

Phase III – Plans for Academic Affairs

<p>Determine what courses and labs can be offered face-to-face or in an altered learning environment (such as, “under 10 students per specified lab time”).</p>	<p>All courses will be taught in a hybrid format to reduce the number of students present in f2f classes. Some science labs will be handled remotely while others will continue in a hybrid manner (Appendix A). The remote labs will focus on learning outcomes (LOs) not related to hands-on techniques, e.g. pipetting skills, working with instrumentation, etc. The hands-on skills will be developed in the next term. For hybrid labs LOs will focus on both hands-on skills as well as LOs not related to hands-on skills. For instance, when working virtually, time will be spent on LOs not related to physical skills, e.g., data mining and analysis, creating hypothesis, working with gene databases, etc. In the f2f environment, there will be fewer numbers of students meeting for less time during the term to allow for physical distancing (Appendix A). Applied lessons, Band, Choir - Applied lessons will pilot a variety of approaches, among them outdoor lessons for vocal, and wind instruments, vocal lessons behind a plexi-glass screen, indoor lessons in large spaces (Appendix B). Band will meet in small rehearsal groups –winds, brass, percussion to reduce physical contacts. No plans exist to bring the entire group together for rehearsals or performances at this time (Appendix B). Choir will use a combination of small section rehearsals indoors in the choir room, overflow space in the Activities Hall sanctuary, or outdoors and a once a week rehearsal for the entire choir outdoors or in the Activities Hall sanctuary (Appendix B).</p>
<p>Determine a plan for possible shift from face-to-face to online or remote offerings should a return to remote work be required.</p>	<p>We are planning for all instruction to be remote using a normal 14-week schedule by better utilization of our LMS, Brightspace (D2L), which will be the platform for delivery. Switching to or from a f2f or remote setting will not be an issue from an instructional point of view. Physical distancing will be handled by using a hybrid model where the class will be divided into two groups for a TR class or two or three groups for a MWF class. Each group will meet physically one day per week with the remaining instruction being provided in a virtual setting, supported by SI’s, writing fellows, peer tutors.</p>
<p>Determine a student orientation to online learning and other student support for online/remote learning.</p>	<p>Student Orientation to Online Learning: CETL is preparing an orientation to Online Learning that will occur in Brightspace. Students will have access prior to the start of fall classes. Academic Support (SSC)– writing fellows, peer tutors and SI went virtual during spring and additional training will be provided (Appendix B). Also, some adjustments will need to be made concerning hours of services (later in the day will be important in a virtual environment. SSC is currently looking</p>

	<p>into TutorMe – an online tutoring service to extend tutoring hours and the possibility of increasing the number of in-house tutors and/or the hours they can work (Appendix C); Career Center which oversees Wesleyan into the World (Junior year Program) as well as the remainder of Career Services will provide most of their events, e.g., workshops, mock interviews, etiquette dinner, etc., remotely. Handshake will help with job advertisements etc. (Appendix D); Freshman Orientation Will occur virtually and in a modified f2f format (Appendix E); Library- Lib guides are being built for courses, and librarians will develop basic library instructions that will enable easier use from afar (Appendix F deals with physical distancing and other safety issues associated with the library). Registrar's Office – Most forms are online. The scheduling function in Microsoft might be useful to alleviate people standing in the halls as well as using video chat in Teams for one on one meetings. CETL – The Director has laid out a plan to support faculty and students through a combination of f2f and/or virtual methods (Appendix G). A five week course to provide faculty with Best Practices in Engaged Online Instruction was completed the first week of June. Plans are provided for additional workshops, faculty learning communities, support for the Bonner's Program, etc. ADA Services will provide all of its usual services. Testing: If we must go to 100% remote, testing will become remote. Each student covered by ODS will have an amended plan and professors will be contacted via email to the change of plan. All tests that are timed will need to reset as per the plan in Brightspace. All signatures will be electronic and via email to agree to these terms. A hard copy of this plan will be placed in the students file. Notetaking: In a remote situation, there will be no notetaking services. The DDSI will individually get with each professor to ensure either notes or PowerPoints are posted on the Brightspace page for student use. Signatures from professors: Beginning in Fall 2020, all signatures will be via a REPLY email. This way, we have a paper trail both electronically and hard copy. Students with Hearing impairments: The DDSS will continue to ensure that all videos, voice modulated PowerPoints, etc. have the proper closed captioning. Students with Visual impairments: The DDSS will continue to ensure students have the proper equipment from Vocational Rehab for all formats of learning</p>
<p>Inventory what technology is available to students should a switch to remote learning occur.</p>	<p>Loaner laptops which were dispersed during Spring 2020, will again be available to students who needed them. Currently we have 20 laptops available of which 10 are checked out to faculty.</p>

	<p>IT is getting ready to refresh the computers in the writing workshop lab. If that gets completed before classes start the remaining older laptops will be available for check out which brings the total to 40.</p> <p>Dr. Armstrong will ask the incoming class how many are without computers or tablets.</p>
Determine needed faculty professional development for hybrid/online/remote learning and techniques to support face to face instruction in the new learning environment.	Online learning class for faculty began May 11 and ran through June 5. Course content was designed to provide best practice pedagogies for engaged online instruction. Assignments were included and at the end of the course one fall class was fully developed and completed. All faculty teaching fall 2020 who had not previously taught online were required to complete this course.
Determine faculty and staff training around safe management of paper and physical transactions.	Faculty will be encouraged to use the dropbox associated with the LMS so all assignments will be submitted electronically. Staff TBD
Determine how to manage courses if multiple faculty must stop teaching due to illness.	Completed LMS pages for each course will allow a colleague to step in and take over the course if the instructor of record becomes ill.
Determine how to best provide access to those in support of needed student services (testing, tutoring, food, transportation, childcare, etc.).	Testing- the ODC will coordinate remote testing for students needing this service (See ADA Services above). Tutoring- will be conducted via SSC (see Academic Support above).
Determine processes/contacts for students to get current information on locations, hours, and access to services.	The Student Portal and postings on Brightspace will be used to post daily hours of tutoring, how to request meeting with the Registrar, etc. Mongoose and/or other texting systems may be used as can college approved social media. ODS: As always, all professors will be required to place the disability services statement in their syllabi.
Determine any changes to normal support/service hours and access (evening, weekend, virtual).	Evening hours will be extended and weekend IT calls will be handled within a 24-hour time window.
Determine accommodations/practices the college will offer as a result of student illness due to COVID-19 and for how long the accommodations will continue.	Emergency medical accommodations allow for up to 10 days. Due the pandemic, ODS can cover them for the duration of the semester with proper paperwork from a physician stating/acknowledging that the student falls into a CDC defined “high risk” area. These issues will be worked on in a case by case situation. Medical Housing: For issues with housing, the ODS will accept a MEDICAL HOUSING request form. As with the medical issues stated above, the student would need to fall into a CDC defined “high risk” area for a “SPECIAL” medical housing outside our normal request procedures. These will be worked on in a case by case situation.

Determine safe processes for students to pay for testing and other non-tuition payments.	N/A
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APPENDIX A: Biology and Chemistry Lab Plans

Biology Lab Plan

- ***Strictly online courses (e.g. BIO313)***
 - Instructors will meet with students via zoom once a week for lab. The lab will play more of a supplemental instruction role and the focus will be on lab topics rather than on lab skills.
 - Currently we do not have any students that are trained to do lab prep nor run a lab and we feel that regardless students that prep a lab and/or supervise a lab need to be supervised by faculty.
- ***General Education courses (BIO106, ENSC230)***
 - For a general education laboratory students do not need to meet in person to develop a particular laboratory skill. Lab will focus on experimental design, data collection with a little bit of data analysis and interpretation.
- ***Hybrid courses (BIO114, BIO232, BIO303, ZOO316)***
 - Introduction to Cell Biology and Genetics Laboratory (BIO114) will meet for 1 hour instead of 3 hours such that each lab section can be split into 3 groups and still held during scheduled lab time.
 - Genetics (BIO303) will meet for 75 minutes instead of 3 hours such that the lab section can be split into 2 groups and still held during scheduled lab time.
 - The lab will primarily be a dry lab with data analysis and case studies.
 - Anatomy and Physiology (BIO232) and Vertebrate Zoology (ZOO 316) will meet for 75 minutes instead of 3 hours such that the lab section can be split into 2 groups and still held during scheduled lab time.
 - In addition to wet lab this will also include supplemental instruction and options for F2F assessments of SLOs identified in the course syllabus.

Chemistry Labs Fall 2020

General Chemistry

All faculty will be off campus. Video tutorials will be used to convey lab techniques. Students will be given data sets for analysis and will be required to submit technical reports. With faculty present, TAs or SIs could not do demos but could be available for tutoring.

Concepts in Chemistry

Concept intro and lab demos (either videos I find online or record some this summer), data sets, analysis, and likely additional data sets to practice analysis skills/critical thinking/application for assignments.

CHEM 321-Organic Chemistry Lab

Fall 2020

Contingency Plans

Contingency A

In the event students return to campus for the FALL 2020 semester and F2F instruction resumes, Organic Chemistry Laboratory 1 will follow Contingency A.

Criteria to be met:

1. Reduction of class size to allow social distancing.
2. PPE for students and faculty are available
3. A decline in local cases to fit the instructor's comfort level.

The Plan:

Week 1- Week 4:

The following techniques will be covered online: safety, notebook keeping, melting point, mixed melting point, recrystallization, hot filtration, and vacuum filtration.

Week 5 -Week 6:

Students will attend lab in groups of four to complete a skills evaluation for a course grade and course assessment. This will be done with the instructor and TA's.

Week 7-Week 10:

The following techniques will be covered online: organic glassware, simple distillation, fractional distillation, extraction, refluxing, and using a separatory funnel.

Week 11-Week 12

Students will attend lab in groups of four to complete a skills evaluation for a course grade and course assessment. This will be done with the instructor and TA's.

Week 13 – Finals Week

Lab instruction will continue online until the conclusion of the semester. The CHEM 321 lab final will be given online during finals week.

Contingency B

Contingency B will be used if the criteria for Contingency A are not met.

The plan:

All lab techniques and respective theories will be covered in an online format. The F2F lab skills evaluations will be done the first two weeks of CHEM 322-Organic Chemistry Lab 2.

CHEM 421-Advanced Integrated Laboratory

Fall 2020

Contingency A

In the event students return to campus for the FALL 2020 semester and F2F instruction resumes, Organic Chemistry Laboratory 1 will follow Contingency A.

Criteria to be met:

4. Reduction of class size to allow social distancing.
5. PPE for students and faculty are available
6. A decline in local cases to fit the instructor's comfort level.

The Plan:

Contingency A

Week 1-Week 3:

The following will be covered online: plagiarism, citing references, organizing a scientific talk, literature review, discussing data in a presentation and advanced lab techniques.

Week 4:

Students will do a single slide presentation F2F. We will only meet in groups of five.

Week 5-Week 6:

An appropriately narrow topic will be chosen by the student and approved by the instructor. Each student will complete a project design worksheet. The project will be conducted between **Week 7-Week 11**.

Week 7-Week 11:

Students will conduct their research projects in the lab with no more than two students working at one time to maintain social distancing

Week 12-Week 13:

Prior to leaving for Thanksgiving break the students will do their final presentations.

Thanksgiving Week-Finals Week:

Instruction will continue online. Research papers and all assignments must be turned in by December 7th.

Contingency B

Contingency B will be put in place If the criteria for Contingency A is not met.

The plan

All instruction will be delivered online. Students will still do a literature review, single slide presentation, research paper, research project design and final presentation. The final presentation will be done comparing two different research groups trying to solve the same problem with different methods.

Presentations will be done online instead of F2F.

APPENDX B

Applied Music Lessons and Ensembles

Applied Music Lessons

Both vocal and playing of wind instruments pose risks of aerosol spread. At present there are various studies underway looking at the impact of these activities on COVID-19 transmission and no clear recommendations have been articulated for how to best minimize the impact. For that reason, Music is proposing to try various methods to allow for instruction and to keep personnel safe.

Wind instruments- practice and lessons will be conducted outdoors whenever possible. The Courtyard of the Ralph Center, under the overhangs at the building entrances and/or at the rear of the sculpture studio. Indoors, large rooms which would allow adequate space between instructor and student should be used, e.g. the Art Gallery, the Blackbox theater, or the fellowship hall in the church.

Vocal – a three –sided 8ft high plexi-glass barrier is being built and will be installed the RAC 137. This will provide adequate spacing between the instructor and student. A fan will be used to draw air away from the student and toward the open window in the room. Lessons also may take place at First Presbyterian Church or outdoors.

Piano – Lessons will be conducted in Prof Priebe’s office with appropriate physical distancing.

Ensembles

Band - Small section rehearsals for Wind instruments, Brass, and Percussion will take place during scheduled times for band in Rogers Hall. The time block will be broken up into 50 min sections: 5:30-6:20 - Brass Choir; 6:30-7:20 - Woodwind Choir; and 7:30-8:20 - Percussion Ensemble. At present there is no intention of rehearsing the entire group together or having a performance in the fall term.

Choir – Class times on M and W will be used for small section rehearsal in the Choir room and possibly Tapscott or the church sanctuary. F would be rehearsal for the entire group either outdoors at the stadium or in the church sanctuary.

APPENDIX C
Draft of Online Academic Support Plan
Student Success Center - KWC

August Training for SSC Employees (during Student Leader Training Week):

Fully Online Plan	Hybrid/Split Attendance Plan
All employees will be enrolled in Brightspace Page where they will introduce themselves	All employees will be enrolled in Brightspace Page
One synchronous Microsoft Teams meeting during leadership week	Four face-to-face meetings to minimize numbers in the room (w/social distancing): <ul style="list-style-type: none"> - Peer tutors in Humanities and Soc. Sciences (Molly) - Peer tutors in Math and Natural Science (Christine) - Supplemental Instructors (Molly & Christine) - Writing Tutors (Molly)
All employees will participate in Student Leader Training (in whatever online shape it takes)	All employees will participate in Student Leader Training (in whatever hybrid shape it takes)
All employees read through revised SSC Handbook posted on Brightspace	All employees read through revised SSC Handbook posted on Brightspace
Employees watch training video on basic online peer education methods, and participate in Brightspace discussion	Employees watch training video on basic online peer education methods, and participate in Brightspace discussion
Handbook “Quiz” due by the end of leadership week (Training Task #1)	Handbook “Quiz” due by the end of leadership week (Training Task #1)

Additional On-going Training (up until Thanksgiving, w/stipend)

Fully Online Plan	Hybrid/Split Attendance Plan
Watch video posted to Brightspace and discuss in small groups on Brightspace or in Teams based on discipline (Training Task #2)	Watch video posted to Brightspace and discuss in small groups on Brightspace or in Teams based on discipline (Training Task #2)
Read article on peer education related to your discipline and share discussion post and respond to 2 co-workers (Training Task #3)	Read article on peer education related to your discipline and share discussion post and respond to 2 co-workers (Training Task #3)
Complete mid-term and end-of-semester surveys on Brightspace	Complete mid-term and end-of-semester surveys on Brightspace
Complete short reflection paper (Training Task #4)	Complete short reflection paper (Training Task #4)
Optional weekly video meeting in Teams to talk about how it’s going, problems, etc.	Optional weekly small group meetings on campus to talk about how it’s going, problems, etc.. These will be outside if possible, or in groups of 10 (with sign-ups)

Peer Tutoring

Fully Online Plan	Hybrid/Split Attendance Plan
<p>At least 2 peer tutors in all major disciplines where we need the most help:</p> <ul style="list-style-type: none"> - Math - Writing - Biology - Chemistry - Study Skills (new) - Music Theory (just one) 	<p>At least 2 peer tutors in all major disciplines where we need the most help:</p> <ul style="list-style-type: none"> - Math - Writing - Biology - Chemistry - Study Skills (new) - Music Theory (just one)
<p>All tutoring will be in Microsoft Teams. In their Training Tasks, tutors will learn how to:</p> <ul style="list-style-type: none"> - Use the “chat” feature effectively without “giving answers” - Share documents and guide students to write and edit on their own - Conduct and record video sessions - Use the white board in Teams 	<p>Students will have an option to be tutored in Microsoft Teams, or in small, spaced groups in the SSC. In their Training Tasks, tutors will learn how to:</p> <ul style="list-style-type: none"> - Use the “chat” feature effectively without “giving answers” - Share documents and guide students to write and edit on their own - Conduct and record video sessions - Use the white board in Teams - Social distance effectively when tutoring in the SSC. - All writing tutoring will need to be online.
<p>All tutors will have a set schedule when they are online. They will log in and begin a session that students can join, and all sessions will be recorded. Tutors will send documented times and recordings to Tonya (?)</p>	<p>All tutors will have a set schedule when they work. When in teams, they will log in and begin a session that students can join, and all sessions will be recorded. Tutors will send documented times and recordings to Tonya.</p>
<p>Christine will work more with tutors in math and natural sciences on tutoring in technical courses and using the Teams white board.</p>	<p>Molly will work more with tutors on approaches for non-technical courses.</p>
<p>Possibility: Students will be able to use Upswing or TutorMe tutors from 6 PM to 6 AM so they have an evening option.</p>	<p>Possibility: Students will be able to use Upswing or TutorMe tutors from 6 PM to 6 AM??</p>

Supplemental Instruction

Fully Online Plan	Hybrid/Split Attendance Plan
<ul style="list-style-type: none"> - SIs for all courses where faculty have requested them 	<ul style="list-style-type: none"> - SIs for all courses where faculty have requested them

	<ul style="list-style-type: none"> - SIs for all courses where faculty are at risk and will be teaching online
<p>All SI sessions will be in Microsoft Teams. In their Training Tasks, SIs will learn how to:</p> <ul style="list-style-type: none"> - Use the “chat” feature effectively without “giving answers” - Share documents and guide students to write and edit on their own - Conduct and record video sessions - Use the white board in Teams 	<p>Faculty and SIs will have an option to hold study sessions in Microsoft Teams, or in small, spaced out groups in large rooms. In their Training Tasks, SIs will learn how to:</p> <ul style="list-style-type: none"> - Use the “chat” feature effectively without “giving answers” - Share documents and guide students to write and edit on their own - Conduct and record video sessions - Use the white board in Teams - Social distance effectively - All writing tutoring will need to be online.
<p>All SIs will have a set schedule when they are online for study sessions. They will log in and begin a session that students can join, and all sessions will be recorded. SIs will send documented times and recordings to Tonya (?)</p>	<p>All SIs will have a set schedule when they are online or face-2-face for study sessions. They will log in and begin a session that students can join, and all sessions will be recorded, if online. If in person, they will take attendance electronically in Brightspace.</p>
<p>SIs will be given special privileges/access in Brightspace.</p>	<p>SIs will be given special privileges/access in Brightspace.</p>
<p>Christine will work more with SIs in math and natural sciences on tutoring in technical courses and using the Teams white board.</p>	<p>Molly will work more with SIs in non-technical courses.</p>

APPENDIX D CAREER PLAN FOR FALL 2020

Regular Services:

Appointments – Available by phone or Facetime. For students on campus, appointments would be available by appointment individually in the larger of our conference rooms physically distancing from opposite sides of the table using masks (or in our offices if barriers are installed). Drop-ins would probably not be wise (unless barriers are installed).

Don't Cancel That Class – I will be available for classes whether they are in person or on-line. I can do the on-line classes live via zoom or using a video. I haven't had the training yet but Handshake does have a virtual event option that might work for these classes.

Workshops – My plan is to record workshops this summer on resumes, interviewing, networking, and applying to graduate school. I will make them available to students and faculty and am considering putting them up on the website. I will also offer zoom programs twice a month on one of these topics.

Employers – I expect to participate in employer relations in whatever formats the Chamber of Commerce supports. Once Handshake is implemented, I will get in touch with my contacts to encourage them to utilize the system. Upon receiving job openings, I will request permission from the organization to post the job on Handshake.

Fall Special Events:

Fall Graduate School/Experiential Opportunities Fair:

We can consider going to a virtual career fair platform for this but I have concerns about that. First, these platforms cost and we don't usually charge for this fair. Second, I'm concerned that students, already tired of being on-line may not be interested. If we do consider this, below are the most popular platforms:

- Brazen: <https://www.brazen.com/virtual-career-fair/>
- CareerEco: <https://www.careereco.com/>
- vFairs: <https://www.vfairs.com/>

Speed Mock Interviews:

If we are physically distancing, it would be difficult to do speed mock interviews as they have been done in the past. The speed mock interviewing typically consist of 30 students and 30 volunteers so each volunteer asks the student one question and then the student moves to the next table. Even if we space out the tables, students currently rotate from table to table and sit across from a volunteer, creating far too much risk of exposure. It doesn't seem practical to place a barrier on each table. Virtual interviews via zoom

would require have multiple volunteers doing a group interview with one student or we would need to have multiple volunteers and multiple students in the same zoom group. In the latter case, I'm concerned about the confidentiality and comfort of students answering interview questions in front of other students. In the first scenario, I would have to limit the number of students to just a handful or we would have 30 zoom groups and not enough volunteers.

I propose that instead, I offer mock interviews via zoom or facetime. This makes sense as more and more employers are doing initial interviews in that format. I plan to offer that option to faculty in hopes they will make it a requirement. I will however, ask them to spread out the deadline dates for their students so I am not doing 20 mock interviews in one week. I need to look into the technology, I could possibly record these sessions and make them available for the students to keep, something not available during speed mocks. One advantage to me doing zoom mock interview is that it would give me additional visibility with the students and I can target the questions to fit their situation.

The speed mock interview is a great event and I do plan to offer it again as soon as we are able. It makes a great connection between our students and community/alumni volunteers.

Etiquette Dinner:

An in-person etiquette dinner would be difficult to do as we would end up with one person per table. An alternative might be to do a zoom event where students sign-up and fix their own dinner to eat during the event. In this scenario, they could invite family to join them and the whole family could learn about dining etiquette. Of course, the family scenario would work best if they can stream to a larger screen but I can see it working with their computer screen at the head of the table. I will have to ask Margaret if she is willing to present in this format and we could have just a handful of people socially distancing at the event live for an audience.

Spring Special Events:

Wesleyan into the World:

I am really hoping that we can do this in person but, regardless, we will still make it happen.

- In-person: If this looks like a possibility, we will limit the number of students who register and ask students to choose the presentation they wish to attend for each time slot in advance. Chairs will be set up at 6' intervals and masks will be required.
- Virtual: If we can't do it in person, we could still go ahead with the program as planned with just a handful of student leaders as the audience and offer the actual presentations live virtually and also recorded.

I had already planned to go from three presentations in each time slot to two. This will make it easier to record. I had already planned to record the sessions so students can

view the program they didn't attend in person. The etiquette dinner the first night could be done like the virtual etiquette dinner mentioned above. If we have a handful of student leaders on hand attending in person, we will need to figure out meals for them since dining services won't yet be offered. At this point, I'm thinking boxed meals. I will need to talk to IT about how to track who actually completes the requirements for the program.

Speed Mock Interviews:

Same as the fall semester if we cannot hold this in person.

Spring Career Fair:

If this fair cannot be held in person, we can consider holding it as a virtual fair using one of the organizations mentioned on page 1. I was not planning to charge for this fair this year in an effort to get more attendance from the area community and using a virtual platform would cost.

Year Long:

The Wesleyan Edge:

I have asked Shane and Becca to provide feedback on the requirements that tie to their programs. Below is what I have thus far with comments from myself/Shane/Becca in purple:

First Year Requirements: Focus on Exploring

Complete Focus II during your KW101 class (this is a class requirement). Work with your advisor to complete a personal development plan This will still be part of the class.

Do at least 3 of the following:

- Take advantage of tutoring- We will provide online tutoring through the Center
- Attend one of the Student Success Series -We will provide this series online
- Go to campus speakers (up to 2 count but you can attend more) -The First Year Experience will still feature speakers.

Do at least 1 of the following: Need feedback from Becca on this. It may be that we will need to waive this part temporarily.

- Join and be active in a campus organization
- Volunteer a total of 6 hours in 2 different organizations off campus

Sophomore Year Requirements: Focus on Setting Direction

Complete the Sophomore Experience. Update your personal development plan and discuss it with your advisor and career development. Complete a one-page

evaluation of 4 of the 8 primary competencies. (These should not be a problem except perhaps the Sophomore Experience experiential requirements.)

Job Preparation:

- Write a resume and cover letter and get them critiqued (a requirement of the Sophomore Experience) I will offer this as a summer option as well as during the year.
- Apply for summer jobs/internships
- Attend a job and/or service/study abroad fair (If a spring fair is not held, we could substitute exploring opportunities in Handshake and applying to one of those.)

Do at least one of the following:

- Volunteer 6 hours in 2 different external organizations
- Be active in a campus organization
- Work a part-time job- The SSC will continue to employ a large number of students. If students are at home, many of them will do part-time jobs. We can substitute other experiences on a case by case basis.

APPENDIX E

New Student Orientation August 2020

Please note that New Student Orientation is mandatory for traditional students and full participation will account for 10% of their grade in their KW 101 class.

Thursday, August 13-Saturday, August 15

Residential Students check-in

Saturday, August 15

2:00pm

Commuter Student Check-in

Commuter students' check-in at Rogers Hall in the Winchester Center. Enter building from Wesleyan Way Drive.

3:00pm

First Orientation Group Meeting (wear your group bracelet)

Student Orientation Staff (SOSers) will meet with their orientation groups for the first time in their break-out locations.

3:30pm

Facebook Live session: (view in four large locations and several smaller ones)

Welcome from Dr. Mitzel,

Orientation logistics by Dr. Armstrong,

Charge to the class by Dr. Dehn

4:00pm-5:00pm

College history and The Wesleyan Way (SOSers to present)

6:00-7:30pm

Dinner in the Dining Hall and Rogers Hall

7:00pm

Athletics meetings-coaches meet with their teams

8:00pm

Orientation Group Meeting #2-each SOSer will have an activity to do with their group to build community

Sunday, August 16

10:00am

Virtual Welcome Worship Service

11:00am-12:30pm **Brunch in the Dining Hall**

12:30pm

Orientation Group Meeting #3

1:00pm -7:00pm

Block sessions

Learn about the following during live group sessions:

- Learning in an online format and technology support on campus
- Academic Support Services
- College 101
- Sexual Assault Prevention

5:30pm-7:00pm

Dinner available in the Dining Hall and Rogers Hall

7:30pm

Orientation Group Meeting #4

8:00pm

First Gen meeting-all First Gen students will be invited to this meeting to meet the First Gen Committee and learn about support services on campus.

Monday, August 17 Classes begin

Students will continue orientation during the first two weeks of classes by viewing the following online modules:

Personal Wellness (Health and Counseling)

Career Development

The Wesleyan Way

Library Services

Center for Engaged Teaching and Learning

Students will begin Orientation having completed the following:

Academic Integrity training

Alcohol and Drug education

Learning and Study Strategies Inventory (LASSI)

APPENDIX F

LIBRARY - Phase III

Phase III will focus on Physical Distancing, Signage Related to Masks, Social Distancing, Personal Hygiene, and Provision of Additional Sanitizing Stations

Hand sanitizer dispensers

The library area is a high traffic area with lots of surfaces people touch throughout the day. We will make as many dispensers available as reasonably possible. Currently there are 4 in the Greenwell Library: both restrooms, the hallway outside of the computer lab, and in the Collaboratory. We will add one at the main entrance, another at the copy machine, and a couple at the end of shelving units in the general collection and bound periodicals area. We should also think about one at the entrance to all offices that see regular campus traffic including the AV Office, CETL, and the IT Services Suite.

Infrared Thermometer

A touchless infrared forehead thermometer has been purchased for use in the library.

Signage

Signs will be posted at the library entrance and throughout the space reminding students to wear masks while in the area and other public education type concerns in line with what will be hanging throughout campus.

Spray sanitizer stations

We will create sanitizer stations throughout the library space. The stations will include bottles of sanitizer and disposable shop rags to allow students to wipe down the table and/or computer they plan to use.

Information Desk

Staff and student workers at the desk are required to wear a mask, as are all students and employees in public spaces on campus. Library staff and student workers should not be behind the desk together for extended periods of time. Student workers will be relocated to a table outside of the Information Desk when a supervisor is present.

Study Rooms

All six small study rooms and the Seminar Room will all be closed until further notice, due to inadequate ventilation/airflow. The Heritage Room will be made available by request with a seating capacity of 5. The room will not be available for general study.

Quiet Area and Circulation area

The Information Desk and the study tables in the Quiet Area are high traffic areas making social distancing difficult. To keep the number of people in this area to a minimum, the following policies will be in place for at least the fall semester.

- All study tables and study carrels will have a one-person limit to practice social distancing. Those not following this policy will be asked to move. Failure to comply will result in those involved being asked to leave the library.
- Only one user is permitted at the cataloging station at a time.
- Only one user is permitted at each of the scanning stations located near the Information Desk.
- Only one user is permitted at the copy machine and worktable to enable social distancing.

Furniture Storage

Much of the furniture located in the Howard Greenwell Library is intended to provide comfortable study spaces, encourage students to gather in groups, and cause people to linger in the area for extended periods of time. All lounge furniture and excess chairs will be removed and stored for the foreseeable future. The small study rooms will be used to store all excess furniture. The rooms will be locked to prevent users from removing stored furniture.

Computer Lab

The Computer Lab capacity will be capped at 10. No classes will be permitted to meet in the lab during the fall semester. Group work and social gatherings are not permitted. Signs will be placed in the lab reminding students to maintain social distance and warning that violations of the policy will be asked to leave the library.

Course Reserves

Faculty are strongly encouraged to provide access to course materials in a digital format through their Brightspace course pages. The library staff will help prepare materials by providing scanning services. Physical copies of textbooks and other materials are not recommended but can be made available at the Information Desk if no electronic copy can be legally obtained. The library does not have the budget to purchase electronic textbooks.

Scanning Services

Library staff will offer scanning services for faculty. Scanning of legally obtained materials will be done in compliance of US Copyright regulations. We will not copy textbooks or other manuscripts in their entirety. We also will not make copies of or convert format any A/V materials.

Access to the Library

Generally, the Greenwell Library will be open for students, faculty, and staff at hours to be determined and posted on our web page and at our front doors. Capacity will be capped at 40.

- Computer Lab – 10 stations available
- Printing & Scanning Stations – 2 stations available
- Study tables – 13
- Study carrels – 11
- Using worktable or copy machine - 1

Staffing and COVID-19 community spread levels will be the biggest factors in determining who and how many at once the library will be able to serve.

The Greenwell Library is a federal depository library which has additional requirements regarding our availability to the off-campus community. We will make all efforts to provide access to community members remotely, but there could be times when they need to visit the library. If this need comes up, the visits will be by appointment only and limited to a single user entering the library. Library staff will require these visitors to follow all campus guidance on social distancing and personal safety including wearing a mask.

Physical Materials

Materials handled by patrons or staff will be wiped down (if possible) with disinfectant and quarantined for at least three days (72 hours) before being shelved. Hand sanitizer will be placed by the newspaper and current periodical racks with a notice advising users to frequently apply and to wash their hands carefully after they finish using any materials.

Archives and Special Collections

All efforts will be made to provide digital access to any materials requested for teaching or research needs. Access to physical materials will be decided on an individual basis determined by KWC affiliation, materials being requested and availability of archives staff to assist the researchers. No new donations will be accepted until it is safe to do so.

APPENDIX G
CETL Phase III Planning for Fall 2020

CETL Collaboratory	
Fully Online Plan	Hybrid/Split Attendance Plan
No group meetings will be held in the Collaboratory. Individual meetings and consultations will happen with appropriate physical distancing.	
Lightboard use – faculty may continue to schedule individual times to use the Lightboard during regular operating hours.	
Faculty Development	
Fully Online Plan	Hybrid/Split Attendance Plan
All faculty are enrolled in Faculty Resource Center in Brightspace (FRC)	
Talking about Teaching Book Series – a module for the series will be developed in the FRC. Online discussions, as well as synchronous sessions via TEAMS will be offered.	Talking about Teaching Book Series – all of the activities for fully online, but some face-to-face sessions with limited enrollment will be offered. We will need to schedule in a different location than the Collaboratory.
Technology and Instructional Training & Support will continue via individual consultation with Christine or other faculty and staff as needed via phone, email or TEAMS. Some synchronous sessions will be offered via TEAMS (screen sharing).	Technology and Instructional Training & Support – individual F2F consultations may happen in the Collaboratory with appropriate physical distancing and the use of the projector. Limited enrollment small group training F2F sessions may happen in an available computer lab with appropriate physical distancing.
Bonner Faculty Grant	
Fully Online Plan	Hybrid/Split Attendance Plan
All participating faculty are enrolled in the Bonner CEL Grant Brightspace course	
Bonner has allowed funds to be continued throughout the 2020-21 AY.	
Meetings will occur online via TEAMS and Brightspace with synchronous and asynchronous sessions.	Online modules will be the basis for the training with some F2F sessions in an available space with appropriate physical distancing.
Support for course development will continue via individual consultation with Christine or Heather as needed via phone, email or TEAMS. Some synchronous sessions will be offered via TEAMS (screen sharing).	Individual F2F consultations may happen in the Collaboratory with appropriate physical distancing and the use of the projector.
Bonner Leaders program	
Fully Online Plan	Hybrid/Split Attendance Plan
Bonner network partner institution staff are meeting regularly during summer to discuss various options for fall.	

All Bonners are enrolled in the Brightspace Bonner Leaders course	
Bonner Leader Retreat & Training Training will occur online via TEAMS and Brightspace with synchronous and asynchronous sessions.	Bonner Leader Retreat & Training Online modules will be the basis for the training with some F2F sessions in an available space with appropriate physical distancing.
Service in the Community - current and potential community partners will be contacted to determine their fall situations. Will they be open to remote/virtual service and how could that work?	
Leadership sessions (formerly weekly in-person meetings) will be moved online with a combination of synchronous sessions (probably guest presentations) and asynchronous modules to complete (with activities and assessments)	Leadership sessions – Bonners will complete asynchronous modules (with activities and assessments). Monthly F2F sessions will be held in an available computer lab with appropriate physical distancing.
Mentors – upper class Bonners will be assigned sophomore and freshmen Bonners to support them. Mentors and mentees will communicate at least weekly (mentors will log the interactions) through text, social media, etc.	Mentors – all of the fully online activities, with 1-2 F2F interactions with appropriate physical distancing. Mentors will log interactions.
Study Abroad	
Fully Online Plan	Hybrid/Split Attendance Plan
Study Abroad Many organizations are offering “virtual study abroad classes.” These opportunities will be listed on the Study Abroad section of the CETL website.	
Study Abroad Fair CETL will consider a “virtual” study abroad fair.	Study Abroad Fair It will be difficult to host a study abroad fair with physical distancing in place.
Consultations will continue via individual consultation with Christine or other faculty and staff as needed via phone, email or TEAMS.	Individual F2F Consultations may happen in the Collaboratory with appropriate physical distancing and the use of the projector.