

# Strategic Planning Task Force 2020: Delivering On Our Mission

## Final Recommendations

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### Executive Summary

President Cornwell charged Task Force Fall 2020 to develop an implementation strategy to 're-open Rollins' for Fall 2020, with focus on delivering on our core educational mission with the highest integrity while adhering to the best public health practices and guidance. This task force addressed the following themes: health and safety protocols and practices, residential and dining plans, pre-orientation and orientation plans, academic program delivery, supporting teaching and learning, and cultivating campus community.

Task Force Fall 2020 will work in cooperation with the Emergency Operations Center (EOC) team, adhering to their guidance and sharing ideas, questions, and planning parameters. The full work of the task force is archived at <https://rollins.instructure.com/courses/6748> with access available upon request.

### Task Force Membership:

#### CO-CHAIRS

Susan Singer and Mamta Accapadi

#### STAFFING

Bayrex Rodriguez, Data Analyst, Information Technology

Tina Hall, Executive Assistant, Provost's Office

Toni Strollo Holbrook, Assistant Provost, Institutional Effectiveness

#### MEMBERSHIP (Alphabetical Order)

Cory Baden, Director of Student Account Services

Gabriel Barreneche, CLA Associate Dean of Advising and Director of R-Compass

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Cristina Cabanilla, Director of Operations

Jennifer Cavanaugh, CLA Dean of Faculty

Nancy Chick, Director, Endeavor Foundation Center for Faculty Development

Aspen Fox, Assistant Director, Residential Life and Explorations

Leon Hayner, Associate Dean, Senior Director of Residential Life and Explorations

Matt Hawks, Associate Vice President, HR & Risk Management

Stephanie Henning, Registrar

Ashley Kistler, CLA Associate Dean for Academics (Incoming Fall 2020)

Zaire McCoy, Associate Vice President for Enrollment Management & Dean of Admission

Micki Meyer, Lord Family Assistant Vice President for Student Affairs – Community

Ken Miller, Assistant Vice President of Public Safety

Trish Moser, Director of Special Projects, Division of Student Affairs

Pennie Parker, Director of Athletics

Scott Rayburn, Manager, Safety and Emergency Planning

Jenifer Ruby, Director, International Student and Scholar Services

Emily Russell, CLA Associate Dean for Academics (Outgoing Spring 2020)

Rob Sanders, Dean, Hamilton Holt School

Bill Short, Associate VP for Finance and Assistant Treasurer

Dennis Short, Head Coach, Women's Lacrosse

Bill Seyfreid, Associate Dean for Academics, Crummer Graduate School of Business

Denise Snyder, Assistant Director/Clinical Coordinator of Health Services

Sam Stark, Vice President of Communications & External Relations

Troy Thomason, CIO and Assistant Vice President of Information Technology

Tricia Zelaya-Leon, Director of Career Development

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## **Process**

Task Force 2020 had a rigorous timeline that allowed for an iterative process by which our subgroups could provide initial recommendations for feedback and review:

- Monday, April 20: Launched meeting with all working groups
- Tuesday, April 21 -Thursday April 23 – Subgroups groups met to prepares draft responses to their questions.
- Friday, April 24 – Full task force reconvened, and subgroups reported out and identify questions, challenges, and additional information needed.
- Monday, April 27 - Wednesday, April 29 – Subgroups met to prepare penultimate recommendations, priorities, timelines and decision making trees to guide the College.
- Wednesday, April 29– Each subgroup presented their recommendations, priorities, timelines, and decision making trees.
- Thursday, April 30 – Mamta and Susan synthesized subgroup reports into an overall report with recommendations and options.
- Friday, May 1 – The full committee discussed report, providing final recommendations/edits.
- Monday, May 4- Present final report to Cabinet.

## **Framework**

Informed by CDC, Florida Department of Health, and Orange County guidance, we will decide on August 1 which phase or tier of the reopening approaches are applicable to our situation, as detailed by the federal and detailed by the Advent Health System documents. We had adopted the Advent Health nomenclature of tiers in this report to be consistent with their guiding documents:

*Tier 1.* This tier occurs after an effective vaccine or treatment has become available. In Florida, we are currently in Tier 3, in which all but essential businesses are closed, and the general community is under “stay at home” guidelines.

*Tier 2.* When in Tier 2, COVID is still present and there is no available treatment or vaccine. Persons may move around freely (wearing masks) and most businesses are open.

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*Tier 3.* Moving to this tier involves measuring the COVID new case doubling rate and hospital capacity at a county and city level. When a “surge” is over, the doubling rate is greater than seven days and local hospitals have ICU and vent capacity. A community can then move from Tier 3 to Tier 2.

Should we still be in Tier 3, our instruction will be virtual. The key difference between Tier 1 and Tier 2 is the availability of an effective treatment or vaccine. A vaccine will not be available in time for Fall Semester, but there are early, promising signs of a treatment. Our recommendations are based on the assumption that we will not have a widely available treatment and we are in Tier 2. Within our recommendations, we indicate which interventions/restrictions we will consider lifting should a widespread, effective treatment become available. These decisions will be managed through our Emergency Operations Committee and Emergency Policy Group process as outlined in Appendix 6.

Our current assumption of Tier 2 is well aligned with the recent Florida reopening guidance:

- Vulnerable individuals should avoid close contact with people outside the home.
- All individuals, when in public, should maximize physical distance from others.
- Avoid socializing in groups of more than 10 people in circumstances that do not readily allow for physical distancing.
- Face masks are recommended for all those in face-to-face interactions and where you can't social distance.

Interpreted in the context of reopening Rollins, we have used the following guidelines in our analysis:

- Assume that students will return to campus
- Testing is likely to be widely available
- Create dedicated COVID 19 clinical areas where feasible
- Develop surge capacity for managing ill students
- Develop a means to separate ill (isolate) from exposed (quarantine)
- Begin planning for mass vaccination event in the next 12 months

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## **Approach**

Our report is divided into 5 thematic sections that align with our charge and the work of our task force over a two week period. Full reports from each subgroup are included in the appendices of this report. Mitigating the current situation while we pursue our mission is our highest priority. We are focused on the health, safety, and wellbeing of our students, faculty, and staff. Each subgroups' recommendations are informed by the others work (e.g. health and safety protocols are drivers for all other decision making):

Subgroup One: Health and Safety: Denise Snyder, Scott Rayburn, Gabriel Barreneche, Sam Stark, Ken Miller, Troy Thomason, Cristina Cabanilla, and Matt Hawks

- 1) What if social distancing and mask practices are required? How will we handle dining if large group gatherings are still disallowed? Theater, music, and sporting events without audiences?
- 2) Will we have health screening for students upon arrival?
- 3) Can we imagine with any efficacy and practicality a "closed campus" for a period, where only current students, faculty, and staff are allowed on campus?
  - a. What are the implications for admissions visits?
  - b. What are the implications for campus events that engage the broader community?
- 4) Do we need a designated quarantine residential space? Ought we and how can we develop a sequestered space for students coming from high risk areas?
- 5) How do we imagine teaching and learning spaces that allow for social distancing?

Subgroup Two: Residential Life and Dining: Leon Hayner, Bill Short, Pennie Parker, Dennis Short, Jenifer Ruby, Ken Miller, Zaire McCoy, and Cristina Cabanilla

- 1) What if we open in the fall with all rooms being singles for the first semester— how many could we house assuming we have 300 in Lakeside?
- 2) How can we keep early arrivals to an absolute minimum? How will we handle fall sport student athletes? What do we need to consider for international students?
- 3) Do we need a designated quarantine residential space? How can we develop a sequestered space for students coming from high risk areas?

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- 4) How do we efficiently move students back home in scenario 3?

Subgroup Three: Pre-orientation and Orientation: Micki Meyer, Gabriel Barreneche, Leon Hayner, Trish Moser, Ashley Kistler, Zaire McCoy, Cory Baden, and Tricia Zelaya-Leon

- 1) What is the shortest on-campus orientation we can imagine?
- 2) What virtual engagement experiences can we have with students and their families before the semester begins?
- 3) How do we integrate the anti-melt campaign activities, including Gateway orientation, and virtual plus on-campus orientation?

Subgroup Four: Academic Program Delivery: Jenny Cavanaugh, Rob Sanders, Bill Seyfried, Emily Russell, Ashley Kistler, Jenifer Ruby, Stephanie Henning, Nancy Chick, and Troy Thomason

- 1) What if some students/families say they want to begin the semester but not on campus; i.e., they want to stay home for the fall and enroll on-line?
- 2) What if the only in-person instruction was offered to residential students for the first semester and all commuters and others had to be on-line? What if we encouraged commuters and others to start in January, where we would resume full, normal operations?
- 3) What would the academic semester look like if we start virtually and moved to campus?
- 4) What would the academic semester look like if we start on campus and then shift to virtual learning?
- 5) How do we adjust course offerings rapidly if there are unpredicted shifts in the number of returning students (up or down) or faculty unable to return to campus?
- 6) What plans need to be in place for helping students with timely degree completion without Intercession?
- 7) What contingencies need to be in place should we experience another hurricane?
- 8) How do we prepare for a registration period that can work in an in-person or virtual environment?

Subgroup Five: Supporting Teaching and Learning: Nancy Chick, Troy Thomason, Jenny Cavanaugh, Micki Meyer, and Zaire McCoy

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- 1) What form should the Faculty Retreat take and would should its objectives be?
  - 2) How do we prepare and support faculty to teach in the different scenarios?
  - 3) How do we support faculty in building digital learning activities into courses regardless of scenario?
  - 4) How do we manage laboratory and expressive arts learning?
  - 5) How do our student academic supports (i.e., Tutoring and Writing and Academic Advising) align with the different scenarios?
  - 6) How do we meet the technical barriers students and faculty may face in the different scenarios?
  - 7) What needs to be done with marketing and messaging if some or all of the semester is offered virtually?
  - 8) What did we learn from Spring 2020 that can help us this fall?

### **Broader Context**

This report focuses on a programmatic, mission-focused approach the successful launch of the 2020-2021 academic year. There are other considerations to slowly re-opening the campus over the summer months. The Emergency Operations Committee (EOC) is considering the important considerations there, in terms of operations and the Florida governor's newly released plan for reopening the state. The EOC recommends slowly reopening campus beginning with the start of the fiscal year, June 1, 2020. With current guidance, 25% of staff could return to office settings, possibly on a rotating basis, though that can change. We would continue with limiting groups to less than 10; continue to wear non-medical masks (recommendation, not requirement), and continue social distancing. These messages would come through Human Resources and the EOC will reassess the situation every two weeks.

We recognize that federal, state, and local guidance needs to be implemented in a way that considers the distinctive situation of a residential campus. Guidance in terms of group size and social distancing needs to be applied to, and understood, in the context of different convening groups on our campus that include, but are not limited to classrooms, residential spaces, athletics, research groups, musical and other performing groups, and the range of student groups we have at Rollins.

A longer term phasing in of reopening the physical campus over the summer might look like this:

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*Phase 1 - first phase of governor of Florida's recommendations*

- Encourage telework, still meet via Webex
- Return to work in shifts/ days off/ partial days – no more than 25% of workforce on campus at any time, to be managed by department heads, Chairs, Deans
- Keep common spaces closed – dining facilities, Olin Library (to outside traffic), Bush Atrium, KWR seating area, Alford Sports Center (to outside traffic)
- Eliminate nonessential travel
- Allow for special accommodations for members of vulnerable populations
- No events that are open to the public
- Communicate:
  - Personal safety responsibility for the individual (masks, sanitizers, use of PTO if ill, etc.)
  - Inform employees of warning signs of illness and when to stay home
  - Any policies that outline college expectations of the employee
  - Explain cleaning protocols being undertaken by the College
  - HR will work closely with employees with specific questions

*Phase 2*

- Continue to encourage telework, when and where possible (document where telework might be a part of individual departments operations moving forward – cost savings)
- Return to work with no more than 50% of the workforce on campus at any time, to be managed by department heads, Chairs, Deans
- Slowly open common or shared areas with increased cleaning – Olin, KWR and Bush Atrium – Sports Center and dining facilities to remain closed
- Collaborative research slowly brought back, with no more than 10 individuals coming together.
- Travel determined by budgetary constraints
- Maintain special accommodations for members of vulnerable populations
- No events that are open to the public
- Communicate:
  - Ask for feedback and any concerns that employees may have



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- Reaffirm personal safety practices
  - Reaffirm college expectations of the employee
  - Reaffirm cleaning procedures
  - Outline what 100% of the workforce being back on campus looks like

### *Phase 3*

- Resume unrestricted staffing – 100%
- Travel may resume, conditional upon budget constraints
- Research greater than 1 on 1 may be permitted, but informed by localized risk.
- No public gatherings over the CDC guidance

The rest of the report focuses specifically on the work of reopening our residential, fall 2020 academic program. After careful consideration, we recommend a September 14<sup>th</sup> start date and the plans below align with that decision. We can shift all elements of this plan in a coordinated way, should the situation warrant a new direction

### **Health and Safety Protocols**

Overall, to be ready for a September 14<sup>th</sup> start date, we will use CDC guidance established by August 1<sup>st</sup> for planning and implementation of opening on time. Listed below are the final recommendations for general health and safety guidance:

**PPE Task Force** – Create a PPE (personal protection equipment) plan for incoming and returning students based on CDC guidance as it becomes available. Review and increase necessary equipment needed for wellness center, campus safety, dining, facilities, admissions, and large group gatherings

**COVID Antibody Testing** – based on current CDC recommendations (April 28, 2020) it is not recommended that everyone get tested for diagnostic or antibody testing. From a health and safety standpoint this is not physically ensuring the health and safety of our campus community and therefore is not recommended by this committee.

**Wellbeing Campaign** - to be infused in various areas – orientation, canvas, and HR to access incoming and returning student, in addition to faculty and staff.

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**Residential Life - Move In** – With expectation of > 1000 student moving on campus in short time frame, review CDC guidance of group sizes, and formulate messaging and final recommendations to start implementation by July 1<sup>st</sup>.

**Sick Student Housing** – for quarantine and/or isolation status, designated housing area will remain offline to allow surge capacity to care for students that are unable to return home.

**Wellness Center** – will continue to monitor and plan for COVID testing on campus in addition to researching Antibody testing as its availability continues to rise. Create partnership with community members for on campus testing if unavailable due to cost of equipment.

**Group sizes** - Schedules to be reviewed to assess group sizes <25 and <50, including staggered lunch schedules to reduce overflow to dining areas. If social distancing is required (maintain 6 feet) then consider alternate A/B block of virtual and in class (“blended instruction”). In addition to classroom space (see p. 14), we need to readjust capacity in larger gathering spaces:

Building	Room	Setup	Capacity
203 Lyman	Black Box Theatre	Theater	40
Alfond Sports Center	McKean Gym	Rounds	600
Alfond Sports Center	Warden Arena	Theater	1645
Alfond Sports Center	Wolf Lobby	Reception	80
Annie Russell	Theatre	Theater	374
Bert-Martin Tennis Complex	Copeland Stadium	Theater	200
Bush Science Center	Atrium	Reception	98
Bush Science Center	Auditorium	Theater	345
Cornell Campus Center	Bieberbach-Reed	Theater	50
Cornell Campus Center	Dave's Boathouse	Rounds/Reception	189
Cornell Campus Center	Skillman Dining Hall	Rounds/Reception	320
Cornell Campus Center	Warden Dining Room	Conference	20
Cornell Fine Arts Museum	Museum	Reception	200
Crummer Hall	Suntrust Auditorium	Theater	85
Faculty Club	Meeting Room	Theater	50
Harper-Sheperd Field	Alfond Baseball Stadium	Theater	1000
Kathleen W Rollins Hall	Galloway Room	Theater	140
Kathleen W Rollins Hall	Room 240 - Seminar Room	Conference	20
Keene Hall	Tiedtke Concert Hall	Theater	392

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Knowles Memorial Chapel	Chapel	Theater	464
Olin Library	230 - Library Meeting Room	Hollow square	26
Rice Family Pavilion	Main Banquet Room	Theater	239
Rice Family Pavilion	Rotunda	Theater	48
Sandspur Field	Barker Family Stadium	Theater	1300
Woolson House	Lounge	Theater	30

**Dining** – based on CDC guidance on August 1, we will implement recommendations from Sodexo in regards to group sizes (assigning group seating times), physical distancing, no self-service, and enhance grab and go option. Develop to go menu to allow decrease in dining areas, and contactless payment or online ordering.

**Live Stream** - Expand live streaming capability to all athletics, music and theater programming in the event of small group sizes.

**Sick Leave Policy** - Create flexibility in student/staff/faculty sick leave policy. For students, flexibility with attendance in person in conjunction with accessibility services and academics. Strongly recommend a holistic policy that reduces overall risk to campus community, with a focus on “if you are sick stay home – do not attend work/classes – get well.”

### **Residential and Dining Plans**

Listed below are the final recommendations for residence hall and dining occupancy.

**Recommendation 1: Rollins should not pursue the single occupancy model.**

Simplified rationale:

- Health and safety benefits are nullified by other factors
- Revenue loss
- Takes away quarantine space

**Recommendation 2: Rollins should designate quarantine residential space and a sequestered space for students. Florida Department of Health or Executive Policy Group (EPG) will determine when/if we close. No hard requirement to isolate/quarantine for students from high risk area unless they are exhibiting symptoms or as directed by Rollins Wellness staff.**

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Simplified rationale:

- Hold one space for students who are symptomatic and awaiting test results.
- Hold one space for students who have tested positive and thus require quarantining.

**Recommendation 3: To be prepared for the possibility that Rollins is required to close campus, we need to provide clear messaging of our expectations to students and families prior to their return to campus.**

Simplified rationale:

- Maximize safety for all members of the campus community.
- Students have a clear understanding of how to limit what they bring to campus, along with their “leave plan” might be (similar to our hurricane evacuation plan). If students vacate, they should be instructed to take everything with them.
- Ensure we have resources/partnerships to assist students with moving out.
- Faculty should build in a flex week. [Note: This has been done by the Academic Program group]

**Recommendation 4: Re-Engineer Orientation and move-in to limit early arrival populations to campus in partnership with Residential Life and Explorations team, Academic Deans office, Campus Safety, and other campus partners. Dean of Students office can develop guidelines.**

- a. Student Athletes:** Move athletes back as early as possible to allow adequate training and limit physical injuries. Allow athletes to move directly into their fall room assignment. Utilize athletes as test group (wellness checks upon return/quarantine as needed). Participate in pre-season scrimmages as required by Sunshine State Conference, limiting others as much as possible.
- b. International Students:** Having a later start date benefits international students’ ability to obtain visas and travel. Enrolled international students should be allowed to start semester remotely (including asynchronously) as needed (“split” instruction, see Academic Program Delivery below). Do not isolate international students when they return.

Notes:

- 1) Dining recommendations are included in Health and Safety protocol group.
- 2) Our work was informed by models looking at possible spread of COVID in residence halls of different sizes. These models are included in the appendix

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## **Pre-Orientation and Orientation Plans**

The recommendations for the new student orientation experience are organized into three thematic areas- summer virtual engagement, pre-orientation, and orientation.

**Recommendation 1:** We recommend a series of **Summer Virtual Engagement** experiences for students and families throughout the summer tentatively titled “Your Journey Starts Here!”

### **Priorities**

- To help our new students make a meaningful connection with Rollins over the summer.
- To introduce our new students to the mission of Rollins (what we stand for, what we believe in, and how they can chart their own path right from the start as part of Rollins Gateway opportunities and experiences).
- To connect our new students to faculty, staff and current students at the college that will serve as advisors, mentors and guides.
- To allow new students and families to see themselves as part of the Rollins community and feel a sense of belonging.

**Recommendation 2: Reimagining new student orientation.** Our decision-making was guided by the goal of orienting new students with mixed methods of face-to-face and virtual delivery of information. We strongly believe in the importance of orientation activities in our students’ successful transition to campus and academic life at Rollins. We believe that we can deliver an effective new student orientation while still adhering to CDC guidelines on group size. To that end, we will create an orientation experience where virtual and face-to-face are equally important and critical for delivering content.

### ***Orientation for all CLA Undergraduate Students***

Our group recommends that the shortest possible face-to-face orientation for CLA undergraduates can be a total of 2 - 2.5 days. This would include one day of activities geared towards educating students about wellness protocols on campus (needs to be in-person, not virtual) and one day for academic advising and RCC class time. In order to achieve this, we recommend a series of virtual orientation activities to be deployed six days prior to move-in. These activities would be delivered using both synchronous and asynchronous delivery. A shortened parent and family orientation program will be developed to complement the student orientation.

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## **Academic Program Delivery**

Subgroup 4 of the Mission Task Force was asked to address issues related to academic program delivery for Fall 2020 in the context of the COVID-19 pandemic. This subgroup focused on calendar options and start dates, as well as modes of instruction.

### **Calendar Considerations**

The original calendar had an Aug 24th start date ([original 20-21 calendar](#)). The CLA Curriculum Committee has approved a September 14<sup>th</sup> start date, semester calendar. The details below reflect four models the subgroup considered that informed the recommendation to start on September 14, using the current calendar with a later start date. Full details are provided in the appendix.

The September 14<sup>th</sup> start date provides additional time for the number of COVID-19 cases to decrease, allows for state and national reopening plans to unfold, maximizes the probability that international students may return, and allows for completion time for the Lakeside Residences to maximize social distancing in the residential halls. The semester schedule requires the least adaptation of our current academic calendar.

Calendars considered:

<b>Aug 24 start Semester</b>	<b>Sept 14 start Semester</b>	<b>Sept 14 start 10 week term</b>	<b>Jan start Semester</b>
Original 20-21 calendar  Maximizes “familiarity” and traditional semester pacing  Does not accommodate construction delays on Lakeside	Last day of class & finals: Dec 18  Reviewed by Curriculum Committee & Exec. Committee for CLA	First day of class: Sept 14 End before Thanksgiving  Winter term: Jan 11-March 21  Spring Term: March 29-June 6	Spring term: Jan 4 first day of class April 16 last day of class  Summer term: April 27 first day of class Aug 2 last day of class

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### Modes of Instruction

We have identified four distinct approaches to delivering our curriculum. We need to be prepared to utilize some version of two or more scenarios depending upon the virus, hurricane season, parental concerns, accommodating ill/quarantined students or faculty, and roadblocks for international students.

#### **Defining our terms:**

**Face to face (F2F)**—in person instruction

**Virtual**—could be synchronous or asynchronous, also called “distance” or “remote”

**Blended or Hybrid**—a mix of face-to-face and virtual instruction in a single course

**Split**—a mix of face-to-face and virtual attendance among students enrolled in a single course

The drivers that would lead to choosing specific instructional modes are explored below.

#### **Scenario 1: Split Instruction**

Most students have returned to campus and attend classes F2F but some students are attending virtually because they have chosen not to return to campus at the beginning of the term but still want to stay enrolled. This may be essential for international students (who could face visa issues) or students who have been recently exposed to the virus.

- The split could be a F2F group of students with the off campus students “piped in” \*or\* the faculty member could offer virtual equivalents to students who cannot be in class F2F
- This scenario offers the highest responsiveness to diverse student need but it requires mindful attention to equity in learning outcomes for students. It requires outreach and case management for students who are not taking the class F2F.
- Would require a re-written attendance policy and extra time from faculty to maintain communication with students who are off campus.

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**Scenario 2: Blended – either start F2F, shift to virtual \*or\* start virtual, shift to F2F maintaining a semester schedule**

Whether we start on campus and have to move off, or start off campus and are able to move on, this scenario minimizes shifts in syllabi/course assignments and maintains regular rhythms of existing courses and semester. We would recommend faculty build in a “flex” week of content/assignments that could be used as a buffer if we need to give students a week to move on or off campus (could also be useful in the event of a hurricane closure).

- Starting on campus is the best case for building rapport with students if we are later forced off campus. An off-campus start creates challenges particularly for first year students. If we start virtually, we would want RCC faculty to meet with first year students several times before classes start. We might consider some 1 and 2 credit virtual courses that all students would be welcome to take in the weeks leading up to the first day of the term.
- Communication with parents will need to encourage flexibility around travel plans and we might want to suggest buying open ended tickets or tickets that will let you change dates without penalty.
- We need to take time zones into consideration if we are utilizing virtual delivery

**Scenario 3: Close campus “gates”—not an acceptable option**

- We determined that requiring commuter students to be virtual and not allowing them to participate in F2F instruction is not an acceptable option. F2F must be open to any student who seeks it. This is an equity issue.

**Scenario 4: Blended as a way to De-Densify**

- If we were able to be on campus but needed to de-densify (i.e., if we cannot meet in groups larger than 10 to 15 ) or to maintain required social distances of 6 feet, professors could divide their class into Group A and Group B and alternate weeks/ class periods meeting virtually and F2F with each group.

Example of impact of implementing social distancing in classrooms using either 36 or 160 sq feet per student (ranges based on a number of sources in the absence of CD guidance:



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<b>building</b>	<b>room</b>	<b>sq.ft.</b>	<b>capacity</b>	<b>36 sq.ft/person</b>	<b>160 sq.ft/person</b>
KWR	seminar	625	24	17	4
KWR	310	1432	48	39	9

#### *Adapting to a Changing Enrollment Landscape*

We are presupposing that we will be working over the summer to adjust to having fewer anticipated first year students and to possibly having fewer faculty due to potential lay-offs. The deans, Registrar and department chairs will work on adjusting the schedule. Should we have an unprecedented or unexpected shift in numbers, we will do the following.

- a. If we suddenly have fewer students than we planned for over the summer, we will let courses run with low enrollments unless we can use the faculty member in a different capacity
- b. If we suddenly have more students than we planned for over the summer, we will work with department chairs to see if we can open new sections, increase cap sizes, or combine sections. The Registrar will prepare a list of classrooms that can accommodate more than 30 students in case we need to create large combined sections/lectures.
- c. If we suddenly hear that a faculty member cannot return we will work with the department chairs to see if his/her courses can be cancelled, combined with other sections or taught by another member of the faculty. If funding is available, we might be able to utilize an adjunct.

#### *Ensuring Timely Graduation without January Intersession*

There are multiple ways we could offer 1 and 2 credit electives, if we need to cancel intersession this year. We already offer IFT and CLP courses on a shortened schedule in fall and spring semester. We can offer courses that meet on weekends, or in the evening, or courses that last four weeks or seven. We could even develop and teach some of these classes over the summer virtually. A virtual 2 credit course from August 10-Sept 4 might be an opportunity to keep students engaged before the late start date. If a faculty member's course has to be cancelled for low enrollment they could make up part of their load by offering a 2 credit elective. If we return to offering a one-week intersession in January we should consider a small tuition that would cover the cost of faculty stipends.

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### *Navigating a Hurricane*

As we mentioned above, we will recommend that all faculty build flexibility into their syllabi to accommodate a week-long interruption. They could build online lessons and activities in anticipation of a hurricane. Because this year's calendar will not have contingency days built in, we could also consider using the final exam week to make up for lost instructional time and possibly hold exams in January.

### *Preparing for a registration period that can work in an in-person or virtual environment*

We actually just did this and would utilize what we learned this spring.

### *Complying with Regional Accreditation Standards*

We have permission from SACSCOC to continue teaching virtually through the end of December 2020, should we have need. While we anticipate that they will allow us to continue to teach virtually (synchronously, not asynchronously), if necessary, we will still need to adhere to their policies. Should instruction for fall be fully remote and a mix of virtual synchronous and asynchronous learning, demonstration of course learning outcomes and student time on task will be documented through course syllabi or other means, allowing the College to assure SACSCOC of the integrity of the College's credit hour. International students have historically been limited to one online course per semester and have not yet been approved for the fall. Hybrid courses with less than 50% virtual do not count as online courses. International students participating virtually from outside the U.S. are not limited in terms of the number of online courses they may take.

### **Supporting Teaching and Learning**

Subgroup 5 recommends the following priorities and guiding principles in the coming months. Prioritizing an ethos of support aligns with Rollins's commitment to service excellence, while also recognizing the effect of the many uncertainties and anxieties of the moment—as will privileging familiarity whenever possible (e.g., rhythms, timelines, pedagogies, channels of communication). Being both flexible and planful will balance the need for preparation for multiple scenarios and being open to the unpredictability of the situation, and attention to accessibility will ensure all who are meant to teach are able, and all who wish to learn are able.

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*Faculty Retreat:* The objectives for the Faculty Retreat are threefold. First, the tone and content should convey appreciation for what faculty accomplished (a Herculean task, and carried out differently from other campuses, with greater success), empathy for what faculty had to sacrifice (their spring break, the joy of classroom teaching and their F2F teaching community), and trust that faculty have been doing their best and have the best intentions for their students and for Rollins (their commitment to students and to this campus). Next, the Faculty Retreat should inspire faculty to deliver on Rollins's mission, potentially situating it in this historical moment, as it seems especially and perhaps differently relevant right now. Finally, the Faculty Retreat should rally faculty around Rollins's 'signature pedagogies,' or the distinctive ways of teaching that are part of Rollins's 'brand' and can be conducted regardless of learning environment.

### *Teaching Support Programming*

Programming in effective virtual pedagogies and technologies will be needed this summer, and probably beyond, to support the most likely scenarios this fall. Sessions focused on effective, Rollins-appropriate asynchronous elements to complement synchronous instruction are at the top of the list, along with sessions supporting hybrid or blended learning and additional training in relevant technologies.

Subgroup 5 also noted that, if Rollins has remote instruction in the fall, the most challenging student population will be first-year students, so faculty teaching RCC courses will need to be prepared with a strong repertoire for remotely engaging students individually and as a cohort. Finally, faculty in the lab sciences and expressive arts have specific challenges in remote instruction, so Subgroup 5 recommended they form individual 'communities of practice' to identify and develop authentic digital learning and engagement activities for teaching remotely. The Subgroup also encouraged other faculty in specific pedagogical cohorts (e.g., writing, languages, community engagement) to work together as well.

### *Resources*

Subgroup 5 identified several resources needed to complement interactive programming. Some faculty have already asked for a compilation of evidence-based 'best practices' in online and blended instruction. Guidance (logistical and pedagogical) on additional synchronous and asynchronous activities and assignments would strengthen the Rollins Remote Teaching Resources Canvas site, as would more

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support for applying Universal Design for Learning. Showcasing examples from Rollins faculty will inspire and support further creativity and innovation. All of the above should include examples of low-bandwidth possibilities to ensure access to students and faculty who need it. Finally, identifying needs (e.g., hardware and equipment, software, skills, access to a classroom or office) ahead of time would help forestall as many barriers as possible.

### *Student Academic Support*

To offer appropriate academic support for students in the potential scenarios, Subgroup 5 recommends that the Tutoring and Writing Center and Advising continue their effectively adapted models from Spring 2020, as needed. Plenty of guidance for students to manage the particularities of remote learning will be needed before and during the semester, through orientation sessions, tutoring workshops, resources in Canvas, and in syllabi. Instructional Design and Technology is also eager to share with students some tools to support their learning. Gateway courses will also support students' transitions to Rollins and potentially their transitions to remote learning. Finally, should the campus shift to remote instruction again, Subgroup 5 recommends that everyone *proactively* conveys a signature characteristic of Rollins College: the porous walls of the classroom, or the fact that "the campus educates the student."

### *Messaging*

Subgroup 5 included no members of Marketing, Communications and External Relations, or faculty from Communication or Business, but there was no shortage of insight on marketing and messaging if the campus shifts to remote again. Recognizing that Rollins is, above all else, "relational," most of the messaging recommendations include at least a nod to the role of relationships in a remote Rollins. Continuing the "Tars Together" campaign and, if remote, promising a "Tars Reunited" would keep both circumstances positive, forward-thinking, and aspirational. Clear messaging about what's the same and what's different, reminders that the shift is temporary, and commitments that everyone is still honoring the mission will foster a sense of continuity and clarity amidst 'pandemic fog.' Finally, messaging should foreground our commitment not only to the mission but also to the unique, specialized, transformative, 'high-touch' pedagogies that characterize teaching and learning at Rollins, even remotely.

## A Pathway Forward

Rollins has multiple, cross-divisional groups that have a demonstrated track record of working collaboratively and creatively to solve challenges and implement solutions. Rollins is well positioned to implement the strategies and guidance in this report through ongoing collaborations among the Transitions team, the Emergency Operations Committee, the orientation team, the Rollins Gateway team, and Academic Affairs. These groups have overlapping membership which will be essential in ensuring essential information flow and coordination at key decision making points identified in this report. Below is a timeline for moving back to face-to-face instruction.

### Re-opening Timeline Based on a September 14, 2020 First Day of Class

