asynchronous online options to match their expectations about university experiences and the preferences of some faculty in delivering online content. However, retaining the time slots for synchronous online courses will limit the flexibility in creating new F2F sections with students unable to enroll in courses with overlapping times.
   e. SPWG recommends that changes to course scheduling follow the Registrar’s Office recommendations in Appendix B to maximize the number of classrooms available for scheduling following safety constraints. The RO requires a deadline of July 1, 2020, to facilitate these scheduling changes. Caveat: SPWG recognizes that changes to the course schedule will require weeks to implement. During that time, NSOs and continuing students are enrolling for fall semester courses. Changes to the fall course schedule will effectively “black out” the schedule at times and may prevent students from registering. This may create confusion among students and advisors, potentially creating discontent.

4. SPWG recommends implementation of the hybrid stages defined in the “Framework for Reopening Research Facilities” document. Fall 2020 should start at the same level of openness as the end of summer (e.g. level 2), progressing to higher levels as appropriate (e.g. from 3 all the way to 5), with planned scale back in response to public health developments.
   a. Research and scholarship generally involve a significantly lower on-site population density and a reduced need for large face-to-face group interactions.
   b. Research and scholarship naturally fit in hybrid models because on-site collection and acquisition of materials or data can be separated from off-site analysis and interpretation.
   c. This would allow research and other scholarly activity to continue with appropriate safety considerations even if instruction needs to move to an online.
5. SPWG recommends that safety protocols for classrooms and commons spaces be developed. These safety protocols should include general signage and signage for traffic control in hallways and in/out of classrooms. Instructors teaching F2F will use these guidelines and communicate these expectations to students.

6. SPWG recommends that plans be developed to provide options for students and staff who cannot or become unable to meet F2F for instruction and/or research. For staff, Human Resources should communicate expectations for those wishing accommodations due to high-risk factors. For students, plans should exist for how infected students will be isolated and accommodated to continue their studies while in isolation.

SPWG makes the above recommendations with a commitment to offering options that will provide UWM students with a safe, high-quality educational experience. SPWG is confident that UWM leadership will work broadly, swiftly, and collaboratively to utilize these recommendations to advance the UWM mission, demonstrate UWM’s commitment to academic and research excellence, and provide our students and community with the foundation for growth as we move through and beyond this global health crisis.
APPENDIX A

Scenario Planning Framework
May 2020

Key Areas of Work Group Charge

1. Instruction
2. Enrollment Management
3. Research Activities

A. Changes needed to adapt to the conditions of each scenario.
B. Challenges/Risks presented by each scenario.
C. Best case/worst case outcomes under each scenario

Scenarios

Scenario 1 - Hybrid Fall
1. Mainly f2f with some select courses moved online.
2. Mainly online with some select courses remaining f2f.
3. Some mix of f2f and online with potentially shifts in scheduling (later starts, blocks, etc.).
4. Start f2f and retreat to online due to degenerating public health situation.

Scenario 2 - Fall all online

Scenario 3 - Academic Year online

Scope of Scenarios Work Group Study

A. Academic Affairs (responsible sub-group, see below)
   1. Develop plan to facilitate easy conversions between f2f and online (SERT and CL)
   2. Determine scope of courses that would be diminished or impossible to provide online, and which would require special solutions in Scenarios 2 or 3 (RS and AEL)
   3. Assess capacity and potential new resources needed (space, renovation, or consumables) to conduct graduate education/research with social distancing in all scenarios (RS)
   4. Develop guidance to units for reacting to instructor-initiated requests to shift a f2f course to online course outside of campus decision on Scenarios (FSE)
   5. Estimate capacity/limits of f2f courses to tolerate COVID-19 setbacks, e.g. self-quarantines in Scenario 1 (CL, SERT, FSE)
   6. Investigate surveying student experience with current online conversions and their comfort level with Scenarios 1 and 2 (SERT and CL)
   7. Investigate surveying faculty/staff with respect to institutional/course effectiveness and work environment under Scenarios 1 and 2 (FSE and CL)

B. Connectivities to other divisions (responsible sub-group, see below)
   1. Analyze impacts on student recruitment and retention under Scenarios 1-3 (SERT and CL)
   2. Determine tipping point on extent of f2f to online conversion in hybrid mode that would fundamentally change campus experience - what is the limit on f2f to online conversions that still allows UWM to provide a realistic f2f/residential semester (SERT and CL)

C. Longer term (responsible sub-group, see below)
1. Create online pathways to all/most degrees so UWM can nimby respond to future disruptions (SERT, FSE, and CL)

**Work sub-groups**

**Coordination Leads (CL)**
Scott Gronert  
Robin Van Harpen  
Dave Clark  
Kelly Haag  
Kathy Dolan  
Laura Pedrick  
Stephen Schmid

**Research/Scholarship (RS)**
Mark Harris, Lead  
Wilkistar Otieno  
Margaret Noodan  
Marija Gajdardziska-Josifovska

**Student Experience/Recruiting and Retention (SERT)**
Kay Eilers, Lead  
Diane Reddy  
Katherine Malek  
Connor Mathias

**Accreditation/Experiential Learning (AEL)**
Devarajan Venugopalan, Lead  
Kim Litwack  
Ron Perez

**Faculty/Staff Experience (FSE)**
Chia Vang, Lead  
Lane Hall  
Stan Yasaitis  
Leigh Wallace
APPENDIX B

Social Distancing Classroom Inventory and Fall 20 Meeting Pattern Recommendations – Registrar’s Office

General Access (GA) and Department room availability by capacity after calculating social distancing constraints. The GA classroom capacities are modeled with furniture type dictating the sf/student factor.

Due to unknown conditions in departmental classrooms (furniture type, fixed counters and equipment, instructional specific features), a generic 50sf/student factor for capacity forecasting was used.

This is “best case scenario” and will likely drop for most rooms once we assess room conditions in detail.

<table>
<thead>
<tr>
<th>Max Capacity</th>
<th>GAC Inventory</th>
<th>Dept. Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;10</td>
<td>105</td>
<td>103</td>
</tr>
<tr>
<td>10-14</td>
<td>49</td>
<td>42</td>
</tr>
<tr>
<td>15-19</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>20-24</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>25-29</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>30-34</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>35-39</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>40-44</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>45-49</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>50+</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Total:</td>
<td>183</td>
<td>259</td>
</tr>
</tbody>
</table>
The following recommendations for changing fall 2020 meeting patterns is a mix of several options to meet safety constraints of social distancing and 30-minute gaps between sessions: moving some current F2F sessions to online; stretching gaps between classes by adding time, and redoing parts of the schedule to add 30-minute gaps. While this will require significant rebuilding of the fall schedule, the Registrar’s Office (RO) believes it can accomplish this with minimal drops and re-enrollments for students. To facilitate this proposed fall rescheduling, the RO will work with departments to coordinate the need for GA space.

The RO recommends that all meeting pattern changes must be submitted via the provided spreadsheet to Registrar’s Office Workgroup (detailed to be determined) no later than Wednesday, July 1, 2020. Failure to do so may greatly reduce the ability for the class to be assigned to a GA Classroom. Regardless, there is no guarantee of a GA Classroom assignment during re-optimization.

In order to meet the potential recommendations of at least 30 minutes between classes to accommodate staggered ingress/egress as well as any instructor/student self-cleaning and set up and take down of the classroom prior to the start of instruction and at the end of class, new meeting patterns are recommended below. Failure to adhere to the new meeting patterns may greatly reduce the ability for the class to be assigned to a GA Classroom.

**In order to maximize the severely limited GA classrooms** due to social distancing space requirements, classes **MUST be spread out between 8 AM - 9:30 PM Monday through Friday** and Saturdays and Sundays should be considered as well. Below is a chart indicating the reeducation in room capacities for GA Classrooms. Note there are no classrooms that seat greater than 50.

Re-optimization of GA Classrooms will require the removal of the currently assigned GA Classroom (room assignments in department-managed spaces will not be removed), re-importation of the term using the maximum enrollment (NOT the requested room cap), and the only room characteristic utilized will be ‘GA Room - Multimedia’ as finding an appropriately sized classroom for safety takes precedence over other room characteristics. Additional room characteristics, if not found in the room, can be requested from Classroom Services prior to the start of the term. Sections with enrollment will be placed before sections without enrollment.
75 Minute Classes - M, T, W, R, or F (consider SAT & SUN too)
Traditionally 2x/week; now encouraged to schedule 1 day a week with the rest of the activities to be online <link to CETL's instruction suggestions>

<table>
<thead>
<tr>
<th>8:00 - 9:15 AM</th>
<th>9:45 - 11 AM</th>
<th>11:30 AM - 12:45 PM</th>
<th>1:15 - 2:30 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 - 4:15 PM</td>
<td>4:45 - 6:00 PM</td>
<td>6:30 - 7:45 PM</td>
<td>8:15 - 9:30 PM</td>
</tr>
</tbody>
</table>

50 Minute Classes - M, T, W, R, or F (consider SAT & SUN too)
Traditionally 3x/week for enrollment sections & 1x/wk for non-enrollment sections; now encouraged to schedule less meeting times face-to-face and provide at least 50% of activities online.

<table>
<thead>
<tr>
<th>8:00 - 9:00 AM</th>
<th>9:45 - 10:45 AM</th>
<th>11:30 AM - 12:30 PM</th>
<th>1:15 - 2:15 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 - 4:00 PM</td>
<td>4:45 - 5:45 PM</td>
<td>6:30 - 7:30 PM</td>
<td>8:15 - 9:15 PM</td>
</tr>
</tbody>
</table>

150 Minute U/G Classes - M, T, W, R, or F (consider SAT & SUN too)
160 minutes with 10 minute break.

<table>
<thead>
<tr>
<th>3:00 - 5:40 PM</th>
<th>6:30 - 9:10 PM</th>
</tr>
</thead>
</table>

150 Minute Graduate Classes - M, T, W, R, or F (consider SAT & SUN too)
160 minutes with 10 minute break.

<table>
<thead>
<tr>
<th>8:00 - 10:40 AM</th>
<th>11:30 AM - 2:10 PM</th>
<th>3:00 - 5:40 PM</th>
<th>6:30 - 9:10 PM</th>
</tr>
</thead>
</table>

'Balancing' Class Sections to Optimize Classrooms & Reduce Unused Times:

To create truly 'balancing' class sections they must have the same time, max enrollment capacity, & room characteristics.

- For example, if one class was originally scheduled T/R 8-9:15 AM with a maximum enrollment of 15 and room characteristic of GA Classroom - when revising the classes one class should be T 8-9:15 AM and a second class R 8-9:15 AM with the same maximum enrollment and room characteristics.

- A second example, if one hybrid met every other week T 8-9:15 AM on 9/8, 9/22, 10/6, 10/20, 11/3, 11/17, 12/1 and then the second hybrid class would meet T 8-9:15 AM on 9/15, 9/29, 10/13, 10/27, 11/10, 11/24, & 12/8.
Options for making changes to the Fall schedule – both are centrally routed through the Registrar’s Office.

Option 1: Changes submitted via CLSS (Courseleaf Section Scheduler) by department schedulers with workflow routed to the Registrar’s Office for final approval.

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Onus for data entry would be put on the departments</td>
<td>• Decentralized – could be harder have everyone meet deadlines in time for room assignments</td>
</tr>
<tr>
<td></td>
<td>• Heavy lift for departments since they finished Fall in February and are currently working on Spring 2021</td>
</tr>
<tr>
<td></td>
<td>• Information will need to be moved through many more people (to committee for approval, back down to department, department scheduler)</td>
</tr>
<tr>
<td></td>
<td>• RO would have to verify that the information submitted is correct when going through workflow adding extra steps</td>
</tr>
<tr>
<td></td>
<td>• Unsure of furloughs across academic departments – could affect the person trained to use CLSS</td>
</tr>
<tr>
<td></td>
<td>• Special configuration needed for CLSS</td>
</tr>
</tbody>
</table>

Option 2: Changes entered by RO in directly in PAWS, and Brenda for CGS

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Information won’t have to travel as far once approved by the committee</td>
<td></td>
</tr>
<tr>
<td>• Less people making changes in the system, easier to control data entry</td>
<td></td>
</tr>
<tr>
<td>• Changes are entered directly in PAWS</td>
<td></td>
</tr>
<tr>
<td>• RO team is efficient and will be able to finish by prescribed deadlines</td>
<td>• Heavy lift by RO staff</td>
</tr>
</tbody>
</table>

RO preference is Option 2.

Success with summer rescheduling indicates the RO will be able to get the changes entered quicker than if RO communicated down to the departments and had to vet all the changes coming through. Room assignments will take four weeks to process. RO recommends a deadline of July 1 for scheduling changes to arrive in the RO. RO will provide a template for consistency.
APPENDIX C

Space Prioritization

Process:
Justifications submitted for undergraduate and graduate courses in category 2, 3, or 4 on Dev’s survey indicating the learning outcomes cannot in part (or fully) be achieved online are evaluated by a Registrar’s Office workgroup to determine space prioritization using the criteria below. At least one criterion must be met for prioritization. Appeals would be handled by the Dean of the School/College as well as requests for any space that might remain after the Space Prioritization Work Group concludes its work. It is suggested that the process, strategy and timeline be fleshed out and refined by those involved in space assignments.

**Student enrollment and specialized space & equipment needs in the context of social distancing may not permit scheduling of some courses (despite meeting criteria for prioritization).**

Criteria (rank ordered):

1 - Courses that meet licensing or external accreditation requirements that can’t be accomplished virtually.

2 - Courses that rely on on-site instrumentation, materials, technology, animals, and/or software licensed to campus computers etc. that can’t be replicated or accomplished virtually (e.g., studio courses, maker spaces, laboratory courses).

3 - Courses for students scoring at the developmental level*
   - Math Literacy level 0 & 10
   - English/English for Academic Purposes

4 - Courses that rely on immediacy between students and the instructor (or between students and students) to achieve learning outcomes that can’t be conducted or accomplished virtually.
   Such courses may require:
   - guided practice or process
   - intensive feedback from instructor/mentor/coach/peers
   - essential performance, interaction, co-learning with peers, etc.

5 - Courses that typically enroll large proportions of first-year students (i.e., 100-200 level courses)**

6 - Courses with compelling justification for space prioritization other than those identified above.

*Students placing at the developmental level may be less successful in an online learning environment given their lower levels of literacy and likely lower self-efficacy with regard to math/English/writing, which may affect motivation, capacity for self-regulation, concentration, and, in turn, learning and performance. International students with low English literacy may more rapidly build literacy in a F2F or blended learning environment than in an online environment.

**Prioritized given first-year student preference for F2F courses (as documented in survey findings)
**Additional Guiding Principles:**

1. The space prioritization criteria identified above should also guide assignment of any classroom departments or schools/colleges may control (i.e., classrooms that are not General Assignment Classrooms).

2. In Fall 2020, the goal is to have all face-to-face courses utilize an Adaptive Instructional approach where at least 50% of the course is offered online (see Action Plan for Instruction appended to the Student Experience Report for scenario planning). Use of Adaptive Instruction benefits UWM in several ways, including aiding distribution of space—a scarce resource.

3. A course section meeting criteria would not be prioritized if other sections of the same course indicate 1 on Dev’s survey – so for example, if the course were Psych 101 and multiple Psych 101 instructors indicated 1 (learning outcomes could be met online) and one Psych 101 instructor indicated 3 (learning outcomes could only be met by f2f instruction every 2 weeks), the committee might decide not to prioritize this section for space since the learning outcomes of the course could by admission of the other instructors be accomplished online.
APPENDIX D

**Student Experience**

Shortly after the pandemic brought significant changes to the spring 2020 semester, a student experience survey launched to all UWM students. The initial survey (Survey 1) launched April 15, 2020, and received over 1300 responses. As the spring 2020 semester neared its end and fall scenario planning ramped up, a second student experience survey (Survey 2) launched. This survey launched May 13, 2020, and received over 3000 responses. The feedback gathered within both served as a mechanism to inform consideration of each scenario as it relates to the student experience. Both survey instruments are available upon request.

_The results for the most important question for Fall 2020 enrollment management “What are your plans for the upcoming semester?” are displayed below._

While only 1.5% of the respondents do not plan to continue at UWM, and 51% definitely plan to continue, it is clear that a sizable group is waiting to learn about the final Fall scenario before deciding to enroll.

In this grouping the majority (21%) would continue only in a hybrid scenario “if face-to-face courses are available alongside online options,” the next largest group (8%) would continue only a remote scenario “if their courses are exclusively online,” and the third group (5%) is undecided at this time.

The survey shows that the risk to our fall enrollment is largest if we select the exclusively online scenario. Even with the preferred hybrid scenario we stand to lose 8-13% of continuing enrollment. The risk for new enrollment is not probed, but likely even higher. The risk can be reduced by timely and clear communication of the chosen scenario to all students.
Communication Plan to Students

In the series of student surveys, students provided feedback regarding campus communication.

Survey 1 – “Since UWM’s move to a virtual environment, how has your experience been with campus communication:

Survey 2 – Since UWM’s move to a virtual environment, how was your experience with campus communications (quality and timeliness of information):

The second survey shows an increased satisfaction with campus communication, with 70% selecting the top two grades, compared to 9% that chose the lowest two grades.
Regardless of the decision on which scenario UWM will follow for fall 2020, a clear communication plan must be designed and implemented to support a diverse range of students while addressing their needs and concerns.

Audiences to consider:
- Prospective and admitted students at all levels
- Traditional undergraduate students
- Non-traditional undergraduate students
- International students
- Masters students
- Doctoral students
- High school (early college credit) students

Topics to consider:
- Delivery of courses with detailed explanation
- Safety measures
- Quality instruction
- Quality research
- Tuition and fees
- Access to various support resources and facilities
- Policy/procedure changes (if any)

Recommendation for Adaptable Instruction at UWM

Based on feedback from the first student experience survey conducted in spring 2020, students across courses and disciplines shared a wide range of experiences. For example, students responded to the initial survey when prompted with “Since UWM’s move to a virtual environment, how has your experience been with academic course work”:
The second student survey asked an equivalent question about adapting to online courses and received better scores. This survey also probed interaction with faculty, quality of instruction, and adapting to changed research environment. Campus resources and communications were probed in both surveys. All results were predominantly positive.
When asked “What are your plans for the upcoming semester?” student responses also varied.

Within survey two, students were also asked to rate their preferences for fall instruction.

Further details based on students’ schools/colleges are available upon request.
It is recommended that wherever possible all fall 2020 face-to-face courses be designed using adaptable instruction. This method allows for the most flexibility given the uncertainty still surrounding planning for the upcoming academic year. Implementing adaptable instruction allows for courses to quickly transition for individual students and/or an entire course section if needed based on the situation. Appendix H provides an Action Plan for Instruction prepared by Diane Reddy, which further details recommendations for the move to adaptable instruction (see Appendix H).

Recommendation for Updated Policies and Practices

Considering the significant changes ahead, it is also recommended that UWM consider examining various policies related to the student experience as follows:

- Attendance policy – It is recommended that a standard attendance policy statement be created which allows for more flexibility if individuals need to miss class and/or must engage exclusively at a distance due to health concerns.
- Code of conduct – It is recommended that the existing student code of conduct be re-examined to ensure it fully reflects the needs of the community and clearly articulates the expectation of following campus guidelines related to health and safety.
- Grading – It is recommended to engage the emergency undergraduate and graduate grading accommodations if/when campus reverts to fully online courses.
- Time to degree and to prelim – It is recommended to consider further governance extensions to the emergency graduate clock accommodations if campus reverts to fully online courses and to the lowest stage of research in 2020-21 academic year.
- Academic Leave of Absence – It is recommended that graduate students use this interim policy to achieve planned retention accommodations for qualifying events.
- Uniform syllabus policy – It is recommended that the uniform syllabus policy include links to the above provisions.

Supporting Students

As UWM’s campus community continues to change due to the pandemic, it is critical to explore the impact on students, especially those who are the most vulnerable. Considerations should include:

- Reliable housing
- Secure food sources
- Access to mental and physical health resources
- Reliable technology (internet connection, etc.)
- Student scholarships, employment and the need for consistent income
- Planned preservation of graduate assistantships and fellowships
- Emergency funds
- Methods for requesting accommodations as needed

In both student surveys, respondents were asked to provide feedback on their experience with campus resources after moving to a virtual environment. While some students reported having a positive experience, the responses indicate that more work is needed related to student support and community development.
Survey 1 – Since UWM’s move to a virtual environment, how has your experience been with campus resources (campus offices and services)

Survey 2 – Since UWM’s move to a virtual environment, how has your experience been with campus resources (campus offices and services)
Actions to Develop Community
In the short time since the start of the pandemic, UWM quickly moved to create opportunities for community building in a virtual environment. Most notable is the development of the Virtual Student Union (VSU). Within the VSU students have access to a variety of virtual events, resources and engagement opportunities. This space will continue to evolve to meet the needs of students.

As determinations are made regarding format for the fall 2020 semester, the importance of engagement and connection to community are vital to the ongoing success of our students and must be considered.

Recruitment & Retention
UWM and all institutions of higher education were in the height of recruitment and yield season as the pandemic begin to change our daily lives. As such, numerous changes were implemented to support our incoming students by removing barriers and increasing accessibility. These experiences will be used in the 2020-21 academic year to recruit the next cohorts of new students. Examples include:

- Streamlining application and decision processes including flexibility with required documents, ACT/SAT scores for undergraduates, and GRE scores for graduate students. Providing flexibility to graduate admissions committees with program-specific requirements.
- Expanding use of social media to further engage prospective students to encourage applications and admitted students to encourage enrollment.
- Transforming all large recruitment events to virtual environments
- Adding an AI chatbot allowing prospective students timely responses to questions
- Reducing steps to matriculation by removing placement testing and housing contract/deposit from the “next steps” process
- Adding a yield incentive of $500 ($250 for CGS) to all incoming undergraduate students committed to attending UWM for the fall 2020 semester by June 1, 2020

Further, UWM is actively exploring new creative methods to make our campus experience available to a wide range of individuals. These include the promotion of “gap year” experiences for visiting students as well as a free online course available to those interested in learning more about online education.

To support the persistence of our current students toward their degrees, UWM took several steps including:

- Modifying the financial hold threshold from $10 to $2500 to ensure students financially impacted by the pandemic were able to enroll for fall 2020 courses in a timely fashion while paying off remaining balances. This provision was made available to undergraduate and graduate students.
- Creation of the Persistence Action Team (PAT) which coordinated an additional progress report campaign with a focus on identifying students disengaging from online courses after the return from the extended spring break.
- Implemented an ongoing re-enrollment campaign conducting outreach to students eligible but not yet re-enrolled for the fall 2020 semester
- Awarding of retention grants to students who are nearing graduation yet facing financial challenges preventing their re-enrollment for the upcoming term.
Recommendations

- Consider the scenario that takes into account the wishes of the students to maximize positive impact on new and total enrollment and on student success
- Clear and ongoing communication to students about what to expect for the fall semester
- Mandatory training for instructors who had not taught online prior to the pandemic
- Implementation of adaptive instruction for all face-to-face courses
- Use of asynchronous approaches in online instruction
- If synchronous online approaches are the only way learning outcomes can be achieved, synchronous class sessions must be recorded; synchronous assignments and other requirements must be minimized and/or asynchronous alternatives must be in place.
- Guidelines for instructors and students to support constructive dialogue and avoid conflict in the classroom around safety issues (see Guidelines for Classroom Conflict Transformation appended to the Instruction Report)
- Review and refresh (as needed) campus policies to best support students in the new environment
- Evaluate and implement resources available to students to support their health, well-being, academic success, financial support and overall engagement with the campus community
- Clear communications on tuition and segregated fees
- Create a mechanism to continue to gain insight regarding the overall student experience into the fall semester
Additional survey questions and responses.

1. What are your plans for the upcoming semester?

- College of Engineering & Applied Science
  - Graduating in May 2020: 6
  - Have not yet decided on plans for next semester: 9
  - Do not plan to continue at UWM: 18
  - Continue at UWM, but only if courses are exclusively online: 8
  - Continue at UWM, but only if face-to-face courses are available alongside online: 1

- College of Health Sciences
  - Graduating in May 2020: 14
  - Have not yet decided on plans for next semester: 24
  - Do not plan to continue at UWM: 10
  - Continue at UWM, but only if courses are exclusively online: 4
  - Continue at UWM, but only if face-to-face courses are available alongside online: 2

- College of Letters & Science
  - Graduating in May 2020: 33
  - Have not yet decided on plans for next semester: 58
  - Do not plan to continue at UWM: 62
  - Continue at UWM, but only if courses are exclusively online: 6
  - Continue at UWM, but only if face-to-face courses are available alongside online: 1

- College of Nursing
  - Graduating in May 2020: 13
  - Have not yet decided on plans for next semester: 36
  - Do not plan to continue at UWM: 1
  - Continue at UWM, but only if courses are exclusively online: 1
  - Continue at UWM, but only if face-to-face courses are available alongside online: 1

Legend:
- Graduating in May 2020
- Have not yet decided on plans for next semester
- Do not plan to continue at UWM
- Continue at UWM, but only if courses are exclusively online
- Continue at UWM, but only if face-to-face courses are available alongside online
- Definitely continue at UWM
2. Please indicate your preferences for fall instruction
Face to face courses, with social distancing

Online instruction

Combination of face to face (with social distancing) and online instruction
Face to face courses, with social distancing:

Online Instruction:

Combination of face to face (with social distancing) and online instruction:

- Prefer a great deal
- Prefer a lot
- Prefer a moderate amount
- Prefer slightly
- Do not prefer
APPENDIX E

FACULTY/STAFF EXPERIENCE SUB-GROUP REPORT

The Faculty/Staff Experience (FSE) sub-group was charged with the task of developing guidance to units for reacting to instructor-initiated requests to shift a face-to-face course to online. In addition, we were asked to survey faculty and staff with respect to institutional/course effectiveness and work environment under Scenarios 1 and 2 of the planning committee. For longer term consideration, we were asked to discuss the creation of online pathways to all/most degrees so UWM can nimbly respond to future disruptions.

FACULTY/STAFF EXPERIENCE SURVEY RESULTS

In consultation with the Coordination Leads (CL), the FSE sub-group developed and administered a survey to approximately 4,000 UWM employees, which occurred from May 19 to May 25. The survey sought feedback from faculty and staff regarding their experiences during Spring 2020 and possible work environment during Fall 2020 so that teaching and non-teaching staff could share how responses to Covid-19 have affected their ability to perform essential duties at UWM. (See survey below). The mostly open-ended questions enabled us to obtain detailed narratives that provide a snapshot of campus community members’ lived experiences during this crisis. For the purpose of this planning process, we provide the following summary of key findings.

Survey Respondents
Overall 1,502 (38 percent) individuals responded to the survey. They represent the different employment categories at UWM. Forty-six percent taught at least one class during Spring 2020.

<table>
<thead>
<tr>
<th>Employment Category</th>
<th>No. &amp; Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-instructional Academic Staff</td>
<td>443 (29.67%)</td>
</tr>
<tr>
<td>Faculty (tenured, tenure track, &amp; clinical)</td>
<td>307 (20.56%)</td>
</tr>
<tr>
<td>University Staff</td>
<td>295 (19.76%)</td>
</tr>
<tr>
<td>Instructional Academic Staff</td>
<td>285 (19.09%)</td>
</tr>
<tr>
<td>Other*</td>
<td>59 (3.95%)</td>
</tr>
<tr>
<td>GTA teaching own class</td>
<td>52 (3.48%)</td>
</tr>
<tr>
<td>GTA working under/directly with instructor</td>
<td>52 (3.48%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1493</strong> (100%)</td>
</tr>
</tbody>
</table>

*Includes administration and others who chose to use their working title.  
**Nine individuals did not respond to employment category question.

1 Sub-group members: Chia Vang (lead), John Hall, Leigh Wallace, and Stan Yasaitis. The FSE Sub-group thanks Distinguished Professor Kathy Dolan for assistance with survey development and Assistant Professor Patrick Kraft with keyword and sentiment analysis for this report.
Moving and Maintaining Courses Online

Instructors who were not already teaching online during Spring 2020 had mixed experiences with the transition. Those who expressed that they had no challenges moving a face-to-face course to online delivery either had previous online teaching experience or were already using Canvas regularly in their face-to-face courses. The vast majority of instructors who had to make the transition identified the following as major challenges. These are presented in the order of most frequently mentioned:

- **Technology difficulties**
  - Unreliable internet connectivity, or lack thereof, for both instructors and students;
  - Having to learn how to use Collaborate Ultra and other software quickly and not being able to have answers to technical questions as they arise;
  - Collaborate Ultra did not work well and Microsoft Teams does not allow more than four people to be seen on screen—a number of people used personal funds to pay for Zoom subscriptions;
  - Having to use personal equipment for work (computers/laptops, phones, printers, etc…) that are either not as reliable or dedicated to non-work functions.

- **Increased workload and stress**
  - Time constraint and commitment --spending significant amount of time preparing course content (voiceover PPT presentations, videos, text, CANVAS course set up, etc…);
  - Expectations to be available 24/7;
  - The demand for more communication and coordination:
    - Emails and text communications with students and TA/tutors to coordinate online meetings weekly as well as time-intensive class-management tasks necessary in online teaching;
  - Distractions working from home (e.g., young children without childcare, managing children’s schoolwork activities, having multiple people working from home, limited bandwidth, outdated technology).

- **Inability to keep students engaged and maintaining a sense of community**
  - Difficulty ensuring academic integrity;
  - Students doing well in face-to-face were less engaged or stopped altogether.

- **Impossible to meet stated objectives in strictly online format for certain disciplines (e.g., labs, performance, clinical, experiential learning)**

- **Inability to maintain rigor of course diminishing instructional quality**

Instructors overwhelmingly praised CETL and L&S Instructional Technology staff for technology training assistance. They outlined the following as most helpful factors in course conversion and continuation in the order of most frequently mentioned:

- **Training, technology and on-going tech support**
  - Online and in-person Canvas workshops offered by CETL;
  - Specific sessions that departments, college and schools held for all instructors;
  - L&S Instructional Technology staff training and assistance;
  - UWM Help Desk; and
  - Microsoft Teams.

- **Support from colleagues and campus leadership**
  - Those experienced with online teaching sharing resources and providing one-on-one assistance;
o Department chairs and deans providing opportunities for instructors to plan and learn together;
o Clear direction and communication from campus leadership about the need for remote instruction;
o Having one extra week to convert course; and
o Flexibility given to instructors.

• Personal initiative
  o Instructors working many more hours per day to learn new technology, revise syllabi and assignments, prepare new lectures;
o Adapting material to fit online and being flexible with students;
o Frequent communication with students, including online office hours and giving students personal cell phone numbers;
o Staying calm, positive, and focused; and
o Accepting reality that there was no other choice.

• Student patience and understanding
  o Cooperating with instructors and helping to make it work; and
  o Flexibility of students and their willingness to conform to new standards.

Common keywords and negative/positive terms that instructors used to describe their experiences transitioning to online teaching.

Instructional resources desired if teaching online in Fall 2020

Many instructors expressed frustration with not knowing the work environment in the fall and would like to have decisions made as soon as possible so that they can adequately prepare. The following are recommendations they offered to improve online teaching. These are presented in the order most frequently mentioned:

• Training and on-going assistance
  o Additional support for CETL to have staff on-call during evenings and weekends;
o Establish "Pandemic Hotline" for 24/7 online teaching support;
o Allow instructors to record lectures either from lecture halls, research labs, or in their offices;
o Require CETL training for new instructors and TAs;
o Basic training in instructional video production;
o Advanced training in PowerPoint design, particularly using animation to highlight and focus student attention;
o Call on instructors with extensive experience designing and teaching online to offer discipline specific training and share expertise:
  ▪ CETL training in current form not sufficient;
• Guidance for instructors on how to make online format rewarding; and
• Provide stipend to adjunct instructors over the summer to prepare their classes.

• Technology support for instructors
  • Overwhelming request for Zoom accounts to better facilitate synchronous; classroom interaction;
  • Video editing software;
  • Funds for up to date tablets and laptops, especially with touch screens;
  • Better internet connections;
  • Headset for those not able to previously obtain one;
  • Access to department scanner/copier to make readings; and
  • Fix problems with exam proctor software.

• Resources for students
  • Internet service, adequate technology and software required for their classes;
  • Guidance for students on how to make online format rewarding;
  • Messaging students that they need computers with internet and webcams and are expected to attend class as scheduled;
  • Systematic feedback mechanism (preferably anonymous) for students to indicate their day-to-day experience with the course;
  • Find alternative ways to communicate with students, especially in large lectures, since some do not read emails and/or announcements;
  • Consistent support/counseling (mental health) to ensure success;
  • Access to campus resources (labs, libraries, study space, etc.);
  • Invest in cubicles on campus where students can go online and attend classes virtually without exposing themselves.

Impact of pandemic on respondents’ ability to perform duties

Many survey respondents highlighted the importance of recognizing that certain types of work are easier to be conducted remotely than others. Maintenance, security, and other frontline staff who provide customer service stressed the difficulty that they are having performing their responsibilities remotely. Moreover, they pointed out the reality that they or other colleagues
have already been furloughed, which has brought about much hardship. They list the following challenges that Covid-19 related changes to everyday life have had upon their work duties. These are listed in order of frequency.

- **Challenges of working remotely**
  - Inadequate workspace and technology at home:
    - Unreliable internet connection;
    - Outdated personal computer; and
    - Using personal devices and incurring costs associated with using them for work.
  - Lack of access to campus reduces productivity:
    - Data stored at office and lack of access to library resources impact ability to research and write;
    - Files at office; and
    - Inability to perform normal facilities tasks leading to back logged projects.
  - Advising, counseling, financial aid appointments continue but difficult to fully engage with students:
    - Not able to have in-depth conversations—mostly transactional in nature;
    - Slower response to students than normal office hours allows; and
    - Completion of tasks takes much longer and is often frustrating.
  - No boundaries between work and personal life makes workload seem heavier:
    - Students expecting staff to be always available;
    - Unable to work regular hours because consistently meeting students outside of the traditional workday; and
    - Apartment/home taken over by job.
  - Exhaustion and stress due to:
    - So many videoconferences;
    - Having to innovate and create new infrastructure and strategies to support students;
    - Awkwardness of online meetings with students; and
    - Pressure to be “always on,” always available, or always working.
  - Increased stress and anxiety of not knowing what the future holds, both in terms of employment and larger issues in society:
    - Insufficient sleep due to worries; and
    - Unable to stay mentally healthy.
  - Frequent distraction from multiple individuals working at home
  - For those with children, distraction and added responsibility for helping children with schoolwork and childcare:
    - Having to work evenings and weekends but still feel obligated to maintain standard business hours.
  - Lack of opportunities to socialize and collaborate with colleagues:
    - Sudden and unexpected isolation having a negative impact on health and well-being, especially those who live alone; and
    - Communication seems to be harder since cannot just walk down the hall to talk to a colleague.
  - Mourning people who they know have died and supporting people who have lost loved ones

The few individuals who are still working on campus stated that they were doing so due to essential operations, but they no longer supervised others as they had done previously. A few said that there has been change in their work
schedule, but it has allowed them more time to work on project repairs. Despite the challenges and some indicating that they saw no benefit of working remotely; and many others who have been able to continue working remotely highlighted the following unanticipated benefits in the order of most frequently mentioned:

- Unanticipated benefits of working remotely
  - Higher productivity as a result of:
    - Fewer in-office distractions;
    - Having access to all materials needed to perform duties;
    - More time from not having to commute;
    - Virtual meetings restricted to those absolutely necessary and tend to not stray from agenda; and
    - Forced to look at what are the essential components of work and get creative to find a way to manage information electronically.
    - Having more time to spend with family;
    - Financial savings due to limited transportation, parking, food and other work-related costs;
    - Financial savings from not having personal costs, such as childcare, wardrobe, etc.;
    - Flexibility with schedule;
    - Reduced stress of having to commute;
    - Opportunity to learn new virtual platforms; and
    - Time to work on projects that had been delayed.
**Conditions/considerations required for returning to on-site work**

Conditions that would help respondents feel safe to return to work on-site were diverse. The perspectives ranged from “A vaccine is the only thing that will make me feel safe” to “I am completely open to coming back to work today or any day after.” Those who either have health issues or have vulnerable family members indicated that there is nothing the campus can do to make them feel safe unless a vaccine is developed. Some were adamant that they will only feel safe if there are reduced cases locally and nationally, and still others said that the only way they will feel safe is if the pandemic goes away. Most respondents, however, want to see that measures would be implemented to hold everyone accountable for following city, county and CDC guidelines.

In order for the vast majority of respondents to feel safe working on-site, the following would need to be in place:

- Abundant testing, including taking temperatures before entering buildings;
- Increased and consistent cleaning of offices, classrooms, and common areas (bathrooms, elevators, hallways, etc.);
- Assess ventilation system and make necessary updates;
- Availability of personal protective equipment (PPE) all over campus;
- Commitment to social distancing;
- Shields/partitions for staff/public spots;
- Smaller class sizes; and
- No large gatherings.

Respondents offered the following strategies to further ensure safety:

- Develop comprehensive plan to track, trace and quarantine;
- Provide flexibility for those with health conditions to work remotely;
- Stagger class times to avoid large groups;
- Stagger workdays/having staff work in shifts so people on same floor different days each week;
- Provide signs to direct people how to walk on campus so that they keep required distance;
- Create a culture of safety where all individuals are committed to following guidelines; and
- Have very clear, easy-to-follow, enforceable set of rules for people to follow.
GUIDANCE TO UNITS FOR REACTING TO INSTRUCTOR-INITIATED REQUESTS TO SHIFT A F2F COURSE TO ONLINE COURSE OUTSIDE OF CAMPUS DECISION ON SCENARIOS

Based on survey feedback from faculty and instructional staff, we recognize the significant concerns individuals have returning to campus in the fall to teach in traditional lecture and classroom settings. In addition, the uncertainty of the situation creates anxiety and concern related to the status of the virus, as well as the potential vulnerability of the employee and their loved ones. Individuals with minor children may also have childcare considerations they must navigate in the fall. In making determinations related to instructor-initiated requests to shift from an on-site/face-to-face course to a fully online course offering, the following should be considered:

- Documented health considerations for the instructor or a member of the instructor’s immediate household. In the event the employee has a documented health consideration that makes them – or a member of their immediate household – at greater risk of infection/complications from infection, the courses should be moved to a fully-online format as long as the learning objectives can be met in the synchronous and/or asynchronous format. If the learning objectives cannot be met in the online environment, reasonable accommodations should be developed to protect the instructor and ensure the academic integrity of the course. This may include, but not be limited to, creating a hybrid model that requires less time in contact with others, small course sections in larger spaces, or reassigning the instructor.

- Instructor preference – unrelated to health status – to move the course to a fully online model. In the event the employee requests the course be moved to a fully online format, it should be at the discretion of the department/program area/executive committee to determine if this is an appropriate request. (For example, given the uncertainty of childcare/K12 schools in the fall, it may be necessary for instructors to work from home to care for minor children.) If the move to an online format allows for the learning objectives to be met and the instructor is able to effectively deliver the course content in a synchronous and/or asynchronous manner, reasonable
Accommodations may be made. This may include, but not be limited to, creating a hybrid model that requires less time in contact with others, small course sections in larger spaces, or replacing the instructor.

At this juncture, it is recommended that Deans assess the need to accommodate such requests in order to determine course staffing both on campus (F2F onsite) and online. It will be necessary to create a straightforward process that will allow such requests to be made and evaluated in an objective, consistent, and equitable manner. University legal and HR will need to be involved in the development of the process and rubric development. From a process perspective, dates and deadlines need to be established to allow for planning and preparation (for both the faculty and the master schedule).

It is strongly recommended that instructors include synchronous class meetings rather than a solely online asynchronous format in order to be able to build relationships, clarify content, and provide the students with more interactive learning experiences. The master schedule must be reviewed to determine which courses may be offered fully online or in a hybrid format and what the balance of need would be moving forward. These recommendations are based on the premise the campus will be OPEN and engaging primarily in onsite, F2F instruction in the fall. If the campus chooses to engage in a majority of online courses, requests may still be made by instructors teaching those courses that would need to be held in person, on site. Regardless of the format, such requests will be made and we must have a consistent, equitable, and objective process that can be followed.

LONG-TERM PLANS FOR ONLINE OFFERINGS

Dealing with the COVID crisis has made us keenly aware of two polarities of embodiment that affect our educational mission and university community. On one hand, we understand, now more than ever, the importance of online offerings, and the need to offer robust and comprehensive online programs. While we are already well positioned to do this work, we must continue to build cultural, infrastructural and pedagogical resources responsive to future needs. On the other hand, our remote experiences during the pandemic help us understand how deeply we need and desire physical presence and face-to-face interaction both inside and outside of the classroom. Education happens in multiple and varied spaces, and even as we develop more extensive online programs, we must secure our physical environments of classroom and campus community. Moving to a fully online/remote model has further emphasized the opportunity gaps that exist for students and faculty/staff.

We must be cognizant of the limitations this model creates and seek to ensure equity of opportunity as it relates to the technology infrastructure as well as the environmental factors that may impact teaching and learning. These polarities, while often thought of as mutually exclusive or contradictory, need to be understood as interlinked and complementary, each feeding the other, both absolutely vital to our mission.

2 Approval by governance may be needed.
3 At this point, this would need to be done at the program level.
APPENDIX E.1

Faculty/Staff Experience Sub-Group

Final Survey
05.18.2020

PURPOSE

The Scenario Planning Work Group is charged with examining the safest way possible for UWM to open campus this fall. With the semester wrapping up, the Work Group is seeking feedback from faculty and staff regarding their experiences during Spring 2020 and possible work environment during Fall 2020, which include the following scenarios:

1. Hybrid semester that is either mainly face-to-face with some select courses moved online or mainly online with some select courses remaining face-to-face; and,
2. Fall semester that is all online.

Your feedback is critical as it will help to guide key decisions that the campus will make in the next several weeks, especially in identifying instructional needs and strategies to ensure health and safety for all. Please respond by Friday, May 22, 2020.

If you have questions about the survey, please contact Chia Vang at vangcy@uwm.edu.

1. What is your role at UWM?
   ○ Faculty (tenured, tenure track, & clinical)
   ○ Instructional Academic Staff
   ○ Graduate Teaching Assistant working under/directly with an instructor
   ○ Graduate Teaching Assistant teaching your own class (instructor of record)
   ○ Non-instructional academic staff
   ○ University staff
   ○ Other
   Please specify:___________________

2. Did you teach at least one class during Spring 2020?
   ○ Yes, please answer questions 3 and 4
   ○ No, skip to question 5

3. If you were not already teaching online, please describe your experience of moving your class(es) from face-to-face to online. What were the major challenges for you as the instructor in moving and maintaining your courses online? What helped the most in this conversion and continuation of your courses?

4. If you are teaching online in Fall 2020, what additional resources would you need to ensure course effectiveness? (Please be specific in terms of things that campus can provide to assist in course creation and improvement for fall courses).

5. How have changes in daily life during the pandemic affected your ability to do the work associated with your position at UWM? What are the challenges and/or unanticipated benefits?

6. Health and safety are priorities when determining face-to-face instruction in Fall 2020 and the University will plan in accordance with City and County health plans. What conditions/considerations will make you feel safe returning to on-site work? (Please be as specific as possible).

7. We value your insights. Is there anything else that you think would be helpful for the Scenario Planning Work Group to know?
APPENDIX F

Principles and Procedures Regarding Access to Research Facilities During the COVID-19 Pandemic

The COVID-19 pandemic has caused considerable disruption to the normal activities of the University. This document describes the principles and plans necessary to reopen research facilities and restart research activities at UWM; it does not address other University activities. These principles and plans developed out of discussions among the Office of Research, University Safety & Assurances (US&A), Campus Health and Legal Affairs. It also draws on some best practice ideas from other universities.

Principles

The plan for reopening research facilities at UWM are based on the following principles:

1. Follow Public Health safety directives (with limited exceptions allowed by the directives and defined by individual institutions).
2. Protect the health and safety of the UWM students, staff, faculty and community.
3. UWM is responsible for deciding when to reopen its research facilities.

Framework for Reopening Research Facilities

UWM will use a staged approach to reopening research facilities. This reopening plan involves five stages that gradually move from more restrictive toward normal operations. This plan for restarting research activity is adapted from plans developed at the University of California and University of Washington, which have been widely discussed (and adapted) within the American Public Land Grant Universities (APLU) Committee on Research.

The five stages between “shutdown” and return to full access and activity are:

- Stage 1: Access is restricted to the maintenance of critical research capability, and very limited high-priority activities, such as COVID-19 rapid response research.
- Stage 2: A degree of relaxed access with priorities given to time-sensitive research activities. Limited use of non-laboratory resources is permitted, and no in-person human subjects research allowed.
- Stage 3: Increased relaxation of access restrictions which permits more research facilities to be opened. New research may be initiated if it has been identified as a priority, and in-person human subjects research allowed that does not involve close contact with subjects.
- Stage 4: Further relaxation of research density constraints. Most research activity can resume with a density of research personnel below normal operations; human subjects research allowed except that involving in-person interaction with high-risk populations.
- Stage 5: Return to business as usual, full campus density and activity.

This plan also prioritizes access for certain research activities, specifically:

- COVID-19 related research
- Time-sensitive research, especially field studies that are seasonal in nature
- Early-career researchers
  - Graduate students who need to complete projects for their thesis or dissertation
  - Post-doc researchers
  - Untenured faculty members
Process for Authorizing Resumption of Research Activity

The University will make its own judgements about the pace and timing of reopening its facilities. Decisions will be made with regard to public health directives, COVID-19 public health response systems, and the readiness of the University for expanded operations.

Approval for on-site and field research activity will occur in a three-part process:

1. Campus-level assessment of the appropriate “stage” of research activity
   • The decision group consists of the Chancellor, Provost, and Vice-Chancellor for Finance and Administrative Affairs.
   • The decision group will consult with representatives from Human Resources, Academic Affairs, Office of Research, University Safety & Assurances, Legal Affairs, the Emergency Operations Center, and campus governance.

2. Authorization of individual facilities and research groups eligible under each “stage”
   • Requires a safety plan that follows the guidelines provided by the Emergency Operations Center to be approved by University Safety & Assurances.
   • Requires the final approval of the appropriate Dean, who will consult with Department Chairs, Building Chairs, and University Safety & Assurances.

3. Approved plans will be copied to Department Chairs and Building Chairs.

Research Operations Safety Plans

The Research Operations Safety Plan is required before a researcher can access labs, libraries, offices, and other research spaces or conduct field research during the COVID-19 pandemic. The goal is to establish procedures to ensure safe operations in UWM’s research facilities and operations. A key limitation in reopening research facilities will be the density of people both within a lab and buildings as a whole.

Faculty, scientists, and other lead personnel are responsible for developing Research Operations Safety Plans that will be used by themselves and their research groups. Shared spaces require plans that cover all the facility users. Plans for core facilities are the responsibility of their respective director (or an individual designated by the appropriate Dean). Field studies and other off-site research locations are also required to have safety plans. Researchers are encouraged to contact US&A for advice on safety procedures as they develop their Research Operations Safety Plans.

Safety Plan development resources:

• Office of Research Guidelines for Field Research During the COVID-19 Pandemic.
• US&A Research Startup Safety Checklist, which includes information on a wide range of potential safety considerations.
• UWM’s Emergency Operations Center (EOC) guidelines for safe occupancy will be available no sooner than June 5, 2020. The link will be posted when available.
• Online template for the Research Operations Safety Plans should be available through the Office of Research website by May 29, 2020. The link will be posted when available.

Prior to the submission of the safety plan, all personnel who will be working in a research facility must be designated as Essential Employees until Stage 5. (A link to request Essential Employee designation can be found in the UWM Essential On-Site Work Practices document.)

The only exception to the Research Operations Safety Plans requirement is for UWM research-related staff who need to come to campus for one-time, short-term access to their facilities. These individuals must inform their building chair prior to the visit.
Implementation and adherence to the facility safety plans is critical. Facility users who fail to follow the safety plans will have their access privileges revoked and the associated laboratory will be made inaccessible to all. Deans may reopen the facility upon completion of US&A review and appropriate remediation.

**Safety Considerations for Staged Reopening**

The number of researchers who work on-site will be limited so that the density of people (in both individual spaces and overall building occupancy) is restricted for safe operations. Researchers should expect potentially severe limits on staffing levels in Stage 2 of this reopening. Some institutions have adopted a standard of one person per 300-350 square feet as the initial level of staffing, with the intention of increasing this at later stages. This reflects the need for circulation space and access to shared facilities (sinks, fume hoods) or equipment. It may be possible to increase the number of individuals engaged by arranging "shift" work in some facilities with appropriate disinfection procedures that will need to be detailed in a facility’s safety plan.

Beyond the density concerns, social distancing and sanitation/disinfection of facilities will remain an ongoing concern. Some important points are:

- Personal Protective Equipment (PPE) must be sufficient for safe operations. Its availability may limit the pace of reopening facilities.
- Custodial services need to be sustained and the safety of staff ensured. This component needs to be incorporated into plans to reopen facilities. Current staff levels only allow first-floor bathrooms to be open.
- Research groups will be responsible for sanitizing their research space. This will require implementation of a cleaning protocol.

These factors will change over time to allow more on-site work as PPE becomes more available, support staff levels increase, and access to testing increases. The EOC guidelines will establish the specific requirements for safe operations.

**General Guidance for the Safety of Individuals**

Employees who elect not to return to campus research facilities because they are not comfortable with participating in the on-site research may be assigned alternative duties. However, to the extent such activities constitute part of their job duties, this may result in loss of salary if sufficient substitute duties cannot be assigned.

All individuals must follow the UWM Essential On-Site Work Practices. Some key points to consider:

Facility users:

- Must not come to campus if they are sick or exhibit any COVID-19 symptoms as described on the [CDC website](https://www.cdc.gov/coronavirus/2019-ncov/index.html).
- Must follow posted checklist with disinfection protocols when they leave the laboratory.
- Must contact College if they believe that the health safety rules are not observed or that they may be asked to operate in an unsafe environment.

If a member of the research group presents COVID-19 symptoms, the following steps are required:

a. The individual must cease work and follow [State of Wisconsin guidelines for self-isolation](https://www.doh.wisconsin.gov/coronavirus/).  
b. The individual must contact their health provider as soon as possible for further instructions.  
c. The date an individual can return to work is subject to the public health guidelines at that time.

These guidelines are changing frequently, and thus a delay of several weeks after the symptoms cease may be required.

In addition, if any member of the research group had close contact with a person diagnosed with COVID-19, they must follow the [State of Wisconsin recommendations](https://www.doh.wisconsin.gov/coronavirus/in-contacts/) for limited self-quarantine and self-monitoring.
## Stages of Reopening Research Facilities at UWM

<table>
<thead>
<tr>
<th>STAGE</th>
<th>SUMMARY</th>
<th>CRITERIA</th>
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| **Stage 1**            | **On-campus access allowed to maintain research capability or prevent catastrophic disruption.**  | • Research facilities and field stations are closed.  
• Research access limited to social-distanced essential personnel for priority research activities to protect life safety and critical research infrastructure/capability.  
• Minimum staffing.  
• COVID-19 related rapid response activities are permitted (e.g. testing, ventilators, detectors).  
• Core facilities that support COVID-19 research.  
• Access to faculty offices to pick up books and materials, shut down instrumentation, etc. with notification to building chair.  
• Field Research: Prioritized seasonal data collection or experiments close to completion where pause or deferral would lead to “catastrophic loss” of research results.  
• “Critical and Essential Research” activity where a delay would have significant financial impacts or catastrophically disrupt the project or protocol (including avoiding euthanasia of research animals).  
• No “new” projects can be initiated on Preparations for Stage 2. |
| UWM at present         | **COVID-19 related research permitted.**                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                        | **Only research deemed critical and essential is allowed and must be approved by the Provost.** |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| **Preparations for**   | **Assure necessary core facilities can be staffed and operational in parallel with needs of approved research projects.** | • Labs may purchase necessary supplies.  
• Develop plans for safe operations. This would include social distancing, facial coverings, cleaning measures, etc. Use the EOC guidance and the US&A safety checklist.  
• In consultation with the Animal Resource Center, |
| **Stage 2**            | **Field Research:** Prioritized seasonal data collection or experiments close to completion where pause or deferral would lead to “catastrophic loss” of research results. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
**Stage 2**

All research that can be done remotely should continue. Labs/groups allowed to operate at reduced density (estimated at 25-35% of normal campus operations) with social distancing and appropriate safety measures; an approved safety plan is required. Density will be limited to maintain building health & safety. When necessary, access will be prioritized based on time-sensitive research (see listed priorities).

- Permit access for researchers with ongoing projects which cannot be conducted remotely, if the research can be conducted safely under the EOC and US&A health & safety guidelines.
- Prioritize research access (excepting human subjects research) for the following:
  - Graduate students and postdocs close to completing their degree/term of appointment
  - Assistant Professors
  - Completion of grants with end dates before August 31, 2020 if funding agency has not granted leniency to extend project term.
  - Seasonal data collection and experiments close to completion or deadline-driven, whose pause or deferral would lead to catastrophic delay or loss of research results
- No in-person Human Subjects Research allowed regardless of prioritization factors.

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<tr>
<th>STAGE</th>
<th>SUMMARY</th>
<th>CRITERIA</th>
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<tbody>
<tr>
<td>Stage 2 continued</td>
<td>Safety plans must include shutdown options in case of a sudden return to Stage 1. Researchers must be designated as Essential Employees to be on site.</td>
<td>For approved projects, new animal orders and establishment of new breeding pairs subject to ARC approval.</td>
</tr>
<tr>
<td>Preparations for Stage 3</td>
<td></td>
<td>Library: Contactless pickup of books and other materials at all three campus locations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-laboratory settings: Prioritize researchers with deadlines (e.g., tenure, book contracts, degree completion, etc.). Some monitored access to offices for those at critical career points (tenure, promotion).</td>
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<tr>
<td></td>
<td></td>
<td>Field research: expand on a case-by-case basis (depending on local conditions/restrictions at field sites, travel restrictions, ability to travel safely and ability to social distance at field sites); approvals will depend on current restrictions are in the locations</td>
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<tr>
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<td></td>
<td>Plan for core campus functions to be staffed and operational to handle the increased load.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan for needed core facilities to be staffed and operational.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labs are able to purchase necessary supplies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plans for safe operations developed and approved by</td>
</tr>
</tbody>
</table>
Gradually expand number of people (estimated at 40-60% of normal campus operations) on campus while maintaining social distancing. Critical new on-campus research allowed with social distancing and appropriate safety; an approved safety plan is required. All research-related activities that can be done remotely should continue to be, including seminars, group meetings, etc. Researchers must be designated as Essential.

Changes from Stage 2:
- Allow access to offices for faculty and grad students on application, 1-3 days/week to allow for psychological relief and family harmony. Must maintain social distancing and max occupancy per building.
- Libraries: Buildings open under limited circumstances (limited hours and areas). Limits on social gatherings of up to 50 people in effect. Maintain all personal health protocols including social distancing.
- Non-laboratory settings: Access to offices, studios, etc. can be allowed with social distancing practices in place (see above).
- In-person Human Subjects Research that does not involve close contact with subjects with the approval of US&A.

Stage 4

Researchers must be designated as Essential Employees to be on site.

Changes from Stage 3:
- Access to offices allowed generally, with attention to social distancing and cleaning.
- Expanded access to libraries, collections, studio spaces, performance spaces and labs with social distancing and disinfection of materials.
- Human Subjects Research involving close contact with subjects who are not high-risk COVID subjects with the approval of US&A.

Stage 5

All types of on-site research are allowed

• Restart normal research operations, including open museums and libraries, field research and full

APPENDIX G

UW-Milwaukee Scenario Planning Summary – Academic Units

<table>
<thead>
<tr>
<th>SCENARIO 1A</th>
<th>Academic Unit Compiled Response Totals</th>
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<tbody>
<tr>
<td>a. What are the actions/changes needed to prepare for this Scenario?</td>
<td></td>
</tr>
<tr>
<td>Support for instructors to improve ONL quality</td>
<td>5</td>
</tr>
<tr>
<td>Ways to replace large group interactions (students &amp; classroom)</td>
<td>4</td>
</tr>
<tr>
<td>Mandate all instructors to participate in ONL/hybrid training</td>
<td>1</td>
</tr>
<tr>
<td>Safety equipment supplied (PPE) or installed (plexiglass), mandated?</td>
<td>8</td>
</tr>
<tr>
<td>Add health services officials to staff, safety protocol training</td>
<td>4</td>
</tr>
<tr>
<td>Adjust course schedule to facilitate cleaning/traffic/safety constraints</td>
<td>6</td>
</tr>
<tr>
<td>Control/restrict access to buildings/spaces, screen for temp</td>
<td>3</td>
</tr>
<tr>
<td>Add custodial staff for cleaning and disinfection</td>
<td>4</td>
</tr>
<tr>
<td>Safety constraints may change delivery options and incr. instruction costs</td>
<td>4</td>
</tr>
<tr>
<td>Pick-up service at all locations</td>
<td>1</td>
</tr>
<tr>
<td>Require virtual office hours</td>
<td>1</td>
</tr>
<tr>
<td>Guidelines for staffing or reductions needed to plan.</td>
<td>1</td>
</tr>
</tbody>
</table>

b. What are the needs (resources, training, etc.) identified for this Scenario?

| Instructional design support | 3 |
| Additional technology support/Canvas tools | 3 |
| Safety training and protocols | 8 |
| Equip classrooms with DE equipment | 2 |
| Additional staff to teach added sections due to course cap changes | 3 |

c. What are the challenges/risks for this Scenario?

| Modifying in-person activities (labs, classroom, etc.) | 4 |
| Scheduling changes to accommodate social distancing | 5 |
| Extra cleaning between class sessions | 6 |
| Health and safety: students, fac/staff, community | 9 |
| Extra workload-fac/TA/maintenance | 3 |
| Insufficient classroom space due to safety constraints | 6 |

d. What services will be impacted in this Scenario?

| Heavier workload on Health/Mental Health Services | 1 |
### e. Among UWM staff, who will be impacted by this Scenario?

<table>
<thead>
<tr>
<th>Impact Category</th>
<th>Impact Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to shift job duties</td>
<td>1</td>
</tr>
<tr>
<td>Front-line staff and custodial staff may be overloaded/exposed</td>
<td>5</td>
</tr>
<tr>
<td>Instructors moving large-enrolling courses to online</td>
<td>3</td>
</tr>
<tr>
<td>All library staff</td>
<td>1</td>
</tr>
<tr>
<td>Impacts to various student support services</td>
<td>3</td>
</tr>
</tbody>
</table>

### f. How does the scenario change based on pessimistic projection of 12% decline from F19 baseline.

<table>
<thead>
<tr>
<th>Impact Category</th>
<th>Impact Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reductions in Adhoc staffing</td>
<td>3</td>
</tr>
<tr>
<td>Reductions/elimination of TA positions</td>
<td>1</td>
</tr>
<tr>
<td>Staff layoffs</td>
<td>1</td>
</tr>
<tr>
<td>Additional furlough days</td>
<td>1</td>
</tr>
<tr>
<td>Limit student support services</td>
<td>2</td>
</tr>
<tr>
<td>Seg Fee funded services curtailed</td>
<td>1</td>
</tr>
<tr>
<td>Do more with less</td>
<td>1</td>
</tr>
<tr>
<td>Possible program closures</td>
<td>1</td>
</tr>
<tr>
<td>Decreased collections expenditures</td>
<td>1</td>
</tr>
</tbody>
</table>

### g. Given this Scenario, what is the best-case outcome?

<table>
<thead>
<tr>
<th>Outcome Description</th>
<th>Impact Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student experience mostly normal</td>
<td>7</td>
</tr>
<tr>
<td>Faculty workload manageable</td>
<td>8</td>
</tr>
<tr>
<td>F2F/Online mix serves all needs</td>
<td>7</td>
</tr>
<tr>
<td>Gradual expansion of access to onsite library services</td>
<td>1</td>
</tr>
</tbody>
</table>
h. Given this Scenario, what is the worst-case outcome?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student experience not good, less impactful due to social dist.</td>
<td>4</td>
</tr>
<tr>
<td>Additional workload on faculty and staff due to changes/illness</td>
<td>5</td>
</tr>
<tr>
<td>Safety procedures ineffective against reemergence</td>
<td>8</td>
</tr>
<tr>
<td>Enrollments decline further</td>
<td>5</td>
</tr>
</tbody>
</table>

SCENARIO 1B

a. What are the actions/changes needed to prepare for this Scenario?

<table>
<thead>
<tr>
<th>Actions/Changes</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for instructors to improve ONL quality</td>
<td>8</td>
</tr>
<tr>
<td>Ways to replace large group interactions (students &amp; classroom/labs)</td>
<td>4</td>
</tr>
<tr>
<td>More support for student support services (mentoring, advising, etc.)</td>
<td>2</td>
</tr>
<tr>
<td>Mandate all instructors to participate in ONL/hybrid training</td>
<td>3</td>
</tr>
<tr>
<td>Safety equipment supplied (PPE) or installed (plexiglass), mandated?</td>
<td>6</td>
</tr>
<tr>
<td>Add health services officials to staff</td>
<td>2</td>
</tr>
<tr>
<td>Adjust course schedule to facilitate cleaning/traffic</td>
<td>5</td>
</tr>
<tr>
<td>Control/restrict access to buildings/spaces, screen for temp</td>
<td>3</td>
</tr>
<tr>
<td>Add custodial staff for cleaning and disinfection</td>
<td>6</td>
</tr>
<tr>
<td>Pick-up service at all locations</td>
<td>1</td>
</tr>
<tr>
<td>Require virtual office hours</td>
<td>1</td>
</tr>
</tbody>
</table>

b. What are the needs (resources, training, etc.) identified for this Scenario?

<table>
<thead>
<tr>
<th>Needs</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>New simulation/emulation software to replace experiments</td>
<td>2</td>
</tr>
<tr>
<td>Instructional design support</td>
<td>6</td>
</tr>
<tr>
<td>Software and training to promote support remote student engagement</td>
<td>2</td>
</tr>
<tr>
<td>Additional technology support/Canvas tools</td>
<td>2</td>
</tr>
<tr>
<td>Safety training and protocols</td>
<td>7</td>
</tr>
<tr>
<td>Equip classrooms with DE equipment</td>
<td>2</td>
</tr>
</tbody>
</table>

**c. What are the challenges/risks for this Scenario?**

| Hard to replicate hands-on experience | 6 |
| Health and safety: students, fac/staff, community | 8 |
| Instructors unwilling to transform courses to DE format (also off contract) | 3 |
| Offering enough advanced lab courses | 1 |
| Decreases in student support services | 1 |

**d. What services will be impacted in this Scenario?**

| Large student gatherings | 3 |
| Quality of academic offerings | 2 |
| Access to print collections, computer labs | 1 |
| Experiential learning/program opportunities | 7 |

**e. Among UWM staff, who will be impacted by this Scenario?**

| Need to shift job duties | 1 |
| Staff to clean/disinfect facilities | 4 |
| Various staff increases/decreases in roles | 2 |
| All library staff | 1 |
f. How does the scenario change based on pessimistic projection of 12% decline from F19 baseline.

| Reductions in Ad hoc staffing | 3 |
| Reductions/elimination of TA positions | 1 |
| Staff layoffs | 1 |
| Additional furlough days | 2 |
| Limit student support services | 2 |
| Seg Fee funded services curtailed | 1 |
| Increased teaching loads for fac/IAS | 2 |
| Decreased collections expenditures | 1 |

g. Given this Scenario, what is the best-case outcome?

| Student experience mostly normal | 5 |
| Faculty workload manageable | 4 |
| F2F/Online mix serves all needs | 5 |
| Fac, staff, and students will understand and pull together | 2 |
| Offer most courses in HyFlex format (F2F & ONL at same time) | 3 |
| Gradual expansion of access to onsite library services | 1 |

h. Given this Scenario, what is the worst-case outcome?

| Student experience not good, less impactful due to social dist. | 6 |
| Additional workload on faculty and staff due to changes | 3 |
| Safety procedures ineffective against reemergence | 6 |
| Enrollments decline further | 6 |
| Multi-year financial impact | 2 |
### SCENARIO 2

**a. What are the actions/changes needed to prepare for this Scenario?**

<table>
<thead>
<tr>
<th>Action/Change</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for instructors to improve ONL quality</td>
<td>9</td>
</tr>
<tr>
<td>Ways to replace large group interactions (students &amp; classroom/labs)</td>
<td>5</td>
</tr>
<tr>
<td>More support for student support services (mentoring, advising, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>Methods to facilitate group project work</td>
<td>1</td>
</tr>
<tr>
<td>Methods to replace/replicate hands-on, lab activities</td>
<td>4</td>
</tr>
<tr>
<td>Require all instructors to participate in ONL/hybrid training</td>
<td>2</td>
</tr>
<tr>
<td>Recruit/train returning students to develop personal conxns w/ fresh</td>
<td>1</td>
</tr>
<tr>
<td>Recruit/train staff as online club advisors</td>
<td>1</td>
</tr>
<tr>
<td>Advance notification to students</td>
<td>2</td>
</tr>
<tr>
<td>Verify accreditation standards met</td>
<td>3</td>
</tr>
<tr>
<td>Updates across multiple communications channels</td>
<td>2</td>
</tr>
<tr>
<td>Pick-up service at all locations, by-appt. access to print collection</td>
<td>1</td>
</tr>
<tr>
<td>Require virtual office hours</td>
<td>1</td>
</tr>
</tbody>
</table>

**b. What are the needs (resources, training, etc.) identified for this Scenario?**

<table>
<thead>
<tr>
<th>Need</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional design support</td>
<td>8</td>
</tr>
<tr>
<td>Software and training to promote support remote student engagement</td>
<td>7</td>
</tr>
<tr>
<td>New simulation/emulation software to replace experiments</td>
<td>4</td>
</tr>
<tr>
<td>Canvas plug-ins, additional software needs</td>
<td>2</td>
</tr>
<tr>
<td>IT hardware for instructors, tutors, advisors</td>
<td>6</td>
</tr>
<tr>
<td>Increased costs for ebooks and other e-collections</td>
<td>1</td>
</tr>
</tbody>
</table>
### c. What are the challenges/risks for this Scenario?

<table>
<thead>
<tr>
<th>Challenge/Risk</th>
<th>Impact Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replicate hands-on experience in experiential courses/activities</td>
<td>7</td>
</tr>
<tr>
<td>Loss of students, deferred enrollment</td>
<td>7</td>
</tr>
<tr>
<td>Poor broadband quality at student/staff homes</td>
<td>4</td>
</tr>
<tr>
<td>Student life diminished significantly</td>
<td>1</td>
</tr>
<tr>
<td>Declining enrollments threaten program/academic unit viability</td>
<td>4</td>
</tr>
<tr>
<td>Instructors off contract, need summer transition time to online</td>
<td>1</td>
</tr>
<tr>
<td>No/limited access to physical collection</td>
<td>1</td>
</tr>
<tr>
<td>Loss of international students wanting int'l F2F experience</td>
<td>1</td>
</tr>
</tbody>
</table>

### d. What services will be impacted in this Scenario?

<table>
<thead>
<tr>
<th>Service</th>
<th>Impact Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands-on learning</td>
<td>6</td>
</tr>
<tr>
<td>Student orgs and other ext-curricular activities</td>
<td>1</td>
</tr>
<tr>
<td>Engagement with faculty in UG research</td>
<td>1</td>
</tr>
<tr>
<td>Tutoring/academic support services</td>
<td>2</td>
</tr>
<tr>
<td>Challenge to recreate many services for fully online service</td>
<td>4</td>
</tr>
<tr>
<td>Most auxiliary services</td>
<td>2</td>
</tr>
<tr>
<td>Grad students and instructors</td>
<td>2</td>
</tr>
<tr>
<td>All library services</td>
<td></td>
</tr>
</tbody>
</table>

### e. Among UWM staff, who will be impacted by this Scenario?

<table>
<thead>
<tr>
<th>Staff</th>
<th>Impact Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab managers/technicians</td>
<td>1</td>
</tr>
<tr>
<td>TAs that support labs/programs</td>
<td>2</td>
</tr>
<tr>
<td>More furloughs required</td>
<td>2</td>
</tr>
<tr>
<td>IAS/Ad hoc</td>
<td>3</td>
</tr>
</tbody>
</table>
Most auxiliary service areas | 4
---|---

**f. How does the scenario change based on pessimistic projection of 12% decline from F19 baseline.**

<table>
<thead>
<tr>
<th>Event</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reductions in Adhoc staffing</td>
<td>8</td>
</tr>
<tr>
<td>Reductions/elimination of TA positions</td>
<td>1</td>
</tr>
<tr>
<td>Staff layoffs</td>
<td>2</td>
</tr>
<tr>
<td>Additional furlough days</td>
<td>4</td>
</tr>
<tr>
<td>Limit student support services</td>
<td>3</td>
</tr>
<tr>
<td>Cuts to budget across many areas</td>
<td>3</td>
</tr>
<tr>
<td>Faculty increased teaching loads</td>
<td>5</td>
</tr>
<tr>
<td>Decreased collections expenditures</td>
<td>1</td>
</tr>
</tbody>
</table>

**g. Given this Scenario, what is the best-case outcome?**

<table>
<thead>
<tr>
<th>Event</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGs remain loyal to UWM</td>
<td>3</td>
</tr>
<tr>
<td>Faculty find creative ways to deliver education</td>
<td>9</td>
</tr>
<tr>
<td>Capture new students by creating compelling online prof. program</td>
<td>4</td>
</tr>
<tr>
<td>Capture new students who are staying local</td>
<td>1</td>
</tr>
<tr>
<td>If labs successfully delivered online, little enrollment decline</td>
<td>3</td>
</tr>
<tr>
<td>Pickup/delivery services implemented</td>
<td>1</td>
</tr>
</tbody>
</table>

**h. Given this Scenario, what is the worst-case outcome?**

<table>
<thead>
<tr>
<th>Event</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students don't like the experience and leave</td>
<td>8</td>
</tr>
<tr>
<td>Student migrate to more attractive online programs</td>
<td>2</td>
</tr>
<tr>
<td>Faculty overwhelmed by teaching experience, reduce research output</td>
<td>2</td>
</tr>
<tr>
<td>Doctoral students can't complete program, not possible given online</td>
<td>2</td>
</tr>
<tr>
<td>Negative impacts to UWM brand, loss of community/donor support</td>
<td>2</td>
</tr>
<tr>
<td>Scenario 3</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>Fac/staff leave for other opportunities, morale declines</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Enrollment declines</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Loss of community (in common spaces)</strong></td>
<td>2</td>
</tr>
</tbody>
</table>

### a. What are the actions/changes needed to prepare for this Scenario?

- Support for instructors to improve ONL quality                             | 8 |
- Ways to replace large group interactions (students & classroom/labs)      | 5 |
- More support for student support services (mentoring, advising, etc.)    | 2 |
- Methods to facilitate group project work                                  | 2 |
- Methods to replace/replicate hands-on lab activities                      | 4 |
- Mandate all instructors to participate in ONL/hybrid training             | 2 |
- Recruit/train returning students to develop personal connxns w/ fresh.    | 1 |
- Recruit/train staff as online club advisors                               | 1 |
- Advance notification to students                                          | 2 |
- Verify accreditation standards met                                         | 3 |
- Updates across multiple communications channels                            | 2 |
- Pick-up service at all locations, by-appt. access to print collection     | 1 |
- Require virtual office hours                                              | 1 |

### b. What are the needs (resources, training, etc.) identified for this Scenario?

- Instructional design support                                              | 7 |
- Software and training to promote support remote student engagement        | 6 |
- New simulation/emulation software to replace experiments                  | 4 |
<table>
<thead>
<tr>
<th>Challenges/Risks</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas plug-ins, additional software needs</td>
<td>2</td>
</tr>
<tr>
<td>IT hardware for instructors, tutors</td>
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**c. What are the challenges/risks for this Scenario?**

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<tr>
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</table>

**d. What services will be impacted in this Scenario?**

<table>
<thead>
<tr>
<th>Service</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands-on learning</td>
<td>6</td>
</tr>
<tr>
<td>Student orgs and other ext-curricular activities</td>
<td>1</td>
</tr>
<tr>
<td>Engagement with faculty in UG research</td>
<td>1</td>
</tr>
<tr>
<td>Tutoring/academic support services</td>
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</tr>
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**e. Among UWM staff, who will be impacted by this Scenario?**

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<th>Impact</th>
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</tbody>
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## f. How does the scenario change based on pessimistic projection of 12% decline from F19 baseline.

<table>
<thead>
<tr>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reductions/elimination of TA positions</td>
<td>2</td>
</tr>
<tr>
<td>Staff layoffs</td>
<td>2</td>
</tr>
<tr>
<td>Additional furlough days</td>
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<tr>
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<td>2</td>
</tr>
<tr>
<td>Faculty increased teaching loads</td>
<td>3</td>
</tr>
</tbody>
</table>

## g. Given this Scenario, what is the best-case outcome?

<table>
<thead>
<tr>
<th>UGs remain loyal to UWM</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty find creative ways to deliver education</td>
<td>9</td>
</tr>
<tr>
<td>Capture new students by creating compelling online prof. program</td>
<td>4</td>
</tr>
<tr>
<td>Capture new students who are staying local</td>
<td>2</td>
</tr>
<tr>
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</tr>
<tr>
<td>Pickup/delivery services implemented</td>
<td>1</td>
</tr>
</tbody>
</table>

## h. Given this Scenario, what is the worst-case outcome?

<table>
<thead>
<tr>
<th>Students don't like the experience and leave</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student migrate to more attractive online programs</td>
<td>2</td>
</tr>
<tr>
<td>Faculty overwhelmed by teaching experience, reduce research output</td>
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</tr>
<tr>
<td>Doctoral students can't complete program, not possible given online</td>
<td>2</td>
</tr>
<tr>
<td>Negative impacts to UWM brand, loss of community/donor support</td>
<td>2</td>
</tr>
<tr>
<td>Issue</td>
<td>Score</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Fac/staff leave for other opportunities, morale declines</td>
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<tr>
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</tr>
<tr>
<td>Loss of community (in common spaces)</td>
<td>2</td>
</tr>
</tbody>
</table>
APPENDIX H

Instruction
Draft Plan for Fall 2020 and Beyond
6/2/2020

Recommendations

1. Instructors should continue to offer courses of highest quality in Fall 2020 (and onward) to help meet the challenges facing higher education, UWM, and our community.

An exceptional learning experience for all students is of paramount importance, regardless of instructional mode – online, blended, adaptable, or face-to-face -- and indeed, UWM’s instructors are committed to the highest level of excellence in teaching. While UWM instructors rose most admirably to the enormous challenge of moving all Spring 2020 courses to a remote format in two weeks, teaching/learning remotely may not be equivalent to excellence in online teaching and learning. To sustain our record of exceptional quality teaching and pedagogical innovation, we need to work together this summer to create a better, more engaging learning experience for Fall 2020 and beyond.

2. Pedagogical training for online and blended teaching should be mandated for all instructors who moved courses online due to COVID-19 and had not previously taught online prior to the emergency conversion of courses.

Further, pedagogical training should be strongly encouraged for all other instructors teaching online or in a blended format), starting Summer 2020.

Special attention should be devoted to train all new instructors (be they faculty, academic staff, or graduate teaching assistants, as soon as they arrive on campus and throughout the Fall 2020 semester.

In addition to pedagogical training for online and blended teaching, training for departments to conduct peer reviews of their online/blended courses is available and strongly encouraged. Continued acquisition of skills for online teaching is vital to the success of UWM and our students more so than ever before.

CETL offers an Online and Blended Teaching Program in a self-paced, online format (available 24/7) and in a webinar format (available throughout this summer and going forward) that would satisfy this requirement. Instructors who complete CETL’s Online and Blended Teaching Program in either format are issued a digital credential (badge) signifying completion. Training from Schools/Colleges could also satisfy this requirement. Departments may wish to promote best possible online instruction through completion of training and instructor peer review. CETL could provide workshops and rubrics on peer review of online/blended courses to assist departments in meeting the highest quality standards.

Units Mandating CETL’s Online and Blended Teaching Program (so far):
   o College of Nursing – all instructors
   o Department of Geography – all instructors (2019 policy decision)
Units Requesting CETL Workshop on Instructor Peer Review of Online/Blended Course Quality (so far):
  o Department of Occupational Science & Technology

3. Guidelines for instructors (and for students) and possible messages for instructors to send and add to their course materials should be developed for Scenario 1 – Blended Fall in relation to the:

  • requirement of masks or other personal protective equipment
    o safety procedures for students and instructors in programs such as Nursing, Health Sciences, etc. that put them in contact with the public
  • need for hand washing; hand sanitizer
  • need to self-clean classroom desktops with available products in the space
  • need for contact tracing procedures:
    o inform instructors to be take attendance each class period (and explain to students that this is being done to support their safety) and
    o require students to sit in the same desk/seat each time (and explain why) – to facilitate contact tracing in the event of exposure
    o ask students to communicate to instructors if they become ill, especially with COVID-19 and are unable to complete assignments or the course (and why this is being asked) – to support students who are ill and support the health and well-being of others in the class
  • need for viral testing, quarantine and isolation (if applicable)
  • restriction of gatherings to 50 people or less
  • need to maintain 3 foot radius per person and what this translates to in a typical large lecture, seminar room, building lobby, hallway, rest room, dining facility, athletic facility, computer lab, Library study and Grind area, residence, and other university spaces.
    o Implement staggered incremental student departures (like airplane onboarding): A-G surnames depart now etc.
    o Remove seating/desks to facilitate physical distancing
    o Identify paths for entering students and exiting students
  • experience of one or more symptoms (e.g., not coming to UWM; not needing/requiring a doctor’s note for class absences)
  • need for flexibility when students are absent
  • need for tracking student engagement and intervening as applicable in a positive supportive way
  • ways to handle students (or instructors/staff) not maintaining physical distancing, wearing a mask, or appearing to be ill (e.g., coughing etc.) See email excerpt below:
    “...What do faculty do if a student openly coughs or sneezes in class? Tell the class to evacuate? Something similar happened on the last day of an XXXX class in March, a student either coughed or sneezed. The class walked out and the instructor ended class. Who will be shaping policies and liberties to address all this?”
  CETL developed a guide for instructors/students to support constructive dialogue and avoid conflict in the classroom around these issues (last bullet only). This guide entitled, “Guidelines for Classroom Conflict Transformation” is located in Appendix 1 of this report.

4. Policies to support students such as allowing withdrawal from a course until the end of the semester should be implemented in Fall 2020 and until there is a resolution to the pandemic.

5. If face-to-face instruction is not possible (Scenarios 2 and 3), instructors should utilize an:
  • Asynchronous online approach*
• **Adaptable Instruction** approach in which content is delivered online rather than in face-to-face lectures and learning activities are delivered both face-to-face and online (asynchronously)*
  - (With this approach, **100% of the course is online** and a portion of the course is possible F2F within constraints. **There is no requirement that students participate F2F for any course assignment**).

• **Other evidence-based approach**

6. If face-to-face instruction is possible (Scenario 1), instructors should utilize a:
   - **Blended instruction approach** (that meets social distancing requirements, when taught on-site and Wi-Fi network capacity for the space)
     - (Large lecture halls and other spaces may not have Wi-Fi network capacity needed for all instructional choices).
     - Blended approaches might include having students meet on-site for the discussion, studio, or lab sections in an A, B, (or C..) schedule that meets social distancing requirements or for the number of sessions needed to achieve learning outcomes in line with Dev’s instructor survey (x number of times over the semester).
     - Another idea offered was to use video technology to offer the on-site class sessions synchronously online to accommodate students who need/prefer one mode over the other. Participation in the face-to-face class sessions may need to be limited and criteria for who gets to participate face-to-face would need to be developed.
   - **Adaptable Instruction** approach (explained below)
   - **Other evidence-based approach**

Whatever approach is chosen, instructors should prepare all Fall 2020 courses this summer to optimize quality of the student experience. To help departments and schools/colleges CETL developed a guide for fall 2020 instruction that includes this recommendation.

Analysis of space to accommodate social distancing is ongoing. A range of 30 sq. ft. per person to 48 sq. ft. per person has been discussed. Any course that enrolls 50 or more students in Fall 2020 will need to be delivered fully online this fall.* Social distancing requirements allow 20%-25% of a room’s capacity. **Asynchronous online instruction is recommended for large courses with enrollments of 50 or more students.**

*Asynchronous online instruction is a best practice in online education and addresses equity-related student challenges. Time zone differences may pose challenges for international students and domestic students to participate in synchronous assignments or other synchronous requirements. It is recognized, however, that in some circumstances there may be a need for synchronous instruction.

7. Synchronous instruction should be recorded so students can access the material asynchronously. **Synchronous assignments and other requirements should be minimized and/or asynchronous alternatives should be in place.** These practices support the success of all students – students who attended class and need to review concepts – students who missed a portion or all of a class due to college at home interruptions, responsibilities, illness, less reliable internet, time zone differences, sharing a computer etc.

8. With synchronous course delivery, students must be informed if there are assignments or other requirements that cannot be completed asynchronously. Students should be informed which courses
will meet face-to-face entirely (or for any portion) and which courses are entirely online (meaning 100% asynchronous participation—zero synchronous activities or assignments are required).

9. **Face-to-face courses, labs, studios, and clinical practicum with academic outcomes that cannot be achieved virtually should be prioritized** for on-site delivery and classroom/space assignments before courses with academic outcomes that can achieved online. (Dev’s survey of courses would be useful in this prioritization). CETL developed criteria for space prioritization entitled, “**Space Prioritization**” located in Appendix C of this report.

**Adaptable Instruction**

Courses utilizing an Adaptable approach to instruction are designed with course content (e.g., lectures, readings, essays, exams, quizzes, videos, peer review) in an asynchronous online mode. All students access this course content online, which accounts for 50% or more of the course.

The remaining portion of the course (up to 50%) is comprised of learning activities, offered both face-to-face and online (asynchronously). **Now, and until there is a resolution to this pandemic, an undetermined number of students** may have a limited ability [to choose] to participate in the face-to-face learning activities. The ability [to choose] to participate in the face-to-face learning activities is limited by social distancing requirement, course enrollment, the characteristics of the classroom assigned, student health status, and public health conditions. If face-to-face instruction is possible, an A and B student group meeting schedule would be employed.

[If more students want the face-to-face learning activities than can be accommodated due to constraints imposed by social distancing, class enrollment, assigned classroom characteristics, what criteria would be used to determine who gets the face-to-face learning activities?]

**Post-pandemic** students who need or would prefer face-to-face learning activities, have that option (and could, if permitted, freely move back and forth between the face-to-face learning activities and the analogous online learning activities).

**During the pandemic,** it is recommended that no movement to the F2F learning activity component of Adaptive Instruction be allowed. Further, students in the F2F and online learning activity components of Adaptive Instruction could be placed in “different” sections (like discussion sections accompanying a course).

**Scenario 1 – Blended Fall**

If the COVID-19 pandemic dictates quick movement, the plan for adaptable instruction allows efficient and effective shifting from partially face-to-face to fully online instruction (and from fully online instruction to partially face-to-face instruction) with minimal disruption to the student experience while optimizing quality.

During the COVID-19 pandemic our ability to offer face-to-face courses (and allow student choice to participate in the face-to-face or comparable online activities) will be affected given the need for 48 sq. ft. per person spacing and prohibitions on 50 or more people gathering. While the plan for adaptable instruction does not solve these classroom spacing problems:

1) **at least 50% of the course is online**
2) it incorporates an A and B student group meeting schedule (e.g., where some students attend class Monday and others attend Wednesday) and
3) allows students in the course to opt to not attend the face-to-face meetings and instead complete the work online, further aiding our ability to space students and meet student needs.

Discussion sections associated with many large enrollment courses could be eliminated if the total time invested by the average student on all applicable course aspects (e.g., assignments, study, examinations, class contact, etc.) is commensurate with the credit hours awarded for completion of the course. (See Faculty Document #2838 and course syllabus policy http://www4.uwm.edu/secu/facdocs/1895B.pdf). The teaching assistants who would have led discussions sections could assist with all components of the adaptable instruction approach.

Scenario 2 – Fall All Online
The plan for adaptable instruction enhances the student experience in online courses, and thus, increases learning and student success (and potentially student retention). The approach for adaptable instruction focuses instructors on identifying or creating online learning activities analogous to the classroom learning activities used to foster achievement of learning outcomes. This focus raises the level of engagement in the online learning environment (as well as instructor presence) and potentially connections among students and between students and the instructor.

Scenario 3 – Academic Year Online
The plan for adaptable instruction also addresses this scenario.

Long-term
The adaptable instruction approach would enable us to respond efficiently and effectively to possible disruptions in the future. Courses designed with the adaptable approach may appeal to both 18-24 year old students, parents, and students aged 25 and older. In the post-COVID era, student choice could be a marketable feature of courses (and programs) utilizing the adaptable instructional approach. Expectation setting is important and the Adaptable approach to instruction should not be described as a blended course, or, a flipped course as it would be completely online for some students.

Training and Support
CETL will assist instructors by providing training and support specifically related to teaching Adaptable Instruction courses, blended courses, fully online courses, and other pedagogical and technological needs.

- Instructors should complete the Online and Blended Teaching Program to learn effective practices for teaching online and in a blended format
- CETL will provide training specific to designing learning activities, assignments, and assessments that can be used both online and face-to-face
- CETL will provide training and support for instructors to move their content delivery online in line with an adaptable instruction approach or blended approach
- As a starting point to consider course redesign possibilities, see Appendix 3 of this report entitled, “Guide for Fall Instruction: Online Activities by Course Type.”
Adaptable Instruction at UWM

Limited Choice

UWM Course

50%

50%

All Students

Most Students

Some Students*

Online Asynchronous

Online Asynchronous

Face-to-Face Classes

Essays
Exams
Lectures
Peer Review
Quizzes
Readings
Videos

Activities
Online Discussions
Screen Captures
Group Spaces
Virtual Labs
Recordings
Online Discussions

Active Learning
Discussions
Equation Solving
Group Projects
Labs
Performances
Q&A

*In line with the safety guidelines provided in the Badger Bounce Back Plan, gatherings of 50+ people are prohibited, and 48 square feet of individual space must be maintained per person; therefore, classroom capacity is reduced to approximately 25% capacity. A limited number of students could choose to meet in a reduced number of face-to-face sessions or could complete work in the online asynchronous mode. All other students would be 100% online.
APPENDIX H.1

Guidelines for Classroom Conflict Transformation
Draft 6/2/20

As we resume gathering for face-to-face classes, the classroom space will look and feel different from what we are accustomed to, as we follow public health guidelines made necessary by the COVID-19 pandemic. We have already seen safety measures such as social distancing or wearing masks become politicized in the public square, while tensions between individual freedom and concern for the vulnerable have underscored sharply partisan divides. It is possible similar tensions and fraught emotions may show up in our classrooms as well. There is much we as instructors can do to proactively address and mitigate such possible tensions. The following practices help to foster classroom climates characterized instead by mutual trust, responsibility, and care for each other. While these practices will not necessarily eliminate conflicts altogether, they will certainly increase our own and our students’ capacities to engage each other constructively should conflicts arise.

Manage student expectations by articulating clear course policies.

- In particular, consider how course attendance and expected behaviors in the classroom will be affected by COVID-19:
  - **Attendance**: Make clear that students who are ill or symptomatic should not come to class. This may require an attendance policy with more flexibility than usual built into it. Consider ways that students who can’t be present in class could make up missed work and/or complete online learning activities instead.
  - **Classroom safety guidelines**: University administration will provide guidelines about social distancing, sanitizing, wearing masks, etc. Include these guidelines as part of your course announcements and be prepared to answer questions. The guidelines may change as public health guidance is updated, so please make sure you are using the most up-to-date campus guidelines. Also, make clear how you will support students in following these guidelines and how you will address any behavior that does not conform to them. For example, if a student refuses to follow health and safety standards for an in-person class session, you can remind them of the guidelines and offer them an opportunity to change their behavior. If the behavior continues, you can ask this student to leave the class session; you may also consider whether it is best for the class as a whole to continue meeting or to close that day’s class session early. In either case, you should report this matter (and any disruptive or unsafe student behavior) to the Dean of Students Office. Be aware that you cannot remove a student from all of the class sessions without a formal student conduct process, which is facilitated by the Dean of Students Office. If you need support or have questions or concerns, please contact the Dean of Students Office (dos@uwm.edu).

- Frame your course policies and these safety guidelines as “student first”—that is, polices and practices intended to support the health, well-being and learning of all students—rather than as punitive. Be transparent about why these policies and guidelines are important to student success, health and safety.

- Provide these policies and guidelines in writing on the course syllabus and Canvas site, and make sure students have access to the syllabus and/or Canvas site before the first day of class.

- Make time during the initial class session to review the policies and address student questions or concerns.

Invite students to develop community agreements for in-class interactions. Be proactive in discussing possible tensions or worrisome scenarios.

Classes that meet face-to-face are likely to feature significant levels of student interaction through discussions, lab work, and/or other shared learning activities. At the start of the term, it can be helpful to invite students to discuss and commit to a list of behaviors all participants will practice in order to foster a learning environment...
that feels respectful, safe, and constructive. Doing this as a class is one way of building community together, and it encourages each student to recognize their shared responsibility for the classroom climate.

Additionally, as anxieties are running high during the COVID-19 pandemic, having a discussion like this early on gives you and your students the opportunity to talk through possible worrisome scenarios (e.g., What if someone coughs or sneezes during class? What if someone appears ill? What if someone isn’t wearing a mask?) and to determine appropriate, reasonable responses in accordance with the health and safety guidelines. A discussion like this may help to lessen anxieties and encourage responsible behavior. Also, if such a scenario does occur, you and the students will be better equipped to respond in a calmer, more unified fashion.

Elicit student feedback early and often.
In addition to facilitating a whole-class discussion about community agreements and concerns, provide students with ways to share privately with you their concerns, suggestions, or any other information they would like you to know about what they are experiencing (in the course or in their lives) and how that might affect their performance in the course. At the start of the term, for example, you might ask students to submit a personal information sheet or survey. You might offer similar check-in opportunities a few weeks into the semester and/or at midterm, or perhaps even more frequently.
Note that you should alert students you are not a confidential resource and may need to inform limited University officials about their concerns, depending on the nature of those concerns. You can also refer students to confidential resources, including University Counseling Services.

Some students may not have concerns, and some may not choose to share personal information with you. However, by giving all students structured and secure ways to share their feedback, you communicate that you perceive and care about them as whole individuals—a recognition that’s even more important during a public health and economic crisis. And of course, you may learn information that helps you adapt your teaching to respond to student needs, head off a potential problem before it worsens, or connect a student to beneficial campus resources.

Build community in ways that promote accountability & concern for each other.
The more students feel a sense of community with each other, the more likely they are to be able to address constructively tensions or conflicts among them. Having the class develop shared agreements (described above) is one activity that can foster this sense of community. Other possible community-building activities include:

- Introductions that allow for more creative or personal sharing. Note: it’s important to structure these activities with enough openness that students can choose how much they wish to disclose about themselves.
- Regular whole-class or small-group check-ins throughout the semester.
- Paired or small-group learning activities that provide opportunity for meaningful, guided collaborative work. Team-based learning and problem-based learning are examples.
- Peer teaching assignments, in which students explain concepts to each other and/or share with each other what they have learned about a topic.
- Peer review assignments, in which students exchange drafts to offer feedback and constructive suggestions.

When a conflict emerges, address it immediately and directly.
Finally, while the above practices lessen the likelihood of conflicts erupting destructively, there is still the potential for tensions between students, for hurtful remarks or harmful behaviors to occur in the classroom. If this happens, it is your responsibility to respond in some way in the moment. At a minimum, pause and acknowledge the tension you’re feeling. It is better to respond with imperfect words than to try to ignore or
avoid the conflict. If you need support or have questions or concerns, please contact the Dean of Students Office (dos@uwm.edu).

APPENDIX H.2

Guide for Fall Instruction:
Online Activities by Course Type
Draft 5/27/20

Offering as many face-to-face courses in Fall 2020 as allowed by safety constraints is a goal. To achieve this goal, instructors/departments and schools/colleges will need to:

- update meeting patterns for all courses by July 1st to allow enough time for Schedule of Classes updates while avoiding the need for students to re-register
- offer courses 1 day per week?? (e.g., Monday only; not Monday and Wednesday) at all available times and days during the traditional work week (i.e., 8:00 a.m. to 10:00 p.m.; Monday through Friday; weekend class scheduling should also be considered)
- accept space assignments for face-to-face courses (or blended or adaptive courses) given the requirements for social distancing within the space and safe entry and exit from the room. Some courses will need to be assigned to auxiliary spaces (e.g., Union Ballroom).

Your cooperation is needed and is greatly appreciated as we plan for a successful Fall semester. Given safety constraints, space limitations, and the size of our student body, courses enrolling 50 or more students will need to be offered in an online format. An asynchronous online format is recommended for large courses with 100 or more students. This document guides instructors/departments and schools/colleges in thinking about how face-to-face courses could be redesigned in a blended, adaptive, or fully online format. Adaptive instruction is explained at the end of this document and recommendations for all courses and strategies by course type (e.g., lecture courses with lab sections, studio and performance-based courses) are outlined.

All Courses

Content Delivery
- It is recommended that all forms of content delivery be provided online asynchronously, including:
  - Readings
  - Lectures (using text or PowerPoint with audio)
  - Demonstrations (using screen capturing software)
  - Videos
  - Links to Websites

Assessments and Activities
- It is recommended that several assessment and activity types be completed by students online, including:
  - Writing Assignments and Essays
  - Quizzes and Exams in Canvas
  - Handwritten Quizzes and Exams (photographed and uploaded)
  - Student Presentations (using PowerPoint with audio)
  - Peer Review
  - Library Research
Asynchronous and Synchronous

- To address issues related to access, equity, and student preference, it is recommended that all assessments and activities be delivered online asynchronously unless learning outcomes can only be achieved synchronously.

Lecture Courses with Lab Sections

In-Class Lab Experiments

- Instructors can assign online simulations or virtual labs and require students to submit lab reports or other evidence of learning.
- Instructors can record video demonstrations and assign students to watch them and submit evidence of their learning.

In-Class Demonstrations of Statistical and Other Software Applications

- Instructors can record video demonstrations using screen capturing software and require students to submit evidence of their learning.

Case Studies and Clinical Applications

- Instructors can use online asynchronous discussion forums to facilitate discussion of text-based case studies and clinical applications.
- Instructors can record video simulations for case studies or clinical applications and assign students to watch them and submit evidence of their learning.

Lecture Courses with Discussion Sections

Q&A (Muddiest Points)

- Discussion sections of up to 25 students can be offered online asynchronously or synchronously or both; students can post questions about content material to an asynchronous discussion forum or ask questions in real time in an online synchronous session; it is recommended that discussion sections of more than 25 students be offered online asynchronously.

Solving Equations and Problems

- Discussion sections in which instructors help students solve equations or problems can be offered online synchronously, but it is recommended that all sessions be recorded, and an online asynchronous discussion forum also be provided; small group problem-solving can be completed asynchronously or synchronously at the groups’ discretion.

Studio and Performance-Based Courses

Solo Performances or Skill Demonstration

- Students can submit digital recordings to Canvas of solo dance and musical performances; students can deliver speeches and presentations online synchronously if the primary goal of the activity is for students to perform in real time.

Collaborative Performances

- Students in groups of 2-4 can enact spoken and visual performances in real time in an online synchronous session; musical performances and collaborative performances with more than 5 students will likely encounter logistical restrictions.

Student-Created Work in Art and Design

- Students can capture images (for 2D objects) or record videos (for 3D objects) of student-created work; students who lack access to required materials, equipment, and studio space will be limited in their ability to participate in the course.

Critiques in Art and Design

- Student-created work can be captured or recorded and distributed online for other students to critique asynchronously; instructors can facilitate discussions in art and design online synchronously, but it is
recommended that all sessions be recorded, and an online asynchronous discussion forum also be provided

Seminars and Other Courses
Seminars with up to 25 Students

- Discussions and small group activities can be offered online asynchronously or synchronously or both; it is recommended that instructors use social annotation tools, such as Hypothesis or Perusall, to prepare students for online synchronous sessions

Discussion- or Activity-Based Courses with 25 or more students

- It is recommended that discussions and small group activities be offered online asynchronously

Graduate Student Specific Activities

Advising graduate students

- Advising for graduate students may need to adapt to these scenarios. Many forms of advising are easily adaptable to telephone or Teams conferences, but some may require in-person meetings in research facilities such as labs, studios, performance spaces, or clinical settings. If research facilities have limitations on access or occupancy, and if in-person advising must take place in those facilities, advisors and students should plan well in advance to schedule their necessary conferences, and carefully observe all required safety precautions.

Graduate examinations

- Graduate examinations such as preliminary exams and dissertation defenses can sometimes be easily adapted to online forms. However, in a blended learning environment examiners and students should consider in advance whether they need to convene in person, and only do so if necessary. If they must convene in person, all participants should carefully observe all required safety precautions, which may involve scheduling exams in much larger rooms during non-peak hours.

Continuous enrollment for dissertators

- Graduate Students subject to the continuous enrollment requirement for dissertators can make use of the new Interim Academic Leave of Absence policy to stop the clock before graduating. The ALA policy is intended to help students facing disruptions to their education for reasons having to do with medical conditions, family and childcare obligations, personal crises, or military service. However, the policy is broad enough that it can cover graduate students who may not be able to make adequate progress to degree because of the closure of research facilities, restrictions on travel, lack of access to field sites, or other reasons. Instead of enrolling in 3 dissertation credits as required, even though they are not able to make progress to degree, students and programs may conclude that it makes more sense for them to take a leave. For doctoral students subject to the UW System’s residency requirement, an Academic Leave of Absence also can stop the clock on their time to degree, so that the leave will not be counted as an interruption for the purpose of calculating residency.