May 19, 2020

Dear task force and subcommittee members,

Thank you for the extensive time and work you have put into this thorough report on considerations and recommendations for how we can re-imagine our fall semester. In just four weeks, you brought together a broad range of expertise from across campus to generate and consider creative ideas that will serve as a meaningful launching point for more detailed conversations about how to move forward.

The work that this task force and its subcommittees have done will provide an important foundation for the deliberations and decisions to come as we move toward safely and effectively continuing our work of educating students, conducting research, and serving our communities this fall.

This report will be posted on the task force website for the campus community. In the coming days, the senior leadership team and I will work with leaders across campus to collect feedback and begin prioritizing recommendations. For each of the six topics—teaching and student success, workplace safety, residential halls and student spaces, research and graduate studies, visitors to campus, and community outreach and engagement—I will identify a leader to help us consider the feasibility of the ideas and the resources needed to carry them out. We are committed to keeping our campus community informed and engaged as we make decisions and work together to implement them.

Thank you, again, to Deans Ellen McIntyre and Steve Smith for your leadership of the task force and to the other members and subcommittee members for your service to the university.

Sincerely,

Donde Plowman
Chancellor
Re-Imagining Fall Task Force Report

University of Tennessee, Knoxville

May 18, 2020
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Re-Imagining Fall Task Force

Introduction

The COVID-19 outbreak has presented unprecedented challenges for the University of Tennessee, Knoxville, as well as for all of higher education.

Early in this crisis, Chancellor Donde Plowman asked the campus to join her in these commitments as we move forward:

- Keep our community healthy and hopeful
- Keep our students on track toward success
- Be creative. Be compassionate. Be flexible.

The task force offers this report in the spirit of these commitments.

On April 17, the chancellor commissioned the Reimagining Fall Task Force, co-chaired by Steven Smith, dean of libraries, and Ellen McIntyre, dean of the College of Education, Health, and Human Sciences, to make recommendations on “how and when we return to campus and what campus we want to be when we return.” Further, the chancellor stated that the task force’s recommendations would help the campus in “developing a plan for the safe and effective resumption of classes, activities, and operations relating to various scenarios” for the fall 2020 semester.

The task force was given these three scenarios:

- **Scenario 1:** We reconvene face to face with students for the fall semester, either at the planned time of August 19 or perhaps a few weeks later, but with modifications to our typical practices.
- **Scenario 2:** We reconvene face-to-face with students for the fall semester, but then a sudden outbreak or spike of COVID-19 cases requires us to move back to a remote learning environment.
- **Scenario 3:** Students do not return to campus for the fall semester, and we use a virtual learning environment for the entire fall semester.

As the chancellor stated in her April 20 message to the task force, all three scenarios are necessary, though the first represents the campus’s preferred option. Since that time, both the system and the campus have formally announced their intentions to reconvene with students on campus. But a surge in cases or a change in other circumstances over the summer or during the fall could require a move to either the second or the third scenario, or a variation on them. Even without a surge, we must plan to protect vulnerable individuals or populations who may need a remote work environment or other accommodation for some time.
The task force was asked to answer two questions for each of the scenarios:

1) What are the major considerations for planning this scenario?
2) What recommendations do you have for increasing safety, agility, and effectiveness relating to each subcommittee topic?

Chancellor Plowman designated critical topic areas for the task force, around which six subcommittees were organized. For each of these topic areas, the subcommittees were asked to address the following points, without limitation.

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With chairs drawn from the task force, subcommittees were populated with both task force and non-task force members. Additionally, a committee of experts in student success, health, economics, medicine, and science was established to advise the task force. In total, more than 80 individuals participated in the overall task force effort, with membership representing expertise in a wide array
of areas, each of the colleges, and a balance between faculty, staff, and administration. (See Appendix A for the full membership list).

Further, the task force solicited stakeholder feedback through a survey deployed to the community in April. More than 900 responses were collected, analyzed, and shared with the members of the task force. The task force also created a resource page for posting articles, reports, scientific studies, white papers, guidelines, and other content for the use of the task force. All members of the task force group were also invited to a series of six lunchtime enrichment sessions for presentations and Q&A with experts drawn from the task force advisory committee (see the Task Force website for the survey analysis, the resource page, list of advisors, and other information at https://chancellor.utk.edu/re-imagining-fall-task-force/)

The chancellor set May 18, 2020, as the deadline for the task force report.

The task force’s charge was specific and focused. We were neither asked to choose, rank, or evaluate scenarios, nor were we asked to propose “one-size-fits-all” solutions. We were not asked to produce campus, college, departmental, or unit level plans.

Rather, we were asked to propose recommendations to inform and guide planning to increase safety, agility, and effectiveness of all campus operations and activities. We embraced our charge knowing that not all of our recommendations will ultimately be adopted. Throughout our deliberations, we sought to be innovative and inclusive. The fluid nature of the challenge we face means that today's great idea could be outmoded or made moot by new circumstances tomorrow. Therefore, flexibility and adaptability are paramount. Planners and decision-makers at all levels must evaluate and consider the applicability of any recommendation, in coordination with colleagues and supervisors, as they chart the course forward in their areas.

The task force acknowledges that planning at many levels is already underway. The ongoing and fluid nature of this challenge requires many parts of the university to plan and act in parallel rather than move in a strictly linear, centrally-driven process. Nevertheless, coordination and accountability remain vital.

The plans the university makes to meet this challenge will likely impact every aspect of campus life--from the way classes are taught and delivered to the conduct of research, scholarship, and creative activity to interactions in campus gathering spaces to the operation of food and dining facilities to our practices for bringing visitors to campus to the kinds of events we host and how those events are experienced, and more. This will not be a “normal” fall term, and, even in the best case, many of the changes implemented could persist into the spring and possibly longer.
Success in meeting the challenges of this crisis will require both boldness and a generosity of spirit in caring for our students, one another, and the broader Volunteer community. Success will also require maximum creativity and flexibility in all our plans and decisions.

**Guiding Principles**

The task force offers the following as a short list of guiding principles to all members of the Volunteer community. Incorporating these principles into our planning and implementation will help harmonize efforts and ensure decisions at every level promote safety, agility, and effectiveness in the best interests of students, faculty, and staff.

- **Informed by Guidelines** – We recommend that all decisions be informed by guidelines from the Centers for Disease Control and Prevention (CDC), local and state mandates, and documents prepared for addressing the crisis in higher education, such as the American College Health Association’s (ACHA) “Guidelines on Reopening Campuses,” the Global Center for Health Security’s “Higher Education COVID-19 Pandemic Recovery Checklist,” and the University of Tennessee President’s Re-Opening Task Force’s “Best Practices for Re-opening Campuses.”

- **Commitment to Land Grant Mission** - We recommend that decisions made from this plan honor our mission to provide access to quality education to Tennesseans and renew our community-focused orientation. The COVID-19 crisis has illuminated issues and shared interests that may serve to strengthen partnerships in the state, specifically the East Tennessee region, in service of solving the very real problems our communities face.

- **Commitment to Student Success** - Our commitment to student success is inextricably intertwined with our land grant mission and with who we are as Volunteers. Throughout this crisis, we must remain focused on delivering a quality learning experience to our students. The lessons our undergraduates and graduate students learn here transform lives—their own, those of their families, those with whom they will work, and those that they will serve. This crisis cannot compromise our abiding commitment to their educational, career, and life success.

- **Commitment to Shared Governance** - We must remain committed to processes that are inclusive and representative of all stakeholders. Decisions by campus leadership, faculty, staff, and students should be made collaboratively and in the best interests of the entire campus, in accordance with all relevant rules, regulations, and policies. In the interest of safety or in response to other critical circumstances, some decisions
may require quick action by leadership with abbreviated consultation. All permanent decisions pertaining to instruction and pedagogy are the prerogative of the faculty, as outlined in the Faculty Handbook and the Faculty Senate Bylaws.

- **Concern for Vulnerable Populations** - We recommend the university continue to make the safety of the students, staff, and faculty its first priority. In doing so, we suggest making online classes available to students who choose not to be on campus and to faculty who are unable to teach in-person. We must continue to provide remote work options for staff who are not able to work on campus.

- **Commitment to Diversity, Equity, and Inclusion** - We are all in this together. *All Vols* includes students, staff, faculty, and community who are with us in person and online. Our work to meet the current challenge must be guided by a commitment to working together as a campus community to create environments in which all Vols thrive and dare to act on behalf of others. We recognize members of our community experience different challenges associated with the COVID-19 outbreak. Now more than ever, we must be bold in our support for diversity, equity, and inclusion to ensure that our plans and decisions foster an environment of care and belonging for all.

**General Recommendations**

The following high-level recommendations apply to all future scenarios.

- **Develop and deploy a campaign to encourage adherence to safety and health practices and guidelines** - We recommend a broad, multi-pronged, well-crafted education, communication, and marketing effort to encourage adherence to guidelines and rules protecting and promoting good health. Compliance will best be achieved by creating an environment where individuals choose to comply because they understand both how and why compliance is important. Through these efforts, UT will not only promote better health practices on campus but could set a positive example for the state and nation.

- **Keep listening to the Volunteer community** - We recommend that the university continue to assess stakeholders’ concerns and interests throughout the summer and fall of 2020. There are many ways to engage with and hear from our community, and doing so would help provide leadership and others with “real-time” information regarding the Volunteer community’s intentions, expectations, and concerns. We suggest the administration continue to make decisions informed by feedback from the Volunteer community, broadly construed--students, potential students, parents, faculty, staff, alumni, friends, supporters, and
all who feel a connection to our university. Further, we must continue to work to insure we are listening to all voices to support and advance our commitment to diversity, inclusion, and engagement.

- **Continue to encourage leadership at all levels** – We are all leaders. Success will require unprecedented support from everyone--faculty, staff, students, alumni, administrators, friends and supporters, and more. Leadership at the top is critical, but the examples we set for one another, for those individuals we see and work with regularly, are just as crucial at this time. Regardless of the scenario, meeting and overcoming current challenges will depend in large measure on countless daily decisions and actions taken by individuals as they go about their regular routines in offices, classrooms, laboratories, workspaces, and other areas across campus and remotely.

- **Continue to engage and build partnerships at the local, state, and national levels** - We recommend continued robust and coordinated engagement with community members and leaders beyond our campus. Regardless of the scenario we find ourselves facing, goodwill, support, and trust will be required for success. As in other recommendations above, we must be expansive in our engagement with those beyond our campus boundaries. In particular, building and sustaining our strategic partnership with Oak Ridge National Laboratory (ORNL) has never been more important. The combined strengths and resources of UT and ORNL are able to serve as force multipliers for addressing this crisis, as well as ongoing and as yet unknown global challenges that can have, as we have learned, significant impacts for localities everywhere.

- **Develop processes for and clearly communicate next steps and ongoing planning and implementation processes** – We recommend transparency in all planning and decision-making processes. All communications should clearly describe decision-making processes, lines of authority, and loci of accountability/responsibility as well as expectations and mechanisms for collaboration and shared governance, reporting-out, and information-sharing. The communication about decisions and planning should include, as appropriate, students, staff, faculty, alumni, friends, and supporters, as well as those in the local community, region, state, and nation.

**Subcommittee Reports: Main Themes and Major Points**

**Health and safety** are the overriding themes for all subcommittee reports. In some instances, the connection to safety is obvious (more PPEs), while for others more remote (more online business and human resource functions). However, every recommendation, idea, suggestion, and proposal in some way ties to helping reduce or shield exposure to COVID-19.
• **Instruction** in ways that mitigate disease spread (e.g., changes to the calendar, classroom practices and layout; increased training and support for online instruction) while supporting learning and student success runs through all the reports. The changes necessary to support effective instruction while guarding the health and safety of students and faculty will require substantial investments of time and resources, and maximum collaboration among faculty, administrators, and others (facilities, custodial, Office of Information Technology, Teaching and Learning Innovation, Student Success offices, libraries, etc.). If we are to rise to this challenge, we have no choice but to make the strategic investments of time, effort, and resources necessary to ensure our instructional mission not only continues but thrives.

• **Modifications to the built environment** is a significant area of emphasis in the subcommittee report recommendations. Just a few of the many ideas proposed are signage, floor markings, wellness screens, retractable belt stanchions, bollards, new furniture layouts, bathroom fixtures, automatic doors, touch-free card swipe devices, and other changes to classrooms, workspaces, buildings, and even outdoor areas (e.g., one-way sidewalks) that promote social distancing, reduce the need to touch objects, and reduce instances of close contact between individuals.

• Wide availability and appropriate inventory levels for **personal protective equipment or PPEs** (face masks, face shields, gloves, and in some cases gowns and other protective outerwear) are essential. The kinds of PPEs vary depending on differing factors such as job duties, job location, and other circumstances. At a minimum, everyone on campus will likely need a face mask.

• The planning and protocols for **testing, contact tracing, and isolation/quarantine spaces** emerge as points of emphasis. Onsite testing is essential, but the reports also recognize that guidelines for best practices for testing and contact tracing are still being developed. Therefore, it will be important to monitor guidelines from the CDC, the ACHA, and others.

**Communication and engagement** are major areas of emphasis in all the reports. Ideas include:

• Communication with **students and families** before the semester begins to explain and set expectations regarding the modified campus experience and environment for the fall, and perhaps longer, is vital. Communication with students and families during the fall should reinforce expectations, guide them successfully through the semester, and, to the extent possible, reassure them, building and strengthening relationships and connections.
• Communication with **faculty and staff** is also of vital importance. Faculty and staff will need to understand procedures, policies, and expectations as they plan to return to work or continue to work remotely. Communication with all campus employees before and during the semester will be important not only for clarity around decisions, practices, and policies, but also to provide support and reassurance.

• Communication with **alumni, friends, supporters, local and state officials and other stakeholders** is key to success in meeting this challenge regardless of the scenario and continuing to honor our land grant mission.

• Our **Volunteer Values** should be emphasized in our communications to encourage good health practices and build positive bonds of connection between individuals and with the campus.

• An important communication resource is the CDC’s “Communicating During an Outbreak or Public Health Investigation.”

**Development and training** are a major thematic emphasis, focused mainly in two areas:

• Support is needed for faculty in the development and delivery of **online instruction** no matter which of the three scenarios we face. Successful learning through effective teaching in the technology enhanced realm is critical for the duration of this crisis, and likely longer. There is keen interest in expanding current training and resources for this training.

• Regardless of the scenario, training for students, faculty, staff, and others in new and modified **health risk mitigation practices** is recommended. One idea, described more fully in this report, is to develop and deliver a **Vols Protect Vols** campaign that includes required training for all university employees that meets or exceeds CDC guidelines for washing hands, social distancing, wearing masks, and other safety enhancements and a 1-credit hour education course for students that does the same. Other examples of competency development are wide-ranging, including everything from how to run productive online meetings to using new apps or programs related to health and wellness to learning to use a fully online (i.e. completely paperless) business enterprise system (e.g., human resources, business, planning and logistics).

**Greater flexibility** in all areas, but perhaps most notably in **policies, practices, and procedures**, is an area of emphasis. Subcommittees expressed a corollary interest in the pursuit of greater **efficiencies** that will ease the completion of daily, routine tasks and better balance workloads.
• Interest in **flexible policies** about where, when, and how all employees do their work is high. Any instructor or staff member with underlying health conditions or who lives with or cares for individuals in vulnerable populations should be allowed to teach or work remotely if at all possible through the fall. Similarly, latitude should also be given to instructors who prefer teaching f2f (with safety modifications) or hybrid. Whenever possible, students should be accorded the same flexibility in choosing how they want/need to take a class.

• **Financial aid and scholarships** are areas in which greater flexibility is highly recommended, for example, in regards to financial assistance for part-time attendance, or for those who might want or need to take a semester off without risking the loss of aid.

• Another area of emphasis pertains to flexible policies about residence hall, dining, and other **contracts**.

• Flexibility and efficiencies in faculty **workload, evaluation**, enhancement of infrastructure for research, and **collaborations** across disciplines, departments, colleges, and otherwise are also important sub-themes.

• One of the most critical matters with regard to flexibility and efficiency is an effective **exceptions process** to ensure decisions in appropriate areas remain fluid and based on the dynamics of the virus, new information, and other important factors. This process should be established well before the start of the fall semester and remain in place until campus leadership determines the process is no longer necessary. More specifically, a curricular exceptions process will also be necessary. If not already, campus leadership, in coordination with faculty and other stakeholders, should communicate now with our state and national accrediting agencies about course substitutions, calendar changes, and other matters so as not to adversely impact students in their academic progress.

The importance of **planning and preparedness** occur again and again throughout the reports, with strong encouragement for any areas that are not already planning to begin doing so **now**. Supervisors and others will need accurate guidance with clear expectations to ensure preparations proceed apace across all colleges, departments, units, and areas.

The campus as well as all colleges, departments, and units should prepare a flexible list of **priority decisions and actions** that should be accomplished and/or underway prior to the resumption of classes in the fall. The **tools for department heads**, developed by the Teaching and Student Success subcommittee for **determining course delivery, format, and instructor preparedness** should be distributed **immediately**.
The above summary describes major themes and points of emphasis throughout the reports, which contain many more ideas for enhancing safety, agility, and effectiveness than can be listed in this section. Again, for every idea mentioned here as well as all those in the reports, the unifying theme is the importance of health and safety, regardless of the scenario. Even those recommendations that at first do not seem related to disease mitigation (more online business processes, for example) are at their root motivated by safety because the more we can do online, the less we need to have close physical contact in the workspace.

No campus or organization has all the resources to implement every potentially beneficial idea. However, the more we can do to strategically enhance health and safety, the more we will mitigate risk while also easing minds and offering some measure of reassurance as we move forward, which is perhaps almost as important in these times of high stress and uncertainty.

**Comprehensive Summary of Recommendations**

This section presents a comprehensive summary of the recommendations for the three scenarios compiled from the six subcommittee reports: Workplace Safety, Teaching and Student Success, Residence Halls and Student Spaces, Research and Graduate Studies, Visitors to Campus, and Outreach and Engagement. These recommendations are aligned with the guiding principles and overall recommendations outlined in this report and represent the five themes that emerged across reports: health and safety, communication and engagement, development and training, greater flexibility, and planning and preparedness. Importantly, we need to begin preparations for all three scenarios now; while we plan to be on-campus in fall (scenario 1), we must be prepared for any scenario.

This section highlights only the major recommendations without duplicating recommendations across topic areas, except in cases in which duplication is necessary or prudent, such as describing how to prepare the physical environments for specific contexts. Recommendations are elaborated in the full subcommittee reports (pp. 45–154). In some cases, greater detail and strong rationales for the recommendations are included in those reports. Furthermore, some reports contain details, examples, well-developed plans, additional considerations, and multiple tools that may be used to support implementation.
Scenario 1: Recommendations for a Successful On-Campus Semester

Scenario 1: We reconvene face to face with students for the fall semester, either at the planned time of August 19 or perhaps a few weeks later, but with modifications to our typical practices.

Recommendations for Workplace Safety

Informed by national guidelines, prepare the physical environment for safety.

- Provide touchless hand sanitizer stations at all heavily used entrances and high traffic areas, including classrooms and residence halls, and schedule employees’ periodic sanitizing of personal work spaces and frequently touched surfaces such as doorknobs and equipment that must be shared (e.g., copiers, shared telephones).
- Reconfigure and mark office/meeting spaces for social distancing.
- Provide all required personal protective equipment (PPE) and communicate how to access PPE, how to use it, and how and when to dispose of it.
- Equip all bathrooms and kitchens with hands-free paper towels, soap and warm water. Affix paper towel dispensers to walls.
- Eliminate shared appliances, office supplies, and reusable kitchen items.
- Install plexiglass screens at front desk/public service areas that deal with a high volume of customers.
- Develop plans and campus signage for foot traffic patterns: identifying waiting areas, designating separate doors for entrance and exit, designating stairwells as up-only and down-only, designating one-way hallways, and reserving elevators for vulnerable employees and students who are not able to ascend/descend stairs.
- Develop plans and campus signage for room capacity and room-specific safety compliance rules.
- Check all HVAC filters and replace as needed.
- Review cleaning and safety protocols of campus partners (e.g., First Transit, Aramark) to be sure they meet the standards that health experts recommend.
- Use the Global Center for Health Security checklist as a guide for preparing the physical environment prior to the opening of campus.

Design new ways of working.

- Allow those who can work effectively from home to continue to do so.
- Develop flexible schedules with multiple options such as rotating, splitting shifts, staggering on-campus shifts, and alternating work days.
- Provide clear and updated guidelines regarding local and out-of-town travel to and from campus, and communicate changes in one website or portal.
● Shift to “by appointment only” schedules, with exceptions (e.g., mental health services).
● Encourage employees with increased risk (see full report for possible list) to work remotely at least for part of their workweek.
● Provide mobile hotspot cards to those who have poor access to the Internet.
● Replace desktops with laptops for mobility.

**Leverage the OneHealth initiative.**

● As a small part of the overall OneHealth initiative, and in collaboration with the Center for Health Education and Wellness (CHEW), develop lessons about the pandemic and its relationship to personal health and practices that might mitigate illness (e.g. health breaks conducted throughout the day, mental health support, messages about staying connected), as well as signs of stress or burnout.
● Provide interactive workshops to faculty, staff, and students regarding caring for one’s physical and mental health. (This could be part of the suggested Vols Protect Vols campaign described below.)
● Begin initiatives such as a small grants program for students’ and staff ideas for promoting physical and mental health programs, including programs that focus on the entire campus or broader community.

**Develop and require an education/training course for all staff and faculty.**

● Given the above recommendations, a brief “course” for employees should be developed through online modules.
● All employees should be required to certify that they have taken the course.
● Supervisors should ensure certification and provide regular gentle reminders of the new workplace policies.

**Begin a Vols Protect Vols campaign.**

● As suggested in our first recommendation of the General Recommendations section of this report, we encourage the University to organize a campaign to educate the Volunteer community on new norms for safe and ethical practices and responsibilities for this pandemic era. We want to create a culture in which all Volunteers feel part of this new mission and see the value of compliance with guidelines and of supporting others in these practices. We want to communicate and market the campaign as one that strives to keep ourselves and our colleagues, students, and community partners safe, while maintaining a focus on teaching and learning. We propose that we include “agreements” that we sign to work collaboratively to uphold the goals of the campaign.
● This campaign should begin in summer of 2020 with the employee training modules recommended above and continued in the 1-credit hour
Courses offered to students, as suggested in Scenario 1 of the Teaching and Student Success subcommittee in the next section of this report.

- A few tactics might be:
  - Communicate plans for delivery of student physical and mental health services for all three scenarios.
  - Describe the general practices adopted from this report for each of the scenarios so that all members of the Volunteer community understand the possibilities and expectations.
  - Design content developed by public health experts to inform the community about the facts of the virus.
  - Send students information over the summer about the expectation or requirement that “Vols wear masks” on campus.
  - Encourage students to start practicing wearing face coverings when leaving home for errands and such during the summer.
  - Use orientation leaders, student-athletes, Smokey, and famous class-crashers to assist with the PR effort.
  - Use multiple medias (e.g., TikTok videos, Instagram postings, physical posters located across campus) to reinforce the message and showcase well-known campus figures following best practices.
  - Provide instructors with “scripts” that they can use during the first week of class to emphasize proper face-covering technique, what not to do, and storage and disposal. These should be the same instructions taught in employee training modules and the 1-credit hour classes described in this report.
  - Design and implement a mental health campaign that includes supervisors’ routine check-ins, weekly visuals such as short videos, virtual chats and meetings, and speakers focused on mindfulness training, healthy eating, and planned peer-to-peer check-ins.
  - Provide additional information to employees to discuss and clarify their benefits such as family medical leave and flexible use of benefits, as well as mental health and community resources.
  - Provide leaders with information, resources, and materials to help keep employees engaged and informed. The development of campus-wide programs for university leadership support and resiliency should be considered.
  - Begin bystander campaign to address behaviors and accountability.
  - Help students understand the concepts of servant leader and the goals for land-grant universities related to this campaign of Vols Protect Vols.

Recommendations Related to Teaching and Student Success

Redesign the course calendar, timetable, and delivery options to mitigate the spread of the virus to and from the campus community.

- Begin the semester late, perhaps September 8, 2020 (after Labor Day) and end the on-campus portion of the semester Tuesday, November 24 (before Thanksgiving). Eliminate fall break. Communicate to students prior to
the start of the semester the expectation that they stay in Knoxville during the on-campus portion of the semester. \textit{Or}, begin the semester before Labor Day and declare the week after Labor Day an online week in order to identify ill students post-holiday.

- Move all final exams online and schedule exams after Thanksgiving.
- Offer Saturday classes and/or asynchronous online instruction to compensate for the loss of instructional time and keep students on campus.
- Offer a modular calendar (three five-week courses) for first-year students who have not yet registered to reduce the number of classes any student or instructor must focus on at a time.
- Offer many courses online to accommodate students and instructors who will prefer online classes and to uphold social distancing protocols.
- Offer courses with \textit{synchronous simulcasting}: a small portion of the class learns face-to-face (F2F) for the entire semester, and most students participate in synchronous online learning alongside their F2F colleagues.
- Split lecture-lab courses into two courses, one for the lecture and one for the lab, and offer the lecture in the fall and the lab in the spring (with care not to delay graduation for students who need both in fall).
- Offer large classes online only, determined by departments, in collaboration with Facilities and the Registrar, or offer large classes through rotating face-to-face (RF2F), if classrooms are available.
- Divide each day’s valid class time slots into alternating sets labeled A and B. Any given classroom will be allowed to host F2F or RF2F classes during either only A slots or only B slots to allow time for classroom cleaning between classes and reduction of student density between classes. In large classroom buildings, every other room should alternate between A-type and B-type.
- Encourage a “5-9 teaching schedule,” in which a class meets F2F for five weekdays, and then the next nine calendar days (a 5-day instructional week plus the two weekends on either side) are dedicated to online learning. (The 9-day online period is long enough for students who become infected during the 5-day F2F period to become symptomatic, so that they can be identified and removed from F2F learning.) Pair the 5-9 teaching schedule with testing of all students and instructors before each 5-day period begins. Students enrolled in 5-9 classes must have all of their classes with F2F components on the same 5-9 schedule so they participate in fully-online learning every other week.
- Prioritize first-year undergraduate students, first-year graduate/professional students, and senior undergraduate students for F2F and RF2F instruction. Limit these students to a maximum of seven credits of F2F or RF2F instruction in the fall. Limit all other students to a maximum of four credits of F2F or RF2F instruction in the fall to: (1) reduce the number of people on campus at any given time and (2) break up the network of F2F interactions that may facilitate viral transmission.
• Prioritize the 15 courses that make up 50% of all credit hours taken by first-year students for F2F or RF2F instruction. Create small cohorts of first-year students during registration so students in a cohort enroll in the same set of F2F classes and do not mix F2F with other cohorts:
  o This facilitates contact tracing.
  o The cohorts become micro-learning communities.
  o Cohorts should share a single floor of a residence hall to build community and promote academic and social engagement. Test cohorts for infection as a group.
• Mix synchronous and asynchronous activity in online versions of classes for easier management of time during a stressful semester.
• Communicate the new calendar to students, families, faculty, and the wider community.

Provide faculty development to ensure quality teaching and assessment.
• Continue providing training on course design and general technical assistance (e.g. boot camp) and encourage and incentivize all faculty to participate.
• Enlist the Faculty Teaching Fellows to support pedagogy.
• Prioritize and incentivize the professional development of the faculty who teach the 15 courses that comprise 50% of the credits taken by first year undergraduate students.”
• Ensure that instructors in these courses are equipped with tools that can connect students to academic and personal support resources (Academic Alerts, etc.).
• Provide professional development on how to build a sense of community in an online environment. (See full report for details.)
• Make educational tools available in summer or fall 2020 to acclimate students to the positive opportunities that hybrid online classes provide for them (e.g. learning at their own pace, the ability to repeat parts of lectures and discussions repeatedly in order to grasp difficult concepts).

Begin departmental planning now.
• Department heads should use the decision tree and planning tools developed to support decision-making for course assignment and delivery. (See appendices in the full committee report.) Units will classify their fall 2020 offerings as those that:
  o Must be taught entirely face-to-face (F2F)
  o Can be taught entirely online (OL) in either a synchronous or an asynchronous manner
  o Have some components that can be taught OL and some that must be taught F2F (Mixed)
  o Can be broken into one small F2F class and one (typically large) OL class, with students in the OL class participating through synchronous simulcasting.
Can be taught on a rotating F2F (RF2F) basis, where a portion of the class meets F2F, with different students participating F2F on different days of the week, and the other students learning synchronously OL, described as “rotating synchronous simulcasting.” (See full report for details.)

- Complete a faculty/staff technology audit to document instructors’ internet service provider, upload/download speed, to identify technology gaps. Invest in a technology stipend equitably across the board, and/or a focused release of additional hotspots based on the technology audit.
- Guide instructors and departments to re-evaluate student attendance policies, with attention to anticipated illness-related absences.
- Develop “backup instructor” plans in case instructors fall ill.
- Use special topics classes strategically in case a department finds it cannot fully deliver the intended learning objectives associated with a particular class. Units should redesign the class or be flexible in allowing students to petition to have these special topics classes apply towards degree requirements. For considerations associated with experiential learning (studios, labs, internships, etc.) see Appendix 1 in the full subcommittee report. For examples of rethinking/redesigning courses, see Appendices 6 to 8 in the full subcommittee report.
- Planning for all three scenarios must be done during summer 2020.

**Informed by national guidelines, prepare the physical teaching environment for safe, effective teaching and learning.**

- Install classroom cameras in a large number of classrooms to allow synchronous simulcasting and lecture capture.
- Develop classroom seating plans and entrance/exit that accommodate social distancing. Block or remove the seats that students will not be permitted to use. In classrooms with Node chairs or other mobile chairs, install floor markings that show where chairs should be located.
- Develop a “mapping” that automatically converts current classroom assignments to new, socially-distanced classroom assignments. (See full report for specific examples for where classes could be held in the transformed fall semester.)
- Close food service establishments in classroom buildings to minimize opportunities for students to congregate in small spaces and to increase the available open space for student flow between classes. Remove furniture normally located in the food service areas. Eliminate grab-and-go food service in classroom buildings.
- Change valid class time slots to allow 20 or 30 minutes between classes to promote social distancing between classes. Develop a “mapping” that automatically converts current valid time slots to the new valid time slots.
- Provide signage to discourage people from congregating in hallways, common spaces, and atria.
- Explore renting large tents for teaching outside when the weather is good. Tents could be added to Ad Astra and reserved by instructors in advance.
Address tuition, scholarship and financial aid policies.

- Consider pro-rating institutional scholarships for students who need to or are only able to attend school part time.
- Lobby the state to allow students to take a semester off, or enroll part-time, without endangering their HOPE scholarship.
- Consider a year-long “package deal” under which a student pays for two full-time semesters (fall and spring) but can enroll part-time in fall and spring and attend during summer without paying additional tuition by the hour. This would allow a student to accumulate one academic year’s worth of credit hours over a full 12-month calendar year by paying in advance and spreading out instruction over the course of the year.

Develop 1-credit hour leadership courses to be offered prior to the start of classes.

- Design courses for undergraduate students and graduate students.
- Encourage students who move onto campus early (see Residence Halls for details) to take the course before the start of classes.
- Focus the content, in part, on the Vols Protect Vols campaign (see above), ensuring that content is aligned with campus-adopted guidelines.
- Have early takers offer the class to all other students, with guidance from professors.
- Use current courses (e.g., ELPS 211 and ELPS 493) as a framework. (See details of the proposed course in the appendix of Outreach and Engagement subcommittee report.)

Recommendations Related to Residence Halls and Student Spaces

Following national guidelines, prepare residence halls and sorority/fraternity housing for safety.

- Use Association of College and University Housing Officers-International (ACUHO-I), along with other national guidelines mentioned in the Guiding Principles for best practices for on-campus housing arrangements.

Implement alternatives to manage occupancy and reduce density in campus residence halls.

- Modify housing policy
  - Require students to review and complete a housing contract addendum acknowledging risk to living in on-campus housing.
  - Expand current commuter exemption policies and practice to allow for broader consideration and approval of requests beyond the standard commuter exemption policy.
  - Allow flexibility with housing contract release for students who wish to terminate their agreement beyond standard contract reasoning and rationales.
- Outline occupancy capacity
- Reduce occupancy and/or number of students sharing bathroom spaces.
- Set aside additional isolation spaces where possible. Explore contracting for hotel spaces.

**Define prerequisites to moving onto campus**
- Require students to have and/or ensure the institution provides students with the needed PPE (e.g., thermometer, face covering).
- Request students show proof of COVID-19 testing prior to moving on campus; and/or require students to be tested before campus arrival.

**Prepare for social distancing in residence halls and Greek houses**
- Place occupancy limits in common areas, such as house parlors, lobbies, study lounges, etc.
- Place restrictions on building access by locking entrances 24/7 and discontinuing public access to meeting and classroom spaces in the residence halls;
- Restrict visitor access to the residence halls and Greek houses; limit only to UT residence hall residents and Greek chapter house members.

**Modify student move-in**
- Use a scheduled move-in appointment process. This process may require students to move-in over several weeks.
- Allow students who live closer to Knoxville to move belongings into their assigned space earlier in the summer, but do not allow them to reside in the space until a few days prior to the start of term.

**Adopt isolation/quarantine policies**
- Establish a protocol for the management of isolation spaces.
- Identify isolation spaces (to include bathrooms) separate from other living areas.
- Develop detailed processes for providing care and support for students in isolation/quarantine. Process should include:
  - Meal delivery
  - Check-in with Student Health Center
  - Access to academic activities remotely
- Provide training for staff to assist students in isolation/quarantine.

**Develop plans for dining halls for revised seating capacities, hygiene steps, and other measures to accommodate social distancing.**
- Develop an app for online ordering so students can pick up to-go food.
- Limit numbers in dining facility; have a check in/check out system to limit numbers.
- Develop an online system to track usage so students can see peak hours and plan dining accordingly.
- Install plexiglass in front of all dining facilities food distribution counters.
- Add portable handwashing stations in dining halls.
- Adopt a maximum six persons per table (per Knox County Phase 1 plan).
- Close self-service areas (Phase 1 recommendation).
Use pre-packaged silverware/single-use condiments.
Use stanchions with retractable belts to move lines safely in busy areas.
Develop signs encouraging distancing between students waiting in lines and encouraging social distancing between student seating in dining areas.
Use floor markings for safe distancing for queues and waiting areas.
Extend meal time hours to allow for social distancing.
Provide plated meals and/or more “to-go” options for Greek meal plans.

**Develop plans for retail stores and restaurants.**
- Ensure campus retail centers operate in alignment with retail operations national guidelines, provided they are as strict as our institution’s guidelines.

**Develop plans for revised transportation services.**
- Reduce riding capacity on the T-Link bus service.
- Re-examine campus parking policies as more commuters may need to park on-campus if there is a change in commuter exemption policies.
- Explore the possibility of adding more routes and buses to maintain level of service within social distancing guidelines.
- Provide signage to encourage proper hygiene and PPE is practiced on transit.

**Adhere to expert guidelines (see Guiding Principles) for student gathering and event spaces.**
- Provide appropriate signage in all student spaces across all campus buildings.

**In addition to safety guidelines mentioned in other sections:**
- Provide real-time dashboards of building occupancy (gate counts) and lab computer availability (via computer logins)
- Minimize high-touch items: remove whiteboards, reduce numbers of printers and copiers, and designate printing spaces if needed.
- Redistribute or remove public lounge furniture.
- Outline protocols/prohibitions for interacting with customers (cash handling, etc.)

**Recommendations Related to Research and Graduate Studies**

*Research Recommendations:*

**Streamline tasks to increase faculty and staff time for pandemic-related teaching, research and service.**
- Identify a Point of Contact (POC) for each college or unit for pandemic-related questions and concerns related to research.
- Create flexibility and diversification in faculty workloads for teaching, research, and service, so that faculty strengths better align to address new
needs as a consequence of COVID-19. For every pandemic-related work increase, find a work decrease to assist workforce resilience and focus.

- Simplify standard processes for the fall faculty and spring staff annual evaluations.
- Delay temporarily valuable large-scale initiatives to enable a tight focus on preparing and resolving challenges caused by the pandemic (e.g., the new general education curriculum and the strategic visioning process). For every work increase, find a work decrease.
- Replace current efforts for tracking and recording health safety requirements for research operations (e.g., essential operation plans, health safety plans, etc.) with a single database-backed software package with a flexible input interface, true data integration, and a robust reporting function.
- Implement electronic signature/paperwork routing processes (e.g., time sheets, tenure dossiers, delivery acknowledgements, staff performance reviews, work requests, space surveys, etc.).

Form departmental committees that include the POC (mentioned above), faculty members, graduate students, and staff to assist department heads to oversee research communication and compliance.

- Provide guidance and resources for faculty members completing compliance and safety requirements.
- Act as first departmental reviewers for compliance and safety requirement submissions.
- Communicate with appropriate compliance and safety entities such as IRB, Export Control Officer, or EHS.
- Maintain up-to-date understanding of research-related policies and procedures, to communicate effectively to departmental colleagues.

Provide support for faculty success in scholarship, creative activity, and the pursuit of new external funding.

- Use the simplified annual evaluation process to identify faculty members at key points in their work (e.g., set of experimental runs, completing a book, completing the analysis of data from a human-related study, have an exhibit or a performance near ready) and those who need reinforcement to deliver the outcome. Identify the quick and critical form of support (e.g., time, financial resources, staffing) that will trigger completion.
- Use the simplified annual evaluation process to identify faculty members well poised to write proposals, and provide the needed support.
- Collaborate with UT Communications, existing and new communities of scholars, research centers (e.g., Humanities Center, JIAM, etc.), Research Council, Associate Deans of Research (ADRs), and department heads to identify and implement digital/social media replacements for professional meetings.
- Provide assistance for rescheduling canceled archival/library and field research trips (regional, national, international) including resolution of
any legal or compliance requirements. Assist colleagues to develop replacement activities that advance creative work, if these trips are not possible.

- Resolve COVID-19 related barriers towards meeting goals and deliverables with Sponsored Projects Accounting, review specific agency guidance with researchers and make the appropriate outreach to the sponsor.
- Utilize discretionary and SARIF funds in a priority manner to support creative activity particularly in the arts-related departments that depend on this internal funding to generate externally recognized successes.
- Prioritize resources, should they be limited, to assist early career faculty members to initiate successful careers as researchers, scholars and artists.
- Continue to identify creative processes to expand the infrastructure necessary to enhance collaborations between UTK/UTIA faculty members.
- Continue to sustain the core facilities program so as to efficiently support the high-end specialist equipment needed for modern research, even as the pandemic may reduce usage.

**Assist the restart and regrowth of human-subjects research:**

- Before fall, develop well-articulated guidelines for when and how in-person research can be conducted in Tennessee with the cessation of “safer at home.”
- Provide well-articulated guidelines for research involving human subjects where subjects come to campus and use research-related facilities.
- Develop alternative research designs and strategies when in-person activities are not possible, or possible but now not present.
- Create a community of scholars and a web-portal for gathering ideas from colleagues about new best practices for how to move human-subject research forward during a pandemic.
- Transition data gathering to different hardware locally supported by commercial networks.

**Strengthen laboratory safety culture in concert with implementation and sustaining of health safety culture.**

- Implement the twenty recommendations of the APLU Taskforce for Safety Culture. (See full report for links to all APLU recommendations.)

**Strengthen communication concerning research status, compliance changes, and support opportunities.**

- Create straightforward and streamlined mechanisms for sharing policies and procedures.
- Provide training videos related to health and safety regarding research during a pandemic.
- Ensure a single well-developed FAQ for research-related and creative activities.
- Provide a single source for all important research news and updates.
- Use the POC to facilitate speedy and thoughtful understanding.
Develop policies/procedures for assisting undergraduate researchers.
- Provide health safety research training for participating undergraduates.
- Assist students to develop plans with their research groups for switching between in-person and remote participation in the group research. Plans should include any needed modifications for expected student outcomes for such a switch.

Graduate Studies

Reconceptualize graduate student orientation.
- Support and build on the development of the vice-provost and graduate dean’s pre-arrival-to-campus set of virtual orientations. Include the content of the 1-credit hour class and Vols Protect Vols campaign in the Teaching and Student Success section.
- Offer much of the orientation at the college and department level to create smaller groups with more focused needs.
- Narrow the campus-level orientation content to critical information needed for the first semester.
- Include health safety training:
  - Identify multiple health safety guidelines appropriate for teaching, research, scholarship, and creative activities for various graduate programs. Develop online modules for each.
  - Provide open forums (online and in-person) for discussions regarding healthy safety situations for graduate students to their teaching and research responsibilities.
  - Ensure that graduate students are classified with faculty and staff for testing and monitoring COVID-19 activity.
- Foreshadow the institutional support for developing teaching skills (see below).

Provide training for graduate students for hybrid and online teaching.
- Build on the work already being done in TLI to ensure that training capability is available immediately at the start of the semester, particularly for new graduate instructors.
- Training modules should be one- to two-week, self-paced, online training courses.
- Utilize the same courses and online resources as for faculty, while ensuring that graduate students are given priority access at the start of the semester and that the training is customized to the circumstances and instructional responsibilities of the graduate students.

Coordinate mechanisms that sustain and support graduate students with degree requirements involving research, scholarship and creative activity.
- Provide graduate student training through workshops, panels, mentoring and online resources to assist graduate students in broadening their conceptualization of research, scholarship and creative activity.
Design graduate research, scholarship and creative activity capstone projects (i.e., thesis, dissertation) with maximum flexibility to adapt to sudden changes in allowed research activity level to assist with continued progress on a capstone projects (i.e., systematic reviews and meta-analyses, use of pre-collected materials/data [secondary data analyses, use of frozen samples]).

Prioritize the work of graduate students (i.e., via use of space, access to needed resources [equipment, funds]) with near-term timely degree conferral requirements in research, scholarship and creative activity to reduce time barriers to degree conferral.

Identify and utilize funding for graduate students employed as graduate research assistants/associates if funding from sponsored projects diminishes due to the inability to progress towards milestones. (The Graduate School has begun to identify students whose graduation has been delayed due to COVID-19.)

Identify methods for increasing graduate student daily schedule flexibility to accommodate class-based and research, scholarship and creative activity needs. As access to on-campus specialized facilities, laboratories, field sites, and library collections may be limited, class-based activities may need enhanced flexibility (e.g., hybrid classroom models that allow asynchronous activity).

Provide greater professional development opportunities, in collaboration with the Center for Career Development, for graduate students to increase understanding of current employment opportunities, which may be altered due to the pandemic, across all employment sectors.

Assess graduate student progress in research, scholarship and/or creative activity in relation to changes in on-campus research activity level during AY2020.

- Acknowledge the impact of the pandemic and decide if this should be documented in departmental-level review process and communicated to Colleges and central administration.
- Use the collaborative relationships among the Graduate School, the Associate Deans of Academic Affairs, and the Graduate Council, to develop recognition of the issue.
- Create workshops for departments about protocols that should be used during the departmental-level reviews in Fall 2020 to recognize, document and adjust evaluations for this impact.
- Conduct Fall 2020 departmental-level review of the performance of graduate students utilizing this assumption and training.

Develop a confidential mechanism for graduate students to report concerns regarding health safety in research, scholarship and creative activity spaces.

- Develop the mechanism with the involvement of Graduate Student Senate, Graduate School, Human Resources, and OIT.
• Provide a workshop for the Graduate Student Senate and other UT graduate constituencies by Human Resources demonstrating and emphasizing the importance of the mechanism.
• Develop and implement a strategy to inform the UT graduate student community about the reporting mechanism.

Provide safe campus-managed housing for graduate students who need to self-isolate.
• Develop a scale of need for this matter.
• Resolve legal issues associated with relocating graduate students from their housing to a self-isolation setting to protect the academic and town community.
• Develop the location for this capacity and consider whether it should be separate from a similar capability for undergraduate students.

Recommendations Related to Visitors to Campus

Implement the following plan for allowing visitors and guests onto campus:

• To assess the viability and conditions to host the event/guest, consider whether they fall into one of the following five categories:

1. Visitors/guests are allowed on campus in person per CDC and campus guidelines.
2. Visitors/guests are allowed on campus in person under CDC and campus guidelines, but with enhanced mitigation.
3. Visitors/guests may proceed with the program or event but in a hybrid approach.
4. Visitors/guests may proceed with the program or event but it must be strictly online.
5. Visitors or events should not be allowed on campus or proceed in any format. Discontinuation of such visitors/activities is to be considered temporary.

• Base considerations for categories on the following: safety of our students, faculty, and staff, whether the visitor or event is core to the academic and research missions of the university, whether the visitor/event contributes to the overall student experience, whether the visitor/event has a significant economic impact to the campus or community, the safety of the visitors, and liability.

• The subcommittee identified dozens of possible visitors and guests and used the above considerations to assign them to categories:
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| 1. These visitors/guests are allowed on campus in person per CDC and campus guidelines | - UT Gardens  
- Conferences - internal-only participants (if 10 or fewer people)  
- Conferences - split between internal and external (if 10 or fewer people)  
- Meetings (if 10 or fewer people)  
- Seminars (if 10 or fewer people) |
| 2. These visitors/guests are allowed on campus in person per CDC and campus guidelines, but with enhanced mitigation | - The logistics of move-in weekend  
- Commencements  
- Children and parents to the Early Learning Center  
- Vet hospital for animal treatment  
- Student activity events  
**Dictated by CDC, federal, state, system, SEC, & NCAA Guidelines:**  
- Athletic events  
- Athletic camps  
- Concerts |
| 3. These visitors/guests may proceed with program or event but in a hybrid approach | - Academic programs outside the classroom, such as recitals  
- Alumni events  
- Research guests  
- Guest speakers  
- Visitors to the arts (such as the theatre, museum, art gallery, etc.)  
- Career fairs/interviews  
- External candidates for job interviews  
- Media on campus  
- Orientation (incoming students)  
- Campus tours  
- Visiting faculty  
- Non-athletic camps  
- Orientation (family/guests)  
- Board of Advisors for colleges  
- Student activity events |
| 4. These visitors/guests may proceed with program or event but it must be strictly online | - Conferences - internal-only participants (if 11 or more people)  
- Conferences - split between internal and external (if 11 or more people)  
- Meetings (if 11 or more people)  
- Seminars (if 11 or more people) |
| 5. We recommend these visitors or events should not be allowed on campus or proceed under any format. Discontinuation of such | - General visitors (who tour the campus on their own or run/walk through campus)  
- Student exchange programs |
visitors/activities may be only temporary. • Parents, siblings and friends visiting residence halls

Recommendations Related to Outreach and Engagement

In partnership with UT Extension, conduct a needs assessment of stakeholders across the state to determine how the university can engage in meaningful outreach activities during the COVID-19 crisis and beyond.

- Identify the University’s existing partnerships and their goals for outreach. House these at the Jones Center for Leadership and Service and/or at UT Extension.
- Create additional groups (SWAT teams) to help meet needs of communities throughout the state that aren’t already being served, or shore up those that are most important and need more resources (e.g., healthcare, college preparation, food insecurity, job skills, employment).

Provide better, more organized resources to the public to expand trust in the University.

- Improve (expand) the University’s faculty experts guide.
- Provide information and resources to support homeschooling needs of families in the community. (See CEHHS work as a start to this.)

Incentivize faculty, staff, and student outreach and community engagement.

- Build/strengthen expectations into faculty appointments, annual evaluations, promotion and tenure, merit, and other types of faculty support.
- Provide opportunities for staff to be engaged and recognize their efforts.
- Utilize curriculum to reward and support students and faculty for community outreach and engagement.
- Develop a Service-Learning Fellows program for faculty and staff.

Establish a communication strategy with local Knoxville businesses and organizations (see full report).

- Identify their needs, concerns, and how UT might assist in meeting these needs during the pandemic and beyond.

Identify unique COVID-19 risks to students, faculty, staff and community safety and assist them in managing risk as they engage with the community.

- Establish and communicate expectations of students, faculty, and staff for outreach and community engagement.
- Provide clear expectations (“rules of engagement”) for risk management to students, staff and faculty as they re-engage with local businesses and agencies.
• Establish a website with a “hotline” for local businesses or other agencies to communicate immediate issues/concerns regarding the university.
Scenario 2: Recommendations for a Successful Transition to Remote Learning

We reconvene face-to-face with students for the fall semester, but then a sudden outbreak or spike in COVID-19 cases requires us to move back to a remote learning environment.

Recommendations for Workplace Safety

Develop a transition plan, called the Go Remote Plan, with clear sequences of actions, responsible parties, and timelines to allow for a quick transition.

- A Go Remote Plan should describe the sequence of actions and responsibilities of each employee to include (a) the order in which employees vacate first to last; (b) procedures for removing needed technology, materials, and documents for remote work; (c) a “to go bag” for each employee that includes such things as updated flash drives, personal belongings; (d) a check of the UT dashboard of updated isolation spaces and whether there is a need to isolate, the completion of the isolation form and, if needed, transport arrangements to home for any employee who is suspected of being exposed to COVID-19; and (e) consideration of available hotel space for any employee who needs to self-isolate but cannot do so safely at home (family member with compromised health). Create a Go Remote Checklist to include considerations, preparations, and materials needed to pivot to telecommuting.

- Develop a training protocol for supervisors for the Go Remote Plan that includes all of the above to ensure continuity of operations, deployment of essential equipment, documents, tools, and the digitization of operations, as appropriate.

- After initial training for all employees, review plans periodically.

Complete, update, and review plans to move computers, files, and other data in anticipation of moving to a remote work setting.

- Digitize all documents and materials needed to work remotely.

- Documents that might not ordinarily be converted to a digital form that can be processed by a computer should be identified and converted.

- Procure and store packaging of materials (e.g., boxes and bags) designed for a quick departure from campus for ready use.

- Create alternate plans for vendor deliveries such as redirecting to alternate locations or cancelling recurrent deliveries.

Develop a phased departure plan in advance for employees and students to transition to home and online.

- Create a schedule of departure that maps the movement of materials and equipment before the need to go remote.
Complete a plan for the departure of each workspace that ensures clarity of transition assignments to include:
- Anticipated time to secure and close workspaces
- Departure schedule of employees
- Notification of when closing a workspace is completed.

Create a schedule that describes an anticipated departure time frame, with designated roles and responsibilities for each employee and the expected order of their departures.

Notify all vendors who deliver at workspaces and direct them to alternate locations and/or cancel deliveries.

Establish closure tasks for spaces that might include shutting down equipment, securing sensitive data, sending notifications to other offices and units, dispatching announcements of workspace closures, timeframes, and ensuring workspaces are locked and secured.

Identify area teams to ensure operations continue without interruption.

**Complete pre-planning to help ensure that transition takes place in a manner that maintains safety measures and continues smoothly.**

- Identify stored supplies and the use of safety equipment to support the transition.
- Develop preliminary traffic pattern mapping to allow for social distancing during high traffic activity while closing down workspaces.
- Encourage campus guidelines to meet and exceed CDC guidelines regarding wearing face coverings and social distancing during transitioning.
- Ask employees to wear badges or IDs so they could be identified if needed to assist students or others.
- Schedule temporary parking in short term parking areas to load employees’ cars with equipment and/or materials for transport to home offices.

**Support vulnerable employees to work remotely when possible with extra accommodations considered.**

- Articulate clear safety measures for vulnerable populations working on campus as they transition to remote work.
- Develop a situation-specific approach to the determination of vulnerability within each unit, with support resources available centrally, as needed.
- Minimize tasks for vulnerable employees in transition and outline procedures for others to assume tasks on behalf of a vulnerable employee (e.g., check workspace to be sure it is secured).
Clarify allowable equipment for telecommute use and support employees to connect remotely.
- Determine in early fall the equipment allowable for home use.
- Ensure employees have access to hotspots that are compatible with their internet providers (ATT, Verizon, etc.).
- Explore programs in the Cloud that could help reduce email and duplicate information.

Recommendations Related to Teaching and Student Success

**Context:** Many courses will be already partially, significantly, or entirely online in Scenario 1. For these courses, in the event of a virus spike, very little work will be necessary by the instructor of record to pivot to a rich, fully online course structure. Significant faculty training in the summer through TLI/OIT initiatives and student training in the fall will be necessary to prepare both groups to fully embrace and appreciate the benefits of online education. These training opportunities are described in detail in Scenario 3.

The following recommendations support a quick mid-semester transition:

**Ensure every course has a Canvas presence and a plan to pivot to fully online.**
- Require course syllabi to articulate the precise plan for a mid-semester pivot to online in the event of an outbreak.

**Develop a continuity of instruction plan for every course for students who are sick or forced to self-isolate.**
- Allow the department/instructor’s discretion to determine whether it is simulcasting, asynchronous viewing of recorded lectures, or some other plan.

**Develop a robust and clear training path for all faculty on building classes designed to pivot to online if needed.**
- Incorporate in this training the unique pedagogy used in high-quality online education as well as the practical tools available to create robust engagement and interaction between the faculty and students, and between students.
- Offer this training in summer 2020 or early fall.

**Redesign the existing on-campus ACD phone system to utilize different technology that can support both on-campus and remote utilization seamlessly.**
Recommendations Related to Residence Halls and Student Spaces

**Context:** Use safety guidelines outlined by ACHA and ACUHO-I for agile plans related to the following topics:

**Student move-out and emergency housing**
- Develop a student move-out plan for residence halls/Greek houses that accounts for social distancing guidance.
- Implement an emergency housing plan with specific policies regarding who can remain in on-campus and/or university owned or affiliated property.

**Isolation/quarantine policies**
- For students who remain in on-campus housing and/or university owned or affiliated property, develop a detailed self-isolation plan. Additionally, consider taking designated rooms/floors offline to be used for isolation purposes.
- Coordinate with local public health centers when redirecting students who are COVID-19 positive back to their local community to ensure that the community does not become infected by Vol students.

**Refund policies**
- Develop concise refund policies and communicate which fees will be refunded/pro-rated; explain nuances of refund discrepancies.
- Establish a timeline when fees will be prorated and refunded and communicate the timeline.

**Hygiene**
- Create facilities clearinghouse identifying areas that have been cleaned/treated.

**Campus dining**
- **Refund policies**
  - Develop concise refund policies and communicate which fees will be refunded/pro-rated - explain nuances of refund discrepancies,
  - Establish a timeline when fees will be prorated and refunded – communicate the timeline.
- **Food delivery**
  - Campus dining should develop plans to arrange for food delivery for students remaining on-campus and in isolation.
  - Campus dining should develop a plan for maintaining limited operations to provide dining services for students, staff and faculty continuing to remain on campus.
- **Dining operations**
  - Continue to limit the number of people dining in any dining facility.
  - Revisit plans for which retail centers will remain open to serve students remaining on campus.
Transportation Services
- **Bus service**
  - Establish limited bus operations if a large percentage of students remain on-campus.
- **Refund policies**
  - Develop concise refund policies and communicate which fees will be refunded/pro-rated - explain nuances of refund discrepancies,
  - Establish a timeline when fees will be prorated and refunded – communicate the timeline.

Student Gathering & Event Spaces
- **Essential student spaces/services (e.g., student union, libraries, OIT, computer labs, lab space)**
  - Some services can operate in an online environment and some must be in person. Determine which in-person services become “essential use” once we move to an online environment.
  - Determine which spaces become “essential use” once we move to an online environment.
  - Determine what resources are required to keep essential spaces in operation once we are in an online environment.

Health Promotion & Wellness
- **Continue health and wellness services** in some form, such as RecSports, Student Health and Mental Health Services, with strict ACHA considerations. Determine which health services will continue to be provided in person and which ones will be offered via telehealth or tele-mental health.

Student Programming Space/Events
- Train student leaders on how to move events to an online environment. Hold hybrid events in the fall to get them used to the idea.
- Provide student organizations with resources to move events and meetings to an online/hybrid environment, such as dedicated access to secure zoom rooms, clear guidance related to SPSF use, guidance on brand and marketing standards.
- Develop a registered student organization (RSO) clearing house to support student events within guidelines set by campus.
- Provide necessary technology to students during the time of online learning and engagement to promote academic and social success.
Communication

- Develop a communication plan before the start of the semester that outlines when, how, and to whom action steps will be communicated for an efficient move to sheltering in place.
- Practice the communication plan with all staff and student leaders related to residence life during the early part of the fall semester.
- Communicate to families the procedures the University will follow should an outbreak occur and how families will learn of the outbreak and decisions that follow.

Recommendations Related to Research and Graduate Studies

Context: The subcommittee report anticipates continuous research activity on campus during the fall semester, conditions may require a quick reduction in research activity level to an “essential only” level. Importantly, to be successful at a nimble transition requires the infrastructure described in Scenario 1 and reiterated below.

The recommendations for research and graduate studies should a COVID-19 outbreak mid-semester include:

Enhance flexibility to transition level of research activity quickly, mainly to decrease the on-campus research activity rapidly.
- Create a single database-backed software package with a flexible input interface, true data integration and a robust reporting function for tracking all research activity (i.e., on campus, field) and requirements for research operations (e.g., essential operation plans, health safety plans, etc.) before the start of the Fall semester. This software package will enable research teams, departments and research centers to develop functional tailored plans within a single environment while retaining and providing the information in a manner that it can be used by colleges, research centers and the University during an episode where research activity level needs to change quickly.
- This tool will provide a needed searchable information tool rich in information about the campus activities in research, scholarship and creative activity for institutional planning

Strengthen communication to faculty concerning research status, compliance changes, and support opportunities for research activity, including non-human-focused and human-focused research activity.
- Enlist the POC and departmental committees (described in Scenario 1) to communicate and address compliance.
- Provide training videos related to health safety personal protective equipment (PPE).
- Ensure a single well-developed FAQ for research-related and creative activities.
- Provide a single web source for all important research news and updates.
• Implement a monthly “research activity check-in,” in which research teams, departments and research centers update their research contingency plans in the database to reflect current status/needs, and at that time, also, review procedures for the processes to reduce research activity rapidly.

Recommendations Related to Visitors to Campus

**Context:** It is imperative we learn from spring 2020 actions, but also determine if opportunities exist for visitors to still have a presence and impact if the campus converts to an online platform mid-semester. The respective units or departments should plan now which visitors or events could be conducted or performed in an online environment. If not, the guests/event should be discontinued until further notice.

However, depending on the severity of the health situation that led to the shift to online courses, there may be a visitor type or activity that a college or department believes should continue under the parameters of category 2, “They are allowed on campus in person, in accordance with CDC and campus guidelines, but with enhanced mitigation.” Examples of such an activity could include the following: children and parents to the Early Learning Center and employees and others to the vet hospital for animal treatment.

Utilize the subcommittee referenced in Scenario 1.

• This committee will make final decisions on exemption requests, reviewing the proposals from the college or department that outlines the enhanced mitigation procedures planned for the program or event.
• This committee should include professionals with the expertise to weigh the safety and health factors within each request. Our recommendations would be a representative from the following areas:
  o Student Health Services
  o Environmental Health and Safety
  o College of Nursing
  o Facilities Services
  o At large representative with extensive campus events experience
  o Representative appointed by Faculty Senate (preferably a faculty member from Arts and Sciences)
  o Professional or faculty representative with connections to offices located outside of Knoxville
• The status of athletic events during this time period will be dictated by CDC guidelines, the SEC office, and the NCAA.
Recommendations Related to Outreach and Engagement

Communicate a “Building Trust Through Education” message to increase trust in expertise at UT and to enhance clear and open communication.

- Consolidate the system and campus messaging to avoid public and internal confusion.
- Run periodic Zoom calls with experts (e.g., advisory members of task force) with the general public, with an alumni or athletics host and a controlled chat option for live questions.

Provide assistance to business.

- Create a one-pager for businesses to include small business loan help, KUB/utilities funds.
- Help rural communities access broadband; provide strong hot spots, perhaps through Extension, to support communities, business, and future degree completion.
- Create a Haslam small business “clinic” free to anyone across the state. Partner with UT Extension, which has the facilities plus business and economic staff.

Support Tennessee communities

- Provide tutoring or mentoring help for K-12 Tennessee families and teachers. This should be planned for prior to the start of the semester through alternative, outward-facing assignments for UT students. (NSF grants, CARES Act funds, a recent CEL grant, and other sources of support from federal agencies could make this a paid activity as well.)
- Address the food insecurity issues our Pell and other at-risk students face by making the food support follow the whole family as part of our land grant mission of uplift.
Scenario 3: Recommendations for a Successful Online Semester

Students do not return to campus for the fall semester, and we use a virtual learning environment for the entire fall semester.

Recommendations for Workplace Safety

Context: Recommendations included under Scenario 2 related to working remotely should be considered in Scenario 3 with additional considerations outlined below.

Develop a plan for remote work spaces based on what was learned spring 2020.
- Establish guidelines for assessing home office space, employees’ requests for hotspots, expanded laptop memory, and/or office equipment that can be loaned to improve remote work productivity, and a venue for sharing remote “best practices” with others.
- Create a “checkout” process within departments to allow employees to borrow office items (chairs, external monitors, etc.) to reduce physical strain and increase efficiency.
- Plan virtual strategies to enhance connection and community at the department and unit levels.

Provide training and equipment to support telecommuting.
- Provide training for supervisors and leaders on strategies for keeping employees in touch with one another (i.e., check-ins, group meetings), and mental health resources such as apps, online trainings, readings, etc.
- Approve moving desk chairs and materials home (i.e., ergonomic accessories and tools) to decrease physical strain.
- Cross-train employees to ensure sick employees’ responsibilities are covered.

Continue schedule flexibility from Scenario 1 and 2 with the following considerations.
- Schedule work to include diverse modalities such as Zoom, cell phone calls, e-mails, etc. to provide a purposeful range of balanced work formats.
- Engage in regular and frequent communication regarding projected duration of remote work and opening/closing of campus to ensure clarity of timelines and expectations.

Continue recommendations for vulnerable employees from Scenario 1 and 2 with the following additions:
- Increase attention and resources devoted to the support of a remote campus community, including virtual gatherings among employees and students.
● Continue the provision of mental health and well-being initiatives scheduled regularly so that employees know what and when to expect particular topics to be covered.

**Plan for the possibility of this scenario during the summer to include a range of information, virtual resources, and ideas that can be operationalized with little wait time.**

- Invest in better software for managing data, sharing sensitive information, and illustrating and sharing work accomplishments.
- Partner with state and county agencies and programs in efforts to increase broadband access to employees and students.
- Purchase and disseminate hotspots.
- Purchase technology and programs that support staying physically and mentally healthy.
- Locate, develop and expand telehealth options as needed.
- Explore and secure a range of mental health resources that could be mobilized for employees.

**Recommendations Related to Teaching and Student Success**

**Context:** Even in a completely online scenario, some faculty will want and/or need to teach synchronously or asynchronously from a physical classroom on campus. Examples would include using document cameras for a business accounting class, or to view anatomy with a donor body, which requires adherence to strict protocols. The majority of shared classroom spaces on campus do not have cameras with Zoom installed. (See recommendation for investment in cameras in Scenario 1.) This is an excellent investment in the future with advanced classroom technology to bring in virtual guest speakers from around the world and have students interact with them. This also allows the possibility to have guest speakers with other universities and reciprocate.

**Embed instructional designers in units to assist in transition on a practical and pedagogical level**

- Build on TLI’s group of Faculty Fellows who will assist in online training and teaching for faculty.
- Train some instructors to become Canvas “producers” who help others set up their Canvas course sites by populating the course with the material the instructor of record provides.

**Develop OIT workshops for each unit to address ways to adapt online teaching and learning to specific disciplinary content.**

- Continue to support the general “boot camp” offered by TLI and OIT (currently running and continuing through June and July).
- Offer a self-paced online course about online pedagogy that would automatically reside on all instructors’ Canvas dashboards.
- Better communicate to faculty a broad array of training and help already available this spring and summer from both TLI and OIT.
- Provide instructors in units who are familiar with online teaching a reduced course load to work with instructors who want additional training from a peer.
- Provide exemplars of previously well-designed online courses.
- Provide additional teaching personnel to support synchronous “tool” functions (Zoom) or the student chat function (i.e. someone to manage the tech features while the instructor of record delivers engaging online instruction).
- Improve/consolidate messaging and linkages between email calendars and Canvas.
- Create “Canvas 101” for faculty who have never used Canvas, and more advanced modules for faculty who want to know about specific advanced functions. This would also apply to online pedagogy.

Support training and tools for assessment, online exams, and academic misconduct.
- Provide faculty training and hands-on experience in creating an online assessment in Canvas, and how to best use the available e-proctoring software to maintain exam integrity while reducing student stress through clear communication regarding the e-proctored online test, as well as best practice (e.g. a practice online exam)
- Train faculty how to use e-proctoring platforms using asynchronous online learning modules.
- Develop guidelines/processes to intervene when a student has a computer or internet failure in the middle of a test or does not have internet the day of the test.
- Encourage use of universal design in learning to enhance creativity and flexibility of assessments. OIT has a UDL specialist available.
- Educate faculty on alternate methods of assessment to discourage student cheating and unethical behavior.
- Develop a clear student code of conduct policy specifically for integrity in online classes (exams, coursework, homework, quizzes, etc.) and share broadly with students through campus-wide video from TLI.
- Students also need training on how to appropriately use the e-proctoring software to remove any stress or anxiety that might negatively impact their performance on the assessment.

Expand support technology and support access of course materials.
- Expand the current hotspot and loaner laptop lending program, and communicate the availability of such equipment to faculty, staff and students.
- Encourage faculty adoption of open educational resources (OER’s) with library and OIT tutorials for how to access these resources. Free or lower-cost textbook adoption would significantly help students faced with difficult financial decisions related to the pandemic.
● Determine how to obtain remote access for software such as Adobe, which for many is only obtained from onsite digital resources (especially computer labs), and often otherwise stipulated “for UT Computers Only”.
● Convert unused on-campus classrooms to recording or broadcast studios so that instructors can either (1) deliver synchronous online instruction from a classroom setting or (2) record instruction in a classroom setting for asynchronous delivery. Some instructors need specific in-classroom technology (e.g. document cameras, whiteboards, physical samples [bones, minerals, etc.]) for effective instruction.

Evaluate instructor workload.
● Reallocate teaching to provide course releases for those who can assist other faculty with online teaching (also see under TLI Faculty Fellows to assist in online course planning and implementation).
● Allow greater flexibility in course enrollment numbers based on faculty/department input. Departments and colleges should be cognizant that (1) courses may have lower enrollments than seen historically, and (2) faculty may need to change teaching assignments on shorter notice than previous semesters.
● Provide additional compensation or course releases for the additional work it takes to move a course online.

Recommendations for Residence Halls and Student Spaces

Explore the possibility of emergency housing and dining considerations for students needing campus accommodations.
● Apply relevant recommendations from Scenarios 1 and 2.
● Make considerations for student athletes and any academic requirements.
● Provide dining options for students, staff required to be on-campus.
● Evaluate how to support student organizations and provide them with guidance on how to recruit and fill their important role for student support/development in a virtual learning and engagement environment.
● Offer the same level of care we have taken to promote diversity and inclusion in our in-person services and spaces - translate service models and programming in a virtual learning and engagement environment.
● Evaluate fees for services not able to be transferred to an online learning and engagement environment.
● Consider whether the UT Extension system could play a role in supporting safe engagement for our students across Tennessee counties.
● Review developing guidelines for offices that employ remotely (e.g., calling for Development & Enrollment, assisting offices with marketing/social media).

Continue student services virtually.
● Access to fitness resources, library resources, “life away from campus” videos, and #TourTuesday content, admissions, student health and mental
health services, and more should be expanded through virtual appointments.

- Remove barriers to students and instructors by making referrals and connecting students to academic and support services and resources.
- Create/maintain staple community support programs (i.e. Milkshake Mondays, student-centered videos/tutorials, Vol is a Verb, Mattering and Belonging).
- Create brand engagement across units to promote a sense of belonging.
- Work with student leadership to create engagement opportunities.
- Continue the apps to indicate wellness in returning to campus in fall to be used for indicating a feeling of wellness and staying connected if we were online.
  - Create small and intentional groups for first-year and other student classifications (international students, out-of-state students, student affinity groups) to connect to students and faculty and facilitate ease of communication and community development.
  - Connect FY students to campus without being on-campus; develop intentional opportunities for FY students.
  - Provide training and resources for student organization leaders to develop creative and accessible virtual meetings throughout the fall semester; how to best utilize VolLink for recruitment and virtual organization.
  - Provide student organizations with resources to move events and meetings to an online/hybrid environment, such as dedicated access to secure zoom rooms, clear guidance related to SPSF use, guidance on brand and marketing standards, etc.
  - Promote collaboration and synergy with campus units to develop programs across campus - avoid competition.
  - Create best practices for fostering an inclusive environment in online programming and engagement.
  - Develop plans to provide technology services to students during the time of remote learning and engagement.

Provide necessary technology to students during the time of online learning and engagement to promote academic success.

Recommendations for Research and Graduate Studies

Context: While the subcommittee report anticipates continuous research activity on campus during the fall semester, regardless of whether courses are offered on campus, human-subject research will be paused accordingly. Importantly, in order to find ways of continuing research productivity with no human-subject research, the infrastructure described in Scenario 1 must be established.
Enhance flexibility to transition level of research activity quickly, mainly to decrease the research activity level across the campus rapidly.

- Create a single database-backed software package with a flexible input interface, true data integration and a robust reporting function for tracking all research activity (i.e., on campus, field) and requirements for research operations (e.g., essential operation plans, health safety plans, etc.) before the start of the Fall semester. This software package will enable research teams, departments and research centers to develop functional tailored plans within a single environment while retaining and providing the information in a manner that it can be used by colleges, research centers and the University during an episode where research activity level needs to change quickly.

- This tool will provide a needed searchable information tool rich in information about the campus activities in research, scholarship and creative activity for institutional planning.

Strengthen communication to faculty concerning research status, compliance changes, and support opportunities for research activity, including non-human-focused and human-focused research activity.

- Enlist the POC and departmental committees (described in Scenario 1) to communicate and address compliance.

- Ensure a single well-developed FAQ for research-related and creative activities.

- Provide a single web source for all important research news and updates.

- Implement a monthly “research activity check-in,” in which research teams, departments and research centers update their research contingency plans in the database to reflect current status/needs, and at that time, also, review procedures for the processes to rapidly reduce research activity.

Assist the restart and regrowth of human-subjects research:

- Prior to fall, develop well-articulated guidelines for when and how in-person research can be conducted in Tennessee with the cessation of “safer at home.”

- Provide well-articulated guidelines for research involving human subjects where subjects come to campus and use research-related facilities.

- Develop alternative research designs and strategies when in-person activities are not possible, or possible but now not present.

- Create a community of scholars and a web-portal for gathering ideas from colleagues about new best practices for how to move human-subject research forward during a pandemic.
- Transition data-gathering to different hardware locally supported by commercial networks.

Recommendations for Visitors to Campus

Context: The recommendations under scenario 2 also mirror the recommendations under Scenario 3. Again, the subcommittee recognized it was imperative we learn from our actions earlier this year, but also to determine if opportunities exist for visitors to still have a presence and impact should the campus start the semester strictly in a virtual learning environment. The respective units or departments should commence assessing immediately, in the event that any of the guests/events listed in this report, with enough planning and time, could potentially be conducted or performed in an online environment. If not, the guests/event should be discontinued until further notice. However, depending on the severity of the health situation that led to start the semester with online courses, there may be a visitor or activity which a college or department believes should continue under the parameters of category 2, “They are allowed on campus in person, in accordance with CDC and campus guidelines, but with enhanced mitigation.” Examples of such an activity could include the following:
  - Children and parents to the Early Learning Center (ELC), if it is recommended the ELC be open
  - Vet hospital for animal treatment

Under scenario 3, the subcommittee firmly believes a committee should be compiled to review requests from colleges and departments. The rationale for this committee and the committee composition are outlined under Scenario 2.

Once again, it is also imperative to note the status of athletic events during this time will be dictated by CDC guidelines, the SEC office, and the NCAA.

Recommendations for Outreach and Engagement

Develop a “Volunteer Experience Year”
- Engage students in doing online coursework with either a research and/or service experience for credit, with support by a mentoring team (see Appendix II in full report).

Communicate the decision to go fully online ASAP to key stakeholders across the state, with additional communication to the Knoxville businesses. (See Appendix I in full report).

Use listening sessions with local businesses to determine how we may help support them through our network of donors and students, staff, and faculty who are living in the Knoxville area.
- Assist staff to retool for new jobs that may be needed on the campus; helping staff to adjust their skill set to do new jobs that are needed.
- Support the Provost’s initiative to combat food insecurity/hunger: End Hunger FEED Change – https://endhunger.utk.edu. (See Appendix III of full report for details.)
- Develop an intentional effort and associative marketing/communications strategy to have UT work on the United Nations’ Sustainable Development Goals in order to broaden student/staff/faculty engagement on community support: https://www.un.org/sustainabledevelopment/sustainable-development

**Offer a class focused on the land grant mission and servant leadership.**
- Offer a remote section of ELI 110 and three-four other General Education courses appropriate for freshman (in collaboration with Admissions, Advising, Registrar, OneStop, and Student Success).

Create a 1 pager (html) to be included in syllabi and Canvas page centralizing support information for students.
- Information to support students could include the location and hours of food pantries, access to our emergency fund, counseling locations and hours, small business loan help, KUB/utilities funds.

**“The Campus We Want to be When We Return”**

In addition to making recommendations for a safe, agile, and effective return to campus, the chancellor’s charge asked the task force to contemplate “what we want campus to be when we return.” For the next several months or perhaps even a year or more, the challenge of COVID-19 will impact every part of campus life as we modify existing practices and implement new procedures to promote health and safety while also fulfilling our commitment to learning, research, and engagement. However, some of the recommendations proposed by the task force could reap positive and meaningful long-term benefits. In this section we briefly describe only a few of the many potentially transformative, high impact, or innovative ideas from the task force reports.

1) **Extend the Vols Protect Vols campaign:**

The suggestion that the Volunteer community organize a campaign to educate and support one another during the pandemic could be extended beyond the crisis to become a new norm. The University already enjoys the deep passion and commitment of the students, staff, and faculty in the community. We can build on this commitment to communicate that we protect one another related to all safe and ethical practices and responsibilities. We can create a
culture in which all Volunteers feel part of this new mission and see the value of taking action to protect one another and supporting others in these practices. We want to communicate and market the campaign as one that strives to keep ourselves and our colleagues, students, and community partners safe, while maintaining a focus on teaching and learning.

2) Offer the Volunteer Experience Year:

Some students who want to be on campus this fall will be unable to come or to return because of the Covid-19 pandemic. The Volunteer Experience Year is a creative response to this moment that will keep our students enrolled, show compassion for the realities facing families, and transform communities in a way that builds trust in higher education.

The Volunteer Experience Year has three components: 1) 9-12 hours of online coursework with us 2) either a research or a service track, and 3) a rich mentoring team in conjunction with the new Vol Success Teams. Students would remain full-time and thus be able to use their financial aid package to cover reduced tuition without housing. In exchange, they commit to helping our world through service or research so that together, we can get through this crisis creatively and compassionately. (See more in Appendix II of the “Outreach and Engagement” report.)

3) Leverage the OneHealth initiative:

Leverage the OneHealth initiative by communicating the relationship of personal health and the pandemic and immediate practices that might mitigate illness, as well as stress or burnout. Activities that could support the expansion of the OneHealth initiative to address concerns raised by the pandemic include:

- Provide interactive workshops to faculty, staff and students regarding caring for one’s physical and mental health.
- Initiatives such as a small grants program for students’ and staff ideas for promoting physical and mental health programs, including programs that focus on the entire campus community.

See details in full report of Workplace Safety and the Introduction to this report.

4) Adopt multiple course delivery options:

The work of the task force has illuminated many different, creative ways courses could be offered that meet students’ needs and wishes during this
crisis, but also, potentially, far beyond. Many students want online instruction, but others will not settle for anything but personalized, in-person, on-campus options. One idea to meet both preferences is to offer some courses with *synchronous simulcasting*: A small portion of the class learns face-to-face for the entire semester, while most students participate in synchronous online learning alongside their face-to-face colleagues. This option would allow for enrollment growth but also meet the students’ (and many professors’) wishes for on-campus delivery.

See details on this delivery option, along with many others, in the full report of the Teaching and Student Success report.

5) Build a research infrastructure communication and compliance system:

The COVID-19 crisis illuminated the problem of not having easily-accessible, deep and thorough documentation of researchers’ stages of research engagement that can guide the ways those researchers can be supported. We could replace current systems for tracking and recording stages and requirements for research operations (e.g., essential operation plans, health safety plans) with a single database-backed software package with a flexible input interface, true data integration, and a robust reporting function.

6) Offer training to all graduate students in hybrid and online teaching:

UT offers graduate students some training in teaching. We could commit to offering the highest quality training on university-based teaching as a regular part of graduate studies training that would include in-person, hybrid, and online teaching so that graduates are equipped for teaching in any context, should their careers demand teaching expertise.

7) Offer a year-long tuition “package deal”:

We could offer students a tuition package deal under which a student pays for two full-time semesters (fall and spring) but can enroll part-time in fall and spring and attend during summer without paying additional tuition by the hour. This would allow a student to accumulate one academic year’s worth of credit hours over a full 12-month calendar year by paying in advance and spreading out instruction of the course of the year.

8) Create small, intentional student engagement groups:

We could group first-year students in small cohort groups, even if the students do not have classes together, for support, engagement, and connectivity. Students could arrange these groups by similarities or classifications (international students, out of state students, student
affinity groups, majors) to connect to other students and faculty and facilitate ease of communication and community development.

9) Offer online monthly public lectures:

We learned through this process the value of 1-hour Zoom lectures by our own UT experts. We could extend this practice by offering all Tennesseans and beyond high-quality, evidence-based lectures on all topics from all disciplines from all units on campus to share expertise, build trust, and develop stronger relationships beyond the university.
Appendix Materials

Appendix A: Task Force and Sub-Committee Membership

Chancellor Plowman appointed the following individuals to the task force:

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<th>Co-Chairs</th>
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<tr>
<td>• Steven Smith, Dean of Libraries</td>
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<td>• Ellen McIntyre, Dean of the College of Education, Health, and Human Sciences</td>
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<tr>
<td>• Misty Anderson, Professor of English and Past President of Faculty Senate</td>
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<td>• Carol Andes, Assistant Director of Marketing</td>
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<td>• Mark Collins, Distinguished Lecturer and Director of Technology-enhanced Education in the Haslam College of Business</td>
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<td>• Frank Cuevas, Vice Chancellor for Student Life</td>
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<td>• Bill Dunne, Professor and Associate Dean for Research and Facilities in the Tickle College of Engineering</td>
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<td>• RJ Hinde, Vice Provost for Academic Affairs</td>
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<td>• Sadie Hutson, Professor and Assistant Dean of Graduate Programs in the College of Nursing</td>
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<td>• Veerle Keppens, Chancellor’s Professor and Head of the Department of Materials Science and Engineering</td>
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<td>• Mary Lucal, Associate Vice Chancellor for Human Resources</td>
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<td>• Jeff Maples, Senior Associate Vice Chancellor for Finance and Administration</td>
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<td>• Todd Moore, Professor and Associate Dean for Graduate Studies in the College of Arts and Sciences</td>
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<td>• Mary Jane Moran, Professor and Department Head of Child and Family Studies, CEHHS</td>
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<tr>
<td>• Hollie Raynor, Professor and Interim Assistant Dean for Research in the College of Education, Health, and Human Sciences</td>
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<td>• Gary Skolits, Associate Professor, Educational Psychology and Counseling, and President of Faculty Senate</td>
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<td>• Tyvi Small, Vice Chancellor for Diversity and Engagement</td>
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<td>• Joe Scogin, Senior Associate Athletics Director and Assistant Provost</td>
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<td>• John Stier, Professor and Associate Dean of the Herbert College of Agriculture</td>
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<td>• Amber Williams, Vice Provost for Student Success</td>
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Re-Imagining Fall Task Force
University of Tennessee, Knoxville

Advisors to the Taskforce

▪ **Kathleen Brown**, Associate Professor of Public Health and Director of the Master of Public Health program
▪ **Nina Fefferman**, Professor of Ecology and Evolutionary Biology
▪ **Spencer Gregg**, Director of the UT Student Health Center
▪ **Jon McCullers**, Professor and Chair of the Department of Pediatrics and Assistant Professor of Microbiology, Immunology, and Biochemistry at the UT Health Science Center; Pediatrician-in-Chief at Le Bonheur Children’s Hospital
▪ **Vickie Niederhauser**, Dean of the College of Nursing
▪ **Marianne Wanamaker**, Associate Professor of Economics
▪ **Brian Gard**, Director of Emergency Management, Liaison for the Task Force to the Emergency Operations

Teaching and Student Success Subcommittee

Co-Chairs
▪ **Mark Collins**, Distinguished Lecturer and Director of Technology-Enhanced Education in the Haslam College of Business
▪ **RJ Hinde**, Vice Provost for Academic Affairs

Members
▪ **Ben Auerbach**, Associate Professor, Anthropology, A&S
▪ **Monica Black**, Associate Professor, History, A&S
▪ **Sally Corran Harris**, Distinguished Lecturer, English, A&S
▪ **Susan Hebert**, Clinical Instructor, Nursing
▪ **Shea Kidd Houze**, Associate Vice Chancellor and Dean of Students
▪ **Alex Long**, Professor, Law School
▪ **David Ndiaye**, Director of Student Disability Services
▪ **Steven Neal**, Senior Lecturer, Chemistry, A&S
▪ **Janet Schmitt**, Assistant Vice Provost for Enrollment Management Operations and Interim Registrar
▪ **Jana Spitzer**, Director of Advising, CEHHS
▪ **Matthew Theriot**, Associate Provost, FDSI
▪ **Duren Thompson**, Program Coordinator for Instructional Design and Online Learning, Center for Literacy, Education, and Employment; and Doctoral Student in Instructional Design, CEHHS
▪ **Karen Tobias**, Professor, Vet School
▪ **Candace White**, Professor, School of Advertising and Public Relations, Howard Baker Center for Public Policy, Former Faculty Senate President
▪ **Amber Williams**, Vice Provost for Student Success
Workplace Safety Subcommittee

**Co-Chairs**
- Mary Luca, associate vice chancellor for human resources
- Mary Jane Moran, Professor and Department Head of Child and Family Studies, CEHHS

**Members**
- Derek Bailey, Director, Facilities Services Zone Maintenance
- Caula Beyl, Dean and Professor, Herbert College of Agriculture
- Doug Bohner, HR officer, Institute of Agriculture
- Brian Browning, Executive Director, Finance and Administration
- Elizabeth Greene, Director, Library
- Spencer Gregg, Director, Student Health Services
- Veerle Keppens, Chancellor's Professor and Head of the Department of Materials Science and Engineering
- Emily Mason, HR generalist, CEHHS
- Lisa Yamagata-Lynch, Ombudsperson and Professor, Psychology and Counseling

Residence Halls and Student Spaces Subcommittee

**Chair**
- Frank Cuevas, Vice Chancellor for Student Life

**Members**
- Ian Crone, Director of Student Union
- Karmen Jones, President, Student Government Association
- Kristina Kintziger, Associate Professor, Public Health, CEHHS
- Katy Locke, Director of RecSports
- Rachel McCord, Lecturer and Research Assistant Professor in Engineering Fundamentals
- Laura Miller, Associate Professor, School of Communication Studies
- Chandra Myrick, Executive Director of University Housing
- Joe Scogin, Senior Associate Athletics Director & Assistant Provost
- Teresa Walker, Associate Dean, Libraries
- Rebekah L. Wright, Coordinator of Communications and Employer Relations, HCA
## Research Subcommittee

**Co-Chairs**
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- **Hollie Raynor**, professor and interim assistant dean for research in the College of Education, Health, and Human Sciences

**Members**
- **Suresh Babu**, Director of the Bredesen Center
- **Melinda Gibbons**, Professor, Educational Psychology and Counseling, CEHHS
- **Heidi Goodrich-Blair**, Professor and Department Head Microbiology
- **Todd Moore**, Professor and Associate Dean for Graduate Studies in the College of Arts and Sciences
- **Althea Murphy-Price**, Associate Professor, Art, A&S
- **Phillip Myer**, Assistant Professor, Department of Animal Science
- **Charlie Noble**, ADF&R, Haslam College of Business
- **Carol Tenopir**, Chancellor's Professor, School of Information Sciences
- **Dave White**, EOC Research Team Lead, UTIA ADR (ex officio)

## Visitors to Campus Subcommittee

**Chair**
- **Jeff Maples**, senior associate vice chancellor for finance and administration

**Members**
- **Carol Andes**, Assistant Director of Marketing
- **Fabrizio D'Aloisio**, Assistant Vice Provost for Enrollment Management and Director of Undergraduate Admissions
- **David Elliott**, Assistant Athletic Director for Event Management
- **Claudio Gomez**, Executive Director of McClung Museum
- **Tiffany Harmon**, Director of Budget, Finance, and Operations, College of Social Work
- **Sadie Hutson**, Professor and Assistant Dean of Graduate Programs in the College of Nursing
- **David Matthews**, Associate Dean and Director of the School of Interior Architecture
- **Jim McIntyre**, Professor of Practice, Educational Leadership
- **Gary Skolits**, Associate Professor, Evaluation Statistics Measurement, Faculty Senate President
# Outreach and Engagement Subcommittee

**Co-Chairs**
- **Tyvi Small**, vice chancellor for diversity and engagement
- **John Stier**, professor and associate dean of the Herbert College of Agriculture

**Members**
- **Misty Anderson**, Professor of English and Past President of Faculty Senate
- **Mandie Beeler**, Director Jones Center for Leadership and Service
- **Karen Boyd**, Clinical Assistant Professor, Educational Leadership, CEHHS
- **Chip Bryant**, Vice Chancellor for Advancement
- **Carmen Danley**, Chief of Staff, Student Government Association
- **Brandon Horvath**, Associate Professor, Herbert College of Agriculture
- **Jules Morris**, UT Communications Representative, CEHHS
- **Gretchen Neisler**, Vice Provost for International Affairs
- **Michael Palenchar**, Associate Professor, College of Communications and Information
- **Deborah Penchoff**, Director of the Institute for Nuclear Security
- **Javiette Samuel**, Assistant Vice Chancellor for Outreach and Engagement
- **Angela Stackhouse**, Executive Assistant to the Dean, College of Architecture and Design
Appendix B: Full Subcommittee Reports

- Workplace Safety
- Teaching and Student Success
- Residence Halls and Student Spaces
- Graduate Studies and Research
- Campus Visitors
- Outreach and Engagement
Workplace Safety

Introductory and Overview Comments:
As we initiated this work, our committee initially focused on the operational elements of safety: PPE, plexiglass screens, face coverings. However, as our discussions continued and we read feedback and heard from experts, our thinking expanded to a larger consideration of who should actually be on campus in the fall, how we could support the whole community toward a successful fall, and the best way to create an agile work setting which could quickly transition between scenarios.

Beginning in the second subcommittee meeting, members engaged in an iterative process between meetings 2, 3 and 4 that included (a) individually identifying 2-3 recommendations for each area to be addressed (i.e., telecommuting, employee health and wellbeing, etc.) that were (b) charted and clustered by similarity, and (c) returned to members to consider before the next meeting. These summaries informed our discussions and led to clarifications and additions to the thread of members' emerging recommendations and considerations (see attached summaries). Committee members’ deliberations and emerging priorities for action were then informed by an array of documents that included the UTK Task Force survey responses by students, parents, staff and faculty and national health, safety, and educational entities that included, in particular, the Occupational Safety and Health Association (OSHA), American College Health Association (ACHA), the Centers for Disease Control (CDC), and special reports from The Chronicle of Higher Education, among others. One observation that emerged is that planning for Scenarios 2 and/or 3 should begin no later than the roll-out of preparations for Scenario 1 to ensure maximum flexibility and agility. Finally, the subcommittee realized that workplace safety in times of a pandemic will require campus-wide buy-in to the notion that “Vols protect Vols” i.e., individuals are responsible for both their personal safety and the safety of others.

We wish to recognize the hard work and complete engagement of this committee, as well as the helpfulness of the pages of feedback and information from our area experts. Our Task Force co-chairs kept us focused on our charge at all points. All of these sources, deliberations and actions have informed this report, and we hope that its contents are helpful as we look to the fall. Areas to be addressed under workplace safety include:

a. Work/office spaces – evaluating our true needs
b. Telecommuting
c. Scheduling
d. Considerations for vulnerable employees
e. Safety equipment or materials (e.g., masks, sanitizer)
f. Employee health and wellness
g. Investments in technology and design
Recommendations and considerations applying to all Scenarios:

1. **Promote and monitor adherence to public health practices** including hand hygiene, physical distancing, proper cough/sneeze etiquette, frequent disinfection of common and high traffic areas, symptom assessment, temperature checks, and face covering in public (ACHA, 05/02/20, p. 1).

2. **Assume some employees will work and teach remotely/online** which will require the removal of barriers such as lack of equipment and rigid schedules while receiving increased leadership support.

3. **Invest in technology and design** to make it easier for employees to complete tasks in a timely way in both campus and remote settings. Consider ways to improve online course delivery through enhanced equipment, remote learning pedagogy, and instructional design and provide office staff with updated software and programs for managing reports and data.

4. **Presume flexible and adaptive scheduling** (broadly conceived, to include course schedules, office and program schedules, etc.) will become the norm.

5. **Provide leadership and create new protocols to support and enable employees’ successful transitions** between campus and remote settings that includes support for flexible work protocols and transference of materials, tools, and equipment.

6. **Ensure employees’ work environments are safe and continually assessed and modified to guarantee ongoing protection and reflect emerging guidance and understandings by government and health officials.** These should include (a) the provision of PPE and sanitation supplies, (b) posted cleaning schedules and workplace safety signage, (c) development/modifications of protocols and flexible work schedules, (d) expectations to check and report temperature prior to daily campus work and agreement to follow supervisors’ requests for checking with personal health providers, (e) design and modification of workspaces to ensure social distancing (i.e., removal of equipment and/or furniture, installation of physical barriers, taped pathways on floors, and time for participation in ongoing safety, health and well-being trainings), and (f) onsite testing when available.

7. **Identify and provide protections for vulnerable populations** (informed by CDC guidelines, the Knox County Health Department, and state agencies and government programs and policies) as well as others whose unique situations might make them uncomfortable about being on campus (for example, caring for an elderly individual at home), including those working remotely.
8. **Recognize that transitioning between home and work locations will create unique physical and mental challenges for employees** that will require the provision of a range of resources, supports and changes in daily activities, sustained by an array of options. These may include time off for mental health counseling and/or increased sick leave approvals, use of apps that provide short activities for relaxation and focused attention within the workplace, and encouragement to take physical breaks from workspaces such as short outside walks. We encourage instilling a sense of community that supersedes the work location and that stimulates continued engagement.

9. **Emphasize the importance of all employees keeping up-to-date on flu shots and vaccinations.** Health officials have stressed the importance of overall health to combating COVID-19. This includes ensuring that all vaccinations are up to date and that everyone is strongly encouraged to get a flu shot early in the fall.

How do these recommendations and considerations improve safety, agility, and effectiveness?

It is expected that employees will feel confident engaging in work (at home or on campus) because they will be provided clear timelines (anticipate emerging procedural changes or when to expect working on campus vs. remotely), expectations (Can I work remotely?), and protocols (PPEs, social distancing, flex scheduling). Further, they will be assured of flexible and supportive leadership practices and perspectives (openness to creative scheduling and working remotely when needed/possible) that will guide the implementation of changes and help promote a sense of community and well-being. Finally, employees will be offered a range of ongoing support and practices to help ensure positive health and well-being. This support should include “campus-specific policies, practices, and awareness-raising regarding infection prevention and control, campus health and safety resources, use of PPE including masks/face coverings, and actions to take if sick” (ACHA). Should employees need to return to remote working, clear and established preparations will be implemented that include protocols, timelines, equipment and necessary supports to vacate campus offices while maintaining social distancing.

**Scenario 1: We reconvene face-to-face with students for the fall semester, either at the planned time of August 19 or perhaps a few weeks later, but with modifications to our typical practices.**

**Recommendations and Considerations:**

a. Work/office spaces.
Recommendations and considerations that follow are focused on the modification of physical spaces and guidelines for hand washing, social distancing, and sanitation that are informed by protocols established by the CDC and the local Health Department. The notion "Vols Protect Vols" guides the expectation that individuals are responsible for both their personal safety and the safety of others.

- Health and safety guidelines will meet or exceed CDC guidelines regarding wearing face coverings, maintaining social distancing, and washing hands.
- Employees should receive education/training regarding COVID-19. Prevention strategies will be posted that include reminders to wash hands, sanitize spaces and equipment, maintain physical distancing, monitor maximum occupancy allowed in offices, break-out rooms, and meeting spaces, and require the use of face coverings in all public spaces or when social distancing is not possible.
- Recommend marketing campaigns to promote a “cool factor” related to wearing masks.
- Provide hand sanitizer stations at all heavily used entrances and high traffic areas and schedule employees’ periodic sanitizing of personal work spaces and frequently touched surfaces such as door knobs and equipment that must be shared such as copiers.
- Check all HVAC filters and replace as needed.
- Reconfigure office/meeting spaces so that individuals can achieve social distancing
- Provide PPEs and ensure recommended hygiene practices (hands-free paper towels/soap and warm water in bathrooms and kitchens).
- Close shared spaces, as well as increase the amount of enclosed work spaces (adding cubicles or doors where possible). Eliminate shared appliances and office supplies and provide sanitizing materials where sharing must occur.
- Eliminate reusable kitchen items and replace with single use options.
- Install plexiglass screens at front desk/public service areas that deal with a high volume of customers and put tape on floors to direct traffic patterns and identify waiting areas following CDC 6-foot social distancing recommendations.
- Stagger and develop flexible schedules and redesign spaces (lab, offices, food courts, meeting and service areas, hallways) to promote social distancing.
- Limit unnecessary visitors on campus.
● Consider the use of employee agreements that include following supervisor recommendations when employees report symptoms (e.g., temperature, cough, difficulty breathing) or amendments to the Code of Conduct that outline public health behavioral expectations and protocols for time on campus. Reinforce Vols Help Vols in tone and content.
● Provide clear and updated guidelines regarding out-of-town and local travel to and from campus, such as travel to research/program sites and meetings.

b. Telecommuting.

The general consensus of our subcommittee and much of the literature regarding returning to campus is that telecommuting must continue to be used as one of our primary disease prevention strategies.
● Recently released ACHA guidelines indicate that “those who can work effectively from home” should be allowed and encouraged to remain in a remote work status” (3).
● ACHA guidelines further recommend that all travel, unless deemed critical to an employee’s work by the supervisor, be suspended.
● As we phase back to campus, we will make suggestions below for our vulnerable employees who must be provided with maximum flexibility and, at times, special support.
● We also recommend finding ways to avoid the marginalization of those who, for whatever reason, will continue to work remotely in the fall by providing opportunities to connect with others, virtually and on a regular basis.

c. Scheduling.

The following scheduling recommendations reflect flexibility that is characterized across a wide array of options. ACHA recommends a phased approach to returning employees to work, coupled with staggered shifts and single occupancy in work rooms when possible.
● It is recommended that scheduling of employees and visitors be planned. Consideration should be given to shifting to an “appointment only” setting so that drop-ins are significantly decreased, thus allowing more control of numbers of people in campus areas. (Exceptions to this should exist, for example, in our mental and physical health services areas, but otherwise should be the new way of conducting business.)
● Faculty office hours should shift to appointment only and take place remotely if they cannot be accomplished with social distancing.
• Flexible scheduling is recommended while maintaining regular department, office, lab and service hours.

• Scheduling changes should reflect a variety of options such as rotating, splitting shifts, staggering, alternating work days, and blocking classes such as MWF and T/TH, and/or dividing the semester into two sessions in order to alternate days.

• Employees with increased risk (for example, over 65 years of age) are encouraged to work remotely at least for part of their work week and all campus members should avoid gatherings of more than 10.

• Group gatherings, meetings and classes should not exceed current CDC or ACHA guidelines.

• An additional suggestion from both the Global Center for Health Security and our own campus survey is to consider asking all employees and students to carry a valid campus ID while on campus.

• Traffic patterns for entering and exiting work spaces should be considered and possibly altered to ensure social distancing. For example, when possible, separate doors should be designated for entering work spaces and leaving work spaces, to better ensure social distancing. Signage/maps for expected pathways should be posted.

d. Considerations for vulnerable employees.
We suggest the campus be expansive in its thinking of what constitutes “vulnerable employees.” Currently, the CDC defines high-risk individuals as:

• People 65 years and older
• People who live in a nursing home or long-term care facility
• People of all ages with underlying medical conditions, particularly if not well controlled, including:
  o People with chronic lung disease or moderate to severe asthma
  o People who have serious heart conditions
  o People who are immunocompromised. Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
  o People with severe obesity (body mass index [BMI] of 40 or higher)
  o People with chronic kidney disease undergoing dialysis
  o People with liver disease
  o People with diabetes
  o People with liver disease undergoing dialysis
- It is recommended that we expand this definition to include those individuals who may experience heightened mental health symptoms.
- Further, we recommend including in this population those who care for someone at home who falls into a high-risk category.
- In addition to thinking expansively about what constitutes a vulnerable employee, it is important that the timing of their return to campus be carefully and jointly determined.
- We recommend evaluating whether anyone falling into the categories above should be encouraged to return to campus at all this fall. While some overarching guidance should be provided on this question, decisions at the local level are encouraged. In the case of vulnerable employees who may wish to come to work on campus, evaluate the advisability of having some kind of signed agreement in place.
- It is recommended that the use of elevators be reserved for vulnerable employees and students who are not able to ascend/descend stairs. Signage indicating the expectation for able individuals to use stairs should be posted prominently beside and inside each elevator door.

e. Safety equipment or materials.

As mentioned above, easy access and an abundant supply of PPE will be critical for a fall return.

- Faculty, staff and student employees must know where and how to access PPE and be confident that they are returning to work in a safe environment.
- It is recommended that employees be taught how to use and dispose of PPE. Face coverings should be required in all public spaces that are outside of an employee’s control. This would include open office areas, hallways, restrooms, campus buildings and rooms within those buildings.
- Sanitizer stations (at both external and internal doors in high traffic areas) should be widespread as we begin to repopulate campus this summer.
- All other publicly available guidance (through the CDC, Knox County Health Department, state, and local experts) should be followed closely.

f. Employee health and wellness.

Planning for onsite testing and protocols around testing, tracing and isolation should take place/be in process before the beginning of the fall semester. (We recognize that it is unlikely we will have a campus-based testing center; however, it remains a recommendation.) While a testing center on campus may be a far-reaching goal, it will be critical to provide local testing to employees and students
at the earliest possibility. Additional mental and physical health initiatives are strongly encouraged, to include things like health breaks announced and conducted throughout the day, small grants for students’ and staff ideas for physical and mental health programs, and frequent and diverse communications to all on staying healthy and staying in connection with others.

- It is recommended that cleaning and safety protocols of campus partners (First Transit, Aramark, for example) be reviewed to be sure they meet the standards that health experts (locally and nationally) recommend.
- Educational opportunities around social distancing and other hygiene efforts should be made available.
- According to the ACHA, “[t]he emotional, social, and financial disruptions in combination with 24/7 media and fear and uncertainty surrounding this pandemic continue to take a toll on students’ well-being, leading to concerns about increasing rates of depression, anxiety, substance use disorders, and suicide and domestic violence” (8). Faculty and staff, with the added burdens of children displaced from child care and primary school and family members displaced from jobs, face similar challenges to their well-being. Thus, a special emphasis on providing mental health support to our entire campus community is essential and should include resources such as information on child care resource and referral agencies and a directory of licensed child care programs with updated information about open slots.
- It is also critical that staff be made aware of expanded federal benefits related to paid time off (commonly known as Families First legislation) so that financial insecurities do not encourage them to come to the workplace when they are sick.

Of note, too, is the high incidence of burnout on those providing direct care for physical and/or mental health services. One suggestion, again from recent ACHA guidance, is to provide training so that signs of burnout are recognized and stress debriefings and other supports provided (9).

g. Investments in technology and design.

For those who might need to continue teaching or working online it is recommended that their equipment and instructional technology needs are sufficiently filled so that all employees can successfully engage in high quality teaching, learning and work experiences.

- Consider replacing failing desktops with laptops to begin building capacity for easier transitions to remote locations.
- Provide hotspot cards to those who have poor access to the Internet.
- Continue trainings on course design and general technical assistance similar to the summer Boot Camps series.
- Ensure that classrooms that will be used for face-to-face teaching are appropriately designed for social distancing (limited chairs, marked spots for chair locations, etc.) and regularly cleaned and sanitized.
- Invest in and install automatic doors in high traffic areas.
- Install touchless soap dispensers and plumbing fixtures in all restrooms where possible.
- While rolls of paper towels have returned to restrooms and are sitting on counters, they must be affixed to the wall in dispensers so that they are touch-free.

Scenario 2: We reconvene face-to-face with students for the fall semester, but then a sudden outbreak or spike in COVID-19 cases requires us to move back to a remote learning environment.

Recommendations and Considerations:
Work spaces will need to be “shut down” quickly and safely. Scenario 2 may mean employees will be asked to quickly leave campus and they must be prepared in advance for this transition. Clear-cut sequences of and familiarity with actions, clarity around who is responsible for which tasks, and projected timelines are essential considerations.

a. Work/office spaces.

- A Continuation of Operation Plan should be created so that any one person does not carry the entire load of a task or responsibility.
- Additionally, a Go Remote Plan should be generated and practiced to include the sequence of responsibilities for each employee that should include (a) the order in which employees vacate first to last, (b) procedures for removing needed technology, materials and documents for remote work, (c) a “to go bag” for each employee that includes such things as updated flash drives, personal belongings such as extra medication and PPEs (masks and sanitizing gel), (d) a check of the UTK dashboard of updated isolation spaces and if there is a need to isolate, the completion of the isolation form and -if needed- transport arrangements to home for any employee who is suspected of being exposed to COVID-19, and (e) consideration of available hotel space for any employee who needs to self-isolate but cannot do so safely at home (family member with compromised health).
- Both plans should be periodically reviewed by employees.
- For all instructors (GTAs, staff, and faculty) Instructional Checklists should be created that include considerations, preparations, and materials needed to pivot to telecommuting.
• Finally, it is recommended that time be devoted to digitizing all operations possible as soon as we begin to return to campus in Scenario 1. This process can be informed by OIT and Records Management recommendations.

b. Telecommuting.

As Scenario 2 unfolds a Go Remote Plan to immediately move computers, files, and other data should be completed, continually updated, and reviewed in anticipation of moving to a remote work setting. Considerations should include:

• The digitization of all documents and materials needed to work remotely, as well as the packaging of equipment for quick transport. Supervisors should receive training on how to guide employees through the creation of a wide range of planning processes that ensure continuity of operations, deployment of essential equipment, documents, and tools.
• Documents that might not ordinarily be converted to a digital form that can be processed by a computer should be identified and converted.
• Packaging of materials (e.g., boxes and bags) designed for a quick departure from campus should be stored and ready for use.
• Create alternate plans for vendor deliveries such as redirecting to alternate locations or cancelling recurrent deliveries, for example.

c. Scheduling.

Flexible and adaptive scheduling should be encouraged in the face to face portion of Scenario 2 and the remote portion, to provide support for employee needs (school aged children at home, for example). When an announcement is made that the campus is moving back to remote learning, a sequence of workspace closures and employee departures will take place. Thus, we need to ensure that all operations are prepared seamlessly to be operationalized as needed. There is a risk in this transition that social distancing and following protocols for wearing face masks, sanitizing hands, etc., could be compromised. A phased departure plan should be made in advance for employees and students to transition to home and online. Departure plans should include guidelines for employee movement/traffic patterns throughout their work spaces that help ensure social distancing.

• Prior to the need to go remote, create a schedule of departure that maps the movement of materials and equipment. Departure plans will be facilitated by the creation of teams of employees to cross-train (e.g., Orange and White teams) where half of the time one group can step in for the other, both as a team and as individuals. Consequently, when
departures from offices are underway, all staff will be better prepared to enact a full array of tasks.

- Each workspace supervisor will complete a plan for departure that ensures clarity of transition assignments that include:
  - anticipated time to secure and close workspaces,
  - departure schedule of employees, and
  - notification of when closing a workspace is completed.

- Create a schedule that describes an anticipated departure time frame, with designated roles and responsibilities for each employee, and the expected order of their departures.

- Notify all vendors who deliver at workspaces and direct them to alternate locations and/or cancel deliveries.

- Establish closure tasks for spaces that might include shutting down equipment, securing sensitive data, sending notifications to other offices and units, dispatching announcements of workspace closures, timeframes, and ensuring work spaces are locked and secured.

- Identify area teams to ensure operations continue without interruption.

d. Considerations for vulnerable employees.

Based on CDC guidelines, vulnerable employees should be encouraged to work remotely when possible with extra accommodations considered. It is our recommendation that vulnerability be considered on a case by case basis (e.g., Think CDC+) and that vulnerable employees should be the last to return to campus and the first to leave campus. Considerations should be flexible, supportive, creative, and understanding.

- Articulation of clear safety measures for vulnerable populations, when expected to work on campus, and immediate action related to an outbreak are needed.

- Vulnerability can be situation-specific and not necessarily defined by a health entity. In these cases, the determination of vulnerability should be determined within each unit, with support resources available centrally, as needed.

- Should a vulnerable employee be on campus when the need to work/learn remotely is implemented, he/she should have minimal responsibilities in the transition to remote.

- Procedures should be outlined for others to assume tasks on behalf of a vulnerable employee (e.g., check workspace to be sure it is secured).
e. Safety equipment or materials.

It will be critical to maintain adequate PPE and to follow all CDC, local and campus guidelines during the on-campus portion of Scenario 2. As the transition to remote commences, pre-planning will help ensure that this transition takes place in a manner that maintains safety measures and continues a smooth operation. We offer thoughts on how that transition might be planned to take these aspects into consideration.

- Preparations to move from campus to remote work may include accessing stored supplies and the use of safety equipment recommended by the CDC and ACHA, among others.
- Preliminary traffic pattern mapping should be operationalized as social distancing will be challenging during high traffic activity while closing down workspaces.
- We propose campus guidelines always meet and may exceed CDC guidelines regarding wearing face coverings and social distancing.
- Consider all employees wear badges or IDs so they could be identified if needed to assist students or others.
- Consider the need for scheduling temporary parking in short term parking areas to load employees’ cars with equipment and/or materials for transport to home offices.

f. Employee health and wellness.

In the early part of Scenario 2, we recommend that those on campus follow the health and wellness suggestions from Scenario 1. Given the challenges (physical and mental/emotional) that individuals are likely to face moving back to a remote setting for a second time, we offer additional recommendations regarding how to provide support through the latter portion of the scenario.

- Implement testing and contact tracing as soon as is practicable.
- Create a plan with Optum to prepare for high call volume; prepare to expand 974-HELP/946-CARE and increase the number of staff with qualified personnel.
- Prioritize employees who are caregivers to work remotely, along with vulnerable employees.
- Create and disseminate healthy strategies and ideas for employees who live alone or have children.
- Ensure flexibility when telecommuting to care for a dependent during a work session (e.g., health-related recommendations for frequent use of Zoom such as keeping cameras off to rest eyes; assure appropriateness of
attending remote meetings without a microphone or video if employees need to care for someone at the same time).

- Provide interactive workshops to faculty, staff and students regarding caring for one’s physical and mental health.
  - Make commercially created apps accessible to all employees and create new UTK apps such as Be Well for frequent touchpoints and healthy suggestions.

G. Investments in technology and design.

Employees should be clear on what equipment they will be able to use should they have to telecommute. Employees who struggled to connect remotely during the spring should communicate this now so that proper investments/improvements in hotspots, software, and laptops can be made prior to the beginning of Scenario 2.

- Allow (and arrange ahead of time for) employees to take home equipment.
- Ensure instructional staff have available microphones, even when scheduled to teach face to face as they may have isolated students attending virtually.
- Training for instructors and student employees (GTAs, etc.) to teach/mentor remotely and face to face, simultaneously, should be operationalized.
- Ensure employees have access to hotspots that are compatible with their Internet providers (ATT, Verizon, etc.).
- Prepare to provide students with more hotspots and sanitize hotspots between use.
- Explore programs in the Cloud that could help reduce email and duplicate information.
- Consider designs in all new buildings or renovations that allow for flexible spaces (rooms that can be subdivided into smaller spaces or sections, for example).

Scenario 3: Students do not return to campus for the fall semester, and we use a virtual learning environment for the entire fall semester.
**Recommendations and Considerations:**

a. Work/office spaces.

Similar to some of the considerations in Scenarios 1 and 2, Scenario 3 must be planned for as we begin to phase back to campus over the summer. Based on what has been learned this spring, if the campus community needs to transition again to remote settings, we should be smarter and make it a more manageable situation for a longer span of time. Examples of what can be planned before a Scenario 3 happens include:

- Establish guidelines for assessing home office space, employees’ requests for hotspots, expanded laptop memory, and/or office equipment that can be loaned to improve remote work productivity, and a venue for sharing remote “best practices” with others.
- We suggest creating a “checkout” process within departments to allow employees to borrow office items (chairs, external monitors, etc.) to reduce physical strain and increase efficiency.
- To prepare for the possibility that we have a significant number of ill employees, the summer months should be focused on appropriate cross-training so that operations are not negatively impacted.
- Lastly, one of the challenges inherent in Scenario 3 will be the loss of an in-person UTK community, and we recommend planning strategies to enhance connection at the department and unit levels. We will make further mental health support suggestions below.

b. Telecommuting.

- To combat feelings of isolation and loss of community, provide trainings for supervisors and leaders on strategies for keeping employees in touch with one another (i.e., check-ins, group meetings), and mental health resources such as apps, online trainings, readings, etc.
- Approve moving desk chairs and materials home (i.e., ergonomic accessories and tools) to decrease physical strain.
- Cross-train employees to ensure sick employees’ responsibilities are covered.

c. Scheduling.

Flexibility should be the watchword in Scenario 3 as in the other two scenarios. Here, we have another opportunity to apply what we’ve learned from the spring.

- Schedule work to include diverse modalities such as Zoom, cell phone calls, e-mails, etc. to provide a purposeful range of balanced work formats.
• Balance delivery of instruction schedules by creating a blend of asynchronous and synchronous teaching schedules to manage on-line teaching, particularly for those who are teaching multiple courses. Consider other ways to manage burnout from online work such as creating and keeping to schedules, prepping lectures ahead of time with opportunities to take breaks, and considering both technological and human solutions that include creating check-ins with colleagues for ideas (Inside Higher Ed, March 17, 2020).

• Engage in regular and frequent communication regarding projected duration of remote work and opening/closing of campus to ensure clarity of timelines and expectations.

c. Considerations for vulnerable employees.

While the recommendations for vulnerable individuals do not vary significantly from those mentioned in Scenario 2, we recognize that individuals may feel more isolated during Scenario 3.

• Recommendations include increased attention and resources devoted to the support of a remote campus community. These include opportunities for short but frequent virtual gatherings among employees and students.

• The provision of continued mental health and well-being initiatives scheduled on a regular basis so that employees know what and when to expect particular topics to be covered.

d. Safety equipment.

Even in Scenario 3, there will be a minimal presence on campus. Lab animals must be cared for, buildings maintained, and safety and security monitored. To this end, face coverings and other CDC-guided protocols would be continued and required in public spaces when social distancing is not possible.

• PPEs and sanitation supplies that meet or exceed CDC recommendations will continue to be provided with assurance of a robust stockpile.

• Arrangements for accessing PPEs when an employee must come to campus should be made.

e. Employee health and wellness.

The primary concerns for employee health and wellness in Scenario 3 include the areas of employee engagement and mental health support. Recommendations include:

• The design and implementation of a robust communication campaign to ensure employees are connected, visible to one another, and at times, accountable to tasks.
A mental health campaign is also recommended that includes supervisors’ routinized check-ins, weekly visuals such as posting short videos for sharing news, scheduling virtual chats and meetings, inviting speakers focused on mindfulness training, healthy eating, and planned peer-to-peer check-ins.

Provide additional information to employees and opportunities for consultations to discuss and clarify their benefits such as family medical leave and flexible use of benefits, as well as mental health and community resources.

If expectations include that leaders keep employees engaged and informed it should be a priority to provide leaders with information, resources and materials that support themselves as well as the health and well-being of faculty and staff in their units. The development of campus-wide programs for university leadership support and resiliency should be considered.

g. Investments in technology and design.

Planning for the possibility of this scenario should be started during the summer months to include a range of information, virtual resources and ideas that can be operationalized with little wait time. To help with this preparation, we recommend:

- Investments in better software for managing data, sharing sensitive information, and illustrating and sharing work accomplishments.
- Partnering with state and county agencies and programs in efforts to increase broadband access to employees and students.
- Purchasing and disseminating hotspots so that we can go remote more easily.
- Purchasing technology and programs that support staying physically and mentally healthy.
- Locating, developing and expanding telehealth options as needed.
- Exploring and securing a range of mental health resources that could be mobilized for employees. Seek innovative ideas for this unique setting that have yet to be explored.

Special Note on Scenario 3: Recommendations included under Scenario 2 related to working remotely should also be considered, although they were not brought forward in this final Scenario.

Additional recommendations or considerations as deemed necessary or helpful by the sub-committee. We recognize that there is some uncertainty surrounding the requirement of face coverings. However, in our
subcommittee, it was unanimous that face coverings should be required in public settings (social and learning settings) when social distancing is not possible.

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**Attachments**

**Workplace Safety Scenarios 1, 2 & 3 Synopsis of Top Issues**

*The following set of notes chronicle committee members deliberations during the 2nd, 3rd and 4th sub-committee meetings held on April 29, May 7 and May 11.*

**a. Work/office spaces – evaluating our true needs**
- Over-arching issues of achieving social distancing and altering schedules were dominant with cleaning spaces/provision of products (paper towels) noted.
- Reconfiguration or modifications of spaces was frequently mentioned with adding cubicles and swinging doors as well as opening up spaces and closing shared spaces included.
- Staggering employee schedules was suggested.
- There was no differentiation mentioned among labs, offices, and service areas.
- Should we have agreements or compacts about returning to work?

**Scenario 2:**
- Create temporary barriers for workers who do not have individual offices.
- Complete advanced preparation of various work platforms that can be easily accessed/moved (i.e., Zoom, Microsoft Teams, LinkedIn, etc.). Create a check list of materials to be stored/moved on a moment’s notice. This might be thought of as a business continuity plan.
- Provide an option for employees who are self-isolating to stay in local hotels.
- Individuals who must access the self-isolation spaces are provided hotel spaces. Prepare ahead for this possibility by generating arrangements with area hotels.
- Have a “go bag” to grab and go.
- Dashboard will identify isolated spaces and re-opening dates/times.

**Scenario 3:**
- Provide a checklist for employees to assess needs at home and submit to supervisors for consideration.
- Assess software and hardware needs and provide support such as hotspots, new software, adding memory to laptops, etc.
- Clarify what is meant by essential and describe criteria, including supervisor request or approval, for allowing employees to work on campus.
- Bring back transformational work and provide a venue for sharing experiences with others.

**b. Telecommuting**
- Overall consensus is to continue/encourage/set expectations to telecommute.
- Some concern was noted to ensure telecommuters not feel marginalized.
- Provision of resources and phase in schedules to return to work were suggested.

**Scenario 2:**
- Continue virtual meetings for all on campus personnel and telecommuters. Helps create a common environment while maximizing healthy practices.
- Make sure we go/prepare to go virtual in all ways including replacing the need for fax machines, for example. Take the time to digitize all operations possible, as soon as we begin to return to campus (informed by OIT and Records Management recommendations).
- At the start of phase 2, create a “go remote” plan to immediately move computers, files, and other data.
- Create a deployment plan for employee exit, with order of departures already determined and create a plan to familiarize employees periodically.
- Create a checklist for instructors and staff that includes considerations, preparations, and materials needed to pivot to telecommuting.
- Create a continuation of operation plan so that any one person does not carry the entire load of a task or responsibility.
- Generate a plan to compensate NTTF and grad students to create exclusive online teaching.
- Create alternate plans for vendor deliveries such as redirecting to alternate places or cancelling recurrent deliveries, for example.

**Scenario 3:**
- To combat feelings of isolation and loss of community, provide trainings for supervisors and leaders on strategies for keeping employees in touch with one another (i.e., “touch points”, chats, group meetings), and mental health resources such as apps, online trainings, readings, etc.
- Approve moving desk chairs and materials home (i.e., ergonomic accessories and tools) to decrease physical strain.
- Cross-train employees to ensure sick employees’ responsibilities are covered.

c. **Scheduling**
- Ensure flexible scheduling while maintaining regular office hours and ensuring people receive necessary services (i.e., rotating, splitting shifts, staggering, alternating work days), including continue having people work remotely as much as possible, and/or blocking classes such as MWF and T/TH as well as splitting the semester into two sections.
- Provide equitable opportunities to work flex schedules was mentioned.
- Ensure rules for maximum group size for meetings are set and required.

**Scenario 2:**
- Plan, in advance, for staff and students to transition home and online.
- Identify area teams to ensure operations continue without interruption.
- Create a plan of rotating personnel in offices to maximize safety.
- Create orange and white teams whereas half of the time one can step in for the other, both as a team and individuals.
- Consider utilizing transformational work, as needed.

**Scenario 3:**
- Expect and approve flexible scheduling.
- Schedule trainings to effectively vary modalities such as Zoom, cell phone calls, emails, etc. to provide a purposeful range of balanced work formats.
• Balance delivery of instruction schedules by creating asynchronous teaching schedules to manage on-line teaching, particularly those who are teaching multiple courses.
• Ensure access to and opening and closing campus offices and labs is governed by clear criteria.

d. **Considerations for vulnerable employees**
• Ensure the frequent provision of masks and sanitizers across campus, in many locations.
• Provide assurances to employees that if they feel compromised coming to campus that alternative arrangements will be made. Additionally, the timing of their return should be carefully and jointly determined.
• Employees who must work on campus to complete their responsibilities should be given private/protected work spaces.
• What constitutes a vulnerable employee, how will they self-identify, and/or how might the university identify who can be considered “vulnerable” (CDC protocol including both physical and mental health challenges) work at home?
• Ensure telecommuting for vulnerable employees.
• It is recommended that the determination or assumption of vulnerability should be handled discreetly, not publicly and locally. It is a unit’s responsibility to communicate the risks and allow the individual to come to work or not.
• Recommend revisions to the UTK Code of Conduct or the creation of an online agreement with sign off that states the expectation of employees and students includes behaving responsibly (i.e., wearing masks in public spaces and places where social distancing is not possible, following CDC recommendations for hand washing and use of alcohol-based sanitizers and wipes, reporting sickness including temperatures of 100.4 or above to supervisors, and following supervisor recommendations including contacting personal health care provider for consultation).

**Scenario 2:**
• Consider whether vulnerable employees should be on campus at all in the fall.
• Vulnerability can be situation-specific, not necessarily defined by a health entity. In these situations, the determination of vulnerability should be discussed and determined locally with support resources available centrally as needed.
• Our vulnerable populations should be the last to return to campus and the first to leave campus.
• Supervisors encourage telework and be flexible, supportive, creative, and understanding.
• Follow CDC guidelines but also determine vulnerability on a case by case basis. Think CDC+.
• Articulate clear exceptions for vulnerable populations, such as when they are expected to work on campus, with immediate action for exit from campus should there be an outbreak.

**Scenario 3:**
e. **Safety equipment or materials (e.g., masks, sanitizer)**
Who is responsible for buying, providing, replacing, and destroying PPEs?
Who will monitor and oversee the safe use of PPEs?
Availability of masks and other equipment must be plentiful and easy to access.
Everyone should receive and repeat training on appropriate use of PPEs.
What can reasonably be supplied and how will this be determined?
Provide widespread and accessible sanitizing stations.

Scenario 2:
Identify PPE needs and prepare back-up supplies to prepare for a possible outbreak.
Set expectations that all employees store extra PPEs in their local work spaces.
Consider all employees wear badges or IDs so they could be identified if needed to assist students, someone.
We propose campus guidelines always meet and may exceed CDC guidelines regarding wearing face coverings. Volunteers protect each other.
Recommend marketing campaigns and creating a “cool factor” related to wearing masks.

Scenario 3:
Expect all students and employees to adhere to campus guidelines that meet and may exceed CDC guidelines regarding wearing face coverings. Volunteers protect each other.
Enact a previously developed plan to increase EEPs.
EEP are provided to all employees and students with enough for back-ups for each individual who must be on campus due to “essential status”.

f. Employee health and wellness
How will people be screened/tested and how often? What happens if people refuse?
What will be the protocols for test results? How will individuals’ test results be kept confidential? Can we require people to report the outcomes of their testing? What to do if someone does test positive, does not report and others know?
How will travel via KAT (and other services) be managed?
Mental health initiatives as well as physical health assessment and protections need to be provided. Mandatory training on social distancing. Positive tests warrant quarantine on campus, at home, etc.
A Wellness Initiative needs to be reinstated for both mental and physical well-being.
  o Health breaks announced and conducted throughout the day.
  o Small grants for students and staff ideas for physical and mental health programs.
  o Frequent and diverse communications to all on staying healthy, staying in touch.

Scenario 2:
Create app with Be Well (and others?) for frequent touchpoints and healthy suggestions.
• Implement contact tracing procedures.
• Provide talks and educational sessions to faculty, staff and students regarding re-entry to campus and caring for one’s mental health.
• Create a plan with Optum to prepare for high call volume; prepare to expand 974-CARE/946-CARE and staff with qualified personnel.
• Recommendations related to the frequency of using Zoom—ways to have it on but camera off and resting eyes, for example.
• Create and disseminate healthy strategies and ideas for employees who live alone or have children? Recommend supports (re: mental and physical well-being) for students and employees.
• Ensure flexibility when telecommuting to care for a child or someone during a work session, if needed. Assure people can attend remote meetings without a mic or video if they are needed to care for someone at the same time.
• Prioritize employees who are caregivers to work remotely.

Scenario 3:
• Plan a robust communication campaign to keep employees connected, visible to one another and, at times, accountable to tasks.
• Recommend robust mental health campaign that includes supervisors’ routinized check-ins, weekly visuals such as posting short videos for sharing news, scheduling virtual chats and meetings, invited speakers focused on mindfulness training, healthy eating, written recommendations.
• Ensure employees are informed about their benefits such as family medical leave and flex use of benefits, and mental health community resources.
• Include highlighted recommendations/considerations from Scenarios 1 and 2 above.

f. Investments in technology and design
• Ensure telecommuters feel included, and not distanced.
• Faculty make a plan for the second half of the scenario early.
• As part of an office continuity plan, make sure every employee has needed equipment and replace desktops with laptops and hotspots for facile work arrangements.
• Attempt to approximate teaching and learning on campus while online. Include new approaches that simulate the campus culture while online. Locate and outfit large conference rooms to accommodate larger classes that are face-to-face.
• Retrofit new spaces to become classrooms with technology; invest in automatic doors.

Scenario 2:
• Ensure instructional staff have available mics, even when scheduled to teach face to face as they may have isolated students attending virtually.
• Designs and training for instructors and student employees (GTAs, etc.) to teach/mentor remotely and f2f, simultaneously.
• Prep for hotspots and laptops for quick departure. Add more hotspots and laptops to ensure those who need them have them.
• Fewer desktops, more laptops; prepare to provide students with more hotspots. Sanitize hotspots between use. Ensure employees have access to Hotspots that are compatible with their providers (ATT, Verizon, etc.).
· Research programs in the Cloud that could help reduce email and duplication of information.
· Consider designs in all new buildings or renovations that allow for flexible spaces (rooms that can be subdivided into smaller spaces or sections, for example)
· Allow (and arrange ahead of time) employees to take home loaned equipment.
· Conduct supervisor check-ins, wellness efforts, and a focus on health needs.

Scenario 3:
· Invest in better software for managing data, sharing sensitive information, illustrating work accomplishments.
· Partner with state and county agencies and programs in efforts to increase broadband access to employees and students.
· Purchase and disseminate hotspots.
· Purchase technology and programs that support staying physically and mentally healthy.
· Increase support and resources to university medical, mental health and HR units.
· Locate, develop and expand telehealth options.
· Explore a range of mental health resources that could be mobilized for employees.

References

Occupational Safety and Health Association. United States Department of Labor: Washington, DC.
Teaching & Student Success

Introduction

Many experts predict that the pandemic will stretch well into Spring 2021. UTK should develop a clear timeline (and process) for evaluating whether changes to teaching and learning will be necessary for Spring 2021.

The subcommittee considered some adjustments to the 2020-21 academic calendar that might be advantageous under various scenarios:

- For a face-to-face Fall 2020 semester (Scenarios 1 and 2), consideration should be given to starting the semester late and ending the semester early. These changes are intended to reduce the number of occasions when students leave campus for extended periods of time, thereby minimizing the number of opportunities to re-introduce the virus to the campus community
  - Starting late will also give us the chance to assess the spread of COVID-19 in mid- and late summer.
  - Starting the semester one or two weeks late will also give instructors time to refine their teaching plans for Fall 2020.
  - Starting the semester after Labor Day will eliminate one trip home for most students. (If we choose to begin the semester before Labor Day, consider declaring the week after Labor Day an all-online week, or come up with some other mechanism for keeping students away from campus for the entire week. This will allow some students who become infected during Labor Day weekend enough time to become symptomatic and begin self-isolation.)
  - Fall Break should be eliminated.
  - Consideration should also be given to ending face-to-face instruction before Thanksgiving, moving all final exams online, and scheduling exams after Thanksgiving. (One variation on this has a single day of in-person exams on the Tuesday before Thanksgiving.)
  - Saturday classes could compensate for the loss of instructional time (and also make it more difficult for students to take weekend-long trips away from campus).
  - Asynchronous online learning, if properly documented, could also compensate for the loss of instructional time.
  - These changes may require approval from SACSCOC, THEC, and the Federal Department of Education.
- For a fully-online Fall 2020 semester (Scenario 3), the semester should ideally remain 15 weeks long to “spread out” online teaching and learning over the greatest length of time.
  - There could be some benefit to starting the semester one or two weeks late in order to give 9-month faculty additional time to “polish” their online classes in late August, but this benefit needs to
be balanced against the concomitant loss of instructional time, or
the possibility that we extend the semester in December to
compensate for starting the semester late.

- If it becomes clear that Spring 2021 should be all-online, a task force
should be created to assess whether a modular calendar (for instance,
three 5-week terms) could enhance teaching and learning in an all-
online environment.
  - One possible advantage is that students and instructors can focus
on fewer classes at one time; however, the pace of each class will be
faster.
  - Note that Spring 2021 registration begins in October, so any
changes to the Spring 2021 timetable or calendar should be
finalized in September.
- Given that we expect that a substantial portion of Fall 2020 instruction
will be online, there could be some benefit to adopting a modular
calendar for Fall 2020 as well, to reduce the number of classes that any
given student or instructor must focus on at a time.
  - Consider making greater use of first-session and second-session
classes in Fall 2020. However, because most Fall 2020 classes are
full-semester classes, this would require canceling existing classes
and adding new classes to the timetable, leading to a disruption of
the schedules for students who have already registered. Note that
first-year students have not registered yet, so perhaps the classes
these students will take could be delivered in first- and second-
session formats.

Scenario ALL: These recommendations and considerations are
common to all three scenarios.

A. What are the major considerations for planning for this scenario?
B. What recommendations do you have for increasing safety, agility, and
effectiveness?

Recommendations and Considerations:

- **[HIGH PRIORITY]** Even with a return to face-to-face instruction, social
distancing protocols will require us to teach many classes either partially
or fully online. Under any scenario, therefore, we must (1) prepare
students, families, and instructors to expect that much Fall 2020 teaching
and learning will happen online and (2) provide training and professional
development, starting as soon as possible, for instructors who want to
improve their online teaching. Instructor training is discussed below with
Scenario 3.

- **[HIGH PRIORITY]** Carry out a poll of instructors in May to understand
instructors’ preference regarding face-to-face teaching in Fall
2020. Revisit instructors’ preferences in mid-summer (June or July) after
we know more about any potential viral surge.
• **[HIGH PRIORITY]** 50% of all credit hours taken by first-year undergraduate students in their first Fall semester occur in a set of just 15 courses. Prioritize these courses for faculty development. Ensure that instructors in these courses are equipped with tools that can connect students to academic and personal support resources (Academic Alerts, etc.).

• **[HIGH PRIORITY]** Develop a decision tree (see draft in Appendix 4) and planning tool (see draft in Appendix 5) for units to use to classify their Fall 2020 offerings. See detailed description in Scenario 1.

• Instructors and departments should re-evaluate their attendance policies. Under any scenario, we can anticipate that more students will have illness-related absences because of community transmission.

• Develop “backup instructor” plans. Under any scenario, we can anticipate that instructors will either become ill or have to self-isolate for a two-week period because they have been in close contact with a positive individual. Will those instructors teach remotely from self-isolation? Or will a backup instructor take their class for that period?

• Re-examine scholarship and financial aid policies to support students who want to attend part-time in Fall 2020 for a variety of reasons (including inability to pay full-time tuition due to economic hardship) and students who want to take a semester off (perhaps for financial or health-related reasons).
  - Consider pro-rating institutional scholarships for part-time students.
  - Lobby the state to allow students to take a semester off, or enroll part-time, without endangering their HOPE scholarship.

• Re-examine our undergraduate tuition model.
  - Consider a year-long “package deal” under which a student pays for two full-time semesters (Fall and Spring) but can enroll part-time in Fall and Spring and attend during Summer without paying additional tuition by the hour. This would allow a student to accumulate one academic year’s worth of credit hours over a full 12-month calendar year by paying in advance and spreading out instruction of the course of the year.

• Under any scenario, a department might find that it cannot fully deliver the intended learning objectives associated with a particular class. Units should not offer a class that does not deliver the intended learning objectives. Instead, units should consider developing a modified version of the class, with learning objectives that are achievable, and offer it as a special topics class. (Many units already have special topics classes in the catalog; adding new special topics classes would require flexibility on the part of Undergraduate and Graduate Councils.) Units should also be flexible in allowing students to petition to have these special topics classes apply towards degree requirements. For considerations associated with experiential learning (studios, labs, internships, etc.) see Appendix 1. For examples of rethinking / redesigning courses, see Appendices 6 to 8.
- Carry out a poll of students to understand their preferences regarding face-to-face vs. online learning.
- Fall enrollment data and instructors’ decisions will help determine which classes can be reduced in size, which classes can be deferred until Spring, and which should start online. (When thinking about Spring offerings, consider the proviso that COVID19 might still affect academic operations in the Spring 2021 semester.)
- Consider splitting a lecture-lab course into two courses, one for the lecture and one for the lab, and offer the lecture in the Fall and the lab in the Spring. This would require expedited curricular approvals. Be sure that this does not delay graduation for students intending to graduate in December, who might need both lecture and lab.
- Complete a faculty/staff technology “audit” to document instructors’ internet service provider, upload/download speed, etc. to identify technology gaps to fill in advance of a needed transition. Perhaps invest in a “technology stipend” equitably across the board, and/or a focused release of additional hotspots based on the tech audit?
- Building a sense of community will be important in any highly-online environment. See Appendix 2 for recommendations.

Scenario 1: We reconvene face-to-face with students for the fall semester, either at the planned time of August 19 or perhaps a few weeks later, but with modifications to our typical practices.

A. What are the major considerations for planning for this scenario?
B. What recommendations do you have for increasing safety, agility, and effectiveness?

Major recommendations / instructional delivery

- [HIGH PRIORITY] Develop a decision tree (see draft in Appendix 4) and planning tool (see draft in Appendix 5) for units to use to classify their Fall 2020 offerings:
  o Must be taught completely face-to-face (F2F)
  o Can be taught completely online (OL) in either a synchronous or an asynchronous manner
  o Has some components that can be taught OL and some that must be taught F2F (Mixed)
  o Can be broken into one small F2F CRN and one (typically large) OL CRN, with students in the OL CRN participating through *synchronous simulcasting* (This course structure has been successfully used in the Haslam College of business for the last 2 years)
  o Can be taught on a *rotating F2F* (RF2F) basis, where a portion of the class meets F2F, with different students participating F2F on different days of the week, and the other students learning
synchronously OL (This could also be described as “rotating synchronous simulcasting” although for Registrar purposes, non-rotating synchronous simulcasting probably involves two CRNs while RF2F involves a single CRN.)

- **[HIGH PRIORITY]** Recommend that every class with F2F components should have a plan for transitioning to online teaching and learning in the event that a student (or instructor) becomes positive or needs to self-isolate. Planning for **5-9 scheduling** (see below) would help facilitate this. This recommendation also prepares us for Scenario 2.

- **[HIGH PRIORITY]** Inform departments that all classes with enrollment capacity above a certain maximum (to be determined by Registrar staff and Facilities Services) will be taught only OL, except that a limited number of large lecture-style classes could be accommodated through RF2F, depending on classroom availability. Small discussion sections for these classes can meet F2F if socially distanced.
  
  - Do this **immediately** to give units time to plan for high-quality online delivery of large classes.
  - Mark the OL classes in students’ schedules so that students understand that their Fall schedule will be partially OL.
  - Connect this effort with PR efforts that emphasize micro learning communities among specific cohorts (see below).

- Install classroom cameras in a large number of classrooms to allow synchronous simulcasting and lecture capture without relying on cameras built into instructors’ laptops.
  
  - Question: What about instructors who discuss sensitive material in class and do not want to participate in simulcasting or lecture capture? Is there an opt-out?

- Divide each day’s valid class time slots into alternating sets labeled A and B. Any given classroom will be allowed to host F2F or RF2F classes during either only A slots or only B slots. This will allow time for classroom cleaning between classes and will reduce the density of students in hallways when classes are dismissed. In a large classroom building such as HSS, every other room should be A-type and every other room should be B-type.

- Encourage a **5-9 teaching schedule**, in which a class meets F2F for five weekdays, and then the next nine calendar days (a 5-day instructional week plus the two weekends on either side) are dedicated to online (synchronous or asynchronous) learning. The 9-day online period is long enough for students who become infected during the 5-day F2F period to become symptomatic, so that they can be identified and removed from F2F learning. Consider pairing the 5-9 teaching schedule with testing of all students and instructors before each 5-day period begins. Students enrolled in 5-9 classes must have all of their classes with F2F components on the same 5-9 schedule, so that they are participating in fully-online learning every other week.

- Prioritize first-year undergraduate students, first-year graduate/professional students, and senior undergraduate students for
F2F and RF2F instruction. Limit these groups of students to a maximum of six or seven credits (this is just a rough guess...) of F2F or RF2F instruction in the Fall. Limit all other students to a maximum of three or four credits of F2F or RF2F instruction in the Fall. This is intended (1) to reduce the number of people on campus at any given time and (2) to break up the network of F2F interactions that will facilitate viral transmission.

- 50% of all credit hours taken by first-year undergraduate students in their first Fall semester occur in a set of just 15 courses. Prioritize these courses for F2F or RF2F instruction. Investigate whether small cohorts of first-year students can be created during class registration, so that students in a cohort enroll in the same set of F2F classes and do not mix F2F with other cohorts (in the classroom, at least). Because first-year students have not yet registered for classes, this is feasible in principle.
  - This facilitates contact tracing.
  - The cohorts become micro learning communities.
  - Can cohorts share a single floor of a residence hall? This helps build community and promotes academic and social engagement.
  - Would cohorts undergo regular testing as a group?
- Where feasible, encourage departments to mix synchronous and asynchronous activity in OL versions of classes, to make it easier for students and instructors to manage their time during a stressful semester.
  - Even in fully-asynchronous classes, instructors should have a strong presence and structure peer-to-peer interactive activities to build a sense of community.
- Instructors and departments should reconsider their attendance policies both (1) to minimize incentives for sick students to attend F2F class sessions and (2) in recognition that more students will have illness-related absences because of COVID-19 community transmission. If a student becomes positive or exhibits symptoms, all of their classmates in their F2F classes will need to self-isolate for two weeks, whether or not the classmates are actually infected. Strict attendance policies will make it impossible for the classmates to successfully complete their classes.

**Major recommendations / social distancing**

- **[HIGH PRIORITY]** Develop classroom seating plans that accommodate social distancing and plans for maintaining social distancing as students enter and exit classrooms and classroom buildings. Block or remove the seats that students will not be permitted to use. In classrooms with Node chairs or other mobile chairs, install floor markings that show where chairs should be located.
- **[HIGH PRIORITY]** Develop a “mapping” that automatically converts current classroom assignments to new, socially-distanced classroom assignments. For example (these are hypothetical examples; we need real data from Facilities Services to make this work):
  - Due to social distancing requirements, all classes previously scheduled in HSS 68 (which can ordinarily hold 40 students) will
now meet in Buehler 415, which can accommodate 42 students with social distancing requirements.

- All classes scheduled to meet in Ayres 114 (which can ordinarily hold 15 students, and as of May 1 had only classes with 9 or fewer students enrolled) will now meet in HSS 68 (which can hold 13 students with social distancing).
- Where practicable, move some large enrollment College of Law classes (or other large enrollment classes) to large non-classroom spaces such as Cox Auditorium or the Student Union Auditorium. Technology upgrades in the auditorium spaces may be required.
  - Schedule smaller classes from other departments in the space that is thereby freed-up.
- Some MWF classes that can be taught in RF2F fashion could retain their current room assignments if 1/3 of the class can be accommodated in the original room with social distancing.
- Develop a “quota system” for allocating F2F slots to departments. It is possible that departments will want to deliver more F2F classes than our facilities are able to accommodate. Every department should get some F2F slots, but will larger departments get more slots?

- **[HIGH PRIORITY]** Close food service establishments in classroom buildings to minimize opportunities for students to congregate in a small space and to increase the available open space for student flow between classes. Remove furniture normally located in the food service areas. No grab-and-go food service in classroom buildings.
- Change valid class time slots to allow 20 or 30 minutes between classes to help promote social distancing in the period between classes. Develop a “mapping” that automatically converts current valid time slots to the new valid time slots.
- Prevent students from congregating in hallways, common spaces, and atria. Student or faculty loitering in between classes, or waiting for access to a classroom while another class exits, must be eliminated.
- Designate some doors to buildings as entrances, and other doors as exits, if ADA accessibility can be preserved. Designate some stairwells as up-only and others as down-only. Designate hallways as one-way.
- Explore the feasibility of renting large tents for teaching outside when the weather is good, if tents are ADA accessible. Tents could be added to Ad Astra and reserved by instructors two or three days in advance if the weather forecast is favorable. Placing several tents across campus would allow instructors from a variety of units to use tents on occasion.

**Major recommendations / health and safety**

- **[HIGH PRIORITY]** Develop a testing, symptom checking (fever? other symptoms?), and contact tracing protocol for students, staff,
and faculty. All members of the campus community should be tested regularly.

- **[HIGH PRIORITY]** Provide all students, staff, and faculty with multiple UT-branded (We’re all in this together!) washable face coverings and instructions for both wearing and sanitizing / washing the face coverings. Provide options for clear masks (face shields) to accommodate communication access needs.
  - Requests for an exemption from the requirement to wear face coverings may be sought by students, faculty and staff. Those requests should be referred to SDS (for students) and OED (for faculty and staff).
  - Provide instructors with extra face coverings to be distributed in class to students who have forgotten them.

- **[HIGH PRIORITY]** Send students information over the summer about the expectation or requirement that “Vols Wear Masks” on campus.
  - Encourage students to start practicing wearing face coverings at home during the summer.
  - Develop an online “course” (possibly credit-bearing, or a zero-credit placeholder course) that students must complete before returning to campus; the course would provide information about behavioral expectations and proper public health precautions for all students who intend to return to campus.
  - Use orientation leaders, student athletes, and famous class-crashers to assist with the PR effort.
  - Use multiple media (TikTok videos, Instagram postings, physical posters located across campus) to reinforce the message.
  - Provide instructors with “scripts” that they can use during the first week of class to emphasize proper face covering technique.
  - It’s important to help students understand that once you put a face covering on, you keep it on and don’t adjust it.
  - Provide instructions about how to safely store face coverings during meals, coffee breaks, etc.
  - Educational efforts need to start now.

- **[HIGH PRIORITY]** Develop policies that allow any instructor (including teaching assistants) to teach remotely if they feel that teaching F2F will put them or their household at risk. Develop policies that allow any student to learn remotely if they feel that learning F2F will put them or their household at risk.

- Install touchless hand sanitizer dispensers at the entrance to every classroom.
Supporting recommendations

- Create once-per-week versions of classes that can be taught F2F on Saturdays in a 3- or 4-hour slot. Saturday class times could be standardized at 9 am to noon (or 1 pm), and 1:30 pm to 4:30 pm (or 5:30 pm). The primary focus would be on utilizing the earlier timeslot.
- Reschedule some classes from popular middle-of-day time slots to evening time slots.
- Rearrange the “annual pattern” of class offerings. Have fewer classes (strategically chosen) in the fall and offer a wider range of classes in the spring and summer.
- Identify departmentally-controlled conference rooms that can be dedicated to socially-distanced instruction for Fall 2020, and allow the Registrar to control the usage schedule for these rooms.
- Develop a list of locations experiencing community spread. (Does the CDC maintain such a list?) Students traveling to campus from these locations will be required to self-isolate for two weeks before attending class F2F. Discourage students from leaving Knoxville during the semester. Students who leave campus during the semester to visit one of these locations will be required to self-isolate for two weeks before attending class F2F.
- Ensure that students arriving from locations with community spread or international locations move to Knoxville two weeks early so that they can self-isolate for two weeks before classes begin.
- To control entry to classroom buildings, consider requiring students to swipe in to enter a building, or to show their ID to a guard. (Swiping in may slow entry into classroom buildings and therefore unintentionally promote students congregating in small spaces.)
- Provide instructors with guidance about instructors’ authority to require students to wear face coverings in class. Can wearing face coverings be built into the Code of Conduct? Can we create a safe conduct pledge that all students must sign before attending F2F classes? What should instructors do when a student refuses to wear a face covering? Call UT Police?
- Explore the feasibility of renting additional space from the private sector to create additional large classrooms. For example: hotel ballrooms in downtown hotels; space in the Knoxville Convention Center; the vacant Walmart in University Commons. (This may require installing instructional technology in off-campus locations.)
- Identify groups of students that are naturally “strongly cohorted”, such as first-year Law students and last two years of UG nursing. Redesign the schedule of Fall classes for large, strongly-cohorted groups of students to take maximum advantage of non-standard spaces such as Cox Auditorium, the Haslam Music Building Auditorium, the Hodges Library Auditorium, McClung auditorium, Thompson-Boling Arena, UT Conferences Building, the Student Union Auditorium and Ballroom, Student Union room 169, and the second- and third-floor meeting rooms in the Student Union. This
could require faculty members to teach at times that differ from their ordinary expectations.

- Assign students to seats for all F2F classes or class components. This will facilitate contact tracing.

**Other considerations:**

- **Question:** What do we do if so many instructors want to teach remotely that we cannot satisfy students’ demand for F2F instruction?
- **Question:** If a department states that a class can only be taught F2F, and the class is critical for graduation or progression, and either students or instructors are unwilling to enroll in the class F2F, what responsibility does the department have to arrange for a substantially equivalent OL learning experience that can be applied to degree requirements by petition?
- **Question:** Will the university use the May 7, 2020, ACHA recommendations as guidelines for F2F classes (or components)? The recommendations suggest that all F2F classroom experiences should be limited to 30 people. (We could potentially accommodate more people in some large auditorium-style classrooms, in non-standard spaces such as the Arena floor, or in tents, while still maintaining social distancing.)
- Instructors teaching F2F may come into contact with an asymptomatic positive student in the classroom fairly early in the semester. Would we test those instructors once or several times during their self-isolation period, in hopes that the instructor is not actually infected and can be released from self-isolation early? Or would we simply require the instructor to self-isolate for two weeks?

**Scenario 2: We reconvene face-to-face with students for the fall semester, but then a sudden outbreak or spike in COVID-19 cases requires us to move back to a remote learning environment.**

A. What are the major considerations for planning for this scenario?
B. What recommendations do you have for increasing safety, agility, and effectiveness?

**Considerations:**

As discussed in our Scenario 1 briefing, many classes will be created as rotating face-to-face classes (RF2F) where some of the students meet F2F the first class meeting of the week and online for the rest of the week's meetings, and the other students do the inverse. A number of other classes will use the synchronous simulcasting approach outlined in Scenario 1: a small number of students will meet F2F with a much larger group meeting synchronously online. Even with these options, all classes could follow the 5-9 scheduling pattern described in Scenario 1.
Lastly, some faculty may be hesitant to return to F2F teaching in the fall, and will want to convert their course(s) to fully online delivery, either synchronously or asynchronously, from the beginning of the semester onward. Also, large single section courses that are primarily lecture-based are ideal candidates to also begin the semester online and stay online throughout, which will be beneficial for some students who are reluctant to take face-to-face classes.

In the case of the instructional delivery types described above, the courses are already partially, significantly, or completely online. In the event of a virus spike, very little work will be necessary by the instructor of record to pivot to a rich, fully online course structure. Significant faculty training in the summer through TLI/OIT initiatives and student training in the fall will be necessary to prepare both groups to fully embrace and appreciate the benefits of online education. These training opportunities are described in detail in our Scenario 3 briefing below.

**Major recommendations to support a quick mid-semester transition**

- **[HIGH PRIORITY]** Every course must have a Canvas presence and a clear plan to pivot to fully online. Each course syllabus should articulate to the students the precise plan for a mid-semester pivot to online in the event of an outbreak.
- **[HIGH PRIORITY]** Every class must have a plan for continuity of instruction for students who are sick or forced to self-isolate. It is at the department/instructor’s discretion whether it is simulcasting, asynchronous viewing of recorded lectures, or some other plan.
- **[HIGH PRIORITY]** Have in place by August 1st a robust and clear training path for all faculty that makes it possible to build classes that are designed to pivot to online if needed. This training will involve incorporating the unique pedagogy used in high quality online education as well as the practical tools available to create powerful engagement and interaction between the faculty and students, as well as between the students themselves.
- Similarly, we need to have educational tools available on the front end of Fall semester to acclimate students to the positive opportunities that hybrid online classes provide for them, e.g. learning at their own pace; the ability to repeat parts of lectures and discussions repeatedly in order to grasp difficult concepts; interaction and inclusion in a digital format that is less intimidating to shy or introverted students.
- Redesign the existing on campus ACD phone system to utilize different technology that can support both on-campus and remote utilization seamlessly.
- Develop a predetermined communication strategy with various responses to different scenarios that can be triggered immediately to students, families, faculty and staff. Thus if we need to change over to online, we will have all the materials ready to inform the stakeholders and help them through the transition.
Scenario 3: Students do not return to campus for the fall semester, and we use a virtual learning environment for the entire fall semester.

A. What are the major considerations for planning for this scenario?

Even in a completely online scenario, some faculty will want and/or need to teach synchronously or asynchronously from a physical classroom on campus. Examples would include using document cameras for a business accounting class, or to view anatomy with a donor body, which requires adherence to strict protocols. The majority of shared classroom spaces on campus do not have cameras with Zoom installed. This is an excellent investment in the future with advanced classroom technology to bring in virtual guest speakers from around the world and have students interact with them. This also allows the possibility to have guest speakers with other universities and reciprocate. The world now knows how to easily ZOOM; any guest speaker is in reach to come speak to our classes.

Being all online for fall 2020 is not intended to be a permanent new state of normalcy for our university. This temporary transition to being primarily online is a time to be socially responsible to the safety and health of all university and community stakeholders and should be viewed as only “Temporary Remote Learning” to get us through this crisis. As soon as we are able to provide a safe on-campus experience, our goals remain to deliver the best education possible to our undergraduate and graduate students, maintain or grow our research and scholarly activities, ensure continued attention to student success through personal interactions, and provide critical outreach to our stakeholders. For some of us, that may mean some asynchronous online experiences will continue; for others, returning to face to face teaching as soon as possible will remain the norm.

B. What recommendations do you have for increasing safety, agility, and effectiveness?

Major recommendations / instructor training, course development

- [HIGH PRIORITY] Embed instructional designers in units to assist in transition on a practical and pedagogical level
  - Build on TLI’s group of Faculty Fellows who will assist in online training and teaching for faculty
  - OIT has proposed an initiative that would train some instructors to become Canvas “producers” who help others set up their Canvas course sites by populating the course with the material the faculty member provides. This would occur over the summer with pay
(funds TBD). OIT expects this to be 40-50 hours of work per producer.

- **[HIGH PRIORITY]** Develop OIT workshops for each unit to address ways to adapt online teaching and learning to specific disciplinary content.
- **[HIGH PRIORITY]** Continue to support the general “boot camp” offered by TLI and OIT; it is currently running and will continue through June and July.
- Offer a self-paced online course about online pedagogy that would automatically reside on all instructors’ Canvas dashboards.
- Better communicate to faculty the large array of training and help already available this spring and summer from both TLI and OIT.
  - Send targeted emails to faculty who have self-identified as teaching online in the fall.
  - Create a “decision tree” to help instructors find the information they need, whether in UTK’s web space or on the Canvas help pages.
- Instructors in units who are familiar with online teaching should receive a reduced course load to work with instructors who want additional training from a peer.
- Provide exemplars of previously well-designed online courses (provided through TLI and/or OIT)
- Provide additional teaching personnel to support synchronous “tool” functions (Zoom) or the student chat function (i.e. someone to manage the tech features while the instructor of record delivers engaging online instruction).
- Improve / consolidate messaging & linkages between email calendars and Canvas
- Create “Canvas 101” for faculty who have never used Canvas, and more advanced modules for faculty who want to know about specific advanced functions. This would also apply to online pedagogy.

**Major recommendations / assessment, online exams, academic misconduct**

- **[HIGH PRIORITY]** Train faculty how to use e-proctoring platforms using asynchronous online learning modules.
- **[HIGH PRIORITY]** Faculty needs include training and hands-on experience in creating an online assessment in Canvas, and how to best use the available e-proctoring software to maintain exam integrity while reducing student stress through clear communication regarding the e-proctored online test, as well as best practice (e.g. a practice online exam)
- Develop guidelines/processes to intervene when a student has a computer or internet failure in the middle of a test or does not have internet the day of the test
- Encourage use of universal design in learning to enhance creativity and flexibility of assessments. OIT has a UDL specialist available.
• Educate faculty on alternate methods of assessment to discourage student cheating and unethical behavior
• Develop a clear student code of conduct policy specifically for integrity in online classes (exams, coursework, homework, quizzes, etc.) and share broadly with students through campus-wide video from TLI.
• Students also need training on how to appropriately use the e-proctoring software to remove any stress or anxiety that might negatively impact their performance on the assessment.

Major recommendations / technology and course materials

• Expand the current hotspot and loaner laptop lending program, and better communicate the availability of such equipment to faculty, staff and students. As of May 2020, OIT reports that there are still both hotspots and loaner laptops available, but more units may be needed in Scenario 2 or 3.
• Encourage faculty adoption of open educational resources (OER’s) with library and OIT tutorials for how to access these resources. Free or lower cost textbook adoption would significantly help students faced with difficult financial decisions related to the pandemic.
• Determine how to obtain remote access for software such as Adobe, which for many is only obtained from onsite digital resources (especially computer labs), and often otherwise stipulated “for UT Computers Only”.
• Convert unused on-campus classrooms to recording or broadcast studios so that instructors can either (1) deliver synchronous online instruction from a classroom setting or (2) record instruction in a classroom setting for asynchronous delivery. Some instructors need specific in-classroom technology (e.g. document cameras, whiteboards, physical samples [bones, minerals, etc.]) for effective instruction.

Major recommendations / instructor workload

• Reallocate teaching to provide course releases for those who can assist other faculty with online teaching (also see under TLI Faculty Fellows to assist in online course planning and implementation).
• Allow greater flexibility in course enrollment numbers based on faculty/department input. Departments and colleges should be cognizant that (1) courses may have lower enrollments than seen historically, and (2) faculty may need to change teaching assignments on shorter notice than previous semesters. This flexibility should not affect ongoing or future budgets.
• Faculty should receive additional compensation or course releases for the additional work it takes to move a course online.
APPENDICES

Appendix 1. Recommendations for experiential learning in an online setting

Courses with Experiential Learning: Labs, Internships, Externships, etc.

Steps for Departments/Schools/Colleges:

1. Determine which laboratory and experiential learning courses (including externships and internships) are required for graduation, acceptance into professional school, accreditation purposes, etc., and therefore must be taught by temporary remote teaching (make the assumption that some form of social distancing will be required for 18–24 months and that we do not want to delay graduation excessively).
   a. Determine if these labs/experiences are linked to other courses (e.g., lecture/lab scenario) or are sequential (i.e., required before advancement to another course).
   b. Determine if un unlinking courses, providing alternative experiences, or offering courses non sequentially would be helpful for scheduling and instruction AND meet requirements.
   c. Determine how those alternatives will be delivered, mentored, monitored, and graded.
2. Identify which laboratories cannot be offered remotely.
   a. Determine whether they can be replaced by other experiences (special topics, zoom demonstrations, innovative online productions using digital media, etc.)
   b. If they cannot be replaced, determine whether the concepts can be taught by Zoom demonstration, video, etc. If so, develop assessment tools for students (Canvas quizzes, submitted lab reports, etc.).
   c. Delaying graduation should be minimized. If graduation will be delayed based on loss of the course, provide students and counselors a document with options.
   d. Do both safety and pedagogical considerations allow for the laboratory component to be compressed into a 1- or 2-week face-to-face period at the end of the semester?
3. For laboratories that can be taught online:
   a. Determine critical concepts to streamline course content to essential materials for temporary remote teaching (do not think of this as a required permanent change).
      i. Online instruction takes more developmental time by instructors and is more taxing to students.
b. Develop a plan for the course, including introduction, syllabus, objectives, requirements, materials, assessment methods.

c. Determine whether team teaching would facilitate course development and flow.

d. Link all online materials to a Canvas course site (single portal entry into course).

e. Provide asynchronous modules for each laboratory included in assessments (e.g., record Zoom sessions, give links to videos, etc.).
   i. Determine materials needed by faculty for development of modules.

f. Determine time commitment required of faculty and staff for developing and delivering those courses and develop a plan to address those issues.

g. Engage in discussion regarding research, promotion, and tenure requirements for instructors and shifting of resources, time, and money to support temporary remote instruction.

4. For laboratories that cannot be taught online but can be performed at a distance by the student:
   a. Determine which experiences can be safely performed at home.
   b. Determine if any special materials are required by the student.
      i. Determine whether required materials could be purchased online (e.g., Amazon) or through a kit sold at the UT bookstore.
      ii. Determine whether materials (including software) will provide excess financial burden (e.g., will costs be well above those usually included in a lab fee?).

   c. Determine assessment methods (e.g. online video development or submission, scheduled presentation, etc.) and evaluate feasibility for student submission and instructor assessment of such.

   d. Determine whether team teaching would facilitate flow (e.g. second instructor, TA, GA, or work study student to monitor Zoom chat questions, assist in video assessment, etc.)

5. For all online laboratories and experiential learning, develop a contingency plan
   a. Make a plan for student absence based on illness, internet or computer failure, family commitments (home schooling of children or siblings), etc.
   b. Make a plan for instructor absence due to illness, etc.
Appendix 2. Recommendations for building a sense of community in an online setting

**Building a Sense of Community within an Online Environment**

As campus considers being all online as an option for fall 2020, it is essential to initiate innovative methods to promote student belonging, engagement, and success. However, before students are able to be engaged and successful, we must first ensure they feel a sense of belonging as they transition from the educational life they once knew to the new normal in the present COVID-19 world. In this consideration, we must be thoughtful of the needs of both first-year study and returning scholars. First year-study scholars are making their much awaited transformation into a brand-new collegiate world, and returning scholars must establish their way in a newly imagined UT that is very different from the campus they have learned to know and love.

Ahn & Davis (2020) identified four domains that promote a sense of belonging for collegiate scholars:

1. **Social engagement:** Identified as the fundamental requisite to establish a sense of belonging; as well as for success in college life.

Activities to promote social engagement might include no matter what happens with fall:

- First year studies assigned virtual roommates/hallmates/residence halls.
- Virtual living/learning communities within programs for all incoming students
- Virtual campus social gatherings such as game nights, concerts, movie showings, watching vintage UT sports films, dance parties, UT performer broadcasts from music, dance, theater, etc.
- Vol is a Verb swag and explanation of the mattering and belonging campaign, At minimum, send each student a Vol is a Verb T-shirt, reflection questions, and connect this to the greater scheme of belonging on campus and/or a virtual environment.
- Offer virtual resident assistants & other positions who would be responsible for engaging students socially in a virtual setting such as game nights, floor competitions, etc.

2. **Academic engagement:** Coursework is interesting, enjoyable, and scholars are motivated and engaged to learn.

Recommendations to promote academic engagement for every scenario of fall:

- Prior to entry or return to campus in the fall, we recommend:
  - Determining how to best move students from in-person schedule to online schedule if they are already registered. Perhaps even a “shadow” schedule to reflect potential scenarios for alternative schedules
Consider alternative course lengths & structure (‘Block Scheduling’). See further details under Flexible Course Delivery Model below.

- All students complete online modules regarding best practices for online learning, return to campus in an online world, etc.
- For best effect, all courses should have both synchronous (e.g. Zoom) and asynchronous (e.g Canvas) components to help familiarize students to the tools and issues around both delivery tools, however all synchronous sessions must be recorded.

- Broadly, we suggest marketing efforts promote the value of online academic experiences (student success stories, innovative learning experiences, faculty who excel in this platform) similarly to the in-person experiences we currently market [Each have their strengths.]

- All online courses should be designed or modified to incorporate best practices in online learning, including logistics, content delivery, learner engagement, and assessment. Innovative learning approaches students may not have previously experienced are encouraged, as well as a balance of engaging synchronous and asynchronous opportunities within courses. [See Sample Suggestions for Best Practices in Online Course Design in Appendix 3.]

- First year Students (Incoming Freshman and Graduate students)
  - We recommend that colleges/departments pay special attention to online design of courses typical for first-year students, ensuring a mix of synchronous and asynchronous experiences that build a sense of community via not only faculty-student connections, but also student-student connections.
  - All instructors use Canvas as a starting point to find course materials through this platform. Outside resources should be linked through this platform.
  - We also suggest increasing online engagement of First Year Studies students in a college/department by offering additional 1 hour courses with small cohorts that provide exposure to engaging program content/experiences during the first semester/year of primarily prerequisite courses. Examples: Virtual interviews with experts or recent graduates in the field, virtual tours of workplaces, film or novel studies relating to topic, etc.

- We recommend departments/programs/faculties plan informal “outside of class” online discussions, activities and meet ups (synchronous and asynchronous, via a variety of tools) and actively market them to students and instructors within and cross-programs as a way of building a wider academic community and support network.

- As engaging and successful learning online will be new to a majority of new and returning students, we suggest the University invest in multiple student support initiatives including:
  - UT Promise recipients will have a built-in mentor. Establishing a robust peer mentoring system (ALL VOL Mentors?) with:
    - Support to Mentors via assigned GTAs and Faculty
• Peer Mentors assigned to all at-risk students such as first generation college students, those with remedial academic needs, etc.
  o Establishing a system for monitoring progress & contacting students who are falling behind (via mentors/coaches for at-risk students, via Canvas grades (data mining) for others).
  o Strengthen both support for students new to or hesitant about online learning as well as student leadership opportunities via partnership with the Jones Center for Leadership and Service, Vol Mentor program, and other similar leadership education opportunities.
  o Academic coaches assigned to each course (could be provided through GTAs, upperclassmen who have success in coursework, graduate student volunteers) to be managers/mentors for students and their primary responsibility is not for course content and instruction, but supporting student engagement in the course. An example of how this can be done is through individual or small group chats through apps such as Slack, etc.
  o Establish an online tutoring system through student success center.

3. **Surroundings:** the university is seen as their home away from home; including the physical spaces, natural environment, & cultural milieu of the campus.

Activities to promote a feeling of campus home in online environment:
- We recommend students are assigned a physical residence hall aligning with the housing assignment they will have if they are on campus in spring semester. Also, make a virtual campus on Second Life that has virtual residence halls & rooms that roommates can meet in to get to know each other in the fall and decorate together.
- We recommend the university create a way to create virtual outdoor activities such as virtual hikes, bike rides, visits to a local restaurant, etc. to acclimate the students to the Knoxville community.
- Have UT cultural activities that are threaded through all social and academic events to promote the feeling of being a Vol such as “Big Orange” Fridays, competitions of painting a Virtual Rock, virtual VolWalks with members of the athletic teams, playing Rocky Top at beginning of course, get to know a Vol Alumni, etc.

4. **Personal Spaces:** The personal scholar’s internalized feelings of how they fit into the university overall including their satisfaction with campus life, attitudes they have towards this new life, self-esteem and identity, & individual connection with campus.

Activities to promote a feeling of having a personal space/sense of self/belonging at the University:
• Relaunch promotional campaign for 865-974-HELP (for student mental health) to prevent and intervene with additional stressors of online learning. The help line aims to:
  o Create a safe and nonjudgmental place for students to be understood and supported
  o Foster student success and well-being while meeting the immediate needs of our campus community
  o Prevent violence, suicide, and substance abuse and encourage wellness and personal safety
  o Maintain a productive and healthy learning environment for all members of the university community
  o Educate faculty and staff on the signs of distress and the process to help students
• Train all coaches, mentors, volunteer student support staff, etc. to routinely offer 865-974-HELP, as well as strategies from the social, academic, and settings development bullets above.
• Encourage development of a “virtual UT Student presence”, vlog, blog, social media tool, or journal as a tool to connect with and communicate their experiences to on-campus connections and off campus family and friends.
• All departments/Faculty increase efforts to strengthen student-instructor and student-to-student connections as a part of academic course design, e.g. multiple zoom tutoring sessions per course, or “open” zoom tutoring sessions per week, etc.

Reference for the above section:
Appendix 3. Recommended best practices for online course design

**Best Practices in Online Course Design**

- **Layout, Structure, and Navigation**
  - Include a welcome message with instructions on how the students should navigate course
  - Remove access to Canvas tools not being used so these won’t confuse students
  - Develop very specific objectives, and tailor lectures, notes, and exams off of those objectives
  - Organize content in modules with clearly posted timeframes for completion
  - Make sure all course requirements/graded assignments are in the syllabus when posted at the beginning of the course, are easily located in course site, and described in a concise and clear manner
  - Make sure the syllabus page can be accessed from a computer or mobile device. Consider a few standardized university syllabi formats for online courses
  - Make sure content is up-to-date (e.g. material is not outdated, links work)
  - Initial semester specific course plans including online requirements for the duration of the course
  - Consider differences in time zones for synchronous sessions
  - Identify course disability issues and enlist support from OIT, TLI and disability services.

- **Communication**
  - Designate preferred communication systems and create a clear communication plan for all course-related communications.
  - Use weekly reminders through Canvas to keep students on track for assignments
  - Lectures for all sessions (whether synchronous or asynchronous) posted to course sites
  - When recording synchronous lectures, be sure to describe any important diagrams or graphs
  - For synchronous classes, designate a student (or TA or staff) to monitor the Chat function

- **Engagement**
  - Minimum number of synchronous sessions promoting personal student connections
  - For Zoom, consider using the Break out Room feature for smaller group discussions
  - Asynchronous lectures using Canvas Arc to track student engagement
  - Multiple modalities for material delivery: live, recordings, well organized notes
For synchronous classes, change delivery frequently, & provide time for breaks
- Consider adding physical movement “breaks”/activities to reinvigorate blood flow.
- Use discussion boards to track confusing topics and to encourage questions
- Encourage students to create learning groups via Facebook, Slack, What’s App, etc

- Assessment
  - Hold a dry run synchronous session to make all technology is working prior to testing
  - Frequent student self-assessment assigned for credit (e.g. weekly for a 15 week, 3 day a week)
  - Be clear on testing requirements, and develop method(s) less likely to result in cheating
  - Consider adding polls to synchronous classes (e.g., Zoom pools) to test understanding (formative assessment)
  - Consider adding feedback assignments at the end of major sections (evaluation)
Appendix 4. Example Of Decision Tree To Guide Faculty And Departments On Curricular Decisions In Fall 2020

University of Tennessee, Knoxville

Re-Imagining Fall Task Force

Example of Decision Tree

On Curricular Decisions in Fall 2020

To Guide Faculty and Departments
Appendix 5. Planning guide for department heads

**Fall 2020 planning guide FIRST DRAFT**

Department, school, or college: ___________________

Primary point of contact: _______________________

List your intended Fall 2020 class offerings below.

1. **For each class, categorize the class as follows:**
   - **F2F:** Can only be taught face-to-face
   - **OL:** Can be taught either face-to-face or fully-online (either synchronous or asynchronous)
   - **Mixed:** Has some components that must be taught face-to-face and other components that can be taught fully-online (either synchronous or asynchronous)

2. **For each class, indicate whether any of these combination F2F+OL delivery modes could apply:**
   - **Synchronous simulcasting:** A small portion of the class learns face-to-face for the entire semester, and most students participate in synchronous online learning alongside their face-to-face colleagues.
   - **Rotating face-to-face:** For MWF classes, the class can be divided into thirds. Each third of the class participates in face-to-face learning once per week, and the other two-thirds learn online on that day. For TR classes, the class can be divided in half. Each half of the class participates in face-to-face learning once per week, and the other half learns online on that day. (This is synchronous simulcasting in which the face-to-face group changes every day.)
   - **Weekly flip-flop:** Students learn face-to-face every other week and learn fully-online (either synchronous or asynchronous) every other week. (This would allow two similar-size classes to share one F2F classroom.)
   - **Daily flip-flop:** Students learn face-to-face one day per week and learn fully-online (either synchronous or asynchronous) on the other days of the week. (This would allow three similar-size MWF classes to share one F2F classroom.)
   - **F2F discussions, OL lecture:** Small discussion groups meet F2F occasionally, while the class as a whole participates in online learning.

3. **For each class, provide the following information:**

   If this class can be taught face-to-face or as a mixed class, how many instructors are willing to teach this class (or some components) face-to-face? How many students can be taught by these instructors?
If this class can be taught fully-online or as a mixed class, how many instructors are willing to teach this class (or some components) online? How many students can be taught by these instructors?

If this class can be taught fully-online or as a mixed class, what professional development would your instructors need to make the online class (or components) high-quality and engaging?

If this class can be taught fully-online or as a mixed class, are there any specific technology needs that must be met?

List of classes follows ...
Appendix 6. A course-redesign initiative for small classes: English 101 and 102

To: Administrative Committee
Fr: Jeff Ringer, Director of Composition
Re: Fall 2020 Hybrid/Online FYC Proposal
Da: April 30, 2020

Despite the fact that Tennessee and other states in our region are taking steps to reopen their economies, the ongoing concerns of COVID-19—particularly the potential for a second wave that could be worse than the first—have me thinking a lot about what the fall should look like for FYC. I’ve also been thinking a lot about one of the questions that the Chancellor posed in her email about the fall: “How can we design the delivery of curriculum that is flexible, uses multiple platforms, and provides challenging and engaging opportunities for students?”

Proposal. Given the uncertainty of COVID-19 and the Chancellor’s call for flexibility, what I am currently leaning towards is requiring all sections of FYC to be offered either in a fully online or hybrid format for the fall (hybrid courses meet partially in person and partially online). This structure would allow for the maximum range of flexibility:

- Instructors and students who do not feel comfortable teaching or learning in person would have the option to teach or take fully online courses.
- Instructors and students who do feel comfortable teaching or learning in person would have the option to teach or take a hybrid course wherein some class sessions would meet f2f.
- If there’s a COVID-19 resurgence, online sections could keep doing what they’re doing, while hybrid sections could transition to fully online. Because the hybrid format requires a significant online component, that transition to online is much easier to make than it is for fully in-person classes.

Of course, the Chancellor’s task force for re-imagining the fall might decide that all of our courses will remain online, at which point this proposal would be moot. However, if the administration decides to hold in-person classes in the fall, I would still lean towards all sections of FYC being offered either fully online or hybrid.

Rationale. There are a few reasons why I’m leaning in the direction of requiring FYC courses to be online or hybrid:

- *I’m concerned about putting instructors at risk.* Anecdotal evidence suggests that a number of instructors are deeply
concerned about teaching f2f classes—not just because of the classroom interaction, but also because of getting to and from the classroom. It’s hard to envision social distancing happening in the hallways of HSS between classes. We have plenty of instructors who are immunocompromised or live and/or care for people who are. I don’t think we can in good conscience require them to teach f2f classes.

- I’m concerned about putting students at risk. These concerns are similar to the ones above. I haven’t been in touch with students who are immunocompromised or live or care for people who are, but I’m certain there are some.

- Online or hybrid writing instruction allows for maximum flexibility. As I noted earlier, the Chancellor has identified flexibility as a key value driving the discussions of the fall task force. While online courses would not have to change if there’s a COVID-19 resurgence, hybrid courses could be more easily shifted to an online format than fully in-person courses.

- Writing instruction lends itself to online modalities. Unlike some subjects, writing actually can be taught well online, and there’s a robust scholarly discussion in writing studies about how to do so (Borgman & MacArdle, 2019; Hewett & DePew, 2015; Warnock, 2009). Class size must remain small—most recommendations are in the 15–20 student range (CCCC, 2013; Minter, 2015)—because the kind of work (e.g., responding to students’ multiple drafts) does not change. In fact, online writing courses arguably produce more work in terms of the amount of reading and writing (Warnock, 2009). Writing can be taught well online, but class size must continue to remain small for that to happen.

**Preparation.** A programmatic shift such as this one raises the question as to whether we’re prepared to teach online or hybrid courses. My answer is that, over the summer, we can become so. Specifically, we can do the following:

- **Develop resources.** We can develop a range of resources for instructors, including syllabi with policies appropriate for online courses, Canvas modules for different assignments that can be imported directly into an instructor’s course, and a range of how-to materials for teaching writing online and in hybrid formats. This work is already underway: Sally Harris is developing a series of videos for our summer FYC instructors, all of whom are teaching online; Paige Walker has been developing guidelines for our summer instructors; Daniel Wallace is researching policies that can inform effective online teaching. The idea is then that all of these resources can be repurposed for the fall. Our goal is to build or at least model as much of the course infrastructure as possible for our instructors, including
for new instructors like incoming PhD students and part-time lecturers who will not have a lot of preparation time.

- **Repurpose August workshops.** We offer teaching workshops every August, and we can repurpose those workshops to prepare people to teach online or hybrid writing courses. This goal can be accomplished by making the resources listed above available to instructors, offering sessions to help instructors rethink assignments and units for online or hybrid modalities, and building Canvas modules that walk new instructors through our curriculum. We usually use some of the RWL Speaker Series funding to bring in a speaker for August workshops. This summer, we could bring multiple online writing experts to hold workshops with our instructors—workshops that could cover a variety of topics, such as making online courses accessible, fostering student engagement, personalizing writing courses, and so on, all of which could be recorded for people who are unable to attend.

- **Integrate Vol Virtual Bootcamp into training.** Right after I finished drafting this document, OIT and TLI announced their Vol Virtual Bootcamp online teaching workshops for the summer. I am in touch with these offices about providing similar training for new and returning instructors later in the summer. Making use of their resources would allow us to focus our efforts less on technology and teaching online in general and more on our curriculum and the specifics of teaching writing online.

**Logistics.** The logistics of making this programmatic shift are challenging but not insurmountable. Currently, all sections of FYC for fall list a date, time, and room, which information students use to register for classes. It is my understanding that it’s too late for us to change those dates and times easily (that’s all in the registrar’s hands at this point). Even if we could change that information, though, I don’t know if we would want to: there’s so much movement of students and instructors in courses like 101 and 102 right up until the start of classes that keeping all of those details straight seems a tall task. What we could do instead is rewrite the Banner notice about modality and attendance for all sections of FYC to read something like the following (just a draft; needs work!):

**MANDATORY FIRST DAY ATTENDANCE**—All sections of this course will take place either online, with no in-person class meetings, or in hybrid format, with some in-person class meetings and the rest online. More details are available at this website [insert link]. Before classes
begin, all instructors will contact students listed on the roster to let them know whether the class will be online or hybrid. Requirements for all sections include an internet connection, a word processor, and access to Canvas, Zoom, a PDF reader, and UTK email. Students enrolled in hybrid sections will also need to be able to visit campus periodically.

The website referenced would link to a page or spreadsheet that lists which sections are being offered fully online and which are being offered in hybrid format. We do something similar with our themes for sections of English 102, and so we have some experience with such processes. Additionally, instructors could begin communicating with students in August—perhaps a week or two before classes begin—to clarify how that particular section will function. Finally, we can communicate this information with advisors, many of whom I will meet with in May to talk through advising contingencies for FYC.

We'll ask instructors to design their courses as either fully online or hybrid and let us know by a certain date over the summer what they've decided (perhaps by August 1?). We'll then label each section in the online document that we make available to students. Certainly, there will be movement of students in August, but that's always the case.

Counterarguments. As I've been thinking through this proposal, I have also been considering counterarguments, a few of which I discuss below.

- Why not offer a third option, that of fully in-person classes? I see two issues with adding a third option. One is that fully in-person classes fall short of the flexibility that I think we need to have. The other is that adding a third mode of delivery makes everything a lot more complicated—for students selecting sections, for the Comp Office keeping track of who’s doing what, for getting people ready to teach in the fall, for those of us attempting to help prepare instructors to teach, and so on. We are currently set to offer more than one hundred sections of 101 and dozens of sections of 102, so the sheer scale of it all militates against adding any options.
- Why make this decision now (or soon)? Why not wait until later in the summer when we might have a clearer sense as to how the pandemic will
The problem with that line of thinking is the time we need to plan teaching workshops and otherwise prepare for the fall. Under normal circumstances, we spend the better part of the summer planning our teaching workshops and developing the materials we'll need for training purposes. These are not normal circumstances, and so the planning will take longer. As such, we need to commit to a plan soon and begin turning our full attention in that direction. It's a big ship with a long journey, and I don't think we'll be able to turn it around mid-course.

- Can't you just develop general curricular materials and then adapt them for online, in-person, or hybrid modalities later? Yes and no. We do have established curricula for all of our FYC courses—syllabi, assignment sequences, course outcomes, and so on. For the most part, those materials will remain the same regardless of modality. However, an assignment or activity cannot be created for one modality and then delivered unchanged in another. If the medium is the message, then the mode is at least to some extent the content. Some writing theorists go so far as to stress “the need to design both hybrid and fully online [writing courses] with the instructional setting in mind from the ground up” (Snart, 2015, p. 95). It is possible to migrate a course from one modality to another, but such adaptations take time (Warnock, 2009). If we are going to go online or hybrid—and effectively prepare instructors to teach in those modes—then we've got to start working towards that goal as soon as possible.

Questions. Of course, a number of questions arise from a proposal like this one:

- Can we do this? Our department has guidelines for which courses can be taught online and who can teach them. I'd basically be asking for a waiver for the fall (and perhaps for the spring, if necessary).
- If hybrid, how much? Different institutions define hybrid courses differently, with some stipulating a 50/50 split between in-person and online activities and others setting the proportions at 70/30 or 60/40 (Snart, 2015). From my vantage, the rationale behind hybrid courses during a pandemic is less about setting that split precisely and more about requiring instructors to have the online infrastructure in place in the event of a resurgence. My goal, though, would be to provide guidance for instructors who want to teach hybrid courses, so it's a question we'd need to think through.
- Is there money to pay instructors to develop materials? Between the spring and the summer, a lot of FYC instructors have put in or are putting in hours of work to develop materials that work well online. I would love to
be able to crowdsource some of that work, but I’d be that much happier to pay people to further develop those materials for use by other instructors. I have some money left over in my discretionary fund, and I am submitting a proposal to the College for developing our online summer courses. But if we have any other resources we could devote to this work, I’d love to know about the possibilities.

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Appendix 7. A course-redesign initiative for a large class: Anthropology / EEB 240

ANTH / EEB 240 – Human Anatomy
Dr. Benjamin Auerbach, Associate Professor of Anthropology
Proposed changes to instruction for Fall 2020
Online conversion of course

Proposal Overview

This proposal outlines the existing structure of The University of Tennessee’s undergraduate Human Anatomy course (ANTH/EEB 240) and modifications that will be made to allow content to be offered online. In light of the ongoing Covid-19 pandemic, large enrollment courses will be a liability for health and safety. Any ongoing transmission of the coronavirus will impact students and their families. Allowing a course with an enrollment of 330 students to meet in the fall semester would only provide multiple opportunities for communal spread, and could easily give rise to a superspreading event. To provide a safe learning environment, courses like Human Anatomy will need to be delivered through an online-only platform until the pandemic has ended.

This proposal is provided with a proviso, which is that human anatomy is most effectively learned in person, with hands-on experience. I have taught human anatomy at UT since 2008, and prior to this taught in the anatomy lab, as well as undergraduate summer courses, at Johns Hopkins University School of Medicine as a doctoral student. As with many sciences, anatomy is best learned through multiple learning modalities—lectures, images, drawing, group learning, discussion of applied anatomy scenarios, models, and cadaveric dissection. Given this, any move of anatomy teaching to an online format must provide as many of these modalities as possible within a flexible format. Students should be given opportunities to engage in the material through texts, visualization, and interactive, synthetic learning. With this in mind, I provide the following proposed changes to the course as an example of how to convert a large-enrollment course with lab sections into an online community for learning. Specific rationales are provided when appropriate.

Rationale for Teaching Online

Given the proviso noted above, some may ask why teach anatomy at all online, especially as it has only been offered in person to date? There are a few reasons. First, providing the course online gives flexibility for students, lab instructors,
and the primary instructor. Flexibility is essential in light of a pandemic virus; individuals are likely to contract the virus, simply need to be in isolation, or are in situations that prevent safety in person. Online instruction balances the needs of instruction and learning with the priority for health and safety of all individuals associated with the course. Moreover, there are logistical concerns:

1) Placing 330 people into one space, even with distancing and protective measures, presents a high risk situation where virus transmission is inevitable. While some issues may be technological and space hurdles, exposing individuals to the possibility of contagion should be avoided.

2) The course has 15 lab sections of approximately 22 students each. Labs involve group learning (see the overview below) and are hands-on with shared models and cadavers dissected by instructors for demonstrating structures (i.e., they are prosected). Anatomy labs inherently are close-quarter environments, where students touch communally shared learning materials and are in close proximity. With each lab meeting for three continuous hours each week, this provides an environment where transmission is likely to occur, even with protective measures. In addition, labs would need to be sanitized, especially models and commonly shared learning materials (like anatomical atlases) between each section.

For these reasons, providing online teaching, while compromising many of the benefits of in-person learning, mitigates both the logistical and health concerns of providing an in-person course.

**Overview of course structure in Fall 2019**

The course is a large format lecture (310-330 students) that meets twice a week for lectures, which are delivered using PowerPoint, interactive clickers, and models in an auditorium. All course materials, including slides, old examinations, study tools, and links to anatomical learning resources are provided to students through a Canvas website. Students also may communicate with me, the primary instructor, by e-mail, regularly scheduled office hours, or by appointment. Daily quizzes are given before class and discussed at the start of each class; these are provided both to provide students with a checkpoint on their learning and to indicate to me where students are struggling with concepts.

Students meet once a week in one of fifteen lab sections, where they apply what they learn in lecture and from their textbooks to anatomical models, prosected cadavers, and virtual models (Anatomage Table and Visible Body), all under guidance of graduate student teaching assistants, many of whom have completed
a course in doctoral-level gross human anatomy. In lab, students have an hour of small group directed study, with stations where they work with models. The remaining two hours are open study time for students to either work individually or in groups with models to identify structures specified on a list, or to have anatomy presented on two cadavers that I dissect each fall with my lab instructors.

In both the lecture and the lab portions of the course, best practices for time management and study approaches are discussed and demonstrated. Students are shown multiple approaches to organizing their study, and benchmarks are set throughout the course for when students should optimally have learned certain material. This guidance is provided in the lecture, in labs, and online through supplementary materials.

Assessment in the course takes multiple forms, all through written examination. In the lecture component of the course, students have four noncumulative exams. The first is a short exam given two weeks after the start of the semester. The purpose of this exam is to introduce students to the format of exams in the course (they are also given examples of old exams on Canvas), as well as an early checkpoint for students to evaluate the efficacy of their study approach before encountering a major assessment. (The short exam is eligible to be dropped from a student’s final grade, and so is forgivable.) The other three noncumulative exams focus on regions of the body covered in the three segments of the course: the thorax, abdomen, pelvis & perineum (TAPP); the back and limbs; and the head and neck. Parallel to these three major lecture exams, students take three timed in-lab practical assessments that involve identifying anatomical structures on models and cadavers. Pop quizzes in lab also prepare students for these practical exams.

**Overview of changes to the course for online instruction in Fall 2020**

How do we take this kind of hands-on course and provide an online learning environment that engages students, provides them with the materials and information they need for success, and also is flexible? There are many minor logistical changes, but also some overarching changes that are important for the entire course:

- Accessibility of the course is a priority. Students should not be penalized for inequality in technological access, and special consideration must be given to students with disabilities who may not learn as well in an online
environment. Accommodations will be made in consultation with TLI, OIT and SDS.

- Asynchronous and synchronous learning are both used throughout the semester. It is important to provide students with opportunities to study on their own schedules, while providing structure throughout the semester by which to stay on task and organized. Regularly scheduled learning objectives must be baked into the course.
- Students must be given multiple opportunities to communicate with both the primary instructor and with the lab instructors, and through various forms of technology. The course will employ Zoom, Canvas, and email as methods for communication.
- Tutorials for using any technology in the course will be made available, especially virtual anatomy tools like Visible Body.
- Regular polling of students about concerns or issues will take place during the semester, to provide opportunities for students to provide feedback while also determining pedagogical or technological blind spots in course delivery. This also allows for students to give anonymous feedback throughout the course.

Changes to the course lectures

- Lectures will be delivered asynchronously. This is because the logistics of getting students to attend simultaneously may hit technological hurdles, and I do not want to provide advantages to some students not available to all students.
- The only exception will be on the first day of classes, when I will introduce myself and the course structure synchronously to all students in the course via Zoom.
- The lectures, which are normally 75 minutes, will be broken into smaller parts. I am planning to post them onto a private YouTube channel linked to Canvas. The idea would be that students could watch a series of mini lectures (e.g., “binging” them, a la Netflix), or watch them over time as schedules permit.
- I will be on Zoom during scheduled class lecture times, so students can log in and have discussions with me about the material. Students will be solicited with topical prompts to communicate questions via Canvas for these open discussion sessions. A set of topics to be discussed will be posted before each section on Canvas. Effectively, these become virtual office hours, and give students opportunities for me to explain topics that may not have been clear in the asynchronous lectures. This also allows me to identify topics that are challenging to students.
During the scheduled hours for the lecture component of the course, students would be tasked to complete an online quiz to keep them on task and to serve as a regular check on student progress and participation.

**Changes to the course labs**
- Labs will be the place where students will be most encouraged to develop study cohorts and a sense of community.
- Labs will be reorganized to be shorter and interactive, to improve student accountability and also give opportunities to add multiple modalities to student learning.
- Lab instructors will engage in active learning with students. The lab instructors will provide students with clinical, functional anatomy, and applied anatomy scenarios, which students would then break out into small Zoom channel discussion groups to discuss. The instructor will circulate among the groups to check on their progress. Individuals within the groups will need to complete and submit a worksheet by the end of the group time, and students then reconvene to discuss their groups’ responses. Depending on the scenario, there would be two to three active learning sessions per lab meeting time, totaling around one hour. Following the active learning portion, lab instructors will remain on Zoom to help students with questions.
- Lab instructors and I will be filming models in the lab, both with guided tours and without narration, to help students gain access to the models without being physically present in the lab. These will be supplemented by use of the Virtual Body virtual cadaver software, which students can freely access through the library off campus. Videos of models will be placed on the YouTube channel linked to Canvas.
- Lab instructors will also be tasked to demonstrate learning objectives for the anatomy using the Visible Body virtual learning tool.
- Cadaver filming or photography is currently not being permitted by the body donor program we use, but we may pursue this if we think it would be useful. The University of Michigan already provides such slides, so we may opt to use those instead.

**Changes to assessment**
- The number of lecture-based assessments will be increased from four to six, which will give students more feedback about their learning and to give me, as an instructor, more opportunities to see if students are struggling with materials and to help them if possible. It also breaks the
course into more modules, an important aspect of flexibility in light of possible disruptions that occur during the semester.

- As in prior years, the assessments are geared toward synthetic thinking about anatomy, and not just rote memorization of structures.
- Assessments will be administered simultaneously via Canvas / Respondus.
- Lab instructors and I are investigating using online assessment tools to replace lab practical exams, though this will take further study to determine its feasibility in light of equal access and reliability.

Additional changes will be incorporated into the course as development continues during the summer months. Given the logistics of preparing the course content necessary to make anatomy online-only, it is not possible to delay planning until the fall.

Appendix 8. A course-redesign initiative for studio art classes

Re-Imagining 200-level Printmaking for Online Teaching

(prepared by Beauvais Lyons, Professor of Art)

The faculty in the University of Tennessee, Knoxville School of Art Printmaking Program believe that we cannot effectively teach several of our courses as described in the undergraduate catalogue through an on-line format. Course descriptions for intaglio, lithography and screenprint require instruction with materials and processes that cannot be done safely or effectively from a student’s home studio. We believe these course descriptions represent a contract with the students, with the Undergraduate Council and Faculty Senate, as well as our accreditation with NASAD. As such, we are developing two different special topics courses tailored to an on-line format if needed. Our ARTA 265 Relief Printmaking course scheduled for the fall can be adapted to an online format within the terms of the catalogue description.

Below are descriptions of two ARTA 269 Special Topics in Printmaking courses we are developing. If these are to replace courses such as lithography, intaglio or screenprint, we would need to promote this alternative to students who are currently enrolled.

The UT Knoxville School of Art Printmaking Program is pleased to announce three innovative, online printmaking courses for the Fall 2020 semester. Incorporating a variety of both traditional and experimental studio processes, these courses provide art majors and non-art majors with an engaging home-studio experience, but with the support of a creative community of peers. All courses use environmentally safe materials with synchronous lectures and technical demonstrations. Studio projects will be supplemented by on-line museum collection visits, and video profiles about historical and contemporary
artists and printshops in the United States and abroad. The courses will also include a series of asynchronous presentations by UT faculty and graduate students on their work and methods. Projects will be documented via Instagram. These courses are designed to provide a foundation for future course work in the printshop. Students will need access to a camera phone, a table, and a black/white home printer. Students will receive most their course supplies in a specially assembled kit through the mail the first week of the semester.

**ARTA 269 Special Topics: Printmaking Without a Press**

This on-line introduction to printmaking covers a variety of low-tech and alternative methods of exploring printmaking and book arts through synchronous Zoom class sessions. Studio projects will include water-based relief printing, color stencil-printing (pouchoir), rubbing (frottage), monoprinting, the creation of a cyanotype book, design and production of rubber stamps, and the creation of a narrative comic book. Assignments will address concepts of the multiple, the edition, the state proof, variability, image and text, color/transparency, digital and analog integration and appropriation. Non-art majors granted admission through permission of instructor.

**ARTA 269 Special Topics: Engraving as Drawing**

This on-line printmaking class provides an opportunity to learn about art of engraving on copper, plastic and wood for intaglio or relief printing through synchronous Zoom class sessions. We will focus on learning how to use the 15th century traditional engraving tool called “burin.” Through technical demonstrations students will learn the proper care and safe use of the burin as well as information on how to set up engraving studio at home. We will have weekly discussions on effective methods of image making through a series of studio projects that will allow student to tailor individual creative goals. Students will also experiment with engraving plastic or other soft metal objects at home. Non-art majors granted admission through permission of instructor.
Residential Halls and Student Spaces

Introduction

As the COVID-19 pandemic continues to evolve, campus strategies and considerations for welcoming students back to campus will also continue to progress as new information is learned regarding community outbreaks and mitigation efforts. Consequently, our campus should take into consideration implementing strategies that focus on keeping the campus community healthy and well. These strategies should continue to promote social distancing, protect vulnerable members of our community, promote hygiene, and encourage personal responsibility.

With respect to our sub-committee’s work, the discussions focused on examining the following issues:

- Testing and contact tracing;
- Residence hall and sorority/fraternity housing capacity and/or occupancy configurations;
- Pre-requisites to moving on/moving off campus;
- Campus dining services;
- Isolation and quarantine policies and practices;
- Parking & transit services;
- Student gathering and event spaces;
- Communication strategy that includes promoting health and wellness for students.

Our examination of the different scenarios and the issues listed above also led to discussions involving other matters such as:

- Student learning and engagement;
- Inclusive community programming and development;
- Student health and mental health services; and
- Branding and communication strategies.

Recommendations applying to all Scenarios:

A. What are the major considerations for this recommendation for all scenarios?

B. How does this recommendation improve safety, agility, and effectiveness?

The issue of testing and contact tracing quickly became a matter of considerable conversation within our committee’s work. Considerations and recommendation centering around matters of testing and contact tracing is a matter that would apply to all scenarios since there would be student presence on campus in all three fall scenarios.
Testing and Contact Tracing

We consulted with Dr. Spencer Gregg, Student Health Center Director and Emergency Operations Center Incident Commander to learn more regarding testing and contact tracing. We learned that the campus would need to follow CDC, state and local health department guidance with regard to testing students for the virus, testing for immunity, daily temperature checks, and contact tracing. Specifically, we learned that testing for COVID-19 infection is available for students through the Student Health Center (SHC), student’s local private health care provider, and local screening sites including the Knox County Health Department. Testing at the Student Health Center (SHC) at this time is limited to students due to current policy restrictions. Additionally, we learned that contact tracing occurs through the Dean of Students Office (Self-isolation form), the SHC provider who evaluates the student patient at the SHC (when the patient chooses to see a provider at the SHC), and local health authorities.

The re-entry of students back to campus either in full capacity (such as scenario 1 & 2) or limited instances (scenario 3) raises questions regarding testing and contact tracing. Concerns about recurrent waves of infections, subsequent second wave of infections, and the impact that these outbreaks will have on our local health care systems leads the subcommittee to offer the following recommendations:

- The University should explore the possibility that students be tested before they arrive on campus;
- Provide additional testing (as needed) throughout the academic year.
- Require all students to bring a thermometer with them and/or have temperature checking stations and require them to undergo a temperature check (self-report); and
- Investigate the ability to utilize new technologies to track the spread of the disease on our campus. A solution is that student-centered spaces participate in campus efforts to collect data for contact tracing (computer logins, card swipes).

Scenario 1: We reconvene face-to-face with students for the fall semester, either at the planned time of August 19 or perhaps a few weeks later, but with modifications to our typical practices.

A. What are the major considerations for planning for this scenario?
B. What recommendations do you have for increasing safety, agility, and effectiveness?

Recommendations and Considerations:
Residence Hall/Sorority and Fraternity Housing

- With respect to major considerations related to residence halls and sorority/fraternity housing, the campus should develop
strategies to decrease the risk of exposure. Such strategies should account for occupancy limitations (if feasible), building access restrictions, pre-requisites for moving into residence hall/sorority and fraternity houses, isolation and quarantine policies, restricted access to common areas, cleanliness and hygiene, and well-developed communication plans. The strategies should consider ACUHO-I (Association of College and University Housing Officers-International) and ACHA (American College Health Association) considerations and best practices for on-campus housing arrangements.

- **With respect to recommendations for increasing safety, agility, and effectiveness**, the campus should explore alternatives that could help manage occupancy and reduce density in campus residence halls. The subcommittee recommends:

  o **Housing Policy Modifications**
    - Require students to review and complete a housing contract addendum acknowledging risk to living in on-campus housing;
    - Expand commuter exemption policies and practice to allow for broader consideration and approval of requests beyond the standard commuter exemption policy. The campus already has a commuter exemption policy for students that live within a 50-mile radius.
    - Flexibility with housing contract release policies allowing students that wish to terminate their agreement beyond standard contract reasoning and rationales.

  o **Occupancy Capacity**
    - Explore scenarios to reduce occupancy and/or number of students sharing bathroom spaces;
    - Set aside additional isolation spaces where possible. If not feasible, explore contracting for hotel spaces.

  o **Prerequisites to Moving On-Campus**
    - Require students to have and/or ensure the institution provide students with the following items prior to moving on campus:
      - Thermometer
      - Face Covering
    - Consider requesting students to show proof of COVID-19 testing prior to moving on campus; and/or require students to be tested prior to campus arrival.

  o **Social Distancing – Residence Halls & Greek Houses**
- Place occupancy limits in common areas, such as house parlors, lobbies, study lounges, etc.;
- Place restrictions on building access by locking entrances 24/7 and discontinuing public access to meeting and classroom spaces in the residence halls;
- Restrict visitor access to the residence halls and Greek houses – limited only to UTK students, Greek chapter house members.

○ **Student Move-In**
  - Explore a structured movie-in process that would permit social distancing. Some suggestions include:
    - Scheduled move-in appointment process. This process may require students to move-in over several weeks;
    - Allow students who live closer to Knoxville to move belongings into their assigned space earlier in the summer but not allow them to reside in the space until a few days prior to start of term.

○ **Isolation/Quarantine Policies**
  - Establish a protocol for management of isolation spaces;
  - Identify isolation spaces – spaces should include bathrooms and be separate from other living areas;
  - Develop detailed processes for providing care and support for students in isolation/quarantine. Process should include:
    - Meal delivery
    - Check-in with Student Health Center
    - Provide access to academic activities remotely
  - Training for staff to assist students in isolation/quarantine. Provide necessary PPE.

**Campus Dining**

- *With respect to major considerations related to providing campus dining services to students,* the campus should begin to develop plans for dining halls for revised seating capacities, hygiene steps and other measures to accommodate social distancing. Similar plans should be developed for retail stores and restaurants.

- *With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:*
  - Develop an app for online ordering and pick up so students can pick up food and go back to residence hall;
  - Limit numbers in dining facility (have a check in/check out system to limit numbers); have an online system to track usage so students can see peak hours and plan dining accordingly;
• Plexiglass in front of all dining facilities food distribution counters;
• Portable handwashing stations in dining halls;
• Maximum 6 persons per table (p20 of Knox County plan in Phase 1);
• Self-service areas closed (Phase 1 recommendation);
• Pre-packaged silverware/single use condiments;
• Use stanchions with retractable belts to move lines in a safe way in busy service areas;
• Signs encouraging distancing between students waiting in lines;
• Signs encouraging social distancing between student seating in dining areas;
• Use floor markings for safe distancing for queues and waiting areas.
• Extend meal time hours to allow for social distancing.
• Plated meals and/or more “to-go” options for Greek meal plans.
• Campus retail center operate in alignment with retail operations national guidelines, provided they’re as strict as our institution’s guidelines.

**Transportation Services**

- With respect to major considerations related to providing campus transportation services, the campus should develop plans for revised seating capacities, hygiene steps, and other measures to accommodate social distancing.

- With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:
  - With respect to transportation services, the university should explore the possibility of reducing riding capacity on the T-Link bus service.
  - Re-examine campus parking policies as more commuter may need to park on-campus if there is a change in commuter exemption policies.
  - Explore the possibility of adding more routes and buses to maintain level of service within social distancing guidelines.

**Student Gathering & Event Spaces**

- With respect to major considerations related to student gathering and event spaces, the sub-committee discussed areas such as the campus libraries, student union, RecSports, outdoor plazas, and multi-purpose meeting rooms across all campus buildings. Such strategies should account for occupancy limitations, building access restrictions, cleanliness and hygiene, and well-developed plans for entry, exit and traffic flow. The individual units should develop plans to accommodate social distancing, ACHA (American College Health Association) considerations, CDC, state and local guidelines.
• With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:

  o Temperature Checks
    • Require students/visitors to conduct temperature checks before entering any academic building, residence hall, or student life building (e.g. TRECS, Student Union) for the first time.

  o Entry, Exit, Traffic Flow
    • Consider one entrance with one main exit (though other doors should be emergency exits) and one-way traffic through space if possible;
    • Prepare for new entry protocols:
      • Card swipe access for UT affiliates only;
      • Consider restricting access to non-UT affiliates or access by appointment;
      • Establish protocols for non-UT persons such as vendors, contractors, etc.;
      • Hand sanitizer at each entrance/exit.
    • Develop an interactive campus map that highlights entry, exit and traffic flow spaces - this could be done through the development of an app that could be downloaded by students, faculty and staff;
    • Designate via signposts or floor markings traffic flow throughout building to encourage social distancing (considering one-way routes when possible);
    • Use stanchions with retractable belts to move lines in a safe way in busy service areas.

  o General Access, Operations, Elevators, etc.
    • Signs encouraging distancing between students waiting in lines;
    • Use floor markings for safe distancing for queues and waiting areas;
    • Limit capacity in elevators; have clear signage outside and inside;
    • Or encourage practices that limit lines (e.g., Starbucks/food venues - order online and schedule pick-up time, or offer on-campus delivery services);
    • Calculate safe number of occupants for open and enclosed spaces;
    • Determine method for conducting regular counts of occupants per floor; consider monitoring or closing floors if social distancing is not being observed;
• Provide real-time dashboards of building occupancy (gate counts) and lab computer availability (via computer logins);
• Increase space between furniture and/or remove furniture; same procedure for workstations;
• Limit occupancy of small study spaces, small/shared offices, or meeting rooms; may need to change furniture in certain spaces to suggest usage type or convert such spaces to single use desk space. Another suggestion is to hold office hours virtually;
• Decommission or repurpose large gathering spaces.

  o High Touch
    • Remove mobile high touch items such as whiteboards;
    • Reduce numbers of printers and copiers and designate printing spaces if needed;
    • Computers and other electronic equipment are high touch. Have disinfecting wipes and hand sanitizer throughout computer labs and other equipment locations (70% alcohol solutions recommended).

  o Standard Practices for all Common Student Spaces
    • Consider plexiglass for service desks;
    • Standardized sq. ft per person for occupancy;
    • Floor/line stickers to encourage social distancing;
    • Policies for elevator/stairwell signage and management;
    • Access control/hours of operation for facility;
    • Redistribution/removal of public lounge furniture;
    • Protocol for wiping down/cleaning public space furniture/equipment;
    • Stanchions and line management;
    • Distribution of hand sanitizers; and
    • Protocols/prohibitions for interacting with customers (cash handling, etc.)

Communication, Health Promotion & Wellness

  • With respect to major considerations related to communication, health promotion and wellness, strategies for our “new normal” should consider how to communicate campus and community expectations regarding face coverings, social distancing as well as how the campus will deliver student health services and mental health services with social distancing guidelines. Such strategies should consider ACHA (American College Health Association) considerations, along with CDC, state and local guidelines.

  • With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:
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- Signage with social distancing expectations;
- Digital signage with hygiene and social distancing guidance;
- Training modules that communicate expectations and new norms;
- Bystander campaign to help address behaviors and help with our need to address accountability;
- Communicate plans for delivery of student health and mental health services that account for social distancing guidelines.

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**Scenario 2:** We reconvene face-to-face with students for the fall semester, but then a sudden outbreak or spike in COVID-19 cases requires us to move back to a remote learning environment.

A. What are the major considerations for planning for this scenario?

B. What recommendations do you have for increasing safety, agility, and effectiveness?

**Recommendations and Considerations**

**Residence Halls / Sorority and Fraternity Housing**

- **With respect to major considerations related to residence halls and Greek housing,** the campus should develop strategies to decrease the risk of exposure. Such strategies should account for occupancy limitations (if feasible), building access restrictions, pre-requisites for moving into residence hall/Greek houses, isolation and quarantine policies, access to common areas, cleanliness and hygiene, and well-developed communication plans. **Additional consideration specifically to scenario #2, includes a plan for student move-out and emergency housing.**

- **With respect to recommendations for increasing safety, agility, and effectiveness,** the subcommittee recommends the following:

  - **Student Move-Out/Emergency Housing**
    - Develop a student move-out plan for residence halls/Greek houses that accounts for social distancing guidance.
    - Implement an emergency housing plan with specific policies regarding who can remain in on-campus and/or university owned or affiliated property.

  - **Isolation/Quarantine Policies**
For students who remain in on-campus housing and/or university owned or affiliated property, develop a detailed self-isolation plan. Additionally, consider taking designated rooms/floors offline to be used for isolation purposes.

Coordinate with local public health centers when redirecting students who are COVID-19 positive back to their local community.

- **Refund Policies**
  - Develop concise refund policies and communicate which fees will be refunded/pro-rated - explain nuances of refund discrepancies.
  - Establish a timeline when fees will be prorated and refunded – communicate the timeline.

- **Hygiene**
  - Create facilities clearinghouse identifying areas that have been clean/treated.

**Campus Dining**

- *With respect to major considerations related to providing campus dining services to students,* the campus should take steps to develop strategies to revise seating capacities, promote hygiene and other measures to accommodate social distancing. Similar plans should be developed for retail stores and restaurants.

- *With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:*

  - **Refund Policies**
    - Develop concise refund policies and communicate which fees will be refunded/pro-rated - explain nuances of refund discrepancies,
    - Establish a timeline when fees will be prorated and refunded – communicate the timeline.

  - **Food Delivery**
    - Campus dining should develop plans to arrange for food delivery for students remaining on-campus and in isolation.
    - Campus dining should develop a plan for maintaining limited operations to provide dining services for students, staff and faculty continuing to remain on campus.

  - **Dining Operations**
    - Limit number of people dining in any dining facility.
• Revisit plans for which retail centers will remain open to serve students remaining on campus.

**Transportation Services**

- **With respect to major considerations related to providing campus transportation services**, the campus should develop plans for revised seating capacities, hygiene steps, and other measures to accommodate social distancing. **An additional consideration related specifically to scenario #2, includes revisiting whether bus services will continue once the campus move to an online learning and engagement environment.**

- **With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:**
  o **Bus Service**
    • Establish limited bus operations if a large percentage of students remain on-campus.
  o **Refund Policies**
    • Develop concise refund policies and communicate which fees will be refunded/pro-rated - explain nuances of refund discrepancies,
    • Establish a timeline when fees will be prorated and refunded – communicate the timeline.

**Student Gathering & Event Spaces**

- **With respect to major considerations related to other student space use**, the sub-committee reviewed areas such as the campus libraries, student union, outdoor plazas, and multi-purpose meeting rooms across all campus buildings. The campus should develop plans for revised seating capacities, hygiene steps, and other measures to accommodate social distancing. **Specific to scenario 2, the campus should determine which spaces are deemed “essential” for continued operations after students have left campus.**

- **With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:**
  o **Essential Student Spaces/Services (Student Union, Libraries, OIT, Computer labs, lab space, etc.)**
    • Some services can operate in an online environment and some must be in person. Determine which in-person services become “essential use” once we move to an online environment.
• Determine which spaces become “essential use” once we move to an online environment.
• Determine what resources are required to keep essential spaces in operation once we are in an online environment.

**Communication**

- *With respect to major considerations related to communication plans*, the campus should evaluate existing communication plan with respect to opening and closing of student spaces.

- *With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:*
  o Develop an interactive COVID map with directional information on how to get around campus while practicing social distance guidelines. Similar to CONEZONE.
  o Regular communication strategy to keep campus informed on operational status and services, etc., available to faculty, staff and students.

**Health Promotion & Wellness**

- *With respect to major considerations related to health promotion and wellness*, strategies should allow for ACHA (American College Health Association) considerations with respect to continuation of services such as RecSports, Student Health and Mental Health Services.

- *With respect to recommendations, the subcommittee recommends the following:*
  o Determine which services will continue to be provided “in person” and which ones will be offered via telehealth, tele-mental health, etc.

**Student Programming Space/Events**

- *With respect to major considerations related to student programming and events*, the campus should develop plans to implement online learning and engagement activities.

- *With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:*
  o Train student leaders on how to move events to an online environment. Hold hybrid events in the fall to get them used to the idea.
  o Provide student organizations with resources to move events and meetings to an online/hybrid environment, such as
dedicated access to secure zoom rooms, clear guidance related to SPSF use, guidance on brand and marketing standards, etc.
○ Develop a registered student organization (RSO) clearing house to support student events within guidelines set by campus.

**Technology Use**

- **With respect to major considerations related to technology use**, the campus should develop plans to provide technology services to students during the time of remote learning and engagement.

- **With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:**
  
  ○ Provide necessary technology to students during the time of online learning and engagement to promote academic success.

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**Scenario 3:** Students do not return to campus for the fall semester, and we use a virtual learning environment for the entire fall semester.

**A. What are the major considerations for planning for this scenario?**
**B. What recommendations do you have for increasing safety, agility, and effectiveness?**

**Recommendations and Considerations**

- **With respect to major considerations related to the transition to an online environment**, the campus should evaluate several strategies that consider the following:
  
  ○ Adjustments and/or adaptations to Student Code of Conduct;
  ○ Continuation of mental health and student health services;
  ○ Explore the possibility of emergency housing and dining considerations for students needing campus accommodations;
    - If this is the case, then the components from scenarios 1 and 2, related to testing, screening, contact tracing would still apply.
    - Considerations for student athletes and any academic requirements, etc.
  ○ Dining options for students, staff required to be on-campus.
  ○ Evaluation of how to support student organizations and provide them with guidance on how to recruit and fill their important role for student support/development in a virtual learning and engagement environment;
o Offer the same level of care we have taken to promote diversity and inclusion in our in-person services and spaces - translate service models and programming in a virtual learning and engagement environment;

o Evaluation of fees for services not able to be transferred to an online learning and engagement environment.

o Consider whether the UT Extension system could play a role in supporting safe engagement for our students across Tennessee counties.

o Consider developing guidelines for offices who may employ remotely (doing calling for Development & Enrollment, assisting offices with marketing/social media, etc.)

- *With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:*

  o Continue student services virtually: i.e. Access to fitness, library resources, “life away from campus” videos, #TourTuesday: Admissions, student health and mental health services (expanding access through virtual appointments);

  o Remove barriers to students and instructors by making referrals and connecting students to academic and support services and resources;

  o Create/Maintain Staple Community Support Programs: i.e. Milkshake Mondays, Student Centered videos/tutorials, Vol is a Verb (Mattering and Belonging);

  o Brand engagement across units to promote a sense of belonging;

  o Work with student leadership to create engagement opportunities;

  o The apps we would use to indicate wellness in returning to campus in fall could be used for indicating a feeling of wellness and staying connected if we were online;

  o Create small and intentional groups for Freshmen and other student classifications (international students, out of state students, student affinity groups) to connect to students and faculty and facilitate ease of communication and community development;

  o Connect FY students to campus without being on-campus. Develop intentional opportunities for FY students;

  o Provide training and resources for student organization leaders to develop creative and accessible virtual meetings throughout the fall semester; how to best utilize VolLink for recruitment and virtual organization;

  o Provide student organizations with resources to move events and meetings to an online/hybrid environment, such as dedicated access to secure zoom rooms, clear guidance related to SPSF use, guidance on brand and marketing standards, etc.;

  o Promote collaboration and synergy with campus units to develop programs across campus - avoid competition;
Create best practices for fostering an inclusive environment in online programming and engagement.

**Technology Use**

- *With respect to major considerations related to technology use*, the campus should develop plans to provide technology services to students during the time of remote learning and engagement.

- *With respect to recommendations for increasing safety, agility, and effectiveness, the subcommittee recommends the following:*

  - Provide necessary technology to students during the time of online learning and engagement to promote academic success
Research and Graduate Studies

Introduction

During Spring 2020, most operations at the University of Tennessee Knoxville and the University of Tennessee Institute of Agriculture were greatly reduced in response to the COVID-19 pandemic. Campus research, scholarship and creative activity primarily moved off-campus to increase health safety, while on-campus laboratory-based activities became reduced. This research activity supports on-time student degree completion, meets time-sensitive funder requirements, sustains long-running experiments that must continue, and performs key maintenance operations. Also, human-subject research was paused by the Institutional Review Board and now, the IRB is supporting piecemeal restarts of such research, if it can be done remotely without in-person interactions to protect human subjects.

Thus, as Fall 2020 starts, research, scholarship and creative activity continue from the summer, including work with consistent external funding. At the same time, a few thousand graduate students (e.g., M.S., M.A., M.F.A., PhD, etc.) continue to pursue on-campus research, scholarship and creative activity as part of their degree requirements and employment (graduate research assistant/associates). Therefore, UT should work from the assumption that for all three Fall 2020 scenarios, research will be active and that graduate students pursuing research-related degree requirements will be on campus, because these activities continued previously when on campus instruction pivoted to on-line.

The Research Subcommittee recognizes the critical institutional need to intensely focus on a successful engagement of its instructional mission with respect to undergraduates for Fall 2020. At the same time, the University is a public flagship land-grant institution with the status of being Carnegie R1 Doctoral – very high research activity. It needs to maintain focus on this critical parallel responsibility of its mission, which is well funded, depends on work being completed in a timely manner for funders, trains persons who add significantly to the workforce as critical thinkers and experts, is a primary mechanism for increasing external institutional recognition, and has translational impact with government, corporate and societal partners. To assist the University in maintaining focus on both institutional creative activity and its educational and professional development of research-related graduate students, the Subcommittee offers five principles for its recommendations:

1) Tighten focus on the additional work for effective teaching and successful research that must be done to succeed in the face of the pandemic, and create the time for that work by changes to present processes and objectives (e.g., simplify annual reviews, delay Vol Core implementation one year, delay the Strategic revisioning process, encourage diversified faculty work plans, etc.).
2) Commit positive actions to build the morale of our research-related faculty, staff and students. These actions should recognize the challenges of the pandemic and explicitly support our people.

3) Use the occurrence of the pandemic to improve the mechanisms, processes and culture that support research, scholarship and creative activity at the University.

4) Consider the +3000 graduate students who are on campus and completing research-related degree requirements as a resource to improve decisions and outcomes for Fall 2020.

5) Choose decisions for Fall 2020 that positively impact both the +3000 research-related graduate students who will be on campus through all of the scenarios and the undergraduate population, while remembering that these graduate students are essential personnel for our success in research, scholarship and creative activity.

The Subcommittee requests that the Chancellor and her leadership group keep these principles central to their thinking not just for Fall 2020, but for all of Academic Year 2020-2021 and beyond. Growing our success in research, scholarship and creative activity while producing high-quality graduate students is essential to our institutional mission and success.

**Recommendations Applying to all Scenarios:**

Given that research, scholarship, and creative activity will be ongoing on campus in all three proposed scenarios, all recommendations are proposed to fit within all scenarios. Recommendations are grouped by those that fall under the broad category of “research,” followed by the broad category of “graduate students.” Within each category, recommendations are listed in a “loose” order of importance. As such, some recommendations listed in close proximity may be of equal importance.

**Research**

**Streamline department- and faculty-level tasks to increase faculty time for teaching, research and service and staff time to support priority university work that creates success during the pandemic.** This recommendation is based on the necessary recognition that the ongoing challenges and uncertainties caused by COVID-19 will increase and complicate the faculty and staff workload (e.g. effective online teaching, adjustments in research protocols due to safety and campus activity level, increased financial and HR transactions in response to the pandemic, etc.). **(Chancellor’s Cabinet leads)**

Mechanisms to accomplish this recommendation include:

- Simplify standard processes for the Fall faculty and Spring staff annual evaluations. For example, the standard processes could be replaced by a simple form for supervisors and supervisees to rate the level at which disruptions impacted their performance (greatly, somewhat, or not at all) and identify the disruptions and successes that occurred.
- Delay temporarily valuable large-scale initiatives to enable a tight focus on preparing and resolving challenges caused by the pandemic. Examples are the new general education curriculum (Vol Core) and the strategic visioning process. These important initiatives...
require strong faculty and staff involvement, which is severely challenged by the circumstances and constraints of the pandemic. By contrast, tightening focus could create an "institutional win" that would provide positive morale capable of energizing these initiatives when they restart after the pandemic.

- Replace the rapidly built, rigid systems for tracking and recording requirements for research operations (e.g., essential operation plans, health safety plans, etc.) with a single database-backed software package with a flexible input interface, true data integration and a robust reporting function. This software package will enable research teams, departments and research centers to develop functional tailored plans within a single environment while retaining and providing the information in a manner that can be used by colleges, research centers and the University. Plus, after the pandemic, the University will have a searchable information tool rich in information about the campus activities in research, scholarship and creative activity for institutional planning.

- Do not use the institutional stresses of the pandemic to increase work in academic units to meet perceived financial and compliance concerns at the institutional level. Instead, for every increase, find a work decrease and demonstrate that it is an offsetting decrease.

- Facilitate speedy and thoughtful understanding by providing an active point of contact for questions for each major announcement, and develop a role/position for a person who is the point of contact for pandemic-related questions and concerns that can quickly link a questioner to the needed person, office, and/or resource that will quickly help them.

- Implement more electronic signature/paperwork routing processes (e.g., timesheets, tenure dossiers, delivery acknowledgements, staff performance reviews, work requests, space surveys, etc.) to minimize person-to-person contact and time spent on such tasks.

- Create flexibility in faculty workloads for teaching, research, and service (i.e., diversify workloads as a percent effort for all three missions across all faculty members), so that faculty strengths better align to address new needs as a consequence of COVID-19, serving the students and University’s overall mission more effectively.

Provide proactive support for faculty success concerning completion of key outcomes, development of new mechanisms to feature major outcomes externally, and positive support of the pursuit of new external funding, so that external recognition strengthens for UT with respect to research, scholarship and creativity activity during Fall 2020. (Office of Research leads)

- Use the simplified annual evaluation process to identify faculty members who are at a key point in their work (e.g., set of experimental runs, completing a book or a key book chapter, poised to complete the analysis of set of data from a human-related study, have an exhibit or a performance near ready to do, etc.) and need reinforcement to deliver the outcome so as to be able to push work out externally to professional communities and society. Identify what is the quick and critical form of support (e.g., time, financial resources, staffing) that will trigger completion and implement identified support.

- Collaborate with UT Communications, existing and new communities of scholars, research centers (e.g., Humanities Center, JIAM, etc.), Research Council, ADRs, and department heads to identify and implement digital/social media replacements for professional meetings, so as to create external recognition and networking about outcomes of new UT research, scholarship and creative activity.

- Collaborate with college and departmental capabilities for supporting the submission of research proposals, including new communication
strategies about the support and collaboration with college and departmental leadership to identify persons well poised to write proposals. Research funding is still a success story at UT and should be supported and encouraged, even if the state of on-campus student instruction is fluctuating.

- Provide assistance for rescheduling canceled archival/library and field research trips (regional, national, international) including resolution of any legal or compliance requirements. Additionally, create a community of scholars to assist colleagues in developing replacement activities that advance creative work, if these trips are still not possible.

- Resolve COVID-19 related barriers towards meeting goals and deliverables with Sponsored Projects Accounting, so that post-award administrators and review any specific agency guidance together with researchers. The researcher and post-award administrator will determine the appropriate outreach to the sponsor or course of action within the university.

- Utilize discretionary and SARIF funds in a priority manner to support creative activity particularly in the arts-related departments that depend on this internal funding to generate their externally recognized successes.

- Prioritize resources should they be limited to assist early career faculty members to initiate successful careers as researchers, scholars and artists.

- Continue to identify creative processes to expand the infrastructure necessary to enhance collaborations between UTK/UTIA faculty members to strengthen this union.

- Continue to sustain the core facilities program so as to efficiently support the high-end specialist equipment needed for modern research, even as the pandemic may reduce usage due to slowed research progress.

**Strengthen departments by assisting them to develop the best practices for establishing effective internal communications.** These practices could include formation or utilization of a new or established departmental committee to assist the Department Head to convey information and oversee compliance. Ideally such committees would have faculty members, graduate students, and staff to ensure that the perspectives of all departmental constituencies are represented. *(Provost Office, deans and department heads lead)* Possible assignments for these committees:

- Liaison with college’s associate dean of research.
- Provide resources for faculty members for completing compliance and safety requirements as they arise during the semester.
- Act as first departmental reviewers for compliance and safety requirement submissions by faculty.
- Communicate with appropriate compliance and safety entities such as IRB, Export Control Officer, or EHS.
- Maintain up-to-date understanding of research-related policies and procedures, so as to communicate effectively to departmental colleagues.
- The committees should be supported by the new contact persons and the new facilitating position for issues and situations related to COVID-19.
Assist the creative restart and regrowth of human-subject research thru Summer and into Fall 2020. This research community whose primary form of data gathering involves human interactions (e.g., interviews, surveys, etc., that cannot be done by alternative virtual means) is presently and correctly “halted” by IRB and has yet to receive the same attention as on-campus, laboratory-based research to assist its restart and success. (EOC, Office of Research [Office of Integrity], and colleges lead)

- Provide well-articulated guidelines for when and how in-person research can be conducted in Tennessee with the cessation of “safer at home.”
- Provide well-articulated guidelines for implementation of research involving human subjects where subjects come to campus and use a variety of research-related facilities.
- Support sharing of expertise to assist with development of research strategies when in-person activities are not possible, or possible but now not present.
- Transition data-gathering to different hardware that is locally supported by commercial networks.
- Create a community of scholars and a web-portal for gathering ideas collaboratively from colleagues about new best practices for how to move human-subject research forward during a pandemic.

Strengthen laboratory safety culture in concert with implementation and sustaining of health safety culture. Given that the campus has yet to utilize the APLU Guide to Implementing a Safety Culture, utilize the opportunity of the pandemic to perform this implementation (Chancellor’s Cabinet, Environmental Health & Safety and Office of Research lead)

- Implement the twenty recommendations of the APLU Taskforce for Safety Culture.

Collaborate to strengthen communication strategies to faculty concerning research statuses, compliance changes, and support opportunities. To date, different components of the research community have struggled to understand, appreciate and utilize research-related communications. (EOC, Office of Research, and UT Communications lead) This collaboration would strive to:

- Create straightforward and streamlined mechanisms for sharing policies and procedures.
- Provide training videos related to health safety personal protective equipment (PPE).
- Ensure a single well-developed FAQ for research-related and creative activities.
- Provide a single source for all important research news and updates.
- Facilitate speedy and thoughtful understanding by providing an active point of contact for questions for each major announcement, and develop a role/position for a person who is the point of contact for pandemic-related questions and concerns that can quickly link a questioner to the needed person, office, and/or resource that will quickly help them.

**Develop policies/procedures for assisting undergraduate researchers**

to adapt to changing student and research activities during Fall and subsequent pandemic-related semesters *(Provoest Office's Undergraduate Research Office leads):*

- Provide health safety training for participating undergraduates.
- Assist students in developing plans with their research groups for switching between in-person and remote participation in the group research. Plans should include any needed modifications for expected student outcomes for such a switch.

**Create a new office or institutional support structure for postdoctoral fellows.** To date, the University has not joined its peers and aspirational peer institutions in recognizing and supporting the role of postdoctoral fellows in its research success and realizing that their professional success is also the University’s success. Postdoctoral fellows are likely to be in particularly fragile positions with the stressing of research funding and the closure of many career-advancing opportunities during and in the near term after the pandemic. At the same time, the creation of this institutional capability will facilitate the pursuit of new university funding such as training grants for postdoctoral fellows. Now is certainly the time to recognize and support these colleagues. *(Graduate School and Office of Research lead)*

- The office could be placed in the Graduate School or the Office of Research, although the Graduate School is likely the better home.
- Ensure that hiring salaries and benefits are nationally appropriate for postdoctoral fellows as a function of discipline.
- Track the mentoring plans for postdoctoral fellows are being implemented effectively.
- Provide University-supported professional development opportunities for postdoctoral fellows such as: (1) workshops for resumés reflecting positively successes in the face of the pandemic; (2) virtual job fairs (could include senior graduate students) connecting post-doctoral fellows to potential employers; and (3) workshops for seeking external funding to extend post-doctoral fellow support.
- HR training for supervisors and research staff on reassessing goals and modifying expectations.
Graduate Students

Reconceptualize graduate student orientations to provide additional time and support, while increasing the sense of welcoming for our new graduate students. (Graduate School, Office of Research, and departmental Graduate Program Directors lead)

- Create a pre-arrival-to-campus set of virtual orientations.
- Split the on-campus orientation such that many aspects are at the college and department level to create smaller groups with more focused needs.
- Narrow the campus-level orientation content to just critical information that is generally needed for the first semester.
- Provide health safety training.
- Foreshadow the institutional support for developing teaching skills.

Provide specific health safety recommendations for all graduate students that recognize their networked roles both as teachers and participants in research groups. (Graduate School, Student Health Center, Office of Research, and departmental Graduate Program Directors lead)

- Identify health safety guidelines appropriate for student teaching and research, scholarship, and creative activities.
- Identify commonalities from these identified guidelines, and develop an online module to provide training (K@TE).
- Provide open forums (online and in-person) for discussions regarding healthy safety situations for graduate students with respect to their teaching and research responsibilities.
- Ensure that graduate students are classified with faculty and staff for testing and monitoring COVID-19 activity.

Ensure a focus on training graduate students, particularly new students, for hybrid and online teaching and student learning. (Graduate School, Teaching Learning Institute, and OIT lead)

- Ensure that training capability is available immediately at the start of the semester particularly for new graduate teachers.
- Design this training recognizing the relative inexperience of the graduate students as teachers, and their particular teaching circumstances, which are typically smaller classes and class laboratory sections.
- Utilize one- to two-week training courses and self-paced online training courses, particularly for refresher capability.
- Utilize the same courses and online resources as for faculty, while ensuring that graduate students are given priority access at the start of the semester and that the training is customized to the circumstances and instructional responsibilities of the graduate students.

Coordinate mechanisms that sustain and support graduate students with degree requirements involving research, scholarship and
creative activity. (Provost Office, Graduate School, Office of Research, Colleges, Bredesen Center, and Departments lead)

- Provide graduate student training through workshops, panels, mentoring and online resources to assist graduate students in broadening their conceptualization of research, scholarship and creative activity so that this activity can be initiated and sustained in differing levels of allowed research activity.
- Design graduate research, scholarship and creative activity capstone projects (i.e., thesis, dissertation) with maximum flexibility to adapt to sudden changes in allowed research activity level to assist with continued progression on a capstone projects (i.e., systematic reviews and meta-analyses, use of pre-collected materials/data [secondary data analyses, use of frozen samples]).
- Prioritize the work of graduate students (i.e., via use of space, access to needed resources [equipment, funds]) with near-term timely degree conferral requirements in research, scholarship and creative activity to reduce time barriers to degree conferral.
- Identify and utilize additional funding sources for graduate students employed as graduate research assistants/associates, as funding from sponsored projects diminishes due to inability to progress towards milestones.
- Identify methods for increasing graduate student daily schedule flexibility to accommodate class-based and research, scholarship and creative activity needs (i.e., as access to on campus specialized facilities, laboratories, field sites, and library collections may be limited, class-based activities may need enhanced flexibility [hybrid classroom models that allow asynchronous activity]).
- Provide greater professional development opportunities possibly in collaboration with the Center for Career Development for graduate students to increase their understanding of current employment opportunities, which may be altered due to the pandemic, across all employment sectors.

Assess graduate student progress in research, scholarship and/or creative activity in relation to changes in on-campus research activity level during AY2020, develop recognition of this issue, and train departments prior to Fall 2020 to be able to appropriately document and recognize in departmental-level review of the performance of affected graduate students. (Graduate School leads)

- Acknowledge the impact and decide if this should be documented in departmental-level review process and communicated to Colleges and central administration.
- Use Chancellor’s large leadership group and/or Provost’s Dean’s Council to confirm this decision by campus academic leadership.
• Use discussions between the Graduate School, the Associate Deans of Academic Affairs, and when appropriate, the Graduate Council, to develop recognition of the issue.
• Create workshops for departments about protocols that should be used during the departmental-level reviews in Fall 2020 to recognize, document and adjust evaluations for this impact.
• Attend one mandatory workshop by Graduate Program Directors, using a small group format to encourage discussion that further informs process.
• Conduct Fall 2020 departmental-level review of the performance of graduate students utilizing this assumption and training.

Collaborate to develop a mechanism (preferably anonymous) for graduate students to report concerns regarding health safety in research, scholarship and creativity activity spaces that insulates them from negative repercussions due to power differential relationships. (Human Resources, Graduate Student Senate, Graduate School, UT Communications lead)

• Develop and implement mechanism and institute with the involvement of Graduate Student Senate, Graduate School and Human Resources; develop and appropriate administration.
• Have Human Resources provide a workshop for the Graduate Student Senate and other UT graduate constituencies that demonstrates and emphasizes the importance of the reporting mechanism.
• Develop and implement a strategy to inform the UT graduate student community about the reporting mechanism.

Collaborate to strengthen communication concerning impacts on degree progress for graduate students by developing a campus communication system, potentially using technology such as an app, that provides guidance regarding research status and compliance requirement changes for all types of research, scholarship and creative activity. (EOC, Office of Research, UT Communications lead).

• Create a communication app or better utilize the existing UT (Tennessee) app.
• Create clear messaging about policies and procedures.
• Provide training videos related to health safety personal protective equipment (PPE).
• Ensure a single well-developed FAQ for research-related and creative activities.
• Provide a single source for all important research news and updates.

Provide safe campus-managed housing for graduate students who need to self-isolate as graduate students live off campus and most are not from the local community (e.g., out-of-state or international students). (EOC, Graduate School, University Housing lead).

• Develop a scale of need for this matter.
• Resolve any legal issues associated with relocating graduate students from their personal housing to a self-isolation setting to protect the academic and town community.
• Develop the location for this capacity and consider whether it should be separate from a similar capability for undergraduate students.
Visitors to Campus

Introduction

The University of Tennessee, as a state land grant, research 1 institution, is an open campus with the desire to invite guests/visitors to enhance the student experience in and outside the classroom. Therefore, our sub-committee immediately recognized the wide range of guests and visitors who daily engage our campus community. In order to first address the potential role of visitors when the campus reopens, it was necessary to identify the different categories of visitors. When we compiled the list, it again became apparent that vast numbers of diverse groups arrive to campus, including spectators, visiting lecturers, advisers, and families who simply request a tour of the university.

During our discussion, we merged certain sets of visitors into discrete categories, but even after consolidating the various categories, we still arrived at 31 different groups of visitors. Our next step was to establish the core principles in which we could rate or prioritize each category of visitors. We subsequently established the criteria so the sub-committee members would have a standardized manner to first prioritize visitor groups independently, and then collectively as a group arrived at a final decision as to how visitors fit within the Chancellor’s three scenarios. The three principles were:

- The visitor or event is core to the delivery of the academic and research missions of the university
- The visitor/event contribute to the overall student experience
- The visitor/event has a significant economic impact, first to the campus, and next to the community

These three core principles were paramount in our discussion for each category of visitor; when we came to a crossroad as to a specific group, we referenced these principles to guide a reconciled decision. In addition to these three principles, we also factored in these two criteria:

- The guest/event can deliver or receive their content in a hybrid model
- The guest/event can deliver or receive their content in an efficient manner strictly in an online model

Consequently, in several subsequent meetings we discussed the merits of each group of visitors and derived a matrix based on these principles and criteria. We initially ranked the groups in the matrix in descending order based on importance in adhering to the core principles. Our next phase was to commence assessing whether each activity/visitor would be a viable event or guest under each of the chancellor’s three scenarios. Based on our discussion, we developed five categories to assess the viability and conditions to host the event and/or guests:

1. Visitors/guests are allowed on campus in person in accordance with CDC and campus guidelines.
2. Visitors/guests are allowed on campus in person in accordance with CDC and campus guidelines, but with enhanced mitigation.
3. Visitors/guests may proceed with the program or event but in a hybrid approach.
4. Visitors/guests may proceed with the program or event but it must be strictly online.
5. Visitors or events should not be allowed on campus or proceed in any format. Discontinuation of such visitors/activities are to be considered temporary.

**Scenario 1:** We reconvene face-to-face with students for the fall semester, either at the planned time of August 19 or perhaps a few weeks later, but with modifications to our typical practices.

**Recommendations and Considerations:**
In all our discussions regarding the influx of guests to the campus, if we reconvene in a face-to-face environment with students this fall semester, our paramount focus was to ensure the safety of our students, faculty, and staff. In all decisions surrounding the different categories of visitors, this was our major point of consideration. The next point of consideration was to align with our three core principles previously referenced in this summary document, with the priority core principle being to determine whether the guest or activity enabled the university to meet its core mission. Furthermore, in our discussions we also considered the safety of the visitors. In addition, our thought process also factored in the potential liability of hosting events and guests. This was not an overriding factor in any of our ultimate recommendations, but it is always a collateral issue that needs to be addressed going forward.

The following is the list of visitors/events our sub-committee identified:

| Academic Programs outside the classroom, such as recitals | General Visitors (tour the campus on their own or run/walk through campus) |
| Alumni Events | Guest Speakers |
| Athletic Camps | Media on Campus |
| Athletic Events | Meetings (size of meeting) |
| Board of Governors for Colleges | Non-Athletic Camps |
| Campus Tours | Orientation |
| Career Fairs/Interviews | Orientation (family/guests) |
| Children and Parents to the Early Learning Center | Parents, Siblings and Friends |
| Commencements | Visiting Residence Halls |
| Concerts | Research Guests |
| Conferences - Internal only participants | Seminars |
In order to increase safety, yet still be effective in an open campus environment, as previously referenced, we derived these five categories to ensure visitors/events could still possibly be a component of the daily campus experience.

1. Visitors/guests are allowed on campus in person in accordance with CDC and campus guidelines.
2. Visitors/guests are allowed on campus in person in accordance with CDC and campus guidelines, but with enhanced mitigation.
3. Visitors/guests may proceed with the program or event but in a hybrid approach.
4. Visitors/guests may proceed with the program or event but it must be strictly online.
5. Visitors or events should not be allowed on campus or proceed in any format. Discontinuation of such visitors/activities are to be considered temporary.

It is important to note that the sub-committee offers these guidelines as recommendations. If these guidelines are adopted, we believe there still should be recourse for exceptions, based on this dynamic health crisis and/or other important university factors. Therefore, we recommend a committee be formed of six to eight people who may grant exceptions upon appeal. This committee should be named before the start of the fall semester and shall remain intact until such time the Chancellor’s Cabinet or designee believes they are no longer necessary.

After thoughtful dialogue, the following chart separates visitors/events into our recommended category:

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Gardens</td>
<td>Conferences - internal only participants (if 10 or less people)</td>
</tr>
<tr>
<td>Conferences - split between internal and external</td>
<td>Conferences - split between internal and external (if 10 or less people)</td>
</tr>
<tr>
<td>External Candidates for Job Interviews</td>
<td>Meetings (if 10 or less people)</td>
</tr>
<tr>
<td>General Contractors and Sub-Contractors</td>
<td>Seminars (if 10 or less people)</td>
</tr>
<tr>
<td>Student Activity Events (which invite guests)</td>
<td></td>
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<tr>
<td>Student Exchange Programs</td>
<td></td>
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<tr>
<td>Logistics of Move-In Weekend</td>
<td></td>
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<tr>
<td>UT Gardens</td>
<td></td>
</tr>
<tr>
<td>Vet Hospital for Animal Treatment</td>
<td></td>
</tr>
<tr>
<td>Visiting Faculty</td>
<td></td>
</tr>
<tr>
<td>Visitors to the Arts (such as the theatre, museum, art gallery, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
2. These visitors/guests are allowed on campus in person, in accordance with CDC and campus guidelines, but with enhanced mitigation

| • The Logistics of Move-In Weekend  
| • Commencements  
| • Children and Parents to the Early Learning Center  
| • Vet Hospital for Animal Treatment  
| • Student Activity Events (which invite guests) |

**Dictated by CDC, Federal, State, SEC, & NCAA Guidelines:**

- Athletic Events
- Athletic Camps
- Concerts

3. These visitors/guests may proceed with program or event but in a hybrid approach

| • Academic Programs outside the classroom, such as recitals  
| • Alumni Events  
| • Research Guests  
| • Guest Speakers  
| • Visitors to the Arts (such as the theatre, museum, art gallery, etc.)  
| • Career Fairs/Interviews  
| • External Candidates for Job Interviews  
| • Media on Campus  
| • Orientation (incoming students)  
| • Campus Tours  
| • Visiting Faculty  
| • Non-Athletic Camps  
| • Orientation (family/guests)  
| • Board of Governors for Colleges  
| • Student Activity Events (which invite guests) |

4. These visitors/guests may proceed with program or event but it must be strictly online

| • Conferences - internal only participants (if 11 or more people)  
| • Conferences - split between internal and external (if 11 or more people)  
| • Meetings (if 11 or more people)  
| • Seminars (if 11 or more people) |

5. We recommend these visitors or events should not be allowed on campus or proceed under any format. Discontinuation of such visitors/activities may be only temporary.

| • General Visitors (who tour the campus on their own or run/walk through campus)  
| • Student Exchange Programs  
| • Parents, Siblings and Friends Visiting Residence Halls |

**Notes:**
1. For clarification purposes, under category 3, a hybrid approach, the committee believes these guests or events have the opportunity to allow, under certain conditions, face-to-face interaction, but also to use online methods. For example, under campus interviews, the initial pool of candidates should be interviewed via an online platform. However, when the supervisor trims the candidates down to one or two, these candidates could be brought to campus to secure a more in-depth and personal feel before the final decision.

2. The sub-committee assigned athletic events, concerts and athletics camps to category 2. It is shown in the category 2 box, but it is important to reemphasize that the final decision on these events will be strictly based on CDC guidelines and local and state mandates, along with the SEC office and the NCAA.

3. For conferences and meetings, the sub-committee placed a cap of 10 people for these events to be hosted face-to-face. Above 10, the event must be held in an online method. However, by fall, if CDC and campus guidelines change, this cap may be raised to the appropriate number.

4. Under any scenario, general contractors and sub-contractors will be present on the campus engaging in capital projects and other maintenance projects. The sub-committee identified this group of visitors in our list above but did not insert them in the chart as part of a category. The reasoning for this action is due to the fact general contractors and sub-contractors shall continue to work if CDC guidelines and state and local jurisdiction allow them to continue as essential workers. However, there is oversight of these entities by the campus Facilities Services Department and the System Office of Facilities Planning. It is the intention of this sub-committee to continue allowing Facilities Services and Facilities Planning the authority to supervise and provide direction as to their work schedule based on campus, CDC, and state and local guidelines. Furthermore, general contractors along with their subs must develop their own COVID-19 plans which must comply with all current federal, state and local mandates.

Scenario 2: We reconvene face-to-face with students for the fall semester, but then a sudden outbreak or spike in COVID-19 cases requires us to move back to a remote learning environment.

Recommendations and Considerations:
In assessing scenario 2, the major consideration of the sub-committee was to retrace the actions and mandates implemented this past spring when the pandemic began to increase and the campus basically closed and all classes transferred to online.
Therefore, it was imperative we learn from our actions earlier this year, but also determine if opportunities exist for visitors to still have a presence and impact if the campus converts to an online platform mid-semester. The respective units or departments should commence contemplating immediately in the event that any of the guests/events listed in this report, with enough planning and time, could potentially be conducted or performed in an online environment. If not, the guests/event should be discontinued until further notice.

However, depending on the severity of the health situation that led to the shift to online courses, there may be a visitor type or activity that a college or department believes should continue under the parameters of category 2, “They are allowed on campus in person, in accordance with CDC and campus guidelines, but with enhanced mitigation”. Examples of such an activity could include the following:

- Children and Parents to the Early Learning Center
- Vet Hospital for Animal Treatment

Subsequently, the sub-committee strongly endorses the formation of the committee previously referenced in this report to approve person-to-person contact for such activities under scenarios 2 and 3, as well as scenario 1. This single group would make the final decision on such requests, reviewing the proposals from the college or department outlining the enhanced mitigation procedures to be in place in order to proceed with the program or event. The sub-committee also recommends this committee should comprise of professionals with the expertise to weigh the safety and health factors within each request. Our recommendations would be a representative from the following areas:

- Student Health Services
- Environmental Health & Safety
- College of Nursing
- Facilities Services
- At large representative with extensive campus events experience
- Representative appointed by Faculty Senate (preferably a faculty member from Arts & Sciences)
- Professional or faculty representative with connections to offices located outside of Knoxville

It is also important to note the status of athletic events during this time period will be dictated by CDC guidelines, the SEC office, and the NCAA.

**Scenario 3:** Students do not return to campus for the fall semester, and we use a virtual learning environment for the entire fall semester.

**Recommendations and Considerations:**
The recommendations under scenario 2 also mirror the recommendations under scenario 3. Again, the sub-committee recognized it was imperative we learn from our actions earlier this year, but also to determine if opportunities exist for visitors to still have a presence and impact should the campus start the semester strictly in a virtual learning environment. The respective units or departments should commence assessing immediately, in the event that any of the guests/events listed in this report, with enough planning and time, could potentially be conducted or performed in an online environment. If not, the guests/event should be discontinued until further notice. However, depending on the severity of the health situation that led to the shift to online courses, there may be a visitor or activity which a college or department believes should continue under the parameters of category 2, “They are allowed on campus in person, in accordance with CDC and campus guidelines, but with enhanced mitigation”. Examples of such an activity could include the following:

- Children and Parents to the Early Learning Center
- Vet Hospital for Animal Treatment

Again under scenario 3, the sub-committee firmly believes a committee should be compiled to review requests from colleges and departments. The rationale for this committee and the committee composition are outlined under scenario 2.

Once again, it is also imperative to note the status of athletic events during this time will be dictated by CDC guidelines, the SEC office, and the NCAA.

**Other Considerations:**
Throughout this report the phrase “with enhanced mitigation” is used with recommendations. It is important to clarify the sub-committee’s intent with that phrase. In all instances, our sub-committee believes we must adhere and comply with the current CDC guidelines. However, before the campus allows visitors or events to occur, the campus should consider and adopt additional measures to mitigate the spread of the virus.

These additional measures should, in most cases, require the attendees to self-monitor and report their health conditions before arriving to campus. Other measures, but certainly not all-inclusive would be continuing these practices:

- First and foremost, practice social distancing
- Wearing of masks, when feasible
- Increased sanitization practices in the facility before and after the event
- Communication before the event for the attendee to exercise personal protective measures
- Monitor closely local information about the spread of COVID-19 activity in our community and adjust health and safety measures accordingly

These are just a few of many mitigation measures that could be proposed and implemented depending upon the activity and the participants.
Community Engagement and Outreach

Introduction

How has this clarified or elevated our land grant mission? The pandemic has both clarified and elevated our land grant mission. As the state’s 1862 land grant university, the University of Tennessee holds a unique position whose tripartite mission places us as the lead change agent for the state to address this pandemic. We recommend elevating Extension’s functionality to encompass the entire higher education academic enterprise to create a modern land-grant that extends the university’s resources, knowledge, and research that tackles grand challenges across the state.

How this changes our engagement with the public? The pandemic is an opportunity to better connect with the public, setting the standard for service and selfless leadership. It is an opportunity to enhance trust and relevance. We should manage the crisis in part by thinking about the future—what do we want to have happen as a result of University actions? Leading the charge for rural broadband access for the state may be one such dramatic and meaningful outcome.

We have local, state, national and international stakeholders. Local businesses are on the frontlines of interacting with our students, staff and faculty: their success and support is critical for university success. Several ideas that transcend each scenario are described below, followed by ideas unique to each scenario.

<table>
<thead>
<tr>
<th>Overarching Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Conduct a Needs Assessment of key stakeholders across the state (businesses, non-profits, etc.) to determine how the university can engage in meaningful outreach activities. Partner with UT Extension to do so.</td>
</tr>
<tr>
<td>● Identify the University’s existing partnerships and their goals for outreach. House these at the Jones Center for Leadership and Service and/or at UT Extension.</td>
</tr>
<tr>
<td>● Create additional groups (SWAT teams) to help meet needs of communities throughout the state that aren’t already being served, or shore up those that are most important and need more resources (e.g., healthcare, college preparation, food insecurity, job skills, employment).</td>
</tr>
<tr>
<td>● Provide better, more organized resources to the public which builds trust in the University</td>
</tr>
<tr>
<td>● Improve (expand) the University’s faculty experts guide.</td>
</tr>
<tr>
<td>● Provide information and resources for homeschooling (all done by CEHHS now, could students, staff and faculty in other colleges help?).</td>
</tr>
</tbody>
</table>
• Incentivize faculty, staff, and student outreach and community engagement.
  • Build/strengthen expectations into faculty appointments, annual evaluations, Promotion & Tenure, raises and other types of faculty support.
  • Provide opportunities for staff to be engaged and recognize their efforts.
  • Utilize curriculum to reward and support students and faculty for community outreach and engagement.
  • Develop a Service-Learning Fellows program for faculty and staff.
• Establish a communication strategy (and a group/unit charged with the task) with local Knoxville businesses and organizations (Appendix I).
  • Identify their needs, concerns, and how UT might assist in meeting these.
• Identify unique COVID-19 risks to students, faculty, staff and community safety and assist them in managing risk as they engage with the community.
  • Establish and communicate expectations of students, faculty, and staff for outreach and community engagement.

Scenario 1: We reconvene face-to-face with students for the fall semester, either at the planned time of August 19 or perhaps a few weeks later, but with modifications to our typical practices.

Major considerations
• As students return, risk of COVID 19 transmission is likely to increase to local businesses, who may want to take steps on their own to reduce transmission.
• The Knoxville business community needs student, staff and faculty patronage while at the same time desires safety for their own staff through social distancing and other protective measures.

Recommendations for increasing safety, agility, and effectiveness
• Provide clear expectations (“Rules of Engagement”) for risk management to students, staff and faculty as they re-engage with local businesses.
• Establish a website with a “hotline” for local businesses to communicate immediate issues/concerns regarding the university. Convey the information to local business associations.

Scenario 2: We reconvene face-to-face with students for the fall semester, but then a sudden outbreak or spike in COVID-19 cases requires us to move back to a remote learning environment.

Major considerations
- Confusion and loss of trust by students, parents and the community can result.
- Local businesses suffer a loss of clients; permanent closures can reduce attractiveness of the university in the future.

**Recommendations for increasing safety, agility, and effectiveness**

10) Build Trust Through Education: Increase trust in expertise at UTK for clear and open communication
   - Consolidate the System and Campus messaging to avoid public and internal confusion.
   - Run periodic Zoom calls with experts who advised the Task Force for the general public, with an alumni or athletics host and a controlled chat option for live questions.

- Testing, testing, testing! Testing, tracing, and isolation for students, faculty, and staff.
- Create a one-pager (html) for businesses to include small business loan help, KUB/utilities funds, etc.
- Support Tennessee Communities
  - If we are out, K-12 is likely out. Provide tutoring or mentoring help for K-12 TN families and teachers through alternative, outward-facing assignments for our own students. NFS grants, CARES Act funds, a recent CEL grant, and other sources of support from federal agencies could make this a paid activity as well.
  - Address the food insecurity issues our PELL and other at-risk students face by making the food support follow the whole family as part of our Land Grant mission of uplift.
  - Help rural communities access broadband and in the meantime provide strong hotspots, perhaps through Extension, to support communities, business, and future degree completion.
  - Create a Haslam small business “clinic” free to anyone across the state. Partner with UT Extension which has the facilities plus business and economic staff.

**Scenario 3: Students do not return to campus for the fall semester, and we use a virtual learning environment for the entire fall semester.**

**Major considerations**

- Local businesses close, leading to an unattractive campus for residential students, staff and faculty in the future.
- Students disengage, or never start engagement, with the University.

**Recommendations for increasing safety, agility, and effectiveness**
• Develop a “Volunteer Experience Year” that engages students in online coursework with either a research and/or service experience for credit, and is supported by a mentoring team (see Appendix II).
• Communicate the decision ASAP to key stakeholders across the state, with additional communication to the Knoxville businesses (Appendix I).
• Use listening sessions with local businesses to determine how we may help support them through our network of donors and students, staff, and faculty who are living in the Knoxville area.

Additional recommendations or considerations as deemed necessary or helpful by the sub-committee.
• Assist staff to retool for new jobs that may be needed on the campus; help staff to adjust their skill set to do new jobs that are needed.
• Support the Provost’s initiative to combat food insecurity/hunger: End Hunger FEED Change – https://endhunger.utk.edu. See Appendix III.
• Support the One Health initiative—while led by UTIA, can be most impactful with inclusion of multiple colleges and programs
• Develop an intentional effort and associated marketing/communications strategy to have UT work on the United Nations’ Sustainable Development Goals in order to broaden student/staff/faculty engagement on community support: https://www.un.org/sustainabledevelopment/sustainable-development
• Offer a class focused on the Land Grant Mission (such as the one proposed by Gee and Gavazzi) and servant leadership. Can this be a course all students take and receive credit for?
• Offer a remote section of ELI 110 plus 3-4 other Vol Core courses appropriate for freshman (in collaboration with Admissions, Advising, Registrar, OneStop, and Student Success).
• Create a 1 pager (html) to be included in syllabi and Canvas page centralizing information on food pantries, the emergency fund, counseling help, small business loan help, KUB/utilities funds, etc.

APPENDIX
II. The Volunteer Experience Year

The Volunteer Experience Year
If you can't be here, you're still a Volunteer.

Some students who want to be on campus this fall will be unable to come or to return because of the Covid-19 pandemic. The Volunteer Experience Year is a creative response to this moment that will keep our students enrolled; show compassion for the realities facing families; and transform communities in a way that builds trust in higher education.

The Volunteer Experience Year has three components: 1) 9-12 hours of online coursework with us 2) either a research or a service track, and 3) a rich mentoring team in conjunction with the new Vol Success Teams. Students would remain full-time and thus be able to use their financial aid package to cover reduced tuition without housing. In exchange, they commit to helping our world through service or research so that together, we can get through this crisis creatively and compassionately.

Bring your greatest passion to the world’s greatest needs
- The service focus asks students to propose how they want to meet real community needs, whether in this state or beyond. Food security, sustainability, military reserves, K-12, eldercare, and Big Brother/Big Sister programs all need Volunteers who can serve virtually. Service Learning, the Veterans Resource Center, the Division of Student Life, the Jones Center for Leadership and Service, and the Office of Diversity and Engagement can help students identify their passions for service, match with a project, and determine appropriate credit through an academic department.
- Research and creative activity also serve the greater good. The research focus lets students dive into the world of R1 research in any discipline by applying with an interest statement then partnering with a Faculty Fellow (modeled on the INS Fellows program) as part of a research or creative team in a new or ongoing project. Faculty mentors adjudicate independent study or other departmental credit.

Digging into your college experience
- Volunteer Experience Scholars identify up to 5 potential disciplines that connect their service or research project to their academic studies. Establishing a “zone” of future majors and minors will allow us to match students with great faculty mentors.
- Scholars serve or pursue research that is aligned with their future academic and career interests. CIS, EI, independent study, or other departmental credit can be coordinated with criteria to be determined by the appropriate department and faculty mentor.
Volunteer Experience Scholars meet via Zoom once a month with their mentoring team, including a faculty member, a professional advisor, and either an alumnus “project coach” or upper-class student to talk about their project, their studies, and get feedback. The mentoring team for UT Promise Scholars would include their UT Promise mentor, while new students will have a coordinated Vol Success Team.

We encourage all scholars to commit to a year-long partnership with a non-profit, charity, or other project that supports the general welfare of their community.

We will feature stories about the transformative work our students and faculty do across the state and across the globe throughout the year on our website.

**Concerns and Considerations**

*Do we have enough online courses to accomplish this goal in such a short time?*

The Faculty Senate survey about Spring 2020 emergency online instruction revealed over 56% of all faculty felt very or moderately comfortable teaching online, with another 22% undecided, even though most had never taught online before. That confidence, coupled with the summer for training, means we can quickly build capacity. Courses that have already been adapted for summer as five-week classes would allow students to choose a combination of Fall 1 and Fall 2 classes to create a positive experience for those who would otherwise pause their education.

*Would faculty support the idea and the extra work?*

Many faculty members with health concerns or vulnerable family members will have to teach online or take medical leave. Others with freshly positive experiences are open to a temporary move to online instruction as long as we keep class sizes small and maintain a commitment to quality. For those faculty members who cannot return to campus safely or translate their courses into online formats, substituting service or research mentoring for a portion of a teaching assignment could give us all flexibility.

*How could we possibly coordinate a project of this scale?*

The biggest single service need we know, prior to a community needs assessment, is for mentors to help K-12 students, their overwhelmed parents, and their teachers, but it’s far from the only opportunity. The Office of Student Life, Extension, CEHHS, Veterans Services, the Jones Center for Leadership and Service, the Office of Alumni Affairs, Engagement initiatives, and other units can help us grow our internal, community, and even international relationships by connecting our students, alumni, and faculty in creatively addressing real-world needs across the state and beyond. The research track would combine capacity from the Baker Center, Undergraduate Research, the Office of Research, the Humanities Center, and other centers to help students and faculty members find each other for new creative and research opportunities. Standing up a Faculty
Fellows program to help make faculty members visible to students, using ORE to find grant support, and making R and independent study or field study repeatable hours adjustments will help us move quickly. The Volunteer Experience Year would meet our goals for enrollment, academic progress, and community engagement. It unites siloed existing resources to help us continue to lead the nation in access, puts steam behind retention efforts, and builds trust across the state as we all weather the uncertainties of the coming year by helping each other.

III. Summer Webinar Series-End Hunger/FEED Change

**Summer Webinar Series – End Hunger/FEED Change**
The End Hunger/FEED Change initiative will be implementing a virtual engagement program this summer to raise awareness of food insecurity through a series of webinars, with an at-home plant-growing component for those who chose to participate. In addition to raising awareness of the topics listed above, this activity serves as a ‘soft launch’ of the End Hunger FEED Change themed year, set to begin in August 2020.

The webinars will be conducted by faculty, staff, students, and community partners and will be hosted on the End Hunger/FEED Change website. Notification will go out to the UTK community via e-mail and on the main calendar of events; we will also develop a social media campaign. The webinars and any all other online program content will be available to students and the public.

For the plant-growing component of the program, students will be given the opportunity to sign up for seeds which they can then plant on their own, with support through webinars and other online resources. We will have a limited number of seed packets to send out, approximately 3,000. Students can choose to opt-in to a competitive track where they will compete with their fellow students to see who can first succeed in growing their seeds to a harvestable state. The winners will get recognition in an end-of-program webinar and on the End Hunger/FEED Change website. The alternate track of plant-growers will be those students who request seeds, but do not wish to formally compete. The University Libraries Seed Library and the Grow Lab have agreed to donate seeds to the program and so the plants in question will vary, but will all be simple to grow. Students who choose the competitive track will be competing against those growing the same plants.

As not all students have the resources needed to grow plants from seeds, the webinars will be designed to foster understanding of the process of food production from seed to table, not simply how to grow a plant. The goal of the series is to increase participant understanding of the food systems, nutrition, food insecurity, the life skills necessary to shop for and prepare fresh produce, resources available to those who are food insecure.
Throughout the summer, we will hold the webinars to support and educate students in connection with their seeds. This content will be carried through the End Hunger/FEED Change themed year 2020-2021. The content of this summer virtual engagement programming will focus on the following possible areas:

**Horticulture and community gardening:** simple vegetable plant growing (windows or container), resources for those who wish to participate in gardening (Knoxville only, with suggestions on how to find or start community gardens outside of Knoxville)

**Food system:** including farming, supply chain, processing

**Food justice:** how can you help those who are food insecure - your fellow students, community, state, global residents?

**Resources for those who are food insecure:** the SNAP program (its reach and how to apply), community food pantries, UTK resources for students, etc.

**Nutrition:** balanced eating

**Recipe planning and shopping:** recipe planning and shopping with limited resources

**Cooking:** demonstrations of simple healthy dishes you can make in a residence hall (with a minifridge and a microwave)

**Climate Change and its impact on food security:** domestic and global implications linked to the economic development and sustainability of communities

Webinars will range from 7-30 minutes, with time for questions. Students will have access to the completed webinars on the endhunger.utk.edu website.

Suggested timeline:
- **June 5** webinar 1: horticulture and community gardening
- **June 19** webinar 2: food system, food access
- **July 10** webinar 3: recipe planning and grocery shopping (including farmers markets, CSAs, grocery stores)
- **July 17** webinar 4: resources for those who are food insecure, food justice
- **July 31** webinar 5: plant check in, growing plants indoors in prep for Fall 2020
- **August 7** webinar 6: nutrition, cooking, celebration of winners
- **August 12** send out summary message and information about the coming themed year for End Hunger/FEED Change
- **August 19** first day of term