I. Subgroup Membership

Subgroup Coordinator
- Allison Danell, Dean, Thomas Harriot College of Arts & Sciences

Subgroup Leaders
- Angela Anderson, Acting Vice Provost for Academic Success
- Bill Bagnell, Associate Vice Chancellor for Campus Operations
- Purificación Martínez, Chair of the Faculty
- Jamie Perry, Chair, Department of Communications Sciences & Disorders
- Chandler Ward, SGA President

Campus Experts
- David Bucci, Director, College of Engineering and Technology Student Success Center
- Robert Carels, Professor, Department of Psychology
- Linc Conn, Chair, Department of General Dentistry
- Wendy Creasey, Director of Digital Learning and Emerging Technology Initiatives
- Edu Leorri, Associate Dean for Planning, Harriot College
- Lynnsay Marsan, Teaching Assistant Professor, Department of Biology, and Vice Chancellor Fellow for Undergraduate Research, REDE
- Marianne Montgomery, Chair, Department of English
- Siddharth Narayan, Assistant Professor, Department of Coastal Studies
- Jean Luc Scemama, Associate Professor, Department of Biology, and Vice Chair of the Faculty
- Will Banks, Director, University Writing Program
- Jennifer Baysden, Associate Director of Office of Academic Outreach, Continuing and Distance Education
- Elizabeth Coghill, Director, Pirate Academic Success Center
- Will Eblin, Clinical Assistant Professor, Department of Communications Sciences & Disorders
- Katie Erickson, Assistant Director of Education Abroad
- Mark McCarthy, Chair of Faculty Senate Calendar Committee
- Kelli Russell, Teaching Assistant Professor, Health Education and Promotion, and Director of Contact Tracing
- Michael Van Scott, Interim Associate Vice Chancellor, REDE

II. Guidelines and Resources

- ECU Faculty Manual
- REDE Coronavirus Information Hub
- Local, state and national public health information websites
III. Summary of Key Planning Elements

Instruction

- **Classroom instruction and delivery:** CANVAS usage by instructors and students is critical. Instructors should communicate technology expectations to students. The university should communicate classroom technology capabilities to instructors and offer necessary training. If a cluster of COVID-19 cases is potentially developing or identified, individual instructors and public health officials should confer to determine whether a class may be moved online for up to 2 weeks. If outbreaks become more widespread, building density as a function of course meeting days and times should be mapped to target particular classes in high density areas to be moved to a fully online delivery method. Priority for continued in-person instruction should go to classes that require in-person learning, such as labs and studio classes.

- **Classroom occupancy and density:** The university should keep instructional spaces (110 and 210 spaces) at full density. Masks, social distancing and other public health protocols may be required indoors based on guidance from local and campus public health officials. If masks are not required, individual instructors may encourage mask-wearing in classrooms and can make masks available from ECU’s PPE supply. Instructors should create attendance policies that provide flexibility in case of illness, quarantine or isolation, and publish them in CANVAS at least one week before the beginning of the term. The university should implement a universal seating chart system to aid instructors in establishing seating charts, a practice that is advisable in all classes.

- **Study abroad:** The Office of Global Affairs is coordinating a process for students to request permission to study abroad in locations accepting U.S. students. The process requires students to identify the major risks at the location and the risk mitigation strategies they will use. Faculty directors of study abroad programs will facilitate this process for group programs.

- **Office hours, advising and academic support services:** Multiple modes of in-person and remote engagement should be offered when possible. This flexibility will enhance student access and employee productivity. Instructors should hold at least 5 hours of in-person or virtual office hours per week. Academic Advising offices should maintain standard university operating hours of M-F, 8 a.m.-5 p.m., and be staffed at an appropriate level to meet the needs of students. Each office should work within its unit to allow personnel to establish a flexible schedule of in-person and remote work, primarily in-person. Academic support services (such as Pirate Academic Success Center and the University Writing Center) plan to maintain pre-COVID hours and provide a full range of services with a mix of face-to-face and online appointments.

Research, and Clinical/Experiential Learning

- **REDE:** should continue to coordinate and communicate updated guidelines, ideally with operational changes posting to the REDE website as well as the Return of Pirate Nation website.

- **Research:** ECU personnel overseeing research activities should have safety plans in place based on risk assessment and researcher safety requirements. Safety plans should align with the appropriate level of risk as defined by OSHA guidelines.

- **Clinical/Experiential Learning:** ECU personnel coordinating placement of students at non-ECU sites for clinical and/or experiential learning should communicate with sites regarding risk assessment. ECU personnel are responsible for updating risk assessments and confirming continued student participation as needed based on public health conditions at sites.

- **ECU Clinics:** Each individual clinic should establish a committee and/or task force that meets regularly to write, review and maintain a dynamic manual of operations detailing the safety
protocols related to COVID-19. Students should be required to complete an attestation that they have received and reviewed the manual upon each revision.

IV. Detailed Planning Elements for Instruction

The following recommendations are made under the assumption that the primary and most workable plan is to keep instructional spaces (110 and 210 spaces) at full density, except for localized adjustments in response to small outbreaks. Any changes to the current plan for 100% capacity in fall should be communicated to faculty, staff and students as early as possible. This subcommittee does not see an option to lower density in classrooms under the current schedule. In the event that lower density is required, building density should be mapped in order to target particular sections to be moved to a fully online delivery method. Priority for continued in-person instruction should go to classes that require physical interaction, such as labs and studio classes. ECU should do everything possible to encourage and incentivize very high rates of vaccination among students and employees.

Classroom Instruction and Delivery

Classroom technology

- ECU is working to ensure that all classrooms have appropriate technology capacity, described below. This funding request was submitted on April 29, 2021, to the Provost with the support of the Fall 2021 Planning Team. The equipment has been ordered with the intent to install when received. The installation date will depend on when the equipment is received from the vendor and access to classrooms, so an availability date cannot be guaranteed. The request will ensure that all classrooms have at least Tier 1 and/or Tier 2 (see definitions below) technology capacity. All 110 classrooms listed have a camera mounted in either the front (on the lectern), the back, or in both the front and the back of the classroom, as well as a microphone on the camera or the podium. A request to add similar technology to 210 spaces is included.

  **Tier 1** – Faculty can share their presentations via Webex/Teams, students can simultaneously see the instructor’s screen and hear the instructor from a remote location, and instructor can record lecture.

  **Tier 2** – Includes Tier 1 room attributes, in addition to the ability for students to see instructor via a camera mounted either in the front (on the lectern) OR back of the classroom (ONLY one per room).

- There should be clear instructions in classrooms and online about how to use this classroom technology.
- Microphones for voice projection are available for checkout from the library. The supply should be reviewed and potentially expanded.
- Instructors need to indicate any technological expectations or requirements in the course syllabus (such as proctoring fees) that would result in additional cost for students. This includes the Continuity of Instruction requirements for how to access course material in the event of prolonged face-to-face class cancellation (see below).
- We strongly encourage the use of CANVAS for course information delivery (syllabus, attendance policy, technological requirements, etc.) and ongoing communication with students, regardless of course delivery mode.
• CANVAS sites, with attendance policies, should be made available (published) at least one week prior to the beginning of classes. Syllabi should be posted by the first day of classes.
• For Fall 2021, the university should provide a module in CANVAS Commons listing basic technology expectations for students and availability of tech for checkout. Faculty can import these modules into their courses. The DELT Faculty Senate committee should explore during Fall 2021 whether this module should be pushed into CANVAS sections via template beginning Spring 2022.

**Delivery method flexibility**
• The delivery mode in Banner should reflect how the class will be taught in the fall. Units were asked to review their scheduled delivery modes and make any delivery mode changes, in line with instructor preference as long as course/program needs were met, before May 12, 2021.
• In order to facilitate any transitions between face-to-face and online delivery methods, we strongly encourage the usage of CANVAS for course content delivery and communication throughout the semester.
• If an instructor is concerned that a cluster of COVID-19 cases is potentially developing in their course, the instructor or department chair should contact ECU’s contact tracing team at ecucontacttracing@ecu.edu or 252-328-4238. Contact tracers will subsequently confer with the instructor and department chair about whether the course should be delivered in an online format up to 2 weeks.
• If ECU’s contact tracing team suspects that a cluster of COVID-19 cases is potentially developing or has been identified, contact tracers will communicate with the instructor and department chair about the suspicion or identification. Contact tracers will subsequently confer with the instructor and department chair about whether the course should be delivered in an online format up to 2 weeks.
• Change in delivery mode cannot be executed without consultation with the department chair and contact tracers, and may not result in partial attendance during the week (such as moving to a hybrid mode with 1 or 2 meeting days a week).
• If a course is delivered in an online format for up to two weeks, instructors can require students to attend synchronous class meetings at the established class time. (See above the need to have technology requirements in the syllabus/on CANVAS.) Instructors should record any synchronous classes in case some students encounter technological barriers such as lack of access to high-speed internet.

**Attendance**
• Students registered for face-to-face classes should expect and plan to attend those classes in person as required in the individual classes’ attendance policies. Instructors are NOT expected to deliver parallel online or hybrid courses.
• If students must miss class for COVID-related reasons (quarantine, isolation, or caring for someone who is quarantined or isolating), they should not be penalized for the absence, and the instructor should make class material available to them as appropriate, depending on what classroom activities were missed. (For example, the instructor might provide lecture streaming and/or recording, one-on-one consultation in office hours, or opportunities to participate in remote group work.) It is the responsibility of the student to contact the instructor before they
miss class for COVID-related reasons to make alternate arrangements for accessing the missed class material.

- Instructors are encouraged to craft flexible attendance policies and should be careful not to incentivize students to attend class when they are ill or a potential risk to others.
- Instructors should consider providing attendance credit for watching the recordings of their lectures in case students encounter technological barriers to live remote attendance or synchronous online courses.
- Attendance policies should be communicated to students via CANVAS at least one week prior to the start of the semester. Attendance policies should also, as always, be included in the course syllabus.
- Instructors should encourage students to identify a note-taking buddy in the class.

**Classroom Occupancy and Density**

**Physical classroom space**

- 100% seating capacity is expected in 110 spaces.
- Assigned seating will assist with contact tracing. Seating charts are advisable. We recommend the university create in a universal seating system to aid instructors (such as adding seat labels) that can be used with CANVAS’ Attendance tool.
- Contact tracing and quarantine requirements will be determined by the Public Health group. These will presumably follow current CDC guidelines, which do not require quarantine or testing for asymptomatic vaccinated people.
- HVAC systems in instructional spaces use the highest filtration rate possible; building users should not prop doors or open windows. Communications about “building health” continue to be important in terms of air handling/filtering systems and reliance of systems on closed windows.
- Performing arts classes and co-curricular activities (music, theater, dance) can be held safely by following COVID-related industry standards as well as ECU classroom guidelines. High aerosol-producing activities occur in large spaces with frequent air exchange. Smaller performing arts spaces have HEPA air filters.

**Physical laboratory space**

- 210 spaces used as laboratories should be limited to 16 square feet per person whenever possible.
- Instructors are encouraged to dedicate the time spent in the laboratory focused on hands-on work and maximize the use of CANVAS for facilitating other work.

**PPE requirements**

- ECU currently requires masks in instructional spaces. Even if masks are at some point no longer required by the university, individual faculty can encourage mask-wearing in class and can make masks available from ECU’s PPE stockpile.
• PPE should be distributed to departments so that individual faculty can make masks available to their students in class. PPE procurement should not be the responsibility of individual colleges or units but should be organized centrally.
• Detailed PPE requirements for laboratory spaces should be reviewed and implemented before classes start.
• Wipes should be available in classrooms for faculty to wipe down microphones.

Study Abroad

• See Section III – Summary of Key Planning Elements. No additional detailed recommendations are offered.

Office Hours, Advising, and Academic Support Services

Office hours
• Instructors will hold at least 5 hours of office hours per week, as required by the ECU Faculty Manual.
• To support student access to office hours, instructors may choose to hold office hours online using virtual meeting software such as Webex or Teams in addition to or instead of on-campus/in-person.
• Office hours information, including links for online office hours (where applicable), must be included in the course syllabus and posted on CANVAS.

Academic advising
Academic Advising has provided quality services across the board for students while operating completely virtual over the previous year (99% satisfaction with 20% response rates per latest surveys). Many academic advising offices operate by appointment and do not provide dedicated walk-in services. Student ‘no shows’ for appointments have substantially dropped across the board with the reliance on virtual appointments, and engagement has increased because of flexibility of scheduling. Remote/telework has provided a new mode of communication with students for many and will provide the option for students not comfortable with being face-to-face with advisor or around other students in an advising environment (e.g., waiting room, office area, etc.) Remote/telework has allowed for flexibility in working with students in a more immediate manner and facilitates outside standard business hour operations. With a university increase in online student outreach per the fiscal sustainability committee report, virtual meetings will become more prevalent going forward.

• Academic Advising offices will maintain standard university operating hours of M-F, 8 a.m.-5 p.m. All offices will be staffed to meet the needs of its students during operating hours. Availability of remote/telework will be optional for each employee but will be consistent to ensure coverage and service to the students, units and university. Each office will cross-train if not already done to allow for student needs to be met for walk-in student emergencies or services.
• Each unit will work with its unique academic/area unit to allow personnel a mix of remote/telework and in-person work, with primary setting in the physical office (e.g., 1 or 2 days telework to 4 or 3 days in office). This will reduce density of students and staff in one area
at any time. This is particularly important in smaller offices with close quarters/seating in offices and lobby.

- Students will be informed of their advisor availability (remote workdays, on-campus days), and work with current systems for appointments to ensure an easy process for students (Bookings, Scheduler, etc.). Students will have the option to meet with academic advisors virtually or in-person.
  - Remote/telework days would allow for virtual appointments/meetings and other activities to meet unit, student, university needs.
  - On campus/in-person days would allow for both virtual and in-person appointments/meetings to better engage students.
- Adjustments will be made depending on staffing, availability and effectiveness of remote/telework, in addition to meeting unit, student and university needs for initiatives and activities.

**Academic student support services**

Academic student support services (such as Pirate Academic Success Center and the University Writing Center) will maintain pre-COVID hours and provide a full range of services, such as tutoring, consultations and coaching, with a mix of face-to-face and online appointments. Staffing and service levels are determined by budgetary allocations. PASC operations include tutoring, peer academic coaching services and study skills coaching. The University Writing Center will maintain its introductory CANVAS module and also provide an introductory video that can be shown in face-to-face classes, but does not plan to resume in-person class visits, as these are staff-intensive and take consultants away from appointments in the center.

**V. Detailed Planning Elements for Research and Clinical/Experiential Learning**

**Research**

ECU personnel overseeing research activities should have safety plans in place based on risk assessment and researcher safety requirements, as coordinated by the Division of Research, Engagement, and Economic Development at ECU. Safety plans should align with the appropriate level of risk as defined by OSHA guidelines.

**Clinical/Experiential Learning**

Program directors or unit administrators coordinating placement of students at non-ECU sites for clinical and/or experiential learning should communicate with sites regarding risk assessment. These program directors or unit leaders are responsible for establishing any COVID-related training for students prior to beginning an experiential learning experience, and for updating risk assessments and confirming continued student participation as needed based on public health conditions at sites. Additional training, acknowledgement of risk, and assumption of risk waivers may be appropriate at High and Very High Risk levels as defined by the COVID Operational Matrix. Risk assessments may be designed at the program or unit level or may be adapted from those developed by the university.

The Experiential Learning Workgroup webpage may benefit from the following updates if it needs to be launched again in the case of deteriorating public health conditions:

- Provide regularly updated experiential learning COVID-related information (and remove outdated information) on the Experiential Learning Workgroup Webpage and in the Return of Pirate Nation Masterplan.
• Consider organizing the Experiential Learning Workgroup Webpage such that different groups (e.g., instructors/supervisors, students, experiential learning site staff, individuals who test positive, etc.) can easily navigate to the appropriate instructions and access necessary resources.
• Provide an individual/staff dedicated to providing oversight, guidance, questions (e.g., Experiential Learning office) related to experiential learning.

Continue universal use of the Experiential Learning Inventory (ELI) for improved tracking. If possible, streamline process, and report any changes in risk at experiential site to those who oversee the experiential learning in their department.

Programs with off-campus experiential learning activities may use ECU-approved affiliation agreements, with any necessary assistance with addressing public health and safety provided by the Office of University Counsel. It is recommended that the experiential site be required to agree to the following:
• If COVID risk level increases, communicate the increased risk to students and confirm continued student participation.
• If COVID risk increases and face-to-face activities need to be greatly curtailed or canceled, or students decline participation in experiential learning because of increased COVID-related risk, provide alternative experiential learning experiences when possible.
• Reporting to ECU the names of any students who test positive for COVID while participating in a non-ECU experiential learning experience.
• Have non-ECU experiential learning sites reporting to ECU any appreciable changes in COVID risk at their site.
• If COVID risk increases and face-to-face activities need to be greatly curtailed or canceled, provide support to instructors to develop virtual experiential learning videos such as virtual field trips that can be used as alternative learning experiences for students that cannot attend.

ECU Clinics
ECU has a number of clinics that serve patients that are not part of ECU-P or Vidant Medical Center (e.g., Dental Medicine, Speech-Language and Hearing Clinic, Navigate Clinic, Family Medicine, etc.). Such clinics should establish a committee and/or task force that meets regularly to review and maintain a dynamic manual of operations detailing the safety protocols related to COVID-19. Guidelines should at a minimum include the following: outline of proper use and expectations for PPE based upon the procedure and aerosol production; safe work practices for employees/providers and/or students; plans to ensure protection of patients and families (where applicable); administrative controls (e.g., use of signs, labels, traffic flow, patient screening, check-in processes, etc.); an outline of the student and employee training process for COVID-19 infection control and sharing of updated policies; and contingency planning (where applicable). The clinic should ensure that clinical providers and/or students (where applicable) are aware of this manual. It is recommended that students be required to complete an attestation that they have received and reviewed the manual. Clinics should ensure that the operating procedures/plan outlined within the manual be reviewed and approved by the Department Chair, Associate Dean, or Director overseeing the clinic and the next higher administrator in the unit, Dean or Vice Chancellor. It is expected that guidelines follow current recommendations from federal, state and/or local health authorities.