**Academic Instruction, Personnel, and Research**

**Final Draft**

**Overall**

* Georgia College will follow guidance provided by the University System of Georgia and comply with all directives in preparing for Fall 2020 instruction.
* All faculty will be prepared to deliver course work online regardless of the three instruction scenarios noted below. The Center for Teaching and Learning will provide appropriate programming to support faculty. Following an assessment of training experiences completed by faculty (i.e., Quality Matters, GeorgiaVIEW, etc…), if needed, the Department Chair will work with the CTL to identify additional offerings. All faculty are expected to complete relevant training and be ready for Fall 2020 instruction.
* All faculty will work with students who have been exposed to COVID-19 and are quarantined to ensure they are able to continue making academic progress.

**Scenario 1: Open with face-to-face instruction in Fall 2020.**

Assumptions: All actions will conform with physical distancing and workplace safety requirements that are recommended by the CDC at the beginning of the semester, *e.g.* requiring face masks, limiting building occupancy, providing hand sanitation, conducting frequent cleaning. These requirements may be adjusted over the course of the term in accordance with evolving CDC guidelines and guidance from the USG. Georgia College will provide hand sanitizer, disinfectant wipes, masks and gloves as needed in order to adhere to CDC guidelines. Policies will be developed in accordance with USG guidelines for faculty in high-risk groups, to ensure instruction is completed (*i.e.,* fully online or other appropriate modalities.)

**Face-to-Face Classroom Instruction:**

* Perform an analysis of seating capacity for all classrooms, identifying max capacity when physical distancing and all workplace safety requirements are enforced. Remove all desks which are not to be used.
* Develop protocols for how students enter and exit the classroom.
* Develop protocols for how faculty enter and exit the classroom.
* Develop protocols for students who arrive late or who seek to leave and re-enter the room.
* In computer labs, determine the number of computers which can be used based on physical distancing guidelines and cover the computers which are not to be used. Sanitize keyboard and mouse before and after each use.
* Consider USG guidelines and provide safety training for faculty, staff, and students in all aspects of the above.
* Begin reassigning classrooms to allow for physical distancing using these principles for reassignment:
* The highest priority will be allowing as many students in as many classes to meet together for face-to-face instruction as frequently as possible.
* If a class is already scheduled in a room that will allow all registered students to attend class face-to-face at the same, then that class will initially remain in that room.
* If there is an alternate meeting location that would accommodate the entire class meeting face-to-face, then the class will be relocated to that new location.
* If there is a not an available room that can accommodate the entire class meeting face-to-face, every effort will be made to identify a classroom that allows at least half of the students to attend face-to-face every other class period.  These classes will be marked in the schedule so students know when to attend.
* When no other rooms are available, classes may need to be separated by more than ½ to accommodate distancing in the classroom.
* A department or faculty member’s room and building preferences will only be considered when there are equal options for a room.
* Also critical to this process are the following factors:
  + The earlier we can receive and approve at-risk faculty requests to teach online in the Fall, the easier it will be to adjust other classes.
  + If departments are planning on raising the caps on any of their Fall courses, they should do so as soon as possible to ensure that we are finding appropriate room placements.
  + If positions are not going to be filled or if some classes may be cancelled, the earlier we provide some notification – even tentative – the better.
  + Michael Rickenbacker and Shea Groebner’s analysis of maximum capacity with social distancing must be finished before we will be able to begin modifying classroom assignments.
  + We agree to make assignments after reviewing many drafts, like we do with the current course schedule.  Departments will have a chance to give feedback.
* Perform new 25Live Scheduling runs to develop an alternate set of classroom assignments. While new room assignments will be ready for immediate implementation, no changes in existing Fall 2020 classroom assignments will be made until Georgia College receives official notice to open while implementing physical distancing.
  + Preserve as many existing room assignments as possible for classes that can accommodate every enrolled student while implementing physical distancing.
  + Reassign the largest classes to larger space, including spaces typically not used for instruction, *e.g.,* Centennial Center, A&S Auditorium, Peabody Auditorium, West Campus classrooms.
    - For example, we estimate that the A&S Auditorium can safely fit 60 students (25 on the lower level, 35 on the upper level) while practicing physical distancing.
    - Magnolia Ballroom could also accommodate about 60 students per class.
    - The Centennial Center has the capability to be divided into classrooms that serve up to 400 students during the same meeting period without using the athletic floor.
  + Reassign small and mid-size classes to larger classrooms.
    - The capacity of our traditionally larger classrooms depends greatly on the features of the room, *i.e.,* whether there is fixed or movable seating, whether there are desks or tables, the overall shape of the room. For example, Atkinson 109, which would normally accommodate between 30-45 students, will likely only accommodate 10-12 students at a time. Health Sciences 207, on the other hand, could be set up to serve up to 32 students at once.
    - When possible, classes will be moved to these rooms in order for an entire class to meet together while practicing physical distancing.
  + Dedicate the smallest classrooms that can no longer be used for instruction as meeting rooms or group work stations that can be reserved through facilities reservations.
  + Ensure necessary equipment is available in newly assigned classroom space.
  + Prepare classrooms for physical distancing by either removing or marking seats that should not be used.
  + When possible, avoid rescheduling courses at another time.
  + Departments offering off-campus courses, *i.e.,* classes at Central Georgia Tech, Macon, or Navicent Health, will need to make similar accommodations for their classes.
* Implement a staggered class attendance structure for any class that, once assigned to a new classroom, cannot practice appropriate physical distancing in the assigned space. This could include some students attending in person while others attend synchronously online, rotating days of attendance in an equitable manner.
  + Ensure some face-to-face instruction time for each student in each class each week.
  + Stagger all classes that need to be separated using the same method to avoid confusion.
  + Additional technology will be required in every classroom to provide online access for part of the students.
    - All F2F classes would be video-captured in case of technological issues.
    - Instructors would be provided with a walking camera.
    - Instructors would be provided with a personal microphone.
    - Provide students with circulating technology where needed.
  + Additional technology or space will be required for in-class testing. Perhaps some newly created spaces can be held as “testing rooms” that instructors can reserve for test days.
* Require daily attendance tracking of students meeting in face-to-face environments for use in contact tracing in the event of exposure to the virus.
* Minimize contact in required class activities.
  + Group meetings conducted online.
  + Encourage faculty to avoid using small groups in classes unless there is adequate space for students to spread out and communicate without disruption.
* If needed to limit contact in large buildings and hallways, lengthen the approved course schedule to provide additional time to change classes. Start classes earlier, end classes later, and increase break times.
* Regarding faculty office hours, committee meetings, or other small groups, it may difficult to adhere to physical distancing guidelines. In such cases, virtual methods (Webex, Zoom, etc.) will be used.
* Events that were previously scheduled for Fall 2020 through our facility reservations policy may need to be cancelled or rescheduled to give preference to academic classes.
* Student lounges/study areas would need to be re-configured to eliminate some seating and establish appropriate distance between seats.
* Provide additional faculty development to help instructors implement and share new teaching strategies to address these challenges.

**Face-to-Face Laboratory Instruction:**

* Laboratory courses are scheduled directly by departments and there is typically only one location where these sections can meet. Identifying larger spaces for lab or studio sections to meet will rarely be an option, but might be possible for some sections in areas like the health sciences movement lab.
* In consultation with the department chair from each area, perform an analysis of seating capacity for all laboratories and studios, identifying max capacity when physical distancing and all workplace safety requirements are enforced.
* When possible, students will continue to meet together in existing laboratory and studio spaces while practicing physical distancing.
* Due to the movement of students, sharing of equipment, faculty working and helping students with equipment, chemicals, open flames, etc., 100% social distancing is nearly impossible in these labs; therefore, masks will be required at all times.
* Provide open lab options, if pedagogically and procedurally appropriate, while limiting the number of individuals in the space at any given time.
* Consider reducing lab times by putting pre-lab and/or lab quizzes online so that more sections can be accommodated per day.
* If section size must be reduced, and if pedagogically appropriate, departments may implement a staggered class attendance structure for any class that cannot appropriately practice physical distancing in the assigned space. This could include some students attending a lab section with others attending synchronously online.
  + Stagger all classes that need to be separated using the same method to avoid confusion.
  + Additional technology will be required in every classroom to provide online access for part of the students.
* If section size must be reduced, departments may also create additional laboratory sections and move students with no time conflicts into these new sections to lower section size. Some of these sections may need to be scheduled in the evenings, early in the morning, or on Friday afternoons during the common meeting time. Saturdays may also eventually be a consideration as a last resort.
* Lab doors will always be locked, even when occupied and steps will be taken to ensure that only students enrolled in research courses have access to labs.
* Departments will make any additional rules they deem necessary to ensure the health and safety of all who are using laboratory spaces during this period.
* Ensure appropriate custodial support is available or have faculty remove their own waste.

**Face-to-Face Studio and Performance Instruction:**

* Studio and performance courses are scheduled directly by departments and there is typically only one location where these sections can meet. Identifying larger spaces for studio sections to meet will rarely be an option, but might be possible to shift some use to Russell Auditorium or the Black Box Theatre.
* When possible, students will continue to meet together in existing studio spaces while practicing physical distancing.
* Perform an analysis of seating capacity for all studios, identifying max capacity when physical distancing and all workplace safety requirements are enforced.
* If section size must be reduced, and if pedagogically appropriate, departments may implement a staggered class attendance structure for any class that cannot appropriately practice physical distancing in the assigned space. This could include some students attending a lab section with others attending synchronously online.
  + Stagger all classes that need to be separated using the same method to avoid confusion.
  + Additional technology will be required in every classroom to provide online access for part of the students.
* If section size must be reduced, departments may also create additional studio sections and move students with no time conflicts into these new sections to lower section size. Some of these sections may need to be scheduled in the evenings, early in the morning, or on Friday afternoons during the common meeting time. Saturdays may also eventually be a consideration as a last resort.
* Ensure that the following minimum precautions are in place for theater courses.
  + Require physical distancing in staging, masks on actors, setup, performers, etc.
  + If performances are held, require audience members stay six feet apart, identify appropriate seating locations. Examine best practice recommendations from appropriate performance organizations and associations.
  + Other departments using Russell for class must vacate in time for Theatre to do the necessary work on the stage by 5:30 p.m.
  + Computers, cameras, mics would be necessary in performance rooms (e.g. Campus Black Box Theatre, Campus Black Box Theatre Design Lab Room 217, Russell Auditorium).
  + Wide angle lens would be necessary to use WebEx and/or Zoom for performance classes.
  + Limit on-stage performers to no more than 10 to 20 performers, depending on the size of the stage
  + If individuals use the Genie lift (a two-person elevator bucket to hang lights for a production), it would be good to have a full-face mask.
* Ensure that the following minimum precautions are in place for music courses.
  + Require physical distancing in classrooms, practice rooms, one-on-one lessons, studio classes, recital hours, rehearsals (large and small), and performances. Mask should be used in all situations.
  + Baffling, video/audio feeds between spaces.
  + Cameras and microphones should be considered with woodwind, brass and vocalists.
  + If performances are held, the audience will be required to practice social distancing (6 ft rule) and chairs will be arranged to comply with the guidelines from recommended best practices. Will need to refer to additional guidelines from professional organizations currently collecting data in this area. This same policy would apply to concert series events.
  + Incorporate live streaming as a means of dealing with audience overflow.
  + Equipment and instruments in any of the spaces would have to be properly disinfected before and after use.
  + Limit number of performers based upon recommended guidelines (10 people) and give consideration for the size of the space. Also consider incorporating baffling to meet the guidelines.
* Ensure that the following minimum precautions are in place for art courses.
  + Students and instructors required to wipe all work stations, keyboards, tables, desks, cabinets, printers, scanners, studio equipment, and chairs at the beginning and end of each class period.
  + Faculty offices and smallest enclosed spaces limited to single occupancy at all times.  If necessary, faculty office hours to be held virtually.
  + Physical distancing at all times (6 feet).  This would require decreased class sizes of no more than five in our smaller studio spaces, and otherwise calculated on square footage.  Darkrooms, for example, should be single occupancy, two at most at any given time.
  + Student access to facilities for independent work to be restricted, with specific times allotted according to set schedules.
  + Receptions and social gatherings typical in the arts to be eliminated for fall semester.  Daily gallery attendance to be restricted to maintain social distancing guidelines.
  + Face-to-face Guest Artist and Scholars programming to be reviewed and, if necessary, eliminated for fall semester.  Move towards virtual guest presentations.
  + Separate GC facilities requiring application of these precautions: Ennis Hall, Miller Annex Printmaking Studio, Grassmann Ceramics Studio, and the Georgia College Museum of Fine Arts/Underwood House.  Some ARTS courses are also held in A&S classrooms.
* In accordance with the USG guidelines and the Georgia College plan, departments may consider other adjustments to ensure the health and safety of all who are using studio spaces during this period.

**Internships, Student Teaching, Clinical Placements:**

* Requirements will be set by external placement sites.
* Students will not be allowed to carpool to placement sites.
* Some accommodation may need to be made for faculty site supervisors, depending on the location and the potential risk.
* Given the critical role that these experiences play in our GC Journeys/Momentum Year plan, provide additional assistance for students who need to find a new placement and also in providing online, simulation, or other means of involvement.

**Continuation of Online Instruction:**

* Graduate courses that were already scheduled to be online will continue to be offered in this format.
* Faculty who fall into a higher risk population should contact their campus human resources department to begin the process of requesting alternative arrangements for the fall 2020 semester. Faculty will work in tandem with their department chair to identify the best alternate arrangement for delivering their courses.

**Faculty and Student Research:**

* Create a fair and transparent process for granting laboratory access to researchers.
  + Principal investigator submits proposal outlining health and safety procedures and additional training for themselves and their students.
  + Publicly display lab safety protocols.
  + Department verifies presence of necessary protective materials and establishes oversight procedure to ensure compliance.
* Differentiate critical and time-sensitive research activity and normal research activity when making discussions to grant access.
  + Critical research includes research to comply with grant or contract agreements.
  + Time-sensitive research includes research that must be conducted within certain climates, seasons, or other environmental conditions. Time-sensitive research also includes research that is intrinsic to faculty scholarship progression for tenure and promotion and annual evaluations.
  + Normal research activity includes general maintenance of the laboratory.
* Strictly follow NIH guidelines for any research involving clinical patients or human research subjects.
* Limit access to research labs to students who are enrolled in a course for academic credit.
* Ensure that no researcher is coerced or pressured to return to the lab prematurely.
* Practice physical distancing by rearranging space, restricting the number of students enrolled, and/or maintaining a staggered occupancy schedule.
* Due to the movement of students, sharing of equipment, faculty working and helping students with equipment, chemicals, open flames, etc., 100% social distancing is nearly impossible in these labs; therefore, masks will be required at all times.
* Use the Special Collections department in the library if primary source material is needed.
* Conduct all lab meetings and/or journal clubs virtually.
* Have several remote research options for continuing research such as literature reviews, data analysis, drafting a manuscript, and applying for grants or fellowships.
* Each research lab will develop a continuity plan in the event of a disruption of research activity. Plans must include lab shut down procedures, list of equipment that require continued operation and maintenance, list of placed supply orders that require special handling upon arrival, and plans for continued communication and remote work.
* Require training opportunities for research PIs and current personnel in safety protocols and compliance over the summer.

**Study Abroad:**

* With regard to Fall semesters at Georgia College, it should be noted that – historically – few faculty-led programs are ever offered, and (similarly) only a handful of semester students study at exchange partners abroad or other foreign institutions.
* Given the many unprecedented uncertainties related to international health, travel, and study, the Center for International Education recommends the postponement or cancellation of outbound (travelling) Fall, 2020 Study Abroad programs in favor – where possible – of alternative learning/teaching options so as to protect students’ academic progress.
* Maintain accessibility and functions while observing physical distancing and proper hygiene, plus the offering of electronic service options and alternatives.
* Continue the process of expanding electronic service alternatives in the areas of faculty assistance, program promotion, and student service.
* Suggest postponing/deferring all new major institutional initiatives abroad, pending COVID-19 resolution.
* Payments for services to be deferred as long as possible and made only when necessary or as required.
* Take out (where possible) insurance policies to cover potential institutional losses.

**Library Access:**

* Restrict and repurpose space to comply with physical distancing.
  + Rearrange furniture and spaces to accommodate recommended physical distance guidelines.
  + Restrict access to study rooms to 1 individual per checkout and remove furniture that would encourage group gatherings in small spaces.
  + Repurpose space such as Times Talk area to support physically distant individual studying.
  + Library staff will increase the number of physical walk arounds to ensure that social distancing is being observed.
  + Additional time will be added between study room reservations so that rooms can be sanitized before the next checkout.
  + Reconfigure spaces to support physically-distanced group study/presentation practice.
  + The library will explore options to adapt larger spaces (ex. Library 302) for group study/presentation practice in a manner that complies with social distancing.
* Restrict access to collections
  + Where possible the library will reduce or eliminate the need for patrons to access physical library materials by allowing patrons to pick up materials from the circulation desk or have them mailed to them via campus mail.
  + All articles requested from other libraries will be delivered electronically.
  + For new acquisitions, electronic books will be the preferred format.
  + All physical course reserves will be either replaced with existing electronic content or scanned for digital access in a manner that complies with copyright guidance.
  + Streaming videos will be provided for course reserves as an alternative to having students come into the library to view films.
* Deliver information literacy services remotely.
  + Individual research consultations will be delivered remotely via WebEx.
  + One-on-one research assistance will be available via chat, phone, and email.
  + Group information literacy sessions will be delivered via an embedded librarianship model via GeorgiaVIEW.

**Institutes, Centers, and Programs**:

* Andalusia Institute
  + Operation of office through a combination of virtual and face-to-face service with physical distancing guidelines in place.
  + Some continuation on on-line and face-to-face events.
  + Events will have required pre-registration to limit participants.
  + Peacock face masks will be provided.
* Center for Early Language and Literacy
  + Administrative and executive staff will return to work at the Deal Center on a daily basis while practicing physical distancing.
  + Professional Development (PD) Specialists, Administrative Office Manager, and Research Manager will be on-site at the Deal Center for staff meetings as needed with appropriate physical distancing.
  + Individual office locations within the center allow for physical distancing with limited staff present at the center.
  + While at the Deal Center, all staff will be required to wear mask and gloves.
  + One person at a time allowed in the breakroom.
  + Only 3 people at a time in the conference room (certain staff members will attend staff meetings remotely to meet social distancing guidelines).
  + Community outreach/partnership meetings will be help remotely.
  + Continue with virtual professional learning experiences conducted by experts in the field since physical distancing guidelines will be difficult to meet with face to face learning events.
  + PD Specialists will develop a series of online learning modules for K-3 educators on evidenced-based early language and literacy practices.
  + Electronic media will be developed for community organizations focused on the important role of early language and brain development and strategies for development.
  + Social distancing practices and the wearing of masks and gloves will be adhered to when visiting our partner schools and organizations for data collection.
  + 2020 Governor’s Summit on Early Language and Literacy will be held virtually.
* Early College
  + The Early College Program will need to follow the guidelines set forth from the DOE based on the current spaces they are allotted at the university.
  + While in Kilpatrick, Early College students and faculty will be required to remain on the Peabody school side of the facility.
* Rural Studies Institute
  + All day-to-day functions of RSI will occur on campus with appropriate physical distancing.
  + Research and data gathering will occur through mostly virtual means.
  + Meetings will occur with most stakeholders through virtual formats and teleconference.
  + If in-person meeting is necessary, physical distancing will be observed during the meeting.
  + Masks will be ordered for meeting participants who do not have their own.
  + All RSI in-person, sponsored activities will adhere to less than 10 participants.
  + These activities will require collaboration with facilities reservations to find appropriate accommodations as Miller Gym will not provide proper seating arrangements.
  + Data gathering and assessment for regional resiliency taskforce will occur through virtual means or adhere to CDC social distancing rules.
  + Communications and branding strategies will include mostly virtual tools and will work with University Communications to find best approaches.
  + Fundraising efforts will be mostly web-based and virtual in scope.
  + On campus and off campus dissemination of information will utilize email listservs, the RSI website and social media.
  + A virtual RSI discussion series will be launched.
  + Speakers (external and internal) and/or content for the series will be identified and scheduled, taped, edited, produced and disseminated virtually.

**Momentum Year & Momentum Approach**

The Georgia College Momentum Year/Momentum Approach plan is an experiential learning program which revolves around students completing five high impact practices, while taking courses that are mapped to the AACU’s Essential Learning Outcomes. This plan focuses on:

* Students making a purposeful academic choice
* Attempting a fuller schedule of a clear pathway

While many of these experiential learning experiences are in person, the following table outlines the activities identified in Georgia College’s 2020 Momentum Sustainability plan and outlines what adjustments have been put in place in order to accomplish these activities.

|  |  |  |
| --- | --- | --- |
| Activity | Process/Steps | Completion Date |
| Re-do Advising Sheets | Advisors work with departments to include GC Journeys on advising sheets | Fall 2020 |
| Inviting faculty to speak at FYAS | FYAS instructors will coordinate with faculty to speak to students in FYAS | Fall 2020 |
| Creating a Degreeworks system to track GC Journeys/ Momentum Year | The registrar will work with IT on creating a system |  |
| Hosting a symposium for faculty on GC Journeys/ Momentum Year | Inviting faculty from each to department to participate to brainstorm on ways to grow GCJ activities | Postponed |
| Training for department chairs | Offer training for department chairs on identifying and coding GCJ experiences | Summer 2020 |
| FYAS instructors will be the onboarding for GC Journeys/ Momentum Year; advisors will have intentional conversations | Students will learn about GCJ from their FYAS instructors and classes will follow the same format; advisors will ask questions about GCJ during advising |  |
| First Year Guides will lead programming on GC Journeys/ Momentum Year | During orientation and during the semester FY Guides lead GCJ specific programming |  |
| Offering monthly info sessions | Each month, offer a GCJ info session | Ongoing |
| Offer a course on teaching High Impact Practices | Faculty would learn about designing and running HIPs in their classes | Summer 2020/Fall 2020 |
| GC Journeys/Momentum Year Faculty Learning Community | Faculty learn about HIPS in a faculty learning community | Spring 2020-on going |

For many of our Momentum Approach activities, we are able to move these experiences online. As listed elsewhere in this report, we will have to make adjustments to many of these hands-on experiences. For instance, many of our study abroad initiatives will be transitioned to virtual exchange programs. Some of our undergraduate research programs will continue at a distance, with the mentoring being moved online to digital platforms, while other programs (such as in Chemistry) will have to be modified.

Most of the technological needs can be addressed by programs that Georgia College already has. This includes the use of Georgia View for curricular-based experiences, Microsoft Teams, WebEx, and Zoom for virtual conferencing. Finally, Georgia College is considering purchasing Student Opportunity Center software as a portal for student success/Momentum Approach initiatives.

Aside from what has been previously outlined in the report, the Student Advising model will be adjusted to accommodate social distancing starting in Fall 2020. Advisors will continue an active outreach campaign (each advisor will touch base with each advisee between 2-3 times a semester). These touchpoints will occur the 3rd, 6th, and 9th week of the semester. Advisors will be able to meet with students via WebEx, Zoom, by telephone, or email. Finally, the academic advisors will still be able to offer all of the services that they already offer for students whether it is academic advising, graduation applications, working with the First Year Experience students, serving as a touchpoint for GC Journeys, or working with students on probation or academic warning.

As part of our communication strategy, the Office of First Year Experience will continue to run our GC Keeps Learning website, which will keep all students, particularly first year students up to date on any changes. Also, our First Year Guides will be embedded in First Year Academic Seminar. The GC Reads program will have multiple rotations with smaller sections (and potentially online sections as well). All social programming for first- and second-year students will be done in coordination with the First Year Experience Committee and Student Life representatives as to follow the outlined restrictions for social programming. Finally, there will be more online programming for First Year & Second Year students, capitalizing on programs such as GroupMe, Microsoft Teams, and WebEx.

**Additional Considerations:**

* At all stages, faculty development should be provided that helps instructors adjust to new classroom realities, *e.g.,* inability to put students in small groups for discussion, providing content online, forming meaningful relationships with students with limited face-to-face interaction.
* The Center for Teaching and Learning will specifically offer workshops and materials through the digital environment (i.e., WebEx, WebEx Training, WebEx Teams MS Teams Kaltura, GeorgiaVIEW, etc…). Overall, the CTL can meet the faculty development needs. Faculty from other USG institutions can participate in these sessions.
* Depending on the circumstances consult with the USG on tenure clock adjustments. Departments may have to adjust weighting for scholarship/research on the annual evaluation.
* Procedures should be outlined for students requesting accommodations as a member of an at-risk population.
* Faculty have access to either their office desktop or laptop. Students can check out laptops from the library.
  + When lending technology to faculty or students, will need to establish a sanitizing protocol.
  + Identify loanable laptops and equipment
  + Ensure that each laptop has latest security protocols
  + Examine licenses to allow use of discipline specific programs
* Student support services, including the Learning Center, Writing Center, and other department computer labs will offer face-to-face tutoring, limit students in each space, and provide virtual tutoring options.
* Tutoring services, supplemental instruction will continue in accordance with institutional and USG guidelines.
* The Center for Teaching and Learning will continue to maintain <https://www.gcsu.edu/gckeepsteaching> and <https://www.gcsu.edu/gckeepslearning> to support students and faculty.
* Georgia College has the capacity to take on additional USG instructors as mentees. Several of Georgia College instructors have volunteered to mentor instructors and are willing to help.

**Scenario 2: Remain fully online for Fall 2020.**

**Online classroom instruction:**

* All classes remain fully online.
* Ensure technology is available to students and faculty.
* Center for Teaching and Learning will provide additional faculty development to help instructors implement online instruction (i.e., WebEx, WebEx Training, WebEx Teams MS Teams Kaltura, GeorgiaVIEW, etc…). Overall, the CTL can meet the faculty development needs. Faculty from other USG institutions can participate in these sessions.
* Continue current volunteer mentoring program. When a person self-identifies as needing a mentor for teaching in the online environment, we are putting them in contact with an experienced instructor with years of online instruction experience.
* Acquire licensing agreements for specialized software, typically located in class computer labs.

**Online laboratory Instruction:**

* All classes remain fully online.
* Provide additional faculty development to help instructors implement online instruction.
* For many lab courses, particularly majors, it may not be possible to hold labs online. In these cases, departments would need to rethink the fall schedule and use course substitution for certain majors’ courses.

**Online Studio and Performance Instruction:**

* Faculty members whose load includes production responsibilities would need an additional course to teach.

**Internships, Student Teaching, Clinical Placements:**

* Requirements will be set by external placement sites.
* Students will not be allowed to carpool to placement sites.
* Some accommodation may need to be made for faculty site supervisors, depending on the location and the potential risk.
* Given the critical role that these experiences play in our GC Journeys/Momentum Year plan, provide additional assistance for students who need to find a new placement and also in providing online, simulation, or other means of involvement.

**Faculty and Student Research:**

* Create a fair and transparent process for granting laboratory access to researchers.
  + Principal investigator submits proposal outlining health and safety procedures and additional training for themselves and their students.
  + Publicly display lab safety protocols.
  + Department verifies presence of necessary protective materials and establishes oversight procedure to ensure compliance.
* Differentiate critical and time-sensitive research activity and normal research activity when making discussions to grant access.
  + Critical research includes research to comply with grant or contract agreements.
  + Time-sensitive research includes research that must be conducted within certain climates, seasons, or other environmental conditions. Time-sensitive research also includes research that is intrinsic to faculty scholarship progression for tenure and promotion and annual evaluations.
  + Normal research activity includes general maintenance of the laboratory.
* Strictly follow NIH guidelines for any research involving clinical patients or human research subjects.
* Limit access to research labs to students who are enrolled in a course for academic credit.
* Ensure that no researcher is coerced or pressured to return to the lab prematurely.
* Practice physical distancing by rearranging space, restricting the number of students enrolled, and/or maintaining a staggered occupancy schedule.
* Due to the movement of students, sharing of equipment, faculty working and helping students with equipment, chemicals, open flames, etc., 100% social distancing is nearly impossible in these labs; therefore, masks will be required at all times.
* Use the Special Collections department in the library if primary source material is needed.
* Conduct all lab meetings and/or journal clubs virtually.
* Have several remote research options for continuing research such as literature reviews, data analysis, drafting a manuscript, and applying for grants or fellowships.
* Each research lab will develop a continuity plan in the event of a disruption of research activity. Plans must include lab shut down procedures, list of equipment that require continued operation and maintenance, list of placed supply orders that require special handling upon arrival, and plans for continued communication and remote work.
* Require training opportunities for research PIs and current personnel in safety protocols and compliance over the summer.

**Library Access:**

* Provide remote access to collections.
  + Electronic books will be promoted as an alternative to print books.
  + Borrowing from other libraries will be restricted to electronic content only.
  + All physical course reserves will be either replaced with existing electronic content or scanned for digital access in a manner that complies with copyright guidance.
  + Streaming videos will be provided for course reserves as an alternative to having students come into the library to view films.
* Deliver information literacy services remotely.
  + Individual research consultations will be delivered remotely via WebEx.
  + One-on-one research assistance will be available via chat, phone, and email.
  + Group information literacy sessions will be delivered via an embedded librarianship model via GeorgiaVIEW.

**Study Abroad:**

* Given the many unprecedented uncertainties related to international health, travel, and study, the Center for International Education recommends the postponement or cancellation of outbound (travelling) Fall, 2020 Study Abroad programs in favor – where possible – of alternative learning/teaching options so as to protect students’ academic progress.
* Postpone/defer all new major institutional initiatives abroad, pending COVID-19 resolution.
* Maintain accessibility and functions while observing physical distancing and proper hygiene, plus the offering of electronic service options and alternatives.
* Continue the process of expanding electronic service alternatives in the areas of faculty assistance, program promotion, and student service.
* Payments for services to be deferred as long as possible and made only when necessary or as required.
* Take out (where possible) insurance policies to cover potential institutional losses.

**Institutes, Centers, and Programs**:

* Andalusia Institute
  + Current on-line programming will continue.
  + Office operations will remain virtual.
  + All events will also go online.
* Center for Early Language and Literacy
  + All staff members will continue to work remotely.
  + Only one staff member will be allowed at the center at a time.
  + Virtual one-on-one meetings with each staff member and the Executive Director will be held weekly.
  + The staff will convene for a virtual staff meeting every Friday morning
  + Community outreach/partnership meetings will be help remotely
  + Continue with virtual professional learning experiences conducted by experts in the field since social distancing guidelines will be difficult to meet with face to face learning events
  + PD Specialists will develop a series of online learning modules for K-3 educators on evidenced-based early language and literacy practices
  + Electronic media will be developed for community organizations focused on the important role of early language and brain development and strategies for development
  + Social distancing practices and the wearing of masks and gloves will be adhered to when visiting our partner schools and organizations for data collection
  + 2020 Governor’s Summit on Early Language and Literacy will be held virtually
* Early College
  + Students and instructors will need to be restricted from the rest of Kilpatrick and other academic buildings where they currently hold classes.
  + The Early College Program will need to follow the guidelines set forth from the DOE based on the current space they are allotted at the university.
* Rural Studies Institute
  + All functions of RSI will occur in virtual format
  + Meetings will occur with all stakeholders through virtual formats and teleconferencing
  + All work with the regional resiliency taskforce will occur through virtual means
  + Communications and branding strategies will include only virtual tools will work with University Communications to find best approaches
  + Fundraising efforts will be web-based and virtual in scope
  + Research and data collection will occur online
  + On campus and off campus dissemination of information will utilize email listservs and other web-based and social media approaches
  + Will work with Library and SERVE staff and educational technology to find additional resources to disseminate information that is web-based
  + A virtual RSI discussion series will be launched
  + Speakers (external and internal) for the series will be identified and scheduled, taped, edited, produced and disseminated virtually

**Additional Considerations:**

* Depending on the circumstances consult with the USG on tenure clock adjustments. Departments may have to adjust weighting for scholarship/research on the annual evaluation.
* Faculty have access to either their office desktop or laptop. Students can check out laptops from the library.
  + When lending technology to faculty or students, will need to establish a sanitizing protocol.
  + Identify loanable laptops and equipment
  + Ensure that each laptop has latest security protocols
  + Examine licenses to allow use of discipline specific programs
* Student support services, including the Learning Center, Writing Center, and other department computer labs will provide virtual tutoring options.
* The Center for Teaching and Learning will continue to maintain <https://www.gcsu.edu/gckeepsteaching> and <https://www.gcsu.edu/gckeepslearning> to support students and faculty.
* Continue Online Faculty Learning Community, hosted by the Center for Teaching and Learning, which has met during the Spring 2020 & Summer 2020 semesters.

**Scenario 3: Open with face-to-face instruction in Fall 2020, then moving online during a second wave.**

Assumptions: All actions will conform with physical distancing and workplace safety requirements that are recommended by the CDC at the beginning of the semester, *e.g.* requiring face masks, limiting building occupancy, providing hand sanitation, conducting frequent cleaning. These requirements may be adjusted over the course of the term in accordance with evolving CDC guidelines and guidance from the USG. Georgia College will provide hand sanitizer, disinfectant wipes, masks and gloves as needed in order to adhere to CDC guidelines. Policies will be developed in accordance with USG guidelines for faculty in high-risk groups, to ensure instruction is completed (*i.e.,* fully online or other appropriate modalities.)

* Begin the Fall semester following procedures put in place for Scenario 1.
* Front-load more wet labs to the beginning of the semester, to allow data analysis and lit research towards the end of the semester.
* Move classes to fully online instruction when required. This will likely require a discontinuation of instruction for a short period to make this shift, as it is unlikely that a required separation will align with a planned vacation period again.
* Each research lab will develop a continuity plan in the event of a disruption of research activity. Plans must include lab shut down procedures, list of equipment that require continued operation and maintenance, list of placed supply orders that require special handling upon arrival, and plans for continued communication and remote work.
* Continue instructional and research activities as outlined in Scenario 2.
* The Center for Teaching and Learning will continue to maintain <https://www.gcsu.edu/gckeepsteaching> and <https://www.gcsu.edu/gckeepslearning> to support students and faculty.
* Georgia College has the capacity to take on additional USG instructors as mentees. Several of Georgia College instructors have volunteered to mentor instructors and are willing to help.
* Continue Online Faculty Learning Community, hosted by the Center for Teaching and Learning, which has met during the Spring 2020 & Summer 2020 semesters.

**Required Resources**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Resource** | **Purpose** | **Cost/Item** | **# Items Needed** | **Total Cost** |
| Web cameras in each classroom (includes webcam, tripod, and USB extension cable) | Supports synchronous online/face-to-face teaching | $ 230 | 138 | $ 31,740 |
| Microphones | Supports audio amplification to capture student collaboration in larger areas | $ 80 | 34 | $ 2,720 |
| Additional internet bandwidth | Some classes may be taught with a partial online audience; | Bandwidth provided by the USG for no additional cost | 1.2 GB increase requested | $ 0 |
| Appropriate technology for newly modified classroom areas (CPU, projector, screen, etc) | Funds have already been allocated to support the upgrade of a number of classrooms |  |  |  |
| Web cameras and headsets for faculty and advisors | Supports virtual office hours and remote assistance for advisors | $ 185 | TBD |  |
| Additional laptops for faculty | Ensure faculty who ordinarily use desktops have a portable option |  |  |  |
| Zoom licenses | Purchase of additional Zoom licenses if desired | $ 50 | TBD |  |
| Additional licenses for other disciplinary specific software | Purchase if needed for instruction |  |  |  |
| Additional facilities staff time | Prepares larger spaces for classroom use |  | TBD |  |
| Additional custodial staff time | Provides for more frequent cleaning in instructional spaces |  |  |  |
| Tape and signage for traffic flow patterns | Provide instruction to building occupants to encourage safe physical distancing practices |  |  |  |