UNIVERSITY OF TEXAS ★ ARLINGTON

Fall Academic and Course Planning Task Force Report

June 2020

Fall Academic and Course Planning Task Force Report

MESSAGE FROM THE PROVOST

Dear Colleagues,

During the spring semester, I was heartened to see how quickly our University community adapted, both to the sudden closure of our campus and the rapid move to online learning and operations. It was evidence of how much we can accomplish together.

We continue to address another challenge: Develop and execute an academic plan for the safe resumption of a fall term that includes a mixture of in-person and online learning.

With that as the goal, the Fall Academic and Course Planning Task Force has created this plan, which provides the best possible educational experience for our students in an environment that complies with health guidelines concerning the pandemic and ensures we can safely learn, teach and work.

This plan represents the work of eight sub-task forces and more than 80 staff and faculty leading an effort that remains collaborative, cross-functional and representative of the innovation and ingenuity that UTA has in abundance. Through surveys sent to students, staff and faculty, we sought input from thousands of members of the UTA community as we sought to develop specific guidelines for course development, curricular modality, scheduling, international student issues and communications.

When the Maverick community resumes on-campus classes and operations this fall, things will look and feel different from past semesters. What won't change is our determination to keep the best interests of our students at the center of all we do, and to continue to care for the health, safety and well-being of our Maverick community.

Flexibility and adaptability are paramount, as there will remain factors outside of our control, such as the prevalence of the pandemic in the months ahead and future guidance from our governing bodies and health authorities.

We are committed to making the best decisions for our students' education and appreciate everyone's flexibility and perseverance during these unusual times. As Interim President Teik C. Lim says, "We are in this together."

As always, thank you for all you do for The University of Texas at Arlington.

Sincerely,

Pranesh Aswath, Ph.D.
Interim Provost and Vice President for Academic Affairs

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Introduction

Novel Coronavirus Disease 2019 was first named as COVID-19 by World Health Organization in early February 2020. Originating in Wuhan, China, COVID-19 is now the cause of a global pandemic requiring the development of policy and process to ensure the safety of our faculty, staff, and students as they return to campus. In early March when it was evident that the pandemic had the potential to inflict significant harm to our stakeholders, a rapid response team was developed at UT Arlington with several sub-task forces to meet this challenge and address the immediate needs of safeguarding our faculty, staff, and students. The task force was responsible for the development of policy, procedures, and actions that resulted in safely bringing back our students and staff who were overseas, safely repatriating students who were living on campus and needed to return to their residences and overseeing the transition of classroom instruction to online delivery over a very short period of time. Since then, much work has been completed and policy changes, safety measures and processes for faculty, staff and students to return safely to campus are underway:

- A course schedule listing new modalities for courses (online, hybrid and face-to-face) was distributed to students to expedite enrollment for fall classes.
- A campus-wide survey of faculty was completed and listening sessions are scheduled to obtain additional feedback.
- A campus-wide survey of staff was launched, a listening session is scheduled to obtain additional feedback, and HR rolled out trainings on new federal leave guidelines to accommodate our most vulnerable staff.

UTA relied on its strong shared governance practices to organize task forces and subgroups to develop plans for Summer 2020 and Fall 2020. It was clear from the national and local progression of COVID-19 that it was prudent to continue with online instruction of classes for the summer to protect the health and well-being of our students, faculty, and staff. This decision was expeditiously communicated to our stakeholders, and suitable training was provided to our faculty and staff to ensure a smooth transition.

The announcement by the governor of Texas, the Honorable Gregory Abbott, that he intended to reopen the state of Texas in multiple stages over the summer of 2020, led to the development of a plan to reopen The University of Texas at Arlington for Fall 2020 in a deliberate and safe way, ensuring the health and well-being of students, faculty and staff. Interim President Teik C. Lim constituted two task forces that included faculty and staff in late April 2020 that were charged with the mission to develop a plan to safely reinstate campus operations in Fall 2020. The first task force, titled *"The Executive Fall 2020 Repopulation Task Force"* and chaired by Mr. John Hall (VP for Administration and Campus Operations) and Ms. Lisa Nagy (VP for Student Affairs), were tasked with the broad mandate to develop a plan to address the overarching needs of the entire campus community for a Fall 2020 reopening. A second task force, titled *"Fall Academic and Course Planning Task Force"* and chaired by Dr. Pranesh Aswath (Interim Provost), was tasked with developing a plan for resuming academic operations and bringing back students to campus in Fall 2020. The two task forces worked in tandem to ensure the safe opening of campus in Fall 2020.

The Fall Academic and Course Planning Task Force first met on April 29th to develop a strategic plan and engaged assistance from Office of Information Technology at UT Arlington in Project Management to develop a working plan, milestones, and deliverables. The task force continues to meet regularly to develop the plan to safely offer classes and bring students back to campus in a limited fashion in Fall 2020. The main task force has over 30 members drawn from around UT Arlington to represent the diverse background and priorities for reopening the campus. The table below lists all the members of the task force and their home departments.

Name	Position/Department
Pranesh Aswath – Chairperson	Interim Provost, Office of the Provost
Daniel Cavanagh	Chair-Music, College of Liberal Arts
Maria Martinez-Cosio	Associate Provost-Faculty Affairs, Office of Provost
Sarah Sarraj	Instructional Designer, Center for Distance Education
Jay Horn	Exec. Director, Office of International Education
Bill Carroll	Chair-Faculty Senate, College of Engineering
Jeff Carlton	Exec. Director, Communications and Media Relations
Stacey Fraser	Project Planning Manager, Office of Information Tech
Margaret Jackymack	Coordinator II, College of Liberal Arts
LaToya Oduniyi	Asst. Director, Health Services
Molly Albart	Asst. Vice President, Student Services
Donald Lange	Director, Auxiliary Operations and Logistics
Harry Dombroski	Dean, College of Business
Candice Calhoun-Butts	Asst. Dean, College of Nursing and Health Innovation
Kirsty Dymond	Associate Univ. Attorney, Legal Affairs
Katie Hageman	Chief of Staff, Office of Provost
Amber Smallwood	Asst. Vice Provost-Acad. Plan. Policy, Office of Provost
Keith Halman	Exec. Director, Business Technology Services
Kimshi Hickman	Asst. Vice Provost, Division of Student Success
Ashley Purgason	Assoc. Vice Provost, Division of Student Success
Raymond Jackson	Associate Dean, Graduate School
Karen Krause	Director of Financial Aid, Enrollment Management
Conroy Kydd	Assistant Registrar, Enrollment Management
Nicole Mancone Fisher	Registrar, Enrollment Management
Laura Mydlarz	Assoc. Dean, College of Science
Lynn Peterson	Assoc. Dean, College of Engineering
Lee Pierce	Asst. Director-Knowledge Services, Office of Information Tech
Peggy Semingson	Faculty Senate, College of Education
Ehren Wixson	Asst. Vice President, Business Services
Joanna Merritt	IR Director, University Analytics
Bobby Childress	Assoc. Director, University Analytics
Karen Kusler	Business Process Management, Office of Information Tech
Candice Beckman	Business Process Specialist, Office of Information Tech
Edgardo Nieves	ERM Facilitator, Office of Internal Audit

In order to develop guidance and policy for the Fall 2020 reopening of campus, a detailed analysis was completed to examine issues related to student, staff, and faculty concerns; capacity constraints on campus; availability of technology; training of faculty and staff; and resource constraints; among other issues. To develop robust guidelines, the task force recognized that additional specialists who had a deep understanding of campus operations, training, and facilities management were needed. In order to develop an understanding of the challenges faced by faculty, students, and staff, surveys were developed and the stakeholders were provided an opportunity to provide input. A faculty survey, a student survey, and a staff survey were conducted. Eight sub-task forces were created to assist in the development of specific guidelines for course development, curricular modality development, scheduling, international student issues, and communications.

The formation of sub-task forces to address a broad range of areas related to course and academic planning empowered those with subject matter expertise to contribute to a diverse, cross-functional team focused on interconnected issues critical to a successful 2020-2021 academic year. The membership of these sub-task forces was both intentionally selected and developed collaboratively. Initial rosters comprised a mix of faculty, staff, and mid-level administrators—associate deans, associate vice provosts, legal counsel, department chairs, and directors of various units within and outside Academic Affairs. As the teams engaged in conversations, they recognized the need to include additional expertise and diversity, resulting in the membership of the team increasing further to better match the complexity of the issues being discussed and researched. There are currently over 80 members from different parts of campus who serve in the various sub-task forces and the main task force.

To be adaptive and garner a competitive advantage, organizations must strive to achieve an internal complexity that reflects the complexity of the external environment in which they function.[1] An organization's diversity of perspectives is directly related to its ability to understand, adapt to, and resolve complex issues, with greater diversity leading to fuller understanding and effective problem-solving. Organizations must also recognize where they do not have the necessary diversity (complexity) and work to purposefully include select additional perspectives, including relevant stakeholders, to bring needed expertise without overwhelming the process.[2]

The recommendations provided in this report reflect the input provided by task force members, surveys and constraints to act on them. Listed below are eight task forces and the individuals leading them and their affiliations. The details of their work are provided in subsequent sections.

Name of Task Force	Primary Charge of Task Force	Chair of Task Force
1.0 Facilities and Scheduling	Develop the schedule for Fall 2020 classes and provide resources for safe reopening	Mr. Dan Cavanagh
2.1 Class Modality Development	Develop possible course modality guidelines and assist colleges with identifying courses	Dr. Maria Martinez-Cosio
2.2 Faculty Training	Develop training to prepare faculty to teach online and hybrid modality	Ms. Sarah Sarraj
3.1 International Student Issues	Develop a plan to ensure new and continuing international students can continue with their program at UTA	Mr. Jay Horn
3.2 Study Abroad	Develop processes to accommodate students who were planning on an overseas semester in Fall 2020	Ms. Kelli Anderson
4.1 Faculty Issues and Challenges	Develop an understanding of challenges facing faculty who need to teach F2F, online, and in mixed mode modality	Dr. Bill Carroll

[1] Boisot, M., & McKelvey, B. (2011). Complexity and organization-environment relations: Revisiting Ashby's law of requisite variety. The Sage handbook of complexity and management, 279-298.
McKelvey, B., & Boisot, M. (2009). Redefining strategic foresight: 'Fast' and 'far'sight via complexity science. In L.A. Costanzo and R.B. MacKay (eds.) Handbook of Research on Strategy and Foresight, pp. 15-47.
[2] Seidl, D., & Werle, F. (2018). Inter-organizational sensemaking in the face of strategic meta-problems: Requisite variety and dynamics of participation. Strategic Management Journal, 39(3), 830-858.

4.2 Staff Issues and Challenges	Develop an understanding of challenges facing staff as students return to campus for Fall 2020	Ms. Margaret Jackymack
5.0 Communication	Develop a communication plan to make sure information about Fall 2020 reopening is communicated to all the stakeholders	Mr. Jeff Carlton

The eight sub-task forces were organized as detailed in the org chart provided below.

Sub-Task Force Organizational Chart

Fall Academic Instructional Strategic Plan
Project Organization Chart

FALL ACADEMIC & COURSE PLANNING TASK FORCE
Pranesh Aswath

1. Facilities, Classroom Scheduling & other logistics
Dan Cavanagh

2.1 Identifying Class Modality
Maria Martinez-Cosio

2.2 Training & Logistics
Sarah Sarraj

3.1 International Student & Other Related Issues
Jay Horn

3.2 Study Abroad
Kelli Anderson

4.1 Faculty Issues & Challenges
Bill Carroll

4.2 Staff Issues & Challenges
Margie Jackymack

5. Communication
Jeff Carlton

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Process Narratives for Each Sub-Task Force

1.1 Facilities, Classroom Scheduling, and Logistics

For the length of its operation, the sub-task force on Facilities, Classroom Scheduling, and Logistics worked, and continues to work, in close coordination with the sub-task force on Class Modality, as the topics are inextricably linked, with modality informing facilities needs and facilities needs informing modalities.

Empowered by recommendations from the CDC and the knowledge that 88% of respondents to a student survey agree that maintaining a six-foot distance from others is critical to protect the health and safety of the campus community, the group reconfigured and developed new capacities for classrooms with a democratic, iterative process to guide the assignment and scheduling of rooms.

Additionally, as students and faculty overwhelmingly agree (88% and 77% of survey respondents, respectively) that the use of face masks on campus and in the classroom is essential for a healthy campus community, the group assisted in the institution of the University's face-covering protocol and asserts that the protocol be required in classrooms as part of syllabus and campus policy.

2.1 Identifying Class Modality

At the onset of fulfilling its charge, the top priority for the planning team on Identifying Class Modality was to first determine and define a set of modalities for UTA to offer in the fall semester. Meeting weekly, the sub-task force evaluated the work and decisions of peer institutions, while carefully considering the priorities and best interest of faculty on campus through the input of faculty from each college and school.

The group worked within the principle that it existed to set the boundaries for modality types and the criteria and pedagogical requirements that would identify them, not to pass down mandates on course delivery. Rather, the group, throughout its process of developing recommendations, invited the input of colleges and schools on modality possibilities for their Fall 2020 course roster. This dialogue helped clarify and fortify the modality definitions, boundaries, and the necessary flexibility that accompanies the designation of modality.

As 46% of student survey respondents who cited COVID-19 uncertainties as a reason for not yet enrolling for the Fall 2020 semester stated they were waiting on information on course modality, 2.1 continues to work beyond this concluding report to support colleges and schools in determining modality so that students can be informed and empowered to register for the fall with clarity on what their courses will look like.

2.2 Logistics and Training

It is widely recognized that COVID-19 has propelled faculty into a new landscape. In Spring 2020, online instruction was an unfamiliar concept to many. In Fall 2020, it is expected that courses will expand to fit within seven different defined modalities. This expanded scope demands robust training concepts to ensure faculty are equipped to maintain high-quality instruction and the student experience regardless of modality.

Covering technical topics as well as instructional design, the extensive training concepts and schedules designed by the subgroup on Logistics and Trainings seeks to instill confidence in faculty ability through certification opportunities in an effort to mitigate student feedback that Spring 2020 quality of instruction did not meet expectations (32% of survey respondents that cited academic factors as a reason for not yet enrolling for Fall 2020).

While extensive, the training courses remain nimble as the planning team adapts and coordinates training in direct response to feedback and data gathered in a survey of faculty.

3.1 & 3.2 International Enrollment and Related Issues

As the COVID-19 pandemic and ensuing travel restrictions displaced many international students or prevent them from returning to Arlington for the fall semester, it was deemed critical to establish pathways to allow overseas students to stay steadfast on their degree paths while simultaneously maintaining online programs and campus opportunities to entice back international students who are able to return in person.

Challenged by the global closing of U.S. consulates and embassies, the group set to work through standing weekly meetings and one-off follow-up meetings to develop transition plans for international students while working closely with colleges and programs to address the feasibility of overseas online enrollment by expanding the University's online offerings to programs that tend to attract large numbers of international students.

Beyond this concluding report, 3.1 remains focused on engaging continuing and new international students, as well as applicants that have not completed enrollment, to guide them through the process of establishing or adjusting their plans for Fall 2020 with the assurance that a number of opportunities are offered to continue achieving their higher education goals.

A subgroup of the International Enrollment team broke off to address challenges related to Study Abroad (3.2). The team discussed timelines and criteria to make informed decisions on continuing or cancelling scheduled study abroad programs while developing opportunities to explore virtual study abroad and other global/intercultural experiences on-campus and online.

4.1 Faculty Issues and Challenges

In an effort to represent the concerns of and challenges facing the well-being of UTA faculty both in and out of the classroom, the Faculty Issues and Challenges sub-task force met twice weekly to undertake the construction of a comprehensive faculty survey.

The discovery was that faculty have concerns about health, safety, and their ability to protect themselves in a classroom environment even with enforced PPE and distancing requirements. They also have concerns about the efficacy and integrity of online instruction. With this knowledge, the planning team moved forward as a champion for faculty autonomy and a democratic process of establishing course modality for the fall.

Representatives from 4.1 collaborated with the 2.2 training subgroup to ensure training opportunities addressed areas in which faculty felt there were shortcomings.

4.2 Staff Issues and Challenges

Staff are an integral part of the efficient operation of a campus. With the diversity of staff on campus that include classified and non-classified employees, employees in campus operations, employees in academic operations, and A&P employees, it was clear that the needs and challenges faced by employees were complex. It was essential to create a task force to address the issues and challenges faced by staff to ensure their concerns were incorporated into the academic and course planning process. In order to develop a better understanding of the issues facing staff on campus the sub-task force developed a survey to get input from their stakeholders. This will be used to develop recommendations to ensure the safety and health of staff and students.

5.0 Communications

Embedded in each task force and subgroup was a communications liaison from the Communications sub-task force. Through weekly meetings, this group and its liaisons discussed upcoming communications needs of each sub-task force, while also establishing a plan for communications that would foster transparency and confidence from the campus community in the efforts of the overall Fall 2020 task force.

Faculty
- 42% of respondents to faculty survey favored teaching online only
- 44% of faculty respondents reported being at high risk for COVID-19
- 47% feel unsafe teaching in-person in the fall even with proper PPE and social distancing, 32% feel safe
    o Split responses to questions concerning safety and sanitization, empower recommendation for faculty autonomy in course selection (faculty issues)
- 77% agreed that face masks should be required in the classroom

Student
- 46% of students that cited COVID-19 uncertainties as a reason for not yet enrolling for the fall semester said they're waiting on information on course modality
    o 39% are concerned about health and safety
        ▪ Informed rigid precautions taken by facilities (1.0)
- 32% of students that said academic factors are impacting their enrollment for Fall 2020 said quality of instruction in the Spring 2020 semester did not meet expectations
    o Informed work of modality/training
- 28% of respondents prefer in-person instruction, 38% prefer online instruction, 26% said a mix
- 88% of respondents agree that wearing a mask on campus is important to protect the health and safety of the community
- 88% of respondents agree maintaining a 6-foot distance from others is important to protect the health and safety of the campus community

Overview

Project management resources were engaged to help support the planning elements needed for this project. The specific resources engaged are identified below but included strong assistance from project management and process improvement support. The planning elements created for this project include development of BOSCARDs, a tool used to define the scope, objectives, deliverables, and other project considerations; development of the master and individual sub-task force project schedules; development of the risk register; consolidating the list of academic plans identified by each sub-task force that may extend into or past the fall semester; and scheduling of listening sessions to engage and address concerns from faculty and staff. The following sections below provide additional insight into the process approach and outcome of each project management planning element.

Project Team Members

Teik Lim	Executive Sponsor
Pranesh Aswath	Business Owner
Katie Hageman	Chief of Staff, Provost Office
Stacey Fraser	Project Manager
Karen Kusler	Process Improvement Team
Candice Beckman	Process Improvement Team
Edgardo Nieves	Enterprise Risk Manager

Project Approach

The project approach pictured below details the work breakdown structure for each element of this project.

Fall Academic Instructional Strategic Plan
Project Approach

Initiation	Requirements	Plan Schedule	Execution
1. Identify Stakeholders	4. Identify requirements	7. Define Activities & Durations	11. Develop plans for each sub-task force
2. Form Project Team	5. Identify sub-task force scope and deliverables	8. Set Milestones and target dates	12. Consolidate Academic plans
3. Kickoff project	6. Build BOSCARD	9. Allocate Resources	13. Review and approve plans
		10. Develop Schedule	14. Closeout project

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Timeline

The project timeline below highlights and tracks the key milestones of the planning phase of this project.
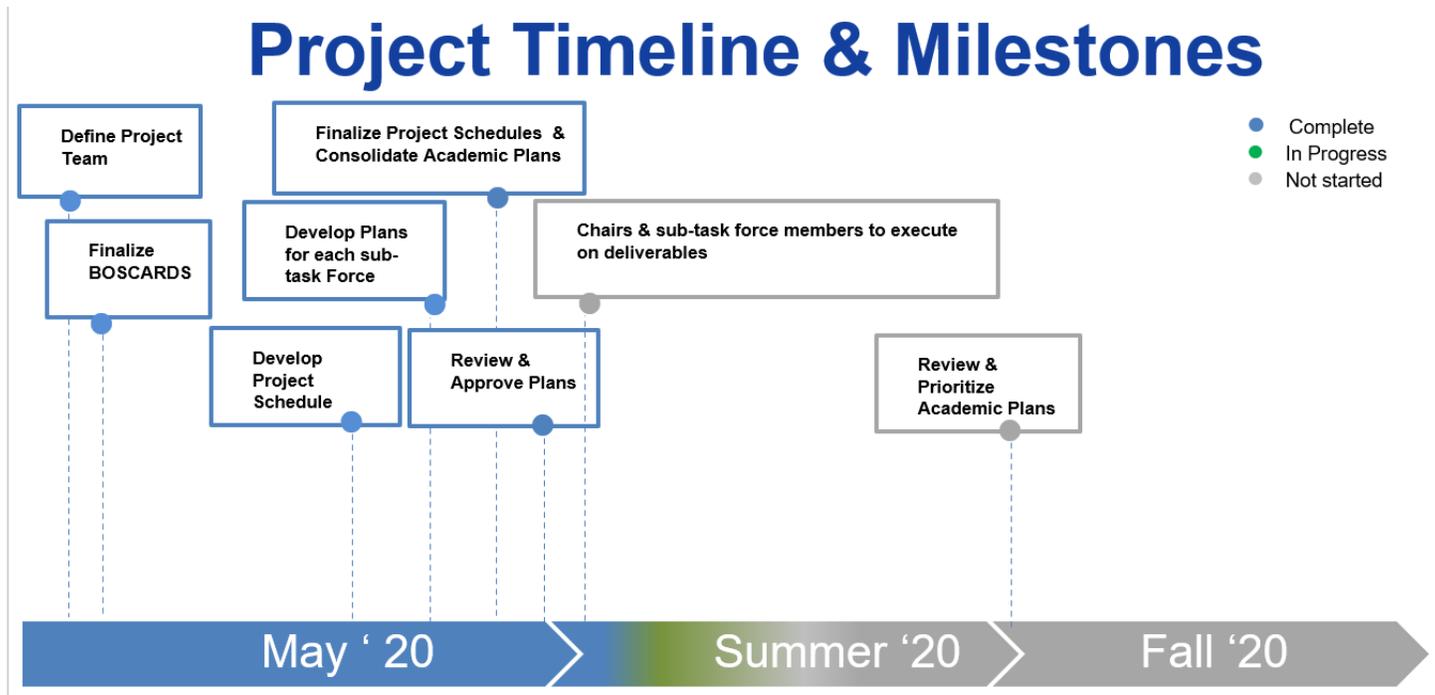
Project Schedule

Process

The project schedule is an important part of the planning process because the schedule ensures a detailed understanding of what needs to be accomplished, by when, and by whom. In order to develop the project schedule, project management and process improvement resources met with each sub-task force chair for a one-hour meeting. In preparation for this meeting, the project manager reviewed the BOSCARDs and pulled out the objectives and deliverables into a draft schedule utilizing MS project. The purpose of the review with each chair was to define the tasks for each objective identified on their BOSCARD, sequence those tasks in chronological order, estimate the task durations, allocate resources to those tasks, and assess dependencies. The project manager then assessed those dependencies across the work of the other sub-task forces to ensure dates were coordinated appropriately. In addition, we identified the deliverables on the project schedule for each sub-task force and made sure that the project tasks defined correlated to a respective deliverable. All of these elements aided in finalizing the project schedule for each sub-task force.

Master Project schedule shown in Appendix A.

BOSCARD

The Process Improvement Team leveraged Lean methods to work with each of the eight sub-task forces. Two Business Process Specialists worked with each sub-task force, Karen Kusler and Candice Beckman.

All eight sub-task forces completed a BOSCARD scoping document. The Process Improvement Team provided training and guidance to the sub-task force chairs on completing the BOSCARD. This tool is used to help teams stay focused on project goals, objectives, and deliverables. The BOSCARD is a one-page scoping tool recently introduced and is being quickly adopted across campus.

In addition, the Process Improvement Team supported the sub-task forces through assisting in meetings, providing recommendations, and tracking documentation. By participating on sub-task force meetings, it was able to provide input on resources and tools for the teams to consider. The Process Improvement Team assisted

all sub-task forces with the identification of process needs and facilitated the development of those processes. Project documentation support including some process mapping was also provided.

The Process Improvement Team will continue to work with the eight sub-task forces during the implementation phase.

Tools Utilized

BOSCARD – The BOSCARD is a tool used to define the scope and considerations to address for a project. The term BOSCARD is an acronym that stands for
B – Background/Business Case
O – Objectives (What is to be accomplished)
S – Scope (What are the start and end points of the project)
C – Constraints (What must be accepted and cannot change)
A – Assumptions (Beliefs regarding potential issues)
R – Risk (Issues to work toward mitigating in the solution)
D – Deliverables (Tangible products produced in the project)

Project Name	1.0 Facilities and Classroom	Project Sponsor	Provost's Office
Division/Department		Business Owner	Facilities/Classroom Scheduling Sub-Group
Date Scoped	May 5, 2020	OIT Owner	
Proposed Start Date	May 5, 2020	BPI Facilitator	Candice Beckman
Completion Target Date	June 1, 2020	ServiceNow #	
Background Provide background information that includes the reasons for creating the project and mentions the key stakeholders who will benefit from the project results. Include metrics defining the demand for the project (i.e., process traffic, # of incidents, # of forms completed, etc.).	Need to create plan for reopening classrooms in the fall. All campus community members will benefit from this. This group is focusing on academic-use facilities (not, for example, Davis Hall, etc.). We have approx. 170 classrooms on campus and 300 class labs. 78 are fully ECHO360-enabled.		
Objectives Describe the project goals and link each of them with related SMART project objectives.	1) Develop appropriate procedures for holding in-person classes in Fall 2020 (dependent on 2.0 Modality TF). 2) Create system for facility disinfection—scheduling, personnel (Don Lange to help answer if this will be addressed in the University COVID-19 TF or if this TF will need to address it). 3) Consider traffic flow and distancing rules. 4) Create plan for signage and communication (facilities will be responsible for actually making the signage). 5) Training recommendations for students, faculty, staff (on new policies and procedures). 6) Compile new list of classroom capacities. 7) Develop new schedule and identify processes and systems impacted. 8) Make recommendations on technologies to facilitate switching modalities quickly (in collaboration with 2.0 Modality TF).		
Scope Provide a high-level description of the features and functions that characterize the product, service, or result the project is meant to deliver.	1) Start Point—bring classrooms back online prior to start of Fall 2020 semester. 2) Create implementation plan for course offerings. 3) End Point—systems/ processes to maintain requirements in place. 4) Recommend who to involve in cost analysis. Recommend actions needed that will impact budget to Executive Team.		
Constraints Identify the specific constraints or restrictions that limit or place conditions on the project, especially those associated with project scope.	Recourses are not unlimited. Student behavior uncertain. Distance requirements/social distancing rules impact traffic flow, classroom capacity. Changing class schedule now requires massive amounts of re-advising. Communication and advising are more difficult for returning students during the summer months (since they're not on campus).		

Assumptions	Use our existing classrooms.
Specify all factors that are, for planning purposes, considered to be true. During the planning process these assumptions will be validated.	Can adjust the class schedule. Open to seven days a week schedule and more evening utilization. • Assumption: Students will be amenable to extended hours Modality options for instruction will free up classroom space. Possibility to rent classroom space near to campus. Departments will have leeway to move lots of courses online and will do so to alleviate pressure on space.
Risks	Students non-compliance to guidelines.
Outline the risks identified at the start of the project. Include a quick assessment of the significance of each risk and how to address them.	Capacity to disinfect the classroom. Endangering health of COVID-19-vulnerable populations, including faculty, staff, students. Lower enrollment due to new measures (risk to Univ. bottom line). Security for community, especially with extended hours.
Deliverables	Traffic flow plans.
Define the key deliverables that the project is required to produce in order to achieve the stated objectives.	Signage/restroom recommendations. Recommendations for classroom capacities so depts can use that info. Visuals to inform students/faculty/staff (communication plan—using print, digital, etc.)—University Communication to handle? Facilities should be focused on creating the actual signage, this group should be more focused on informing what communication needs to go out and on banners. Clear visuals and communication to advising community and department chairs/college office. SOP—for cleaning the classrooms—timelines, procedures, etc. Recommended procurement plan/list of items.

Project Resources		
People and their time, plus non-people resource (i.e., systems, capacity, etc.).	Dan Cavanagh	Don Lange
	Nichole Mancone-Fisher	Conroy Kidd
	Bill Carroll	Laura Mydlarz
	Douglas Klahr Amelia Firsching Don Lane Amber Smallwood	Keith Halman Lynn Peterson Melissa Roach Herb Booth

Project Approval		
Name	Role/Job Title	Signature/Date
Dan Cavanagh	Chair of Facilities/Classroom Subgroup	
Pranesh Aswath	Chair of Fall Academic and Course Planning Task Force	

Project Name	2.1 Course Modality	Project Sponsor	Pranesh Aswath
Division/Department	Faculty Affairs, CDE, CRTLE	Business Owner	Maria Martinez-Cosio
Date Scoped	May 5, 2020	OIT Owner	
Proposed Start Date	May 18, 2020	BPI Facilitator	Candice Beckman
Completion Target Date	September 11, 2020	ServiceNow #	

Background

Provide background information that includes the reasons for creating the project and mentions the key stakeholders who will benefit from the project results. Include metrics defining the demand for the project (i.e., process traffic, # of incidents, # of forms completed, etc.).

- **The reasons for creating this** project include ensuring that academic units are prepared to offer courses for fall semester.
- **Key stakeholders** that will benefit from the project results include faculty (tenured stream, NTT, adjuncts), GTAs both as instructors and TAs in courses, department chairs, college/school administrators, academic administrative assistants, and students enrolling in courses, academic support units (IDEAS, UTSI, etc.).
- Metrics defining this project include:
  - o Number of courses scheduled for Fall 2020
  - o Number of faculty scheduled to teach
  - o Number of GTAs scheduled to teach
  - o Number of new faculty hired to teach Fall 2020
  - o Number of courses offered fully online
  - o Number of courses that are hybrid (partly online/partly face-to-face)
  - o Number of courses delivered only face-to-face
  - o Number of courses for which we do not have online content (we don't have a copy from AP or previously taught online)
  - o Faculty who have not taught online previous to pandemic

Objectives

Describe the project goals and link each of them with related SMART project objectives.

9) Determine definitions for modality-types.
   a. F2F
   b. Online
   c. Hybrid
10) Set criteria for identifying courses that can only be taught F2F due to pedagogical requirements.
    a. Size of course and develop plans to accommodate smaller group
    b. Lab component or studio
    c. How often do they meet?
    d. Number of sections (multiple?)

11) Set criteria for identifying courses to be taught online.
12) Set criteria for identifying courses to be taught using hybrid modality.
13) Set goals for converting fall courses to online modality.
14) Set staffing needs to support course conversion to online modality.
15) Set minimum requirements for all courses to improve quality and to prepare in case of second wave of COVID-19.
16) Consider faculty of record and type of course in determining modality.

Scope

Provide a high-level description of the features and functions that characterize the product, service, or result the project is meant to deliver.

5) Start Point—offer fall courses starting August 26, 2020.
   o Online courses will contain syllabi, modules, and assessment
6) End Point—September 11 (Census Date)
7) Determine evaluation criteria—did we successfully transition courses for Fall 2020? What are criteria for success?

Constraints

Identify the specific constraints or restrictions that limit or place conditions on the project, especially those associated with project scope.

- Resource limitation: limit on number of instructional designers between CCE and CRTLE.
- Faculty time/capacity to convert courses over summer.
- Unclear enrollment projections.
- Technology accessible to all faculty (internet signal, webcams, microphones).
- Student access to internet.
- Student assessment and preparation to learn online.

Assumptions

Specify all factors that are, for planning purposes, considered to be true. During the planning process these assumptions will be validated.

- Faculty will complete trainings to use online technology.
- Faculty's F2F course content is ready for transition to Canvas.
- Course conversion will result in pedagogically appropriate material.
- Technology will work as designed for instructors and students.

Risks Outline the risks identified at the start of the project. Include a quick assessment of the significance of each risk and how to address them.	- Faculty concerns about their own health and safety for teaching F2F. - Identifying platforms for courses that don't translate easily to online modality (music, art, labs, etc.). - Time to address accessibility concerns for all courses (ADA compliance). - Capacity of instructional designers to help all faculty. - Staffing gaps (CDE/CRTLE instructional designers). - Equipment gaps (computers, hotspots, etc.) for instructors.	
Deliverables Define the key deliverables that the project is required to produce in order to achieve the stated objectives.	- Clear definitions of modalities: F2F, fully online, and hybrid. - Schedule for Fall 2020 classes that identifies courses in each category: fully online, hybrid, F2F. - Cost estimates to supporting faculty through course conversion.	
Project Resources People and their time, plus non-people resource (i.e., systems, capacity, etc.).	Ann Cavallo–CRTLE	Lee Pierce as OIT rep
	College/school administrators (chairs, associate deans) to help identify course modality	College/school Canvas champions
	Faculty and academic administrators representing CONHI, COLA, COB, COS, SSW, CAPPA, Engineering	

Project Approval		
Name	Role/Job Title	Signature/Date
Maria Martinez-Cosio	Chair of Class Modality Sub-Task Force	
Pranesh Aswath	Chair of Fall Academic and Course Planning Task Force	

Project Name	2.2 Logistics and Training	Project Sponsor	Pranesh Aswath
Division/Department		Business Owner	Maria Martinez-Cosio
Date Scoped	May 12, 2020	OIT Owner	
Proposed Start Date	May 18, 2020	BPI Facilitator	Candice Beckman
Completion Target Date	September 11, 2020	ServiceNow #	

Background
 	
Provide background information that includes the reasons for creating the project and mentions the key stakeholders who will benefit from the project results. Include metrics defining the demand for the project (i.e., process traffic, # of incidents, # of forms completed, etc.).
	-The reasons for creating this project is to ensure that faculty are prepared to teach online in Fall 2020 using the technology provided by the University.
	- Key stakeholders include faculty (tenured stream, NTT, adjuncts), GTAs both as instructors and TAs in courses.
	- Stakeholders impacted by this project beyond faculty include department chairs, college/school administrators, academic advisors, administrative assistants, and students enrolling in courses.
	
	- Metrics defining this project include:
	    o Number of courses scheduled for Fall 2020
	    o Number of faculty scheduled to teach
	    o Number of GTAs scheduled to teach
	    o Number of new faculty hired to teach Fall 2020
	    o Number of courses offered fully online
	    o Number of courses completed Quality Matters check
	    o Number of courses that are hybrid (partly online/partly face-to-face)
	        ▪ What percent of the course online and what percent is face-to-face?
	    o Number of courses delivered only face-to-face
	    o Number of courses for which we do not have online content (we don't have a copy from AP or previously taught online)
	    o Number of faculty with **basic** online teaching experience (taught Sp 2020 only)
	    o Number of courses with a field or clinical component (including needed for accreditation such as CONHI, SSW, Education)
	    o Number of courses with a lab or studio component
	    o Number of courses with multiple sections and/or high enrollment (more than 50?)

Objectives Describe the project goals and link each of them with related SMART project objectives.	17) Identify faculty teaching courses online with no online experience. 18) Identify faculty teaching courses online with Spring 2020-only experience. 19) Set staffing needs to support faculty development for online modality. 20) Prepare to move courses online/hybrid based on the college choice.
Scope Provide a high-level description of the features and functions that characterize the product, service, or result the project is meant to deliver.	8) Start Point—May 18, 2020. 9) End Point—September 11, 2020 (Census Date) 10) Results include faculty feeling confident and prepared to teach in course modality as determined by their college/department. 11) Quality of the online/hybrid course?
Constraints Identify the specific constraints or restrictions that limit or place conditions on the project, especially those associated with project scope.	- Resource limitation: limit on number of instructional designers available between CDE and CRTLE. - Faculty time/capacity to convert courses over summer to be ready in fall. - Faculty not compensated for work on fall course over summer. - Unclear enrollment projections. - Technology accessible to all faculty (internet signal, webcams, microphones) for trainings. - Course quality?
Assumptions Specify all factors that are, for planning purposes, considered to be true. During the planning process these assumptions will be validated.	- Departments will identify fall course offerings in spring to allow faculty to prepare their courses for fall. - Faculty will be assigned to courses in spring. - Faculty will complete trainings to use online technology over summer. - Faculty's F2F course content is ready for transition to Canvas. - Course conversion will result in pedagogically appropriate material. - Technology will work as designed for instructors.

Risks Outline the risks identified at the start of the project. Include a quick assessment of the significance of each risk and how to address them.	• Faculty will not be available during summer for training. • The number of instructional designers will not meet demand. • The number of UTA trainers will limit offerings. • Faculty confusion over the number of technology resources available to teach. • Training may not match faculty's needs (some faculty have never taught online, others have varying levels of experience from adequate to expert; discipline-specific pedagogy/needs). • Quality of the online/hybrid course, including accessibility.	
Deliverables Define the key deliverables that the project is required to produce in order to achieve the stated objectives.	• List of faculty by college/school and department, along with fall course assigned. • List of modalities for the above. • List of new faculty hires targeted for training. • List of GTAs scheduled to teach or assist in organized courses. • Rolling training schedule for June 1–August 1 for CDE, CRTLE. • Process for identifying faculty to work in small groups to design their courses. • Schedule of small group sessions and designers assigned. • Evaluations of training sessions. • Marketing plan for advertising trainings to faculty and partnerships with departments to ensure targeted faculty are trained. • Certificate program recognizing faculty's training and meeting of QM standards.	
Project Resources People and their time, plus non-people resource (i.e., systems, capacity, etc.).	CDE instructional designers led by Sarah Sarraj	Lee Pierce for MS Teams
	CRTLE instructional designers/pedagogy instructor led by Ann Cavallo	College/school Canvas champions
	CDE trainer Joseph Rutledge	Select college/school representatives from Modality Subcommittee
	Echo 360 Lead Don Lane	

Project Approval		
Name	Role/Job Title	Signature/Date
Sarah Sarraj	Chair of Faculty Training Sub-Task Force	
Pranesh Aswath	Chair of Fall Academic and Course Planning Task Force	

Project Name	3.1 International Student Issues	Project Sponsor	Pranesh Aswath
Division/Department	Multiple	Business Owner	Jay Horn
Date Scoped	4.29.2020	OIT Owner	
Proposed Start Date	5.4.2020	BPI Facilitator	Candice Beckman
Completion Target Date	6.1.2020	ServiceNow #	

Background Provide background information that includes the reasons for creating the project and mentions the key stakeholders who will benefit from the project results. Include metrics defining the demand for the project (i.e., process traffic, # of incidents, # of forms completed, etc.).	New international students and those who returned home during Spring 2020 may not be able to come to the U.S. due to various restriction caused by the COVID-19 pandemic. The financial crisis in many countries may decrease available family funding for study overseas. UTA needs to maintain international student enrollments as much as possible. We would like to limit the impact of the pandemic on international enrollments to a 30% decrease in fall to fall international student enrollment.
Objectives Describe the project goals and link each of them with related SMART project objectives.	1. Create a plan for international students currently in U.S. to come to campus safely. 2. Determine if online enrollment is feasible for international students who cannot obtain a visa or choose not to enter the U.S. (Handled by Curtis Anderson via separate BOSCARD.) 3. Develop processes for transitioning students from overseas online enrollment to on-campus enrollment. 4. Retain continuing international students by developing a proposal for incentivizing students to remain in Arlington over the summer and continue progress toward degree completion. 5. Maintain international student enrollment for Fall 2020 at 2,751.
Scope Provide a high-level description of the features and functions that characterize the product, service, or result the project is meant to deliver.	In Scope 1. Determine if online enrollment is feasible for international students who can/do not enter the U.S. for Fall 2020. 2. For students awarded merit scholarships or GTA/GRAs for Fall 2020, determine impact of beginning program online. 3. Plans created should consider needs of undergraduate and graduate students. 4. Create incentives to encourage international students to enroll Fall 2020.
Constraints Identify the specific constraints or restrictions that limit or place conditions on the project, especially those associated with project scope.	1. Consulates may not be open in time for fall applicants. 2. Travel restriction for certain countries, including availability/cost of flights. 3. Incomplete guidance from SEVP regarding COVID-19 adjustments to immigration regulations regarding full-time enrollment waiver, online enrollment, OPT processing, etc. 4. Lack of SEVP guidance around online enrollment exceptions for Fall 2020. UTA unable to apply for SEVP exception until additional guidance is released. 5. Regulations re: online enrollment outside the U.S. 6. Unknowns regarding quarantine requirements when international students arrive.
Assumptions Specify all factors that are, for planning purposes, considered to be true. During the planning process these assumptions will be validated.	1. International students prefer F2F instruction and the on-campus experience. 2. UTA would prefer to engage students for Fall 2020 rather than have them defer to Spring 2021. 3. Institutions will compete with packages to entice international students for Fall 2020. 4. How we treat our international students during the crisis will have direct impact on international student pipelines for the near future. 5. Students who leave the U.S. now will have challenges to return for Fall 2020.
Risks Outline the risks identified at the start of the project. Include a quick assessment of the significance of each risk and how to address them.	1. Significant reduction in international student enrollments. 2. Significant impact on research mission of University resulting from unavailability of qualified GRAs. 3. Impact on teaching mission of the University resulting from unavailability of qualified GTAs. 4. Impact on international student pipelines if we have no plan to engage and incentivize international student enrollment. 5. Impact on revenue if we create discounted online enrollment fee options for new students and the impact that would have on on-campus enrollment of current students? 6. Lack of recognition of the degree by student's home country, Ministry of Education, or Labor for further education or employment if students study online. 7. Unsure status of COVID-19 in the U.S. and the world (second wave). 8. Reduction in students' available funds due to COVID-19 economic impact, cost of attendance.

Deliverables Define the key deliverables that the project is required to produce in order to achieve the stated objectives.	1. Policies related to online accessibility for international students, feasible award packages that can be offered to students, management of late-arriving students, incentives for current students, and recommendations for communication timelines regarding student engagement. 2. Proposal for accommodating students able to come to campus Fall 2020 (transfer, HS grads, MS/PhD who are in U.S. now and intend to stay) including variances from Fall 2019 such as social distancing, virtual orientations, document check-ins, and welcome week programs. 3. Deliver courses online to students overseas for those who don't plan to come to campus in the fall.	
Project Resources People and their time, plus non-people resource (i.e., systems, capacity, etc.)	Curtis Andressen, Vice Provost Intl Affairs	Ehren Wixson–AVP, Business Services
	Lin Larson–Dir. Recruitment, COE	Joe Jackson–Assoc. Dean, Grad School
	Sebastian Fuentes–Assoc. Dir., Recruitment	Amber Smallwood, Asst Vice Provost
	Carolyn Davis–Clinical Professor, COB Karen Krause–Dir., Financial Aid Dana Jennings–Asst Dir., Communications	Bahram Khalili–Assoc. Prof, CSE Rebecca Lewis–Asst Vice Provost, IER Satu Birch, Director

Project Approval		
Name	Role/Job Title	Signature/Date
Jay Horn	Chair, International Student Issues Sub-Task Force	
Pranesh Aswath	Chair of Fall Academic and Course Planning Task Force	

Project Name	3.2 Study Abroad		Project Sponsor	Pranesh Aswath
Division/Department	Multiple		Business Owner	Jay Horn
Date Scoped	4.29.2020		OIT Owner	
Proposed Start Date	5.4.2020		BPI Facilitator	Candice Beckman
Completion Target Date	6.1.2020		ServiceNow #	

Background Provide background information that includes the reasons for creating the project and mentions the key stakeholders who will benefit from the project results. Include metrics defining the demand for the project (i.e.,, process traffic, # of incidents, # of forms completed, etc.).	UTA students may not be able to travel outside the U.S. for study abroad due to various restrictions caused by the COVID-19 pandemic. The financial crisis in the U.S. and abroad may decrease available student and family funding for study overseas. We would like to minimize the impact of the pandemic on study abroad participation.
Objectives Describe the project goals and link each of them with related SMART project objectives.	• UTA will provide a global experience for Fall 2020. • Retain student interest in studying abroad as part of their UTA experience moving forward. • Develop a proposal for alternate intercultural/global experiences for students whose participation in study abroad for Fall 2020 is not feasible and cannot be deferred. • 25 students will participate in virtual or an alternate global experience in Fall 2020.
Scope Provide a high-level description of the features and functions that characterize the product, service, or result the project is meant to deliver.	• Determine if study abroad is feasible for intended program participants in Fall 2020, including possible risks to institution by supporting study abroad during ongoing crisis/uncertainty. • Provide alternatives to in-person study abroad for Fall 2020. • Develop outreach strategies for maintaining interest in future study abroad participation. • Develop a well-documented plan and procedures for recalling students from abroad.
Constraints Identify the specific constraints or restrictions that limit or place conditions on the project, especially those associated with project scope.	• UT System/IOC policies related to global advisories from CDC and State Department. • Passport offices and foreign consulates in U.S. may not be processing passport or visa applications for student travelers. • Host program providers cancelling programs. • Uncertain status of COVID-19 spread in the U.S. and the world (second wave).
Assumptions Specify all factors that are, for planning purposes, considered to be true. During the planning process these assumptions will be validated.	• UTA would prefer students to study abroad if feasible. • Study abroad participants prefer F2F instruction and the in-person experience abroad. • How we treat study abroad during the crisis will have direct impact on study abroad participation moving forward. • UTA would prefer to limit liability for students traveling abroad. • Study abroad student in-country experience will be impacted due to evolving conditions (social distancing measures, etc.).
Risks Outline the risks identified at the start of the project. Include a quick assessment of the significance of each risk and how to address them.	• Significant reduction in study abroad participation and associated impact on Strategic Plan goals. • Impact on study abroad student pipelines if we have no plan to engage study abroad participation. • Uncertain status of COVID-19 spread in the U.S. and the world (second wave). • Student and family concerns about travel during COVID-19 . • Reduction in students' available funds due to COVID-19 economic impact. • Increased responsibility and liability related to health and safety risks. • Flight availability and travel restrictions enacted by other countries (general for incoming travelers or specific to U.S. travelers). • Host study abroad provider cancelling program. • Ability of host program to accommodate conditions for incoming students, such as quarantine, social distance requirements, PPE, access to health/medical care, etc. • Impact of quarantine requirements (in-country upon arrival and/or in U.S. after return), particularly on short-term programs (2-6 weeks).
Deliverables Define the key deliverables that the project is required to produce in order to achieve the stated objectives.	• Plan for study abroad for Fall 2020. • Communication plan to inform intended study abroad participants (students and faculty) of options for Fall 2020. • Proposal for alternate intercultural/global experiences, such as on-campus/online alternatives through UTA or virtual study abroad programs through partners abroad.

Project Resources	Jay Horn, Executive Director, OIE	Amber Smallwood, Asst Vice Provost
	Kelli Anderson, Director, Study Abroad	David Coursey, Faculty CAPPA

| People and their time, plus non-people resource (i.e., systems, capacity, etc.) | Adam Sichta, Director, Global Engagement | Jerry Hubbard, Faculty COB |
| | | Cindy Kilpatrick, Faculty COLA |

Project Approval

Name	Role/Job Title	Signature/Date
Jay Horn	Chair, Study Abroad Sub-Task Force	
Pranesh Aswath	Chair of Fall Academic and Course Planning Task Force	

Project Name	4.1 Faculty Issues and Challenges	Project Sponsor	Pranesh
Division/Department		Business Owner/Chair	Bill Carroll
Date Scoped	April 29, 2020	OIT Owner	
Proposed Start Date	May 6, 2020	BPI Facilitator	
Completion Target Date	June 1, 2020	ServiceNow #	

Background

Provide background information that includes the reasons for creating the project and mentions the key stakeholders who will benefit from the project results. Include metrics defining the demand for the project (i.e., process traffic, # of incidents, # of forms completed, etc.).

Identify issues, concerns, and challenges facing UT Arlington faculty members when resuming face-to-face (F2F) instruction in the Fall 2020 semester. Make recommendations for addressing those issues, concerns, and challenges.
- Tenured/TT – 615 (Fall 2019)
- NTT – 374 (Fall 2019)
- Adjuncts

Objectives

Describe the project goals and link each of them with related SMART project objectives.

Consider the welfare, rights, career goals, and needs of the UT Arlington faculty.
Action / timeline/ measurements of success.
Identify issues that will impact and/or be of concern to the faculty adapting to fall semester back to campus needs by August 1.
Identify impact of issues on career progression (tenure, research, etc.).

Scope

Provide a high-level description of the features and functions that characterize the product, service, or result the project is meant to deliver.

Tenured, tenure-track, non-tenure track, adjunct faculty members, and TAs.
Areas to be addressed—health related, learning Curve – Pedagogy (recommendation only for TF 2.0 Modality), tools, etc.
Need to have a good lead time for planning for online teaching and advising possibilities.
Equipment/software needs.

Constraints

Identify the specific constraints or restrictions that limit or place conditions on the project, especially those associated with project scope.

Balance faculty considerations with the need to deliver quality programs using good pedagogy.
Budgets. Time. Facilities. Equipment. Software. Support staff.
Faculty health issues and issues of privacy/disclosure for personal health information.
Faculty as caregivers, especially with children and/or others who may be in "at risk" health categories.
Need guidelines on face mask policies for students.

Assumptions

Specify all factors that are, for planning purposes, considered to be true. During the planning process these assumptions will be validated.

Some form of F2F instruction will be offered in Fall 2020. Instruction will likely be a collection of F2F, online, and blended offerings. Some faculty members are in high-risk groups.
Faculty members will need training in online pedagogy, course design, and technology.
Social distancing will be employed. Workload reallocations may be necessary. Compensation may be appropriate for course redesign and/or training. Will university provide PPE?

Risks

Outline the risks identified at the start of the project. Include a quick assessment of the significance of each risk and how to address them.

Need to keep faculty informed to maintain trust. Need faculty buy-in for successful return to F2F instruction. Faculty push back and concerns to making changes. Some faculty lack the necessary equipment for delivering online teaching. Some students lack the necessary equipment for receiving online instruction. Continuity of instruction in the event of illness and/or technology failure.
How to encourage faculty to improve online pedagogy? Classroom contamination. Concerns about a second wave of outbreak. Lead-time for preparation. Compliance of faculty, staff, and students with social distancing and protection policies. Intellectual property rights.

Deliverables

Define the key deliverables that the project is required to produce in order to achieve the stated objectives.

(1) Conduct a faculty survey to get input directly from those who will be impacted.
(2) Prepare a prioritized list of faculty issues and challenges and recommend actions on each.
(3) Review the public-facing COVID-19 website and make suggestions for additional information that might be included.
(4) Review the list of suggested teaching-related training provided by CRTLE/CDE and make recommendations for additional needs. Provide faculty with best practices on virtual advising and mentoring of graduate students to ensure PhD progress. (Collaborate with FT 2.0 Modality to ensure teaching/training needs are met.)
Some preliminary considerations –
    Develop guidelines for faculty members in high-risk groups.
    Develop contingency plans for replacing sick faculty members.
    Develop contingency plans for handling a second or multiple waves of COVID-19.

Project Resources

People and their time, plus non-people resource (i.e., systems, capacity, etc.)

Bill Carroll, David Coursey, Paul Dombrowski,	
Greg Frasier, Dana Jennings, Carl Lovely,	
Lee Pierce, Edith Reed, Peggy Semingson,	
Amber Smallwood, Toni Sol, Debra Woody	

Project Approval

Name	Role/Job Title	Signature/Date
Bill Carroll	Chair, Faculty Issue and Challenges, Sub-Task Force	
Pranesh Aswath	Chair of Fall Academic and Course Planning Task Force	

Project Name	4.2 Staff Issues and Challenges	Project Sponsor	Pranesh Aswath
Division/Department	4.2 Staff Issues Sub-Task Force	Business Owner/Chair	Margie Jackymack
Date Scoped	6/4/20	OIT Owner	NA
Proposed Start Date	6/8/20	BPI Facilitator	Candice Beckman
Completion Target Date	7/10/20	ServiceNow #	NA

Background

Provide background information that includes the reasons for creating the project and mentions the key stakeholders who will benefit from the project results. Include metrics defining the demand for the project (i.e., process traffic, # of incidents, # of forms completed, etc.).

- Staff have concerns about returning to campus, we need to document considerations of staff needs and safety regarding the return to campus.
- Communication timeliness is causing misinformation and concerns among staff.
- Staff are concerned about the future, including returning to work and the possibility of furloughs.

Objectives

Describe the project goals and link each of them with related SMART project objectives.

- Consider the welfare, rights, career goals, and needs of the UT Arlington staff.
- Provide resolution for concerns for returning to campus work environment
- Ensure staff have required support, supplies, and technology needed to telework.
- Increase effective and timely communications with staff.
- Ensure staff spaces are maintained for cleanliness and healthfulness.
- Address the spread of misinformation among staff.
- Provide access to resources regarding employee rights.
- Increase awareness of applications available to support remote teamwork. (i.e., Teams, Zoom, Canvas).
- Ensure communications are accessible to all staff within the bounds of ADA standards, and also those who are not fluent in English.
- Consider staff in alternate locations including Ft. Worth, Austin, etc.

Scope

Provide a high-level description of the features and functions that characterize the product, service, or result the project is meant to deliver.

- Website and communication recommendations.
- Conducting survey of staff to gather information and concerns.
- Providing recommendations on face-to-face contact and teleworking concerns.

Constraints

Identify the specific constraints or restrictions that limit or place conditions on the project, especially those associated with project scope.

- Local and state mandates.
- CDC guidelines.
- Space including social distancing rules.
- Telework policies at departmental and university levels.

Assumptions

Specify all factors that are, for planning purposes, considered to be true. During the planning process these assumptions will be validated.

- Campus presence is needed as some operations will come back to campus in the fall.
- Training supporting remote workers.
- Technology and office supplies are available for remote work.
- Teams phones/headsets will be delivered/installed at desks for employees who switched over during remote work.
- Spaces on campus are being sanitized regularly.

Risks

Outline the risks identified at the start of the project. Include a quick assessment of the significance of each risk and how to address them.

- K-12 schools decisions affecting staff ability to come to campus.
- Daycare center closings affecting staff ability to come to campus.
- Staff members in high-risk groups may not be able to come to campus.
- Enough in-person staff to support the reopening of campus.
- Capacity guidelines restricting student services that can be provided by units and teams.
- Shared desks, cubes, and offices.
- Dual equipment may be needed to support some staff. Not all staff have laptops. (e.g., campus desktop was taken home).

Deliverables

Define the key deliverables that the project is required to produce in order to achieve the stated objectives.

1. Staff survey
2. Report on the staff survey
3. Website ND communication recommendations surrounding return to work, telecommuting, and staff concerns.
4. Establishing a feedback loop for staff concerns regarding returning to work, telecommuting, and staff concerns.

Project Resources People and their time, plus non-people resource (i.e., systems, capacity, etc.)	TEAM: Joel Box, Amelia Firsching, Gina Gonzalez-Wilson, Margaret Jackymack, Milaun Murray, Latoya Oduniyi, Carolyn Record, Edith Reed, Anthony Stewart, Alex Ware, Dana Jennings SUPPORT RESOURCES: Karen Kusler, Candice Beckman, Stacey Fraser

Project Approval

Name	Role/Job Title	Signature/Date
Margaret Jackymack	Chair, Staff Issues and Challenges, Sub-Task Force	
Pranesh Aswath	Chair of Fall Academic and Course Planning Task Force	

Project Name	5.0 Communications		Project Sponsor	Pranesh Aswath
Division/Department	5.0 Communications		Business Owner	Jeff Carlton
Date Scoped			OIT Owner	
Proposed Start Date	May 6th 2020		BPI Facilitator	
Completion Target Date	September 11th 2020		ServiceNow #	

Background

Provide background information that includes the reasons for creating the project and mentions the key stakeholders who will benefit from the project results. Include metrics defining the demand for the project (i.e., process traffic, # of incidents, # of forms completed, etc.).

Identify audiences/stakeholders, timing of communications, information necessary for the University to communicate to stakeholders, as well as format of communications.

Objectives

Describe the project goals and link each of them with related SMART project objectives.

Analyze committee and sub-committee determinations to create a communications recommendation for University leadership.
- Placement of committee information on website.
- MachForm creation for the feedback loop.
- Virtual Town Hall (one for faculty and one for staff), duration: 1 to 1.5hrs, frequency: once a month, timing: end of May).
- Initial announcement of committee.

Scope

Provide a high-level description of the features and functions that characterize the product, service, or result the project is meant to deliver.

Subcommittee will examine all Fall Academic and Course Planning committee recommendations and determinations.

Constraints

Identify the specific constraints or restrictions that limit or place conditions on the project, especially those associated with project scope.

Communications must be completed in a timeframe that will allow audiences to prepare for the Fall 2020 semester and meet the needs of internal and external stakeholders.

Assumptions

Specify all factors that are, for planning purposes, considered to be true. During the planning process these assumptions will be validated.

Socialization of Fall Repopulation plans will begin in late May 2020.

Risks

Outline the risks identified at the start of the project. Include a quick assessment of the significance of each risk and how to address them.

Communications must allow adequate time for audience members to effectively prepare for Fall 2020 semester. COVID-19 conditions are constantly in flux—communications sub-committee must remain nimble to respond as needed.

Deliverables

Define the key deliverables that the project is required to produce in order to achieve the stated objectives.

Providing effective and thorough communications recommendations to University leadership. Communications should provide necessary information to audiences and meet the needs of internal and external stakeholders.

Project Resources	Eduardo Nieves	Amber Smallwood
People and their time, plus non-people resource (i.e., systems, capacity, etc.)	Lee Pierce	Dana Jennings
	Kristy Dymond	Herb Booth
	Katie Hageman	Ashley Purgason

Project Approval

Name	Role/Job Title	Signature/Date
Jeff Carlton	Chair, Communication, Sub-Task Force	
Pranesh Aswath	Chair of Fall Academic and Course Planning Task Force	

Risk Register

Process

The process to develop the risk register began with an initial review of each sub-task forces' BOSCARD. Risks noted in the BOSCARDs were lifted and dropped into the draft risk register. The project manager then met with each sub-task force chair to build out those risks in full, which consisted of identifying the risk impact, probability of occurrence, a description of the impact of that risk, and the risk response. Once the risks for each sub-task force were fleshed out, the project manager then reviewed these with the Enterprise Risk Manager, Edgardo Nieves, and Business Owner, Pranesh Aswath. During that review, the Residual Risk Index field was added to review each risk from a broader University perspective and assess the impact of that risk on the University as a whole. Below shows an overview of the count of risks identified for seven of the sub-task forces and revised count once the Residual Risk Index field was added.

Total # of Risks	41			
Risks Identified	**Count**	**Risk Ownership**	**Original Count**	**Revised Count**
1.0 Facilities	5	1.0 Facilities	3	4
2.1 Modality	3	2.1 Modality	3	3
2.2 Training & Logistics	6	2.2 Training & Logistics	4	4
3.1 International Students	8	3.1 International Students	1	3
3.2 Study Abroad	9	3.2 Study Abroad	1	2
4.0 Faculty Issues, Challenges	8	4.0 Faculty Issues, Challenges	3	5
5.0 Communications	2	5.0 Communications	4	4
		Dan C.	2	0
Risk Responses	**Count**	Enrollment Management	2	5
Accept	11	OSD Johnathan Johnson	1	1
Enhance/Mitigate	26	Kelli Anderson + Team	3	4
Share/Transfer	4	OIT	1	3
		Colleges/Departments	1	3
		University Leadership - Pranesh	20	7
Risk Index	**Count**	University Exec TF		1
Green Risk Index	5	Campus Operations Tactical Team		2
Yellow Risk Index	8	DSS		1
Red Risk Index	28	University Library		3

Red Risk Index - 28		Residual Risk Index	Count
Risk Responses	**Count**	Green/Low Risk Index	26
Accept	8	Yellow/Medium Risk Index	12
Enhance/Mitigate	17	Red/High Risk Index	3
Share/Transfer	3		

Risk Register

ID	Origin	Risk Description	Current Status	Risk Impact	Probability of Occurrence	Risk Index	Project Impact	Risk Response	Response Plan	New Risk (Residual) Index	Owner
1	1.0 Facilities & Classroom	Lower enrollment due to new measures	Open	High	Medium	Red	No impact to the sub-task force–impact to the University's bottom line.	Accept	Accept that this is a known risk during this very uncertain time. Attempt to mitigate with recruitment efforts.	Low	**Enrollment Management & Division of Student Success**
2	1.0 Facilities & Classroom	Students non-compliance to guidelines	Open	High	Medium	Red	No impact to the sub-task force, but will be an impact once campus operations are operationalized.	Enhance/Mitigate	Plan to address this risk in the policies and procedures for holding in-person & hybrid classes for Fall 2020 that will be developed for this project.	Medium	**1.0 Facilities TF & University Exec. TF**
3	1.0 Facilities & Classroom	Capacity to disinfect the classroom	Open	High	Low	Yellow	If classrooms can't be disinfected, then those rooms cannot safely be utilized. This will lower the number of classrooms available for F2F classes.	Enhance/Mitigate	Ensuring adequate resources, funding, and plans are in place.	Medium	**Campus Operations Tactical Team**
4	1.0 Facilities & Classroom	Security for community especially with extended hours	Open	High	Low	Yellow	No impact to the sub-task force, but will be an impact once campus operations are operationalized.	Enhance/Mitigate	Ensuring adequate resources, funding, and plans are in place.	Medium	**Campus Operations Tactical Team**
5	1.0 Facilities & Classroom	Endangering the health of COVID-19 vulnerable populations, including faculty, staff, & students	Open	High	Medium	Red	No impact to the sub-task force, but less F2F or hybrid class options or attendance, and potential legal risk to the University.	Share/Transfer	This risk will be discussed/ addressed by 2.1 Modalities and 4.0 Faculty Challenges Taskforces.	Medium	**2.1 Modality TF & 4.0 Faculty TF**
6	2.1 Modality	Identifying and accommodating platforms for courses that don't translate easily to online modality (music, art, labs, etc.)	Open	Medium	Low	Green	Quality of the course would be negatively impacted by forcing them to use online alternatives, may impact credentialing or accreditation.	Enhance/Mitigate	Privilege those courses, or other adjustments for on campus classroom space or meeting those needs.	Medium	**1.0 Facilities TF**
7	2.1 Modality	Faculty concerns about their own health and safety for teaching F2F	Open	High	High	Red	Faculty would be more inclined to teach online, whereas students want more F2F, this also would conflict with the UT System recommendation.	Share/Transfer	Address/ mitigate through the work of the Faculty Issues and Challenges Task force; work with University Exec. Cmte to mitigate health risks for faculty.	Low	**4.0 Faculty TF**

#		Risk	Status				Impact	Strategy	Response	Residual	Owner
8	2.1 Modality	Equipment and software gaps for faculty and staff (computers, hotspots, etc.)	Open	High	Low	Yellow	Faculty would not be able to teach effectively, students would be impacted, lack of engagement.	Share/Transfer	Utilize COVID funds and CAREs2 funds to cover these gaps and ensure we have enough equipment/software available.	Low	OIT Colleges/Depts.
9	2.2 Logistics & Training	The number of instructional designers will not meet demand	Open	High	Medium	Red	Poor quality of courses, faculty will not get the necessary help, high faculty complaints, lack of help for students with accessibility needs, increased cost/time/effort to meet accessibility needs for students.	Enhance/Mitigate	Asking for CAREs 2 funding to be able to hire more IDs.	Medium	2.1 Modality TF
10	2.2 Logistics & Training	Faculty will not be available during summer for training	Open	High	Medium	Red	Poor course development, design and delivery, confusion, negative impact to students, increased number of complaints from Faculty and Students, potential increased student drop.	Enhance/Mitigate	Deploy boot camp the first week in August to help Faculty who may have missed summer training. Also offer to trouble shoot for faculty for those who reach out for assistance.	Low	2.2 Training TF
11	2.2 Logistics & Training	The number of UTA trainers will limit offerings	Open	High	High	Red	Cannot offer individualized assistance to faculty, high probability of burnout of our one trainer, also no contingency plan if trainer is unavailable.	Enhance/Mitigate	We accept that this is a known risk, will rely on Canvas champions and the vendor itself to assist with Canvas.	Low	2.2 Training TF
12	2.2 Logistics & Training	Training may not match faculty's needs (some faculty have never taught online, others have ~~varying~~ levels of experience from adequate to expert, discipline specific pedagogy/needs)	Open	Medium	High	Red	Lack of consistency of educational experience for student, poor understanding of use of various tools, cost and duplication of technology tools.	Enhance/Mitigate	Addressing through the work of the TF by communicating and offering a number of training options. Specifically reach out to those Colleges who have raised complaints.	Medium	2.2 Training TF
13	2.2 Logistics & Training	Poor quality of the online/hybrid course including accessibility	Open	High	High	Red	Poor quality of courses, faculty will not get the necessary help, high faculty complaints, lack of help for students with accessibility needs, increased cost/time/effort to meet accessibility needs for students.	Enhance/Mitigate	Continue to offer training on Ally, continue to engage with OSD to target those courses where students need accommodations.	Low	2.2 Training TF OSD - Johnathan Johnson
14	2.2 Logistics & Training	Faculty confusion over the number of technology resources available to teach	Open	High	High	Red	Lack of consistency of educational experience for student, poor support for technology needs that are not endorsed/supported by the University, cost and	Enhance/Mitigate	Need University policy on primary institutional tools that will be used for teaching.	Low	University Leadership - Pranesh Aswath

#		Risk	Status				Description	Response	Response Detail		Owner
						duplication of technology tools.					
15	3.1 International Student Enrollment	Significant impact on research mission of University resulting from unavailability of qualified GRAs	Open	Medium	Low	Green	Risk of not having qualified GRAs to conduct research and lose ground in furthering UTA's research mission.	Accept	Accept that this is a known risk during this very uncertain time.	Low	4.0 Faculty Issues TF
16	3.1 International Student Enrollment	Impact on teaching mission of the University resulting from unavailability of qualified GTAs	Open	Medium	Low	Green	Risk of not having qualified GTAs to teach and assist with UTA's teaching mission and increase faculty workload.	Accept	Accept that this is a known risk during this very uncertain time.	Low	4.0 Faculty Issues TF
17	3.1 International Student Enrollment	Unsure status of COVID-19 in the U.S. and the world (second wave)	Open	High	Medium	Red	May not be able to implement the outcomes identified by this sub-task force and would pivot back to online only. However, we are better prepared to handle online only classes.	Accept	Accept that this is a known risk during this very uncertain time. Be sure to stay connected and informed.	High	University Leadership - Pranesh Aswath
18	3.1 International Student Enrollment	Reduction in students' available funds due to COVID-19 economic impact, cost of attendance	Open	High	Medium	Red	No impact to the sub-task force– impact to the University's bottom line	Accept	Accept that this is a known risk during this very uncertain time. Attempt to mitigate with financial assistance programs.	High	University Leadership - Pranesh Aswath
19	3.1 International Student Enrollment	Impact on revenue if we create discounted online enrollment fee options for new students and the impact that would have on on-campus enrollment of current students	Open	Medium	Low	Green	International/ overseas students could opt for the online only option at a discounted price. This would impact the University's bottom line, retention, graduation rate. Potential positive risk in less students on campus enabling more F2F time for domestic students.	Enhance/Mitigate	Attempt to mitigate by promoting the added value for being on campus. Developing portfolio of known programs that will be on campus and the advantage/benefits of the on-campus experience.	Low	3.1 International Student & Enrollment Management
20	3.1 International Student Enrollment	Impact on international student pipelines if we have no plan to engage and incentivize international student enrollment	Open	Medium	Medium	Yellow	Long-term decline on international student enrollment.	Enhance/Mitigate	Continue recruitment and retention efforts to help mitigate impact.	Low	Enrollment Management

#	Category	Risk	Status				Impact Description	Response	Mitigation	Residual	Owner
21	3.1 International Student Enrollment	Lack of recognition of the degree by student's home country, Ministry of Education, or Labor for further education or employment if students study online	Open	Medium	Low	Green	There are a few countries that don't accept online education, but they are beginning to relax those policies. Impact may be that UTA's online coursework devalues UTA's degree and won't be accepted in the students' home country.	Enhance/Mitigate	Researching which countries fall into this category and will advise accordingly.	Low	3.1 International Student
22	3.1 International Student Enrollment	Significant reduction in international student enrollments	Open	High	High	Red	No impact to the sub-task force– impact to the University's bottom line.	Enhance/Mitigate	Accept that this is a known risk during this very uncertain time but attempt to mitigate with retention and recruitment efforts.	High	3.1 International Student & Enrollment Management
23	3.2 Study Abroad	Uncertain status of COVID-19 spread in the U.S. and the world (second wave)	Open	High	Medium	Red	No impact to the sub-task force– impact to the University's bottom line, impact on strategic goals, loss of experience for the students, concern over health & safety for students.	Accept	Accept that this is a known risk during this very uncertain time.	Low	University Leadership - Pranesh Aswath
24	3.2 Study Abroad	Reduction in students' available funds due to COVID-19 economic impact	Open	High	High	Red	No impact to the sub-task force– significant impact to the Universities Strategic goals, loss of experience for the students.	Accept	If students don't have the funds available, then there is not much else that can be done to assist other than scholarships.	Medium	Enrollment Management
25	3.2 Study Abroad	Flight availability and travel restrictions enacted by other countries (general for incoming travelers or specific to U.S. travelers)	Open	High	Medium	Red	No impact to the sub-task force– significant impact to the University's strategic goals, loss of experience for the students.	Accept	Accept that this is a known risk during this very uncertain time.	Low	University Leadership - Pranesh Aswath
26	3.2 Study Abroad	Host study abroad provider cancelling program	Open	Medium	Medium	Yellow	No impact to the sub-task force– significant impact to the University's strategic goals, loss of experience for the students.	Accept	Accept that this is a known risk during this very uncertain time. At the mercy of the partnering institution.	Low	Kelli Anderson & Team
27	3.2 Study Abroad	Significant reduction in study abroad participation and associated impact on Strategic Plan goals	Open	High	High	Red	No impact to the sub-task force– significant impact to the University's strategic goals, loss of experience for the students.	Enhance/Mitigate	Work occurring in 3.2 TF– developing the plan to retain student interest in studying abroad as part of their UTA experience moving forward.	Low	3.2 Study Abroad TF
28	3.2 Study Abroad	Ability of host program to accommodate conditions for incoming students, such as quarantine,	Open	High	Medium	Red	No impact to the sub-task force– impact to student experience, potential increase in University liability.	Enhance/Mitigate	Close coordination with partnering institution to ensure appropriate CDC guidelines are being upheld.	Low	Kelli Anderson + Team

#	Area	Risk	Status				Impact Description	Strategy	Mitigation	Residual	Owner
		social distance requirements, PPE, access to health/medical care, etc.		High (Red)	Medium	Red				Medium	
29	3.2 Study Abroad	Impact of quarantine requirements (in-country upon arrival and/or in U.S. after return), particularly on short-term programs (2-6 weeks)	Open	High	Medium	Red	No impact to the sub-task force– impact to student experience, potential impact to strategic goals.	Enhance/Mitigate	Strong coordination with faculty on in-country limitations to help mitigate the impact.	Low	Kelli Anderson + Team
30	3.2 Study Abroad	Student and family concerns about travel during COVID-19	Open	High	High	Red	Impact study abroad participation, potential increase in parent questions resulting in an impact on staff.	Enhance/Mitigate	Attempt to mitigate via a robust communication plan that would include parents as a target audience.	Low	Kelli Anderson + Team & 5.0 Communications TF
31	3.2 Study Abroad	Increased responsibility and liability related to health and safety risks	Open	High	High	Red	No impact to the sub-task force–significant impact to the University.	Enhance/Mitigate	Increased focus on risk and liability concerns, additional risk acknowledgements, utilize resources already in place.	Low	3.2 Study Abroad TF
32	4.0 Faculty Issues & Challenges	Need faculty buy-in for successful return to F2F instruction; Faculty push back and concerns to making changes	Open	High	High	Red	If faculty buy-in is not received, then students will have even more limited options for F2F* learning. *Dependent on definition	Accept	Focus more on Hybrid classes and redefine what we mean by F2F.	Medium	Departments 2.1 Modality TF 1.0 Facilities TF
33	4.0 Faculty Issues & Challenges	Potential loss of trust with faculty by not keeping them informed	Open	High	Medium	Red	If faculty are not kept informed, then faculty will be operating in silos, create problems for leadership and students.	Enhance/Mitigate	Need to keep faculty informed to maintain trust by communicating frequently and via multiple channels.	Low	4.0 Faculty TF & 5.0 Communication TF
34	4.0 Faculty Issues & Challenges	Some students lack the necessary equipment for receiving online instruction	Open	High	Low	Yellow	If students don't have adequate equipment, then it will be extremely difficult to complete an online course and may lead to lower retention rates.	Enhance/Mitigate	Utilize University's COVID-19 funds to order more equipment for students. If students would be allowed on campus, then they can access the Wi-Fi, internet, and printers/scanners.	Low	OIT and University Library
35	4.0 Faculty Issues & Challenges	Lack of lead-time for preparation; Faculty need time to prepare for Hybrid or online course delivery models	Open	High	Medium	Red	Faculty may not be available over the summer to convert their courses to hybrid or online without compensation. May result in a lower quality offering.	Enhance/Mitigate	Utilize University's COVID-19 funds to compensate faculty to convert their course materials to a new modality.	Medium	University Leadership - Pranesh Aswath & CFO

#	Category	Risk	Status	Likelihood	Impact	Rating	Consequence	Response	Mitigation	Residual	Owner
36	4.0 Faculty Issues & Challenges	Protection of Intellectual property rights for information faculty use or create	Open	High	Medium	Red	May not be able to obtain or protect Intellectual property rights, and therefore cannot be used. If still used and no IP rights were obtained, then there is a risk of lawsuit.	Enhance/Mitigate	University needs to provide support for faculty to assist them with obtaining permissions via request for IP rights to course content. Also, support is needed for faculty who develop their own IP rights whether patent or copyright.	Low	**University Library**
37	4.0 Faculty Issues & Challenges	Some faculty lack the necessary equipment for delivering online teaching	Open	High	Low	Yellow	If faculty don't have adequate equipment, then they cannot teach remotely.	Enhance/Mitigate	If funds are needed for necessary equipment, then either the departments or University funding should be utilized.	Low	**OIT and University Library**
38	4.0 Faculty Issues & Challenges	Continuity of instruction in the event of illness and/or technology failure	Open	High	Low	Yellow	Disruption in learning or services provided. In the event of more illness, this could result in an increase in faculty workload taking over.	Enhance/Mitigate	Each dept should have a robust contingency plan in the event of increased faculty illnesses.	Medium	**University Leadership - Pranesh Aswath & Departments**
39	4.0 Faculty Issues & Challenges	Compliance of faculty, staff, and students with social distancing and protection policies	Open	High	Medium	Red	No impact to the sub-task force, but will be an impact once campus operations are operationalized.	Share/Transfer	Plan to address this risk in the policies and procedures for holding in-person & hybrid classes for Fall 2020 that will be developed by 1.0 Facilities TF.	Low	**1.0 Facilities TF**
40	5.0 Communication	COVID-19 conditions are constantly in flux	Open	High	Medium	Red	Impact campus operations and student academic and communication needs.	Accept	Sub-task force must remain nimble to respond as needed.	Medium	**5.0 Communication TF**
41	5.0 Communication	Communications must allow adequate time for audience members to effectively prepare for Fall 2020 semester	Open	High	Low	Yellow	Impact campus operations and student satisfaction.	Enhance/Mitigate	Ensure adequate and timely communication to all key audiences.	Low	**5.0 Communication TF**

Managing Risk Register and Risk Responses

The risk register lists key risks to the project identified by each of the sub-task force chair. For each risk, the related risk owner was identified. Each risk owner is given a Risk Response template to document the activities planned toward mitigating each of the relevant risks. The ERM facilitator will work with each of the risk owners to track progress of each of the responses and provide updates to project leadership regarding status and/or any changes to the risk responses. This process will be ongoing throughout the project to ensure risks are being managed and controlled.

Risk Response Implementation Status

Risk Response Implementation Status Update				
Risk:				
Risk Description:				
Risk Owner:				
Current Risk Outlook (Same, Increasing, Decreasing):				
Risk Response	**Milestones**	**Milestone Expected Completion**	**Milestone % Complete**	**Status (On Target, Complete, Past Due)**
Risk Response 1				
Risk Response 2				
Risk Response 3				

Listening Sessions

Below is the list of listening sessions for fall planning that are being scheduled:

Purpose of Listening Sessions and Drop-In Q&A—Throughout the process of UTA Coronavirus Repopulation Team and the Fall Academic & Course Planning Task Force and sub-task forces preparing for Fall 2020, the teams wanted to provide updates on their work, listen to feedback, and answer questions.

1. Listening Session for Associate Deans, Chairs and Academic Directors
   a. Friday, May 22, 1:30-3:00
   b. Agenda:
      i. Welcome: Interim President Teik C. Lim & Interim Provost Pranesh Aswath
      ii. UTA Coronavirus Repopulation Team: John Hall & Lisa Nagy
      iii. Fall Academic & Course Planning Task Force: Pranesh Aswath
      iv. Sub-Committee Overviews
         1. Facilities, Classroom Scheduling & Other Logistics: Dan Cavanagh
         2. Identifying Class Modality and Logistics & Training: Maria Martinez-Cosio
         3. Faculty Issues/Challenges & Training: Bill Carroll
         4. International Student & Other Related Issues: Jay Horn
      v. Discussion and Feedback

2. Drop-In Q&A for Deans, Associate Deans, Chairs and Academic Directors
   a. Wednesday, June 17, 11:30-12:30
   b. Draft agenda:
      i. Welcome and Update – Interim Provost Pranesh Aswath
         1. Welcome
         2. Brief review of Repopulation Executive Planning Team and Fall Academic & Course Planning Task Force
         3. Brief updates on each sub-task forces' work
         4. Announce that leads of the Repopulation Executive Planning Team and chairs/members of the Fall Academic Planning Sub-Task Forces are in the meeting to answer questions
      ii. Q&A and Discussion

3. Listening Session for Faculty: Fall Academic Planning
   a. Friday, June 26, 12:00-2:00
   b. Draft Agenda:
      i. Welcome: Interim President Teik C. Lim & Interim Provost Pranesh Aswath
      ii. UTA Repopulation Executive Planning Task Force: John Hall & Lisa Nagy
      iii. Fall Academic & Course Planning Task Force: Pranesh Aswath
      iv. Sub-committee overviews
         1. Facilities, Classroom Scheduling & Other Logistics: Dan Cavanagh
         2. Identifying Class Modality and Logistics & Training: Maria Martinez-Cosio

3. Faculty Issues/Challenges: Bill Carroll
4. International Student & Other Related Issues: Jay Horn
5. Communications: Jeff Carlton
   v. Discussion and Feedback

4. Listening Session for Staff: Fall Planning
   a. Thursday, July 2, 2:00-3:30
   b. Draft agenda
      i. Welcome: Interim President Teik C. Lim & Interim Provost Pranesh Aswath
      ii. Brief Overview of UTA Repopulation Executive Planning Task Force: John Hall & Lisa Nagy
      iii. Brief Overview of Fall Academic & Course Planning Task Force: Pranesh Aswath
      iv. Updates on Fall Planning:
          1. Campus Repopulation Plan: John Hall and Lisa Nagy
          2. Staff Issues/Challenges: Margie Jackymack and Latoya Oduniyi
          3. Fall Classes: Dan Cavanaugh and Maria Martinez-Cosio
          4. International Student & Other Related Issues: Jay Horn
          5. Communications: Jeff Carlton
          6. Human Resources: Jean Hood
      v. Discussion and Feedback

5. Listening Session for Students
   a. Date TBD
   b. Vice Provost of Student Affairs will meet with Student Government to get feedback on what topics students want to discuss

1.0 Facilities, Classroom Scheduling, and Logistics

Sub-Task Force Chair

Dan Cavanagh, Interim Associate Dean, College of Liberal Arts

Planning Team Members

Don Lange	Interim Assistant Vice President for Facilities Management and Campus Operations
Nichole Mancone-Fisher	Registrar
Conroy Kidd	Associate Registrar
Bill Carroll	Professor of Computer Science, Chair of Faculty Senate
Laura Mydlarz	Associate Dean, College of Science
Douglas Klahr	Associate Dean, College of Architecture, Planning, and Public Affairs
Keith Halman	Executive Director, OIT Business Technology Services
Amelia Firsching	Assistant Director of Space Management
Lynn Peterson	Senior Associate Dean, College of Engineering
Don Lane	Manager of Technical Operations, Classroom Support
Melissa Roach	Manager of Instructional Technology, Center for Distance Education
Amber Smallwood	Assistant Vice Provost for Academic Planning and Policy
Herb Booth	Assistant Director of Media Relations
Gretchen Trkay	Department Head of Experiential Learning and Outreach, Library
Stephen Gibbs	Senior Lecturer, Electrical Engineering
Ashley Purgason	Associate Vice Provost, Division of Student Success

Stakeholders Involved

All Associate deans and chairs throughout campus
Many colleagues involved in class scheduling, including faculty and assistant/associate chairs
Sub-Task Force 2.0 – Modality
Ankita Ramjibhai Patel, Graduate Assistant, Provost's Office
Katie Hageman, Chief of Staff, Provost's Office
OIT and MyMav Colleagues

Planning Team Charge

The 1.0 Sub-task Force was charged with planning and operationalizing classroom space allocation for Fall 2020, determining safe capacities for classroom and other academic space occupancy, and developing recommendations for policy related to classroom safety issues related to the pandemic, including cleaning procedures, signage, and other logistics.

The 1.0 Sub-Task Force Recommendations are attached to this report.

Process

In close coordination with Sub-Task Force 2.0 (Modality), this group began by determining the needs for classroom scheduling based on modality of classes being planned to offer. Based on guidance from the CDC, the University, and UT System, the group developed new appropriate room capacities based on 6-ft distancing and identified alternative campus space that can be used for academic classroom use during Fall 2020.

The group then developed an iterative process for soliciting, clarifying, and operationalizing data received about each class and section offered in the Fall 2020 semester. Colleges and schools completed data requests for modality of each course and section planned to be offered in Fall 2020. A master list was created and provided to the Registrar.

Deliverables

- Complete recommendations to Executive Task Force.
- Revised Master Schedule of Classes for Fall 2020, in MyMav, complete with new data for each class outlining modalities, capacities, and space scheduling. Provided to Registrar.
- Master Class List, with basic modalities listed for each class (Online, Hybrid, Face-to-face), provided to advisors, students, and the wider academic community for planning purposes until the MyMav schedule is able to be fully revised.
- Updated Classroom and Other Academic Space Capacity and Technology spreadsheets.
- Basic Classroom Cleaning Standard Operating Procedure Document.
- Policies suggested for additional academic exam sites and considerations to help alleviate concerns about academic integrity in online testing environments.

Assumptions and Recommendations

Assumptions

- 6-ft distancing has been assumed for all classroom and as a minimum for other academic spaces (some lab spaces involve higher levels of activity that may require additional distancing).
  - Movable-seating classrooms: 62sq. ft per occupant, averages to 25% normal capacity.
  - Fixed-seat classrooms: capacities and seating plans have been made by IRL (in real life) measuring.

- Masks or other face coverings (or instructor face-shields or clear masks for ADA reasons) will be required in classrooms as part of syllabus and campus policy.

Recommendations

- The MyMav Schedule as envisioned for Fall 2020 will serve as the base for all space allocation and time scheduling for those courses that are requested as Face-to-Face or Hybrid formats.
  - Per the 2.0 Group, MyMav is being modified to be able to list the IRL modality so students are aware if a class is online asynchronous (traditional online), online synchronous, hybrid (including which format of hybrid), or Face to Face.
- A draft, searchable spreadsheet, with caveats that it's subject to change, listing proposed modalities for all sections of all courses should be published as soon as it is ready. It will be publicized to advisors, academic units, and students through a variety of channels as soon as feasible.
- Nearly all courses with caps of 100 or more will be offered through the online modality due to space restrictions.
- F2F course requests will be scheduled in space first, then Hybrid format courses. This will be an iterative process.
  - This subgroup will work with colleges and programs to address any unique needs throughout this process, in conjunction with subgroup 2.0 (Modality).
- Colleges, departments, and programs will be responsible for ensuring appropriate scheduling and capacities of labs and special class labs with later review by the Registrar's office.
- Equipment/classroom technology: The sub-group recommends that monies be made available for those classes in non-ECHO 360 rooms to be able to simply stream to Canvas, per the directive from the Provost about ensuring students have access even if they are unable to come to campus. Colleges do not have this money in their budgets, and those departments that teach in rooms unequipped with this, should not bear the burden of equipping them. This may be an appropriate use of CARES act funds.
  - Some faculty already have laptops that can be used or there are some classroom computers, but there are classrooms without computers in them, and many faculty do not have laptops. The 4.0 Group (Faculty Issues) is making recommendations related to this item.
- Faculty should wear a face shield or other clear face mask—ADA considerations are important, and clarity of speaking voice needs to be taken into account. The University should provide all appropriate PPE.
- Some classes may need additional sections—those will be scheduled if space allows after the initial round of scheduling has happened.
  - Chairs and associate deans will need to work with their deans and the Provost's Office to ensure funding is available prior to adding sections.
- A transparent and equitable process will be used to prioritize space for hybrid format course requests should there be more requests than available space:
  - If needed, a committee will be formed with one member from each college to ensure fair representation to quickly review these decisions.

These factors will weigh more heavily in the decision-making:
- o Courses with high percentages of freshmen and transfer students (students new to the University)
- o Courses that are typically bottleneck courses
- o Courses that require some in-person due to pedagogy (ex. certain labs)
- o High-DFW courses
- o Other courses shown to have significant student success impacts

▪ Several exam locations will be reserved and identified for online and hybrid courses to have in-person exams. These locations will be identified prior to the final scheduling of courses and a process communicated to colleges on how to reserve testing time.
- o Scheduling needs and staffing will need to be determined, and departments/faculty will be required to supply the proctor (faculty, GTA, staff),
- o There should be both digital testing space (with computers) and analog testing space (tables/chairs for paper tests).
- o Departments or faculty will be responsible for requesting the time and space for testing, and it will be allocated and reserved on a first-come, first-serve basis.
- o A process will be developed (online form or other) to request this space prior to August 1.
- o Faculty will need to ensure these times/dates/locations for in-person testing are listed in their syllabus prior to the first day of class. Weekend and/or evening testing may be required to accommodate all.

▪ **Facilities Information and Recommendations**
- o The Office of Facilities Management (OFM) will support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer, paper towels, disinfectant supplies, etc. Wipes and supplies will be available in classrooms for students and faculty to clean desks and work areas. OFM will clean common areas, restrooms and touch points throughout the day and in the evening. If supplies are empty, a work order should be called in to the OFM, Service Call Center at 817-272-2000. This will be a high priority for OFM to support the request.
- o OFM will post signs in highly visible locations (e.g., building entrances, restrooms, dining areas, common spaces) that promote everyday protective measures and describe how to stop the spread of germs, including wear a face mask, keep social distance of 6 feet, wash hands frequently, cover coughs and sneezes, clean your surroundings, and stay home if you are sick.
- o The Emergency Management Office is developing a video messages about behaviors that prevent spread of COVID-19 when communicating with faculty, staff, and students.
- o Traffic flow will not be managed except in certain areas, such as elevators.

2.1 Identifying Class Modality

Recommendations from Identifying Modality Subgroup

Sub-Task Force Chair

Maria Martinez-Cosio

Planning Team Members

Josh Nason	CAPPA
Ramgopal Venkataraman	Accounting Chair
Dana Jennings	Research Communications
Ann Cavallo	Faculty Affairs
Lee Pierce	OIT Knowledge Services
Candace Calhoun-Butts	CONHI
Christy Spivey	COB
Kimshi Hickman	Student Success
Seiichiro Tanizaki	COS
Diane Mitschke	SOCW
August Davis	COLA (Art & Art History)
Darryl Lauster	COLA (Art & Art History)
Amber Smallwood	Provost Office
Stephen Gibbs	Electrical Engineering

Planning Team Charge
1. Determine definitions for modality-types for Fall 2020 courses
2. Set criteria for identifying courses that can only be taught F2F due to pedagogical requirements
4. Set criteria for identifying courses to be taught using hybrid modality
5. Set criteria for identifying courses to be taught using online modality
5. Set goals for converting fall courses to online modality
6. Set staffing needs to support course conversion to online modality
7. Set minimum requirements for all courses to improve quality and to prepare in case of second wave of COVID-19

Deliverables
- Clear definitions of modalities: F2F, fully online and hybrid
- Schedule for Fall 2020 classes that identifies courses in each category: fully online, hybrid, F2F
- Cost estimates to supporting faculty through course conversion

Process

The Modality Subgroup first met May 8, 2020, and continued to meet weekly, engaging in lively discussions on strategies for determining modality that took into account the disciplinary and pedagogical requirements of courses and the safety of students and the faculty members assigned to teach those courses.

The committee determined that setting criteria for identifying modality of courses should be left to the colleges/schools and departments in consultation with their faculty. Working closely with the Classroom Allocation Subgroup, the Modality Subgroup developed a **strategy for discerning course modalities for fall:**

1. Departments were asked to first identify F2F courses that do not have an online option. These included several art courses, studios, and labs. This data request from the colleges was due June 1 (a populated excel template was provided). Colleges were advised that courses 100+ should be considered for online-only modality.
2. The subgroup then focused on developing modality definitions. Much discussion took place around defining the variations in hybrid modality. A preliminary list of definitions was developed by May 27, 2020, and circulated to associate deans, chairs, CDE, and CRTLE for review. A final definition list was approved by the subgroup on June 5, 2020. CDE created a graphic to better illustrate the definitions, and College of Engineering shared a table that explains the differences in modality based on teaching and testing needs.
3. The Modality Subgroup then collaborated with the Division of Student Success, the Registrar's Office, and OIT to develop a process for sharing the fall course schedule with new modalities with students, advisors, and academic units. Initially, the proposal was to create a "shadow" schedule that each college would maintain, but concerns about the challenge of maintaining current data led to a proposal to show new modalities in the existing MyMav course schedule, adding attributes that would explain the types of hybrid course, as well as type of online course (asynchronous or synchronous) offered.

To address the subgroup charge: Set staffing needs to support course conversion to online modality, the chair of the Modality Subgroup partnered with Jeff Neyland and University leadership to develop a proposal for CARES2 funding to hire additional instructional designers to support the conversions in modality, but also continue to improve the quality of our instructional offerings.

To address the subgroup charge: Set minimum requirements for all courses to improve quality and to prepare in case of second wave of COVID-19, the Modality subgroup chair is working closely with CDE and CRTLE to review minimum requirements set for courses when UTA converted to Canvas in Spring 2020, update these requirements, and more widely disseminate these expectations to faculty.

In addition, updates to the syllabus template are being made as a result of recommendations from the Modality Subgroup, including adding a technology requirements section to the syllabus template in Canvas. Faculty are using Echo 360, Teams, Canvas, Respondus Lockdown browsers,

and other tools that require webcams, software such as Microsoft, and a strong internet connection. This information needs to be conveyed to students, so they are adequately prepared to be successful in their hybrid and online courses.

The Modality Subgroup chair developed a calendar in collaboration with the Classroom Assignment Subgroup chair for obtaining updates to modality data updates from the colleges. The goal is to have a complete list of all courses and their modality to distribute to students by June 15, and a final list with modalities by end of June. The Modality Subgroup approved the timeline on June 5, 2020.

The following recommendations were developed by the Modality Subgroup and approved by its members on June 5, 2020:

Recommendation #1
Distribute the modality guidelines to all colleges/schools to use in determining modality.

Colleges/schools and departments are best equipped to determine the appropriate modality for their courses. As a result, the University's recommendations must provide broad boundaries and substantial flexibility within each unit. Units should align their modality changes to the following guidelines:

- UTA aims to offer a balance of online and F2F classes to provide an enriching and full educational experience for all students, with a focus on student retention and success while maintaining safety, health, and wellness protocols.

- Since registration has begun for Fall 2020 courses, changes to the MyMav schedule cannot be made without permission from the Provost's Office and Registrar. After the final round of modality changes have been made, UTA will use existing guidelines regarding changes to courses: Academic programs can modify or add to course schedules if 1) no students are enrolled in a section, and 2) additional course sections are needed to accommodate social distancing or demand.

- Departments will work through their existing policies and procedures to accommodate students that cannot attend required F2F course offerings. Faculty and advisors will work with students to develop alternatives that allow students to maintain progress in their programs. It is recommended that faculty and advisors be as flexible as possible in accommodating students during the COVID-19 pandemic.

- Faculty will communicate modality specifics to their students by the first day of classes, include details in their syllabus and provide information on any teaching technology tools used in the course.

- Courses with enrollment of 100+ can go fully online but efforts should be made to accommodate sections or preceptorials through hybrid or F2F modality.

- Departments are asked to ensure that F2F modality options are available for freshmen-focused courses, gateway courses to majors, and those considered critical for student retention.

- For courses that end F2F instruction at Thanksgiving, care must be taken to ensure that required instructional hours are met. Instructional content can be covered through assignments or other work under hybrid form.

Recommendation #2

The following definitions are used across the institution to ensure a consistent approach to determining course modality.

Definitions:
1. **Fully Online Option #1:** All instruction and testing online. All classes are asynchronous with no required synchronous components.
2. **Fully Online Option #2**: All instruction and testing online but some synchronous online class attendance or participation required (dates specified in syllabus).
3. **Hybrid 1**: All instruction online. Testing/student presentations on specified dates and times will be F2F. Dates and times to be specified in syllabus after confirming with facilities. Alternatives needed for students unable to test in person. Proctoring services may be required. Friday/Sat testing possible.
4. **Hybrid 2**: A combination of online and F2F activities occur in the course. All students enrolled in the course meet one day per week F2F and other instructional times (1-2 days per week) occur online, synchronously or asynchronously.
5. **Hybrid 3**: A combination of online and F2F activities and instruction occur in the course. Seat time is rotated among students. In a class with an enrollment of 90, for example, 45 students attend one day, the other 45 the other day. Specify in syllabus if in person testing is required. Accommodations made for students who cannot come to campus for F2F testing.
6. **Hybrid 4**: Laboratory, studio, performance art classes. Customized scheduling based on requirements.
7. **Face-to-face (F2F):** Fully F2F (online only after Thanksgiving).

Additional Recommendations
- Faculty teaching F2F or hybrid must develop their plans (Plan B) to go fully online should local or state officials require this change due to health risks during the semester.

- Faculty are expected to ensure that the content of their courses is accessible to all students.

UNIVERSITY OF TEXAS ARLINGTON

Page 1

Course Model Spectrum

Created June 2020
Sarah Sarraj

Online 1

Online 2

F2F

"Online 1"

All instruction and testing online. All classes are asynchronous with no required synchronous components.

"Online 2"

All instruction and testing occur online asynchronously but some synchronous online class attendance or participation required (dates specified in the syllabus for synchronous components).

"Traditional Face-to-Face"

Fully face-to-face (F2F). Online only after Thanksgiving.

Hybrid 1

Hybrid 2

Hybrid 3

Hybrid 4

"Hybrid 1"

All instructions online. Testing/student presentations on specified dates and times will be F2F only up to Thanksgiving (specified on syllabus after confirming with facilities). Alternatives needed for students unable to attend in-person . Proctoring services may be required. Friday/Sat testing possible.

"Hybrid 2"

A combination of online and F2F activities occur in the course. All students enrolled in the course meet one day per week F2F and other instructional times (1-2 days per week) occur online, synchronously or asynchronously.

"Hybrid 3"

A combination of online and F2F activities and instruction occur in the course. Seat time is rotated among students. For example. a class with an enrollment of 90, 45 students attend one day, the other 45 attend the other day.

"Hybrid 4"

Laboratory, studio, performance art classes. Customized scheduling based on requirements.

Fall 2020 Teaching Modalities

	Modality	Teaching			Testing			Lab		
		Face-to-Face	Online Synchronous at Class Meeting Time	Online Asynchronous	Face-to-Face	Online Synchronous at Class Meeting Time	Online Asynchronous	Face-to-Face	Online Synchronous at Class Meeting Time	Online Asynchronous
1	Fully Online, Option 1			Yes			Yes	--	--	--
2	Fully Online Option 2		[1] Specify in Syllabus	[1] Specify in Syllabus			Yes	--	--	--
3	Hybrid 1		[1] Specify in Syllabus	[1] Specify in Syllabus	[1,2,3] Yes (Specify dates/times in Syllabus)	[5] As needed	Specify in Syllabus	--	--	--
4	Hybrid 2	Yes (Specify in Syllabus)	[5] As needed	As needed	[1,2,3] Yes (Specify dates/times in Syllabus)	[5] As needed	Yes	--	--	--
5	Hybrid 3	Students alternate F2F and Online	As needed		Specify in Syllabus	Specify in Syllabus	Specify in Syllabus	--	--	--
6	Hybrid 4							[1,2,3] Yes (Specify dates/times in Syllabus)	[5] Yes/as needed	Yes/as needed
7	F2F	[4] Yes	[5] As needed		[4] Yes	[5] As needed		*Yes*	[5] As needed	

VERSION 7

Definitions:

[1] Clarify dates and times with Facilities Planning before finalizing

1. Fully Online Option #1 – All instruction and testing online. All classes are asynchronous (recorded congtent) with no required synchronous components.

[2] Plan for alternative location/time for students with special needs

2. Fully Online Option #2: All instruction and testing online but some synchronous (live streamed) online class attendance or participation required (dates specified in syllabus)

[3] Friday or Saturday testing is possible.

3. Hybrid 1: All instruction online. Testing or student presentations on specified dates and times will be F2F. Dates and times to be specified in syllabus. Alternatives needed for students unable to test in person. Proctoring services may be required. Friday/Sat testing possible.

[4] Online only after Thanksgiving

4. Hybrid 2: a combination of online and F2F activities occur in the course. All students enrolled in the course meet one day per week F2F and other instructional times (1-2 days per week) occur online, synchronously or asynchronously.

[5] If student has to quarantine

5. Hybrid 3: a combination of online and F2F activities and instruction occur in the course. Seat time is rotated among students. For example, in a M/W class with an enrollment of 90, 45 students attend one day, the other 45 the other day. Specify in syllabus if in person testing is required. Accommodations made for

6. Hybrid 4: Laboratory, studio, performance art classes. Customized scheduling based on requirements.

7. F2F: Fully F2F (online only after Thanksgiving)

2.2 Logistics and Training

Sub-Task Force Chair
Sarah Sarraj, Manager of Instructional Design, Global Education Outreach

Sub-Task Force Team Members

Sarah Sarraj, Chair	Global Education Outreach
Ann Cavallo	Faculty Affairs
Candice Beckman	OIT Business Process Specialist
Karen Kusler	OIT Business Process Management
Don Lane	Education Tech Support Service
Joseph Rutledge	Global Education Outreach
Michelle Reed	Library

Stakeholders Involved in Accomplishing Work

Maria Martinez-Cosio	Faculty Affairs
Denise Cobbs	Faculty Affairs
Amber Smallwood	Communication
Dana Jennings	Communication

Additional Stakeholders Involved
Full-time tenured and tenure-earning faculty members
Full-time non-tenure-track faculty members
Adjunct faculty members
Graduate assistant

Team Charge
Planning Team was charged with making recommendations by June 10, 2020, incorporating the following:
1) Develop a training plan that will address both technical training and pedagogical training.
2) Ensure that new faculty, GTAs, and adjuncts are also targeted for training.
3) Develop certificate recognizing faculty's completing online best practice courses.

Process
To save time, not all planning team members have been involved in each recommendation. Chair and few active members have been meeting weekly to brainstorm and finalize the plan. Chair has reached out to other contributing members separately to collect feedback and updates. The team divided the needed training into two categories: technical training and pedagogical training.

Possible areas of training were plugged into either category. Some team members reviewed data collected from Faculty Issues and Challenges Sub-Task Force that surveyed instructors' training needs.

To ensure training information and communication is reaching new faculty, adjuncts, and GTAs, we will work with the Provost's Office to gather the names and contact information for new faculty and adjuncts as they are on boarded by their departments. For GTAs, communication will be sent to graduate school and graduate advisors, who will send it on our behalf to the graduate students.

Faculty will have two opportunities to gain certification and recognition for completing online best practice courses. First course, *Effective Online Teaching,* was developed in the spring and will re-launch again July 6. The second course, *Hybrid Teaching Design*, is a new course that covers best practices for hybrid course design and will launch July 6. Both courses have assessments that will require the faculty to successfully submit to receive the course certification.

Introduction

The goal of the various trainings is to introduce participants to different tools available for course learning and delivery as well as best practices for different modalities. Many of the trainings listed are in real time (with a recorded option) conducted via Microsoft Teams. These end-to-end trainings include:

Canvas Learning Management System sessions covering everything from navigating the LMS to Ally and accessibility.

Echo360 Active Learning System for recording and streaming live in classrooms and interactive tools.

Microsoft Teams sessions including how to set up teams and join existing teams, live Teams, and Classroom Teams.

Instructional Design Boot Camp workshops are hands-on workshops designed to promote best practices for online and hybrid teaching and learning with detailed course content development process.

One three-hour online Canvas course for faculty on **effective online teaching** and one two-hour online Canvas Course for faculty on **hybrid teaching design.** Both courses include one-hour **Discussion and Q&A sessions** live in Teams on Fridays during the course.

Six one-hour live hosted **instructional design Q&A sessions** for faculty.

Live sessions on **assessment tools and techniques to measure STEM learning** and **hybrid course delivery models.**

Topics and speakers on **open educational resources** available. Open educational resources include textbooks, videos, quizzes, and worksheets, as well as learning modules, lesson plans, syllabi, data, and more.

Technical Training

Three types of technical trainings will be covered in the months of June and July. These trainings will include:

- Canvas Training – Joseph Rutledge | June and July

- Echo360 – Don Lane | June and July
- Microsoft Teams – OIT | June and July

Schedule – Canvas

(Hover over the title for a short description, full description is available under Appendices)

June 2, 2020
      Ally and Document Accessibility (60 minutes) | 10:00 am
      Getting Started with UTA Canvas (60 minutes) | 2:00 pm

June 3, 2020
      Ally and Document Accessibility (60 minutes) | 10:00 am
      Getting Started with UTA Canvas (60 minutes) | 2:00 pm

June 4, 2020
      Canvas Course Modules and Pages (60 minutes) | 10:00 am
      Canvas Course Modules and Pages (60 minutes) | 2:00 pm

June 9, 2020
      Canvas Assignments and Gradebook (90 minutes) | 10:00 am
      Canvas Assignments and Gradebook (90 minutes) | 2:00 pm

June 10, 2020
      Quizzes and Lockdown Browser (60 minutes) | 10:00 am
      Quizzes and Lockdown Browser (60 minutes) | 2:00 pm

June 11, 2020
      Canvas Conferences (60 minutes) | 10:00 am
      Canvas Conferences (60 minutes) | 2:00 pm

June 16, 2020
      Accessibility (90 minutes) | 10:00 am
      Accessibility (90 minutes) | 2:00 pm

June 17, 2020
      Canvas Course Modules and Pages (60 minutes) | 10:00 am
      Quizzes and Lockdown Browser (60 minutes) | 2:00 pm

June 18, 2020
      Canvas Assignments and Discussions (60 minutes) | 10:00 am
      Canvas Gradebook (60 minutes) | 2:00 pm

June 23, 2020
      Canvas Conferences (60 minutes) | 10:00 am
      Canvas Conferences (60 minutes) | 2:00 pm

June 24, 2020
      Studio (60 minutes) | 10:00 am
      Studio (60 minutes) | 2:00 pm

June 25, 2020
      Rubrics (60 minutes) | 10:00 am
      Unicheck (60 minutes) | 2:00 pm

June 30, 2020
      Getting Started with UTA Canvas (60 minutes) | 10:00 am
      Canvas Course Modules and Pages (60 minutes) | 2:00 pm

July 1, 2020
        Canvas Assignments and Discussions (60 minutes) | 10:00 am
        Rubrics (60 minutes) | 2:00 pm
July 2, 2020
        Canvas Gradebook (60 minutes) | 10:00 am
        Unicheck (60 minutes) | 2:00 pm
July 7, 2020
        Quizzes and Lockdown Browser (60 minutes) | 10:00 am
        Respondus 4.0 (60 minutes) | 2:00 pm
July 8, 2020
        Canvas Conferences (60 minutes) | 10:00 am
        Studio (60 minutes) | 2:00 pm
July 9, 2020
        Accessibility (90 minutes) | 10:00 am
        Ally and Document Accessibility (60 minutes) | 2:00 pm
July 14, 2020
        Getting Started with UTA Canvas (60 minutes) | 10:00 am
        Canvas Course Modules and Pages (60 minutes) | 2:00 pm
July 15, 2020
        Canvas Assignments and Discussions (60 minutes) | 10:00 am
        Rubrics (60 minutes) | 2:00 pm
July 16, 2020
        Canvas Gradebook (60 minutes) | 10:00 am
        Unicheck (60 minutes) | 2:00 pm
July 21, 2020
        Quizzes and Lockdown Browser (60 minutes) | 10:00 am
        Respondus 4.0 (60 minutes) | 2:00 pm
July 22, 2020
        TBD
        TBD
July 23, 2020
        TBD
        TBD

Schedule – ECHO360

June 16, 2020 | 1:00 pm
June 23, 2020 | 1:00 pm
July 7, 2020 | 1:00 pm
July 21, 2020 | 1:00 pm

Schedule – Microsoft Teams

June 12, 2020 | 2:00 pm
June 15, 2020 | 2:00 pm

June 26, 2020 | 10:00 am

Instructional Design Training

Six types of instructional design trainings will be offered in the months of June and July. These virtual sessions include:

- Assessment Tools and Techniques to Measure STEM Learning – CRTLE | June
- Open Educational Resources (OER) sessions – Library | June
- Live Session: Hybrid Course Delivery Models – CDE and CRTLE | June
- ID Boot Camp Workshops – CDE | July
- Effective Online Teaching Short Course with Certificate + Live, hosted ID Q&A Session – CRTLE | July
- Hybrid Teaching Design Course with Certificate – CRTLE | July

Schedule – Assessment Tools and Techniques to Measure STEM Learning
June 26, 2020 | 12:30 – 2:00 pm

Schedule – Open Educational Resources (OER)
June 15, 2020 | 2 pm
June 18, 2020 | 2 pm
June 22, 2020 | 2 pm
June 25, 2020 | 2 pm
June 29, 2020 | 2 pm
June 30, 2020 | 2 pm

Schedule – Live Session: Hybrid Course Delivery Models
June 19, 2020 | 12:30 – 2:00 pm

Schedule – ID Boot Camp
Group 1	July 6, 2020 – July 17, 2020 [MWF]	9:00 am – 11 am
Group 2	July 6, 2020 – July 17, 2020 [MWF]	9:30 am – 11:30 am
Group 3	July 6, 2020 – July 17, 2020 [MWF]	11:00 am – 2 pm
Group 4	July 6, 2020 – July 17, 2020 [MWF]	2:00 pm – 4 pm
Group 5	July 20, 2020 – July 31, 2020 [MWF]	9:00 am – 11 am
Group 6	July 20, 2020 – July 31, 2020 [MWF]	9:30 am – 11:30 am
Group 7	July 20, 2020 – July 31, 2020 [MWF]	11:00 am – 2 pm
Group 8	July 20, 2020 – July 31, 2020 [MWF]	2:00 pm – 4 pm

Schedule – Effective Online Teaching Course with Certificate + Discussion
Asynchronous 3-hour course July 6, 2020
Synchronous Discussions July 10, 2020 | 1:00 pm
Synchronous Discussions July 17, 2020 | 1:00 pm
Synchronous Discussions July 24, 2020 | 1:00 pm

Asynchronous 2-hour course July 6, 2020
Synchronous Discussions July 10, 2020 | 2:00 pm
Synchronous Discussions July 17, 2020 | 2:00 pm
Synchronous Discussions July 24, 2020 | 2:00 pm

Canvas Training Session Description

Ally and Document Accessibility (60 minutes)

Ally is a tool in canvas that provides guidance and tips to make your content accessible by providing feedback on the accessibility of your content and step-by-step instructions to improve content accessibility. Ally also provides your students with alternative versions of your files that allow students to choose the type of files that best suit their needs. This session will also help you create accessible documents (Microsoft Word, PowerPoint, Adobe Acrobat PDF) for your online students.

Getting Started with UTA Canvas (60 minutes)

This session will provide a beginner's tour of Canvas. It will introduce you to the dashboard, course list, calendar, inbox, help links, and personal notification settings. We will also view a course in UTA Canvas introducing course settings, the rich content editor, announcements, uploading a syllabus, and cross-listing (merging) courses.

Canvas Course Modules and Pages (60 minutes)

This session will help you add course content and material to your Canvas courses. Modules allow instructors to organize content to help control the flow of the course. Pages store content and educational resources that can include text, video, and links to files. Help your students keep track of what they've done and haven't done by adding requirements (submit, view, mark as done, contribute to the page, score at least) to each content item in your course Modules. This allows the students to see quickly and easily what they have already done (for both content and assignments) and which items they still need to complete.

Canvas Assignments and Gradebook (90 minutes)

This session will help you create assignments in Canvas. In this session, you will learn to create assignments in Canvas, grade those assignments, and use assignment groups to calculate a final course grade. There will also be a quick overview of the Canvas gradebook.

Quizzes and Lockdown Browser (60 minutes)

This session will help you create tests and quizzes in Canvas by creating questions or adding questions from question banks. Also, learn how to add the lockdown browser to a test or quiz with a detailed description of all lockdown browser settings.

Canvas Conferences (60 minutes)

Canvas Conferences is a synchronous learning tool that allows you to share audio, video, slides, or your screen in real time with your students online. This session will show you how to create conferences for your courses, share your screen or documents with students, and use polling and breakout rooms.

Accessibility (90 minutes)

Learn to create accessible documents for your online students. This workshop prepares participants to create accessible documents using Microsoft Word, PowerPoint, and Adobe Acrobat Professional, show how to add captions to studio videos, and add captions to your Canvas Conferences.

Canvas Assignments and Discussions (60 minutes)

Create assignments in Canvas. In this session, you will learn to create assignments in Canvas and grade with SpeedGrader. This session will also help you create discussion board forums in Canvas, create group discussion boards for larger online classes, and grading student responses with SpeedGrader.

Canvas Gradebook (60 minutes)

The Canvas gradebook contains many tools that make grading and contacting students easier. Learn how to reorganize the gradebook columns, email students from the gradebook, automatically deduct points for late submissions, hide grades from students, and different gradebook views and filters. We will also discuss using Canvas to calculate a final grade.

Studio (60 minutes)

Studio is a communication tool that allows instructors and students to actively collaborate through video and audio media. This session will cover recording a video from your desktop or webcam, uploading a video from your computer or YouTube, adding Closed Captions to your recordings, and adding videos to your course.

Unicheck (60 minutes)

Unicheck is a plagiarism tool in Canvas used to verify the originality of student submissions. This session will help you add the Unicheck plagiarism tool to Canvas assignments and understand the originality report it produces. Dan Moore, from the Office of Student Conduct, will join and speak about University policies toward student plagiarism.

Rubrics (60 minutes)

Create and manage rubrics in a Canvas course. Add rubrics to assignments, quizzes, and discussion boards to use for grading.

Respondus 4.0 (60 minutes)

Respondus 4.0® is a powerful tool for creating and managing exams that can be published directly to Canvas. Exams can be created in the Windows environment. Import questions from Word documents or create questions directly in Respondus 4.0®, preview your exams, then publish directly to your Canvas course. You can also import tests from the Respondus Test Bank Network®, which contains thousands of test banks for the leading textbooks in higher education. Instructors who use Respondus 4.0 can easily create online exams from these official publisher test banks.

Instructional Design Sessions Description

Live Session: Assessment Tools and Techniques to Measure STEM Learning

This session will present various assessment techniques to effectively measure student learning in STEM courses. These tools and techniques can reveal a range of knowledge acquired by

students, including reasoning, logic, and deep-structured, meaningful understandings of concepts and processes in STEM. We will discuss tools, techniques, and strategies of assessment in courses with both high and low enrollment numbers.

Open Educational Resources

This session will be led by OER author and advocate Jasmine Roberts. Jasmine is a strategic communication lecturer in the School of Communication at Ohio State University. She teaches public relations writing and campaign courses. She earned her bachelor's degree in communication studies and Spanish at the University of Michigan and her master's degree in communication at the University of Illinois at Urbana-Champaign. Prior to pursuing an academic career, Jasmine worked as a marketing/public relations professional for nonprofit and entertainment industries. Jasmine is the author of "Writing of Strategic Communication Industries," an openly licensed textbook and writing guide for those interested in the strategic communication field. She is also a 2017-2018 research fellow with the Open Education Group.

Live Session: Hybrid Course Delivery Models

This interactive session will present and discuss effective hybrid course models in teaching and learning, focusing on the different models to be employed at UTA beginning in the fall semester. We will discuss how to build hybrid courses that include the integration of online synchronous, online asynchronous, and face-to-face instruction in teaching, testing, and lab/studio experiences, as well as how to utilize flipped models of instruction in the hybrid format.

ID Boot Camp Workshops

Build your skills and get hands-on experience with CDE Instructional Design team. Pick the time that works best for your schedule for the next two weeks as you will work with your ID on the same time on Monday, Wednesday, and Friday for two weeks. Each session will be scheduled for two hours via Teams. There will be 30 minutes of "training" followed by 1.5 hours of individual work where you will actively work on your course based on the Work Session topic and ask questions as needed.

Week 1
       Monday – Syllabus and Quality Matters (QM) introduction
       Wednesday – Assessment and Course Interaction
       Friday – Course Content and Course Materials
Week 2
       Monday – Alignment
       Wednesday – Home Page, Getting Started, Evaluation
       Friday – Open Hours: Review Courses, Answer Questions

Effective Online Teaching Course with Certificate + Discussion

The *Effective Online Teaching Short Course* guides faculty in creating sound online courses in any discipline using Canvas tools and other resources to implement effective research-based practices for online learning. This CRTLE course complements and builds upon the CDE Canvas trainings and can be completed at any time and are designed to coincide with the live *Continuing Discussions for Effective Online Teaching* sessions that will take place in Microsoft Teams.
Topics:

- Introduction to Online Teaching and Learning
- Fostering Interaction
- Selecting Technologies and Content
- Online Assessment
- Principles of Backward Learning Design

Mode: Asynchronous in Canvas
Estimated Time Commitment: 3 hours
Continuing Discussions for Effective Online Teaching Sessions

The accompanying *Continuing Discussions for Effective Online Teaching* sessions are designed to help faculty who have questions centered on effective teaching practices in online platforms. It will expand on the "how to" by helping faculty best use the tools in Canvas and integrate other resources to create a rigorous, meaningful, and effective online teaching and learning experience.
Mode: Synchronous in Teams, to be taken with the *Effective Online Teaching Short Course*

Hybrid Teaching Design Course with Certificate + Discussion

The *Hybrid Teaching Design Course* in Canvas engages faculty in learning effective practices and creating high-quality hybrid design courses for teaching. The course will provide guidance on when and how to best implement tools and techniques within the hybrid course design, as well as how to best integrate effective synchronous and asynchronous modalities, flipped classrooms, assignments, and assessments throughout the course curriculum. This course is designed to coincide with the *Continuing Discussions for Hybrid Teaching Design* sessions.
Mode: Asynchronous in Canvas
Estimated Time Commitment: 2 hours

Continuing Discussions for Hybrid Teaching Design Sessions

The accompanying *Continuing Discussions for Hybrid Teaching Design* sessions are designed to help faculty who have questions centered on hybrid course design and delivery. It will expand on the "how to" by helping faculty best use the tools in Canvas and integrate other resources to create a rigorous, meaningful, and effective hybrid teaching and learning experience.
Mode: Synchronous in Teams, to be taken with the *Hybrid Teaching Design Course.*

3.1 & 3.2 International Enrollment and Related Issues

Sub-Task Force Chair

Jay Horn, Executive Director, International Education

Planning Team Members

Curtis Andressen	Vice Provost, International Affairs
Amber Smallwood	Assistant Vice Provost, Academic Planning and Policy
Rebecca Lewis	Assistant Vice Provost, Institutional Effectiveness and Reporting
Ehren Wixson	Assistant Vice President, Business Services
Raymond Jackson	Associate Dean, Graduate School
Carolyn Davis	Clinical Professor, Information Systems and Operation Management
Bahram Khalili	Associate Professor, Computer Science and Engineering
David Coursey	Program Director, Master of Public Administration Program
Karen Krause	Executive Director, Financial Aid
Satu Birch	Director, International Student & Scholar Services
Kelli Anderson	Director, Study Abroad
Lin Larson	Director, Recruitment, College of Engineering
Sebastian Fuentes	Associate Director, Recruitment, Enrollment Management
Dana Jennings	Assistant Director, University Advancement

Stakeholders Involved

Denele Rodriguez, Director, Admissions, Records, and Registration
Janet Wehner, Associate Director, Admissions
Polly Downs, Assistant Director, Admissions
Elizabeth Snapp, Assistant Director, Admissions
Mital Naik, Director, Student Information Services
Frances Sanchez, Applications Support Specialist
Katharine Salem, Assistant Director, Technology and SEVIS Management, OIE
Adam Sichta, Director, Global Engagement
Jerry Hubbard, Clinical Professor; Director, Goolsby Leadership Academy
Cindy Kilpatrick, Assistant Professor, Linguistics and TESOL; Director, English Language Institute
Ryan Thompson, Assistant Director, Study Abroad
Kate Stewart, Study Abroad Advisor

Planning Team Charge

The International Enrollment and Related issues Sub-Task Force was divided into two working groups, which helped to focus the work. The two groups are 3.1 International Student Enrollment and 3.2 Study Abroad.

3.1 International Enrollment

Due to the current situation there is an expectation that new international students will not be able to obtain visas to enter the U.S. on time for the Fall 2020 semester and that some continuing students will not be able to return to the U.S. after the summer break. Therefore, it is expected that international student enrollments may decline by more than 30% compared to AY 18-19. To mitigate this decline and encourage international student enrollment, this sub-task force was convened.

- Encourage continuing international students in the U.S. to enroll on campus and provide recommendations for on-campus programs and services
- Develop operational plans and policies for new international students who cannot come to the U.S. to enroll online from overseas and the related MyMav logic and processes to accommodate these students
- Identify academic programs and courses delivered online to students overseas for those who do not plan to come to campus in Fall 2020
- Develop a communication plan so that all of the above-mentioned student groups are made aware of their options and encouraged to enroll for Fall 2020

Process and Specific Considerations

The working group identified two main constituents related to international student enrollment: on-campus students and overseas international students who will not be able to enter the U.S. for Fall 2020. The task force was divided into smaller working groups to address several issues facing the two constituent groups.

For both new and continuing international students who will be on-campus, the groups focused on international student programs and services, registration and enrollment holds, and communications to encourage on-campus enrollment. For both continuing and new international students unable to come to campus, we created groups to address feasibility of overseas online enrollment, transition plan from F-1 visa to overseas online enrollment, academic considerations for students studying from overseas, and a communication plan to encourage those unable to obtain visas to enroll for Fall 2020 and not defer to Spring 2021.

Deliverables Achieved

For **international students on campus** in **Fall 2020**, the team developed a detailed plan for orientation and welcoming services as well as advising.

Orientation and Welcoming Services

- Global Engagement is collaborating with New Maverick Orientation to develop a new orientation with content tailored for new international students who begin their academic study overseas through online courses. The content will focus more on the U.S. higher education system with topics such as teacher vs. learner-centered education, effective relationships with faculty and academic advisors, and academic integrity and plagiarism. The information will be presented in Visual Zen online modules, and to ensure completion, students could be required to pass quizzes at the end of each module before New Maverick Orientation or the Office of International Education releases their hold.
- Global Engagement will also send students a PDF with electronic resources normally received at the Welcome Center and an Intercultural Learning Handbook to help with cultural adjustment.
- ISSS & Global Engagement will host a live online event to welcome new students and answer any questions they have.
- Two additional live "meet-ups" that will include current international students and overseas online students will be held to help students to connect to the campus.

ISSS Advising

- ISSS advisors will be available to new online international students to answer any questions they may have regarding arrival to campus for Spring 2021 semester. Advising will be available primarily via email, but also via phones and/or Teams when possible.

For new international students admitted for Fall 2020 who are outside the U.S., a plan to manage the transition of student records in MyMav, Sunapsis, and Sevis was developed to create a process for these students to communicate their intent for Fall 2020, create the opportunity to enroll from outside the U.S., and to protect the student's long-term immigration status. This also includes a plan to return students to F-1 visa category when they are able to apply for a visa and come to the United States.

As part of this plan, Admissions will target two populations of applicants:
1 Grad/UG admitted but no I-20 issued yet (submission of financial/immigration docs is pending) and do not assign the activity guide in an effort to encourage applicants to submit financial/immigration docs to become eligible for overseas online enrollment.
2 Grad/UG admitted and I-20 issued and have the Activity Guide (Overseas Online Enrollment Agreement) in MyMav assigned in order to notify applicants to log into MyMav to access the overseas online enrollment opportunity. A step-by-step, detailed action plan for each of these populations and goals was established by the team.

To encourage these populations to choose UTA and enroll in Fall 2020, a list of academic programs available for overseas online students—undergraduate and graduate—was developed. Undergraduate:

- University will offer courses to support the general education and pre-requisite requirements.
- Civil engineering undergraduate programs will be available online, with caveat that not all courses within the program will be available. This only applies to courses taught by CE—e.g., science courses and lower-division engineering courses not taught by CE are not included. Courses taught online will be "live captioned."

Graduate:

College of Engineering
- All graduate programs in the College of Engineering will be available for online delivery in the fall, with the caveat that not all courses within programs will be available. Courses taught online will be "live captioned."

College of Business
- MBA
- MS Information Systems (currently only available to continuing students)
- MS Business Analytics (currently only available to continuing students)
- MSQF

College of Architecture, Planning, and Public Affairs
- Master of City and Regional Planning
- Doctorate in Urban Planning and Public Policy

Communication Plan

The team developed a detailed communication plan to provide timely updates and actionable messaging to continuing international students—both those in the U.S. and abroad—highlighting on-campus life as well as online options. A separate stream of messaging was developed for newly admitted graduate and undergraduate international students informing them of next steps for admission, orientation, or advising, as well as options for online programs/courses as needed to begin studying with UTA in Fall 2020.

Additional Considerations and Recommendations

- Communication for academic advisors of overseas online students is needed.
  Recommendation: An "advisors guide" is being created to assist academic advisors in understanding the needs of this unique group of students and how to assist them best. Additionally, a list of key resource people with identified areas of expertise related to this group of students will be distributed and Dr. Curtis Andressen will serve as the lead contact to answer questions or investigate unforeseen situations/issues.
- A centrally located list of courses available online for both graduate and undergraduate students should be provided to students and academic advisors.
- To address time zone concerns and potential technical issues students may face, both synchronous and asynchronous mode (via recording) of class delivery should be provided.
- Students should be made aware of course technical requirements.
  Recommendations: Modify the syllabus template for Fall 2020 to include information that addresses Fall 2020 circumstances, including online delivery, links to pertinent

delivery information, etc. Additionally, communication providing the above information should be sent to each Fall 2020 admit before students register for courses and be repeated during academic advising sessions and in course syllabi. Repeated reminder of this kind of important information is very beneficial for students.

- Many graduate students are admitted with deficiency classes. Students usually take a test to remove the deficiency courses or take the required classes in the first semester. These exams are difficult to create and should not be made available online.
  Recommendation: Do not allow deficiency exam as a means to waive deficiency classes. That is, students must complete the courses listed as deficiency during the first two long semesters, online or otherwise.

- Some students may face visa denials after beginning their courses online.
  Recommendation: Students will be informed through the Overseas Online Enrollment Agreement in advance that most degrees cannot be completed online. A statement in the Online Enrollment Agreement informs students that enrolling in online courses does not imply an agreement that students can complete their degree online. A list of degrees available fully online is available.

- Students studying online from their home country will pay a tuition rate similar to that of online courses. More detailed cost information can be found in the International Distance Education Tuition Estimate.

- Merit Scholarships and GTA/GRAs considerations (based on the understanding that):
  - UTA will allow new international students to begin their Fall 2020 semester online while remaining in their home countries, and
  - International students will be charged a tuition and fee rate that closely resembles the in-state tuition and fee rate.
  - Academic units may determine if a new or continuing international student may be offered an assistantship. However, these offers may only be made if the student has a U.S. bank account and a social security number.
  - Students who are enrolled entirely online should not be offered tuition fellowships, as they pay a lower rate for online courses.
    Recommendation: Any scholarships awarded students who are admitted for Fall 2020 and cannot come to the U.S. will be deferred until the spring 2021 term.

Planning Team Charge
The International Enrollment and Related Issues Sub-Task Force was divided into two working groups, which helped to focus the work. The two groups are 3.1 International Student Enrollment and 3.2 Study Abroad.

3.2 Study Abroad
Prior to the interruption of spring and cancellation of May/Summer 2020 study abroad programs, UTA Study abroad was gaining traction in the on-going mission to establish a culture of study abroad at UTA. Unfortunately, this momentum was halted due to the pandemic, so maintaining and building upon student interest in study abroad is critical to achieving University goals for

study abroad participation, especially if study abroad travel is limited or entirely cancelled through the fall.

- Develop a decision plan for Fall 2020 study abroad.
- Maintain student and faculty interest in study abroad.
- Develop alternate intercultural/global experiences should study abroad travel not be viable.
- Develop a communication plan to ensure decisions and alternate opportunities are clearly communicated to appropriate constituents.

Process and Specific Considerations

Study Abroad was initially part of the International Student Enrollment Sub-Task Force before the two groups were divided into 3.1 and 3.2. Once formed as a separate entity, the team met weekly mid-May to mid-June. Additional faculty with experience with study abroad were added to the group, along with the director of Global Engagement, to share their perspectives and expertise. A decision plan to inform Fall 2020 study abroad programs (currently affecting 13 UTA students) was developed. Further, the team worked to develop alternative intercultural/global experiences for Fall 2020 and programs to maintain student and faculty interest in study abroad beyond Fall 2020.

Additional considerations for study abroad travel approval may also include current COVID-19 cases in program destination, availability of therapeutic treatment and/or vaccine, ease of access to health care in destination, quarantine requirements for U.S. travelers in destination and upon return to U.S., and other criteria as deemed relevant.

Deliverables Achieved

The University should make a decision by mid-June regarding the feasibility of Fall 2020 study abroad programs so that appropriate actions can be taken to support students in the outcome of this decision. Considerations for this decision should include information from relevant governing and guiding bodies, including the Centers for Disease Control, International Oversight Committee, and University of Texas System, among other international and domestic entities.

If Fall 2020 study abroad is cancelled for all programs, the decision should first be communicated to intended students in early/mid-June so that they can make alternate arrangements, then with the broader UTA community. Should an individual student wish to appeal this decision, they will be directed to follow the established IOC process for review.

Follow-up actions from UTA Study Abroad will include refunding study abroad application fees and addressing student questions regarding any non-refundable deposits or fees already paid to the intended program. UTA Study Abroad will also work with students to identify alternate study abroad options, including exploring online courses through the intended host institution/program for Fall 2020 or deferring their study abroad participation to Spring 2021. Where possible, students who defer will be given preference in admission to Spring 2021

programs. All students will also be encouraged to participate in alternate intercultural/global experiences being developed by UTA Study Abroad and Global Engagement for Fall 2020.

For students whose participation is approved to continue, there will be additional health assessment requirements for students who disclose health conditions that put them in a high-risk category. At a minimum, students will be directed to have a pre-travel consultation with International SOS to develop a plan for managing their health condition while abroad. If possible, students may be required to gain a doctor's clearance to participate.

UTA Study Abroad will also confirm specific country and program requirements for COVID-related health protocols abroad, such as requirements for quarantine, PPE, social distancing, etc., and verify how these protocols are communicated to students by program; how they are enforced abroad; and potential consequences if students do not comply.

UTA Study Abroad already collects emergency contact information but will conduct additional verification checks to ensure that the information provided is accurate and up to date.

A proposed outline of additional follow up-actions for UTA Study Abroad to maintain interest in study abroad is included below and will be developed out further to implement over the summer and during the fall terms.

Actions related to student interest include
- Targeted outreach to students whose programs were cancelled regarding future programs
- Improved strategies for virtual engagement, such as online info sessions or social media events
- Revised promotional materials to more specifically address financial, academic, and safety concerns
- Promoting alternate experiential opportunities available in fall

Actions related to faculty interest include
- Series of presentations/workshops for current and future program leaders to address concerns and provide additional support for recruiting students in a virtual environment, managing health and safety situations while abroad, etc.
- Encouraging participation in alternate experiential opportunities

Although not intended as a replacement for an in-person study abroad experience, students who are not able to travel abroad during their time at UTA can also benefit from alternate intercultural/global experience activities. These activities can help maintain or grow interest in future study abroad.

Completing the program activities will not only better prepare students for future travel, but will help establish a pipeline that leads students interested in studying abroad beyond an initial

interest to application and eventual program completion. A proposed outline of activities is included below and will be developed out over the summer to launch in Fall 2020.

Components may include:
- Modules and/or sessions led by UTA faculty and staff with relevant expertise. Possible content areas or activities to include
  - Intercultural skills and assessment
  - Regional cultural content, including country profiles with lessons in language, history, business, etc.
  - Simulated "Travel 101" or "Plan a Trip" exercises
  - Interactive real-life scenarios such as exchanging money or going to the pharmacy
  - Discipline-focused assignments (arts, STEM, business, etc.) to incorporate a global context relevant to a student's field of study
- Presentations (virtual or in-person) by guests such as
  - Peace Corps
  - Participants of past study abroad programs (students or faculty program leaders)
- Self-guided learning and virtual tours
  - [Excellent resource from Google](#)
  - [Sample of self-guided exploration of South Korea](#)
  - [Virtual museum tours](#)
- Online interactions with international students abroad not able to travel to UTA

Study Abroad and Global Engagement staff will guide students through a semester-long series of activities, leading toward a certificate (possibly included as part of the Global Mavericks certificate program). Students who participate in these activities will gain skills that achieve the goals of the Maverick Advantage by developing global competencies and enhancing cross-cultural understanding. Furthermore, as an incentive to participate in the program and study abroad in the future, the current International Education Fee Scholarship (IEFS) application review criteria will be updated so that additional points are given to students who successfully complete a pre-determined number of these alternate activities.

Communication Plan

The team developed a detailed communication plan to provide timely updates and actionable messaging regarding Fall 2020 study abroad programs. A separate stream of messaging was developed to maintain interest among faculty and students in future study abroad opportunities. Finally, a plan to communicate and encourage participation in a to-be-developed series of on-campus and virtual alternative intercultural/global experiences was created.

Additional Considerations and Recommendations

It is worth noting that although this proposal is focused on a decision plan for Fall 2020 study abroad, the pandemic continues to evolve and may continue into Winter/Spring 2021. Should this proposal for reviewing Fall 2020 study abroad participation be approved, a similar timeline and requirements could be used for future terms.

Recommendation: Although Fall 2020 refund costs should be minimal at this point in the process for Fall 2020 students, we further propose that a standardized policy be developed to address this concern for all intended participants.

Recommendation: Given the increased risk for travel during the pandemic, additional waivers and/or acknowledgements should be required for approved study abroad participants. These additional documents include:
- Assumption of risk by the student
- Acknowledgement that program can be cancelled, or the student recalled, at any time including while the student is abroad
- Acknowledgement of health considerations and limitations of International SOS coverage (security evacuation coverage is excluded for pandemic although medical coverage is available if student is sick)
- Transparent financial obligations, including what is the student's responsibility and what is/isn't covered by the University if the program is cancelled or student recalled
- Acknowledgement of airline cancellation policies
- Agreement of University expectations if student is recalled from abroad, including
  - Departure from program within 72 hours of notification to return
  - Confirmation within 24 hours of arrival in U.S.
  - Academic continuity plan, such as
    - Continuing program courses remotely as possible
    - University assistance in enrolling in alternate UTA courses as needed

Recommendation: A standardized policy should be developed regarding what is the responsibility of the student and what is/isn't to be provided to the student by the program and/or University (PPE, etc.).

Clear communication from the University and UTA Study Abroad regarding plans for Fall 2020 and implications for future study abroad is vital to maintaining interest in studying abroad by students and faculty.

Recommendation: As part of a plan to retain this interest moving forward, we propose the communication plan outlined below to be implemented in consultation with University Advancement as appropriate.

Channeling student interest into alternate experiential opportunities available through UTA until study abroad travel resumes, particularly but not exclusively for those whose programs were cancelled, will also help maintain and build upon their interest in study abroad.

Recommendation: UTA should develop alternate intercultural/global experiences to engage students for Fall 2020.

Recommendation: Study Abroad and Global Engagement should collaborate with campus partners to develop a combination of online and in-person experiential learning activities that increase intercultural skills, global awareness, and knowledge of another country. These activities will complement existing resources and pre-departure preparation already provided by UTA Study Abroad and program leaders and further enhance the student experience.

4.1 Faculty Challenges and Issues

Sub-Task Force Chair

Bill Carroll, Professor, Computer Science and Engineering

Sub-Task Force Co-Chair

Peggy Semingson, Associate Professor, Curriculum and Instruction

Planning Team Members

David Coursey	Associate Professor, Public Affairs and Planning
Thomas Dombrowsky	Clinical Assistant Professor, CONHI
Greg Frazier	Professor, Information Systems and Operations Management
Dana Jennings	Assistant Director, Research Communications
Carl Lovely	Professor, Chemistry and Biochemistry
Lee Pierce	Assistant Director, Knowledge Services
Edith Reed	Assistant Vice Provost, Office of Academic Personnel
Sarah Rose	Associate Professor and Director, History and Disability Studies
Peggy Semingson (co-chair)	Associate Professor, Curriculum and Instruction
Amber Smallwood	Assistant Vice Provost, Faculty Affairs
Antoinette Sol	Vice Provost, Faculty Affairs
Debra Woody	Associate Professor, School of Social Work

Stakeholders Involved

Full-time tenured and tenure-earning faculty members
Full-time non-tenure-track faculty members
Part-time adjunct faculty members

Planning Team Charge

The Faculty Issues and Challenges Sub-Task Force was formed to identify the most pressing faculty issues and challenges and to make recommendations on how they can be addressed. More specifically, the sub-task force will focus on the following:

1. Assessing and representing the welfare, rights, career goals, and needs of UTA faculty as the University plans its approach to Fall 2020 and continues to respond to the COVID-19 pandemic.
2. Preparing a prioritized list of faculty issues and challenges and recommended actions on each.
3. Reviewing the COVID-19 website for faculty, COVID-related communications, and teaching-related training to make recommendations on additional resources and information to support faculty.

Process

The group decided early in its deliberations that a faculty survey was necessary to gain a true understanding of the most pressing issues and concerns of the faculty. A questionnaire of 53 items including 14 open-ended questions requiring narrative responses was developed. The survey was launched on May 22, 2020, and closed on June 1, 2020. It was sent to the faculty listserv, which includes tenured, tenure-track, full-time non-tenure-track, and part-time adjunct faculty members. Six-hundred eighty-five (685) faculty members completed the survey. More than 4,000 responses were received to the open-ended questions. Graphical presentations of the analytical responses plus summaries of the narrative answers are found in Appendix B. The raw data is available upon request.

Findings

General

The survey results suggest that faculty members have the following concerns, preferences, or circumstances.

1. Are concerned about the health and safety risks of teaching face-to-face or hybrid and participating in meetings. This applies not only to them personally but also to their families.
2. Prefer to teach and conduct all meetings remotely because of risk to themselves and other faculty members.
3. Report being at high-risk for COVID-19 complications.
4. Are concerned about who will be making decisions about the teaching modality for their courses.
5. Are concerned about how accommodations for COVID-19 issues will be decided; e.g., what processes will be used, the potential for discrimination and retaliation, will faculty be required to submit medical documentation, whether CDC or ADA definitions will be used, and challenges relating to obtaining medical documentation in a pandemic.
6. Want to be given more guidance about plans for Fall 2020.
7. Do not have access to the appropriate technology to teach effectively in online or hybrid modalities.
8. Are concerned that academic integrity is compromised by online and hybrid modalities.
9. Are concerned about the enforcement of health and safety policies such as mask wearing and social distancing in classrooms and elsewhere on campus.
10. Expressed appreciation for the faculty survey.
11. Had difficulties with access to internet and computer resources in Spring 2020.
12. Need flexibility to accommodate increased workload and family responsibilities.
13. Should be compensated and/or have workloads adjusted to reflect the extra work needed for online and hybrid modalities.

14. Believe contingency plans should be developed to cover faculty members taken ill by COVID-19.
15. A strategy is needed for COVID-19 testing of faculty, staff, and students.
16. The increased teaching workload has impacted progress on research and creative activities.
17. Research will likely be adversely affected should the intake of new graduate students be limited or delayed.

COVID-19 Related Communications

1. Faculty members rely mostly on communications from the president and their department chair.
2. Faculty members found communications to be effective.
3. Faculty members felt inundated and overwhelmed by the messaging.
4. Message timing and content were inconsistent, contradictory, and confusing.
5. Messaging frequency should stay the same or be increased.

COVID-19 Related Training

1. Training was generally effective and useful.
2. More coordination is needed across units offering training.
3. More in-depth training is needed for applications such as Canvas and Teams.
4. More training needed for online pedagogy and instructional design.
5. Training needed for faculty, staff, and students on how to handle COVID-19 issues and policies.

A complete summary of the data gathered in the faculty survey is in Appendix B.

Recommendations

The Faculty Issues and Challenges Sub-Task Force recommends that UT Arlington take the following actions in light of the findings listed above.

General

1. Adopt a policy requiring masks, or other protective face covering, be worn by faculty, staff, students, and visitors in classrooms and other public places on campus. Such a policy has been announced, effective June 10, 2020.
2. Provide accommodations for faculty members at high-risk for COVID-19 complications. The committee refers University leaders to the Accessible Campus Action Alliance report "Beyond 'High-Risk': Statement on Disability and Campus Re-Openings" for best practices guidance on defining "high-risk" and on providing accommodations.
3. Allow teaching on campus to be a voluntary choice with robust protections against retaliation and discrimination.
4. Allow faculty members to work remotely in order to meet family responsibilities and caregiving duties.
5. Provide funds to enable faculty members to purchase laptops and other technology necessary for online and hybrid course delivery.
6. Amend faculty workload policies to specifically address the impact of COVID-19 related duties and responsibilities.
7. Prepare a comprehensive checklist for faculty to ensure that all safety protocols are being systematically followed for a safe return to teaching.
8. Develop signage for classrooms providing contact information for Housekeeping and E&HS to contact about health and safety concerns.

COVID-19 Related Communications

1. Provide COVID-19 statistics for UTA that meets CDC recommendations for reporting.
2. Maintain messaging frequency, and, when possible, identify when a policy has been amended or changed in order to reduce contradictions and confusion between communications.
3. Adjust formatting of COVID-19 communications to more clearly identify items affecting the work of faculty or that require actions on the part of faculty to mitigate the overwhelming nature of lengthy informational messages.
4. Consider increased communications that provide transparency in decision-making processes of the University.

COVID-19 Related Training

1. Develop training to address issues such as non-compliance with COVID-19 related policies, best practices for maintaining safe and healthy learning environments, virtual mentoring of graduate students, etc.
2. Develop a one-stop-shop for training. This appears to be happening.
3. Offer advanced workshops on Canvas and Teams.
4. Develop targeted training in areas such as online assessment and examinations.
5. Offer a workshop on the basics of online pedagogy emphasizing essentials rather than theory.

4.2 Staff Issues and Challenges

Recommendations from the 4.1 Faculty Issues and Challenges Sub-Task Force

Sub-Task Force Chair

Margie Jackymack

Sub-Task Force Co-Chair

Latoya Oduniyi

Planning Team Members

Margaret Ann Jackymack	English Dept.
Latoya Oduniyi	Health Services EAC
Amelia Firsching	Facilities
Gina Gonzalez- Wilson	Social Work
Miluan Murry	Library
Caroline Record	Accounting Services
Edith Reed	Academic Personnel
Anthony Stewart	Human Resources
Alex Ware	Athletics
Dana Jennings	University Advancement
Joel Box	Environmental Health & Safety

Planning Team Charge
- Providing resolution to staff concerns in order to safely return to campus work environment.
- Ensure staff have required support, supplies, and technology needed to telework.
- Increase effective and timely communications with staff.
- Ensure staff spaces are maintained for cleanliness and healthfulness.
- Address the spread of misinformation among staff.
- Provide access to resources regarding employee rights.
- Increase awareness of applications available to support remote teamwork (i.e., Teams, Zoom, Canvas).
- Ensure communications are accessible to all staff within the bounds of ADA standards and also those who are not fluent in English.
- Consider staff in alternate locations including Ft. Worth, Austin, etc.

Deliverables
- Distribute staff survey
- Summarize results and make recommendations

- Make website and communication recommendations surrounding return to work, telecommuting, and staff concerns.
- Make recommendations on a feedback loop for staff concerns regarding returning to work, telecommuting, and staff concerns.

Process

Since the majority of staff are teleworking, it was evident that we needed to survey staff to get a true understanding of staff issues and challenges with the reopening of campus. Over the last two weeks the sub-committee has meet to create a quick flowing timeline to receive input and assess staff issues related to COVID-19 and reopening campus. Our first step was to develop a survey that directly related to staff and provided them with a platform to voice concerns. We submitted a 52-question survey with 14 narrative questions to our campus staff. The survey was emailed out to approximately 2,400 staff employees on June 12, 2020. As of June 15, 2020, we have received 604 completed surveys. The survey will be closing on June 19, 2020. Graphical presentations of the analytical responses are found in Appendix C. The raw data will be available upon request once the timeline is completed.

5.0 Communications

Jeff Carlton, University Advancement

Planning Team Members

Jeff Carlton	University Advancement
Edgardo Nieves	Internal Audit
Lee Pierce	OIT Knowledge Services
Kirsty Dymond	Legal Affairs
Katie Hageman	Provost Office
Amber Smallwood	Provost Office
Dana Jennings	Research Communication
Herb Booth	Asst. Director Media Relations
Ashley Purgason	Associate Vice Provost – DSS

Stakeholders Involved
- University Advancement
- OIT Knowledge Services
- Internal Audit
- Legal Affairs
- Office of the Provost
- Student Affairs
- Enrollment Management
- Faculty Affairs
- Office of International Students
- Study Abroad

Planning Team Charge
Provide effective and thorough communications to key stakeholders, including UTA leadership, faculty, staff, and committed and prospective Fall 2020 students.

Task List/Items to be Accomplished
- Listening sessions: Provide communications support for listening sessions aimed at academic leadership, faculty, and students, led by the provost.
- Project website: Create campus resource that includes project overview, major announcements, explanation of sub-task forces, team members, timelines, FAQs, etc.
- FAQs: Working within other sub-task forces, develop Q&A for faculty, staff, and student audiences.

- Surveys: Promote faculty, staff, and student surveys via email blasts and use of major UTA communication channels.
- Campus updates: Working with Fall Task Force chair and subgroups, develop regular communications to wide audiences. Disseminate through pre-existing UTA communication channels.
- Email address: Create email address to field and respond to questions from UTA community.
- Communications plan: Develop overarching communications plan for Fall Task Force.
- Media response: Respond and anticipate media inquiries around major academic issues.

Process

This subgroup is charged with effective and thorough communications of the decisions and milestones of the Fall Academic and Course Planning Task Force to key stakeholders, including UTA leadership, faculty, staff, and students.

To facilitate and streamline effective communication and key messaging, the subgroup is emphasizing guiding principles in its decision-making:
- To the maximum extent possible, utilize existing UTA communication channels, including email blasts, MavWire, TrailBlazer, social media, HR website, the COVID-19 website, and the Faculty and Staff Resources page.
- To the maximum extent possible, business units and academic departments should maintain the responsibility of communicating messaging, milestones, and decisions to their key audiences.
    - Example: Faculty Affairs maintains responsibility for conveying class modality decisions to faculty through its weekly newsletter.
    - Example: Student Affairs maintains responsibility for communicating about new student orientation to incoming students.
- For high-level communications to broad audiences (all faculty, staff, or students, for example) or external audiences, the communications subgroup established a workflow. (See attached workflow for more detail.)

Deliverables
- Create process for submitting communication recommendations from sub-groups (see Attachment 1)
- Plan to socialize information via Town Halls
    - Academic leadership listening session complete
    - Faculty listening session in planning
    - Student listening session in planning
- Identify feedback channel for campus community

- o   Email address established: fall2020@uta.edu
- Project website: In development by OIT
- Communication plan (see attachment 2)

Attachment 1: Communication Workflow

Communication Request Flow (May 2020)

Sub-Task Force	Communications Sub-Task Force	University Communication Approval

Creation and Approval

- Communication Need Identified
- 1.a. Collect Information for Communication Request Form
- 1.b. Prepare a draft message
- 1.c. Get feedback from Task Force on draft communication to be submitted
- Sub-Task Force Approve submission — NO rework / YES Submit

- 2.a. Review Communication Request
- 2.b. Confer with Communication Representative Team Member if needed
- 2.c. Confer with Chair or Sender (Owner) for more information, if needed
- 2.d. Create communication for final approval
- 3.a. Send to Repopulation Committee Communication Sub Task Force

- 4.a. Reviewed by Repopulation Committee Communication Sub-Task Force, chaired by CCO
- Rework or Cancel? — Rework / Cancel
- Approve Communication — NO / YES
- 4.a. Coordinate with Stakeholders and originating Sub-Task Force
- Communication Sent/Disseminated

Message	Purpose	Audience / Target Group	Frequency	Channel / Method	Owner	Delivery Date	Status	Notes
Listening Session	Elicit feedback from and provide committee update to Academic Leadership.	Academic Leadership	Once	Teams Listening Session for Associate Deans, Chairs, and Academic Directors	Aswath, Hageman	5/22/2020	Complete	Completed on 5-22
Faculty Survey	Input from faculty for fall planning	Faculty	Once	Email blast, MavWire reminder	Carroll, Jennings	5/27, 5/29	Complete	
Modality updates	Inform faculty, academic staff	Faculty academic staff	Every 2 weeks	FAN Extra	Martinez-Cosio	Beginning week of 6/1	First one complete	FAN Extra appearing every two weeks, with FAN in between
Student Survey	Input from students for fall planning	Students	Once	Email blast, TrailBlazer reminder	Albart, Jennings	6/5/2020	Complete	3,300 student responses as of 6/9
International Enrollment Comms plan	Outlines plans for comms to international students	international students	As needed	Email blasts, website updates	Jennings	6/5/2020	Complete	Plan is complete; communications are ongoing
General update from task force chair	High-level update to faculty and academic staff	Faculty and academic staff	As needed; likely every week or two	Email blast from Office of Provost; MavWire summary	Aswath, Hageman, Carlton	6/5/2020	First one complete	Next communication suggested for week of 6/15
Fall Task Force email address	Email address for all audiences to ask questions	Students, staff and faculty	Once	Share on project website and in any future announcements	Carlton: Comms subgroup members all have access	6/8/2020	Complete	Need to share to all audiences
Task force project website	Landing page for information related to Fall Academic and Course Planning Task Force	Faculty, Staff, Students	Update as needed	Website	Carlton, Jennings, Pierce	6/12/2020	Ready to launch	Site is in test mode. Base content ready for upload.
Staff Survey	Input from staff for fall planning	Staff	Once	Email blast, MavWire reminder	Jennings and Staff subgroup	6/15/2020	In progress	

FAQs	Resource for likely questions regarding fall academics; will live on website	Faculty, Staff, Students	Update as needed	Website	Carlton, Jennings, Pierce	6/19/2020	In progress	Comms subgroup gathering FAQs.
Listening Session	Opportunities to present to and answer questions from faculty	Faculty	Once	Teams session for faculty	Hageman, Smallwood	Late June	In progress	
Listening Session	Share fall planning with students	Prospective and enrolled students for Fall 2020	Once	Teams session	Hageman in conjunction with Student Affairs	Early July	Planning in early stages	Hageman has reached out to Student Affairs to begin planning.

Conclusion

Seven of the eight sub-task forces have recommendations for the Fall 2020 Academic and Course planning process. The eight sub-task forces were focused on communicating the findings to the broader UT Arlington community. Details of the recommendations are provided in the individual reports of the sub-task forces that are part of this report. To summarize, here are some of the broad recommendations for the safe launch of the Fall 2020 semester after offering classes exclusively online for the previous six months.

- A primary task force of 35 members from various parts of campus and a total of about 90 faculty and staff from across campus participated in the discussions within the various sub-task forces and helped craft the recommendations.
- CDC guidelines, Governor of Texas guidelines, and input from experts in health and safety formed the basis for the recommendations provided.
- In order to ensure that this proceeded with input from all stakeholders across campus, surveys were conducted with faculty, staff, and students. Their issues and concerns were taken into consideration when providing recommendations.
- The use of PPEs was mandated within buildings and classrooms and exact room dimensions and layouts were taken into consideration to schedule classes with sufficient social distancing.
- Special considerations for classes related to studios, labs, and performance art were considered in the recommendations.
- Individual colleges/schools were provided the first option to designate classes F2F, hybrid, and online to accommodate the needs of their faculty.
- The Modality Sub-Task Force spent significant time carefully classifying classes into seven different modalities—two online modalities, four hybrid modalities, and one face-to-face modality.
- The Training Sub-Task Force laid out a schedule to assist faculty and instructors to get the skills they need to effectively use the technology available to deliver classes in multiple modalities.
- The International Student Issues Sub-Task Force developed processes to assist current students to continue with their education if they were stranded overseas and also has developed processes to help new students start their programs while they are overseas and eventually transition to campus-based classes when the conditions on the ground improve.
- The Study Abroad Sub-Task Force has developed recommendations for students who may not be able to travel abroad during Fall 2020 to experience a global engagement activity while staying stateside during the semester.
- The Faculty Issues and Challenges Sub-Task Force conducted an extensive survey to get an idea of the challenges facing faculty as they return to a new normal teaching scenario in Fall 2020. The outcome of the survey was used to tailor some of the recommendations for Fall 2020 academic and course planning.
- The Staff Issues and Challenges Sub-Task Force also conducted an extensive survey to determine the different issues facing the staff as we return to campus in Fall 2020. The outcomes of the survey will be used to better plan for the Fall 2020 semester.
- The Communication Sub-Task Force was primarily responsible for dissemination of information developed by task force and for organizing the listening sessions for administrators, faculty, staff, and students.

Appendices

Appendix A - Master Project Schedule

Prepared by the Project Manager

ID	Task Name	Duration	Start	Finish	Resource Names
1	**Fall Academic Instructional Design**	**94 days?**	**Wed 5/6/20**	**Mon 9/14/20**	
2	Project Kickoff	1 day	Wed 5/6/20	Wed 5/6/20	Stacey Fraser
3	Project Charter Signed Off	8 days	Wed 5/6/20	Fri 5/15/20	Pranesh Aswath, Stacey Fraser
4	Plan Schedule	12 days	Thu 5/7/20	Fri 5/22/20	Stacey Fraser
5	**Develop Risk Register**	**22 days**	**Thu 5/7/20**	**Fri 6/5/20**	**Stacey Fraser**
6	Develop Risk Response Plans	7 days	Thu 5/28/20	Fri 6/5/20	Edgardo Nieves
7	Develop Academic Plans	5 days	Mon 6/8/20	Fri 6/12/20	Stacey Fraser
8	Concluding Report	4 days	Wed 6/10/20	Mon 6/15/20	Pranesh Aswath, Stacey Fraser, Katie Hageman, Amelia Firshing, Dana Jennings
9	**1.0 Facilities, Classroom Scheduling, Logistics**	**61 days?**	**Mon 5/11/20**	**Mon 8/3/20**	
10	Identify processes and systems impacted	8 days	Wed 5/13/20	Fri 5/22/20	Conroy Kydd, Don Lane, Nichole Mancone
11	**Compile new list of classroom capacities**	**11 days**	**Tue 5/12/20**	**Tue 5/26/20**	**Amelia Firsching**
12	Integrate data from Echo 360	2 days	Mon 5/11/20	Tue 5/12/20	Amelia Firsching, Don Lane
13	Make recommendations on number of classrooms to add Echo 360	5 days	Wed 5/13/20	Tue 5/19/20	1.0 Facilities Classroom scheduling & Logistics
14	Preliminary report out	6 days	Wed 5/13/20	Wed 5/20/20	Dan Cavanagh
15	Make recommendations for facility disinfection, scheduling, personnel	21 days	Wed 5/13/20	Wed 6/10/20	Don Lange
16	Training recommendations for students, faculty, staff (on new policies and procedures)	12 days	Tue 5/26/20	Wed 6/10/20	Dan Cavanagh, Maria Martinez-Cosio, Bill Carroll
17	Create plan for signage and communication around social distancing guidelines	18 days	Wed 5/13/20	Fri 6/5/20	Don Lange, Amber Smallwood, Jeff Carlton
18	Develop appropriate procedures for holding in-person & hybrid classes for Fall 2020	8 days	Mon 6/1/20	Wed 6/10/20	2.1 Modality,5.0 Communication, Dan Cavanagh, Maria Martinez-Cosio, Jeff Carlton
19	Create limited traffic flow and distancing rules plan	8 days	Mon 6/1/20	Wed 6/10/20	Amelia Firsching, Don Lange
20	Develop new schedule (if needed)	51 days	Mon 5/25/20	Mon 8/3/20	Conroy Kydd
21	**Deliverables**	**34 days?**	**Thu 5/21/20**	**Tue 7/7/20**	
22	Recommendations for classroom capacities	5 days	Thu 5/21/20	Thu 5/28/20	Amelia Firsching

ID	Task Name	Duration	Start	Finish	Resource Names
23	(Preparing for classes to be in session) Clear visuals and communication to advising community and department chairs/college office	1 day	Wed 6/10/20	Wed 6/10/20	Dan Cavanagh
24	Recommended procurement plan / list of Items to purchase & Install	2 days	Thu 6/11/20	Fri 6/12/20	Amelia Firsching, Don Lange
25	SOP for cleaning the classrooms, timelines, procedures, etc.	0 days	Wed 6/10/20	Wed 6/10/20	Amelia Firsching, Don Lange, Dan Cavanagh
26	Recommendations on traffic flow plans	0 days	Wed 6/10/20	Wed 6/10/20	Amelia Firsching, Don Lange
27	Concluding report	1 day	Sun 6/14/20	Sun 6/14/20	Dan Cavanagh
28	**2.0 Identifying Class Modality**	**90 days?**	**Tue 5/12/20**	**Mon 9/14/20**	
29	**2.1 Modality**	**24 days**	**Tue 5/12/20**	**Sun 6/14/20**	
30	Set definitions for each modality (F2F, Hybrid, Online)	2 days	Thu 5/14/20	Fri 5/15/20	Maria Martinez-Cosio
31	Set criteria for online experience in all modalities	7 days	Tue 5/19/20	Wed 5/27/20	Ann Cavallo, Sarah Sarraj
32	Set goals for converting fall courses to all modalities	6 days	Thu 5/28/20	Thu 6/4/20	Maria Martinez-Cosio, Pranesh Aswath
33	**F2F**	**21 days**	**Fri 5/15/20**	**Fri 6/12/20**	
34	Collect list of courses that can only be taught F2F	6 days	Fri 5/15/20	Fri 5/22/20	Maria Martinez-Cosio, Denise Cobbs, Candice Beckman, Sarah Sarraj
35	Review & determine criteria on courses that can only be taught F2F	4 days	Mon 5/25/20	Thu 5/28/20	Ann Cavallo, Dan Cavanagh, Maria Martinez-Cosio
36	Review & finalize recommendations with colleges/departments	11 days	Fri 5/29/20	Fri 6/12/20	College Rep + Coordinator, Maria Martinez-Cosio
37	Final recommendation	1 day	Fri 6/12/20	Fri 6/12/20	Pranesh Aswath, Bill Carroll, Dan Cavanagh
38	**Hybrid**	**21 days**	**Fri 5/15/20**	**Fri 6/12/20**	
39	Collect list of courses that can be taught as a hybrid	12 days	Fri 5/15/20	Mon 6/1/20	Maria Martinez-Cosio, Denise Cobbs, Candice Beckman, Sarah Sarraj
40	Review & determine criteria on courses that can only be taught as a hybrid	3 days	Tue 6/2/20	Thu 6/4/20	Ann Cavallo, Dan Cavanagh, Maria Martinez-Cosio

ID	Task Name	Duration	Start	Finish	Resource Names
41	Review & finalize recommendations with colleges/departments	6 days	Fri 6/5/20	Fri 6/12/20	College Rep + Coordinator, Maria Martinez-Cosio
42	Final recommendation	1 day	Fri 6/12/20	Fri 6/12/20	Pranesh Aswath, Bill Carroll, Dan Cavanagh
43	**Online**	**21 days**	**Fri 5/15/20**	**Fri 6/12/20**	
44	Collect list of courses that have switched to a new online modality	16 days	Fri 5/15/20	Fri 6/5/20	Maria Martinez-Cosio, Denise Cobbs, Candice Beckman, Sarah Sarraj
45	Survey faculty regarding online experience	6 days	Tue 6/2/20	Tue 6/9/20	Sarah Sarraj, Denise Cobbs
46	Review & finalize recommendations with colleges/departments	3 days	Tue 6/9/20	Thu 6/11/20	College Rep + Coordinator, Maria Martinez-Cosio
47	Final recommendation	1 day	Fri 6/12/20	Fri 6/12/20	Pranesh Aswath, Bill Carroll, Dan Cavanagh
48	Identify staffing needs to support course conversion to online modality	22 days	Tue 5/12/20	Wed 6/10/20	Ann Cavallo, Rick McCreay, Sarah Sarraj
49	**Deliverables**	**20 days**	**Mon 5/18/20**	**Sun 6/14/20**	
50	Clear definitions of modalities: F2F, fully online and hybrid	1 day	Mon 5/18/20	Mon 5/18/20	Maria Martinez-Cosio
51	List of courses that can only be taught F2F, hybrid, & online	1 day	Mon 6/1/20	Mon 6/1/20	Candice Beckman, Denise Cobbs, Maria Martinez-Cosio, Sarah Sarraj
52	Schedule for fall classes that identifies courses in each category: fully online, hybrid, F2F	1 day	Fri 6/5/20	Fri 6/5/20	Conroy Kydd, Maria Martinez-Cosio
53	Cost estimates for course conversion	0 days	Wed 6/10/20	Wed 6/10/20	Ann Cavallo, Rick McCreay, Sarah Sarraj
54	Concluding report	1 day	Sun 6/14/20	Sun 6/14/20	Maria Martinez-Cosio
55	**2.2 Logistics & Training**	**80 days?**	**Tue 5/26/20**	**Mon 9/14/20**	
56	Review faculty teaching courses online with Spring 2020 only experience	2 days	Fri 6/5/20	Mon 6/8/20	Sarah Sarraj, College Rep
57	Review faculty teaching courses online with no online experience	2 days	Wed 6/10/20	Thu 6/11/20	Sarah Sarraj, College Rep
58	Set staffing needs to support faculty development for online modality	6 days	Tue 6/16/20	Tue 6/23/20	Sarah Sarraj
59	**Training**	**79 days**	**Tue 5/26/20**	**Fri 9/11/20**	

ID	Task Name	Duration	Start	Finish	Resource Names
60	Review and assess what worked well over summer to help move faculty online	9 days	Tue 5/26/20	Fri 6/5/20	Sarah Sarraj, Ann Cavallo, Denise Cobbs, Maria Martinez-Cosio, Candice Beckman, Joseph Rutledge
61	Assess faculty who have never offered a particular course online	8 days	Wed 6/10/20	Fri 6/19/20	Sarah Sarraj, Ann Cavallo, Denise Cobbs
62	Assist faculty with Instructional Design or Canvas assistance/training	53 days	Wed 7/1/20	Fri 9/11/20	Joseph Rutledge, Sarah Sarraj
63	**Communication**	**23 days**	**Mon 6/1/20**	**Wed 7/1/20**	
64	Prepare communication plan	8 days	Mon 6/1/20	Wed 6/10/20	Maria Martinez-Cosio, Amber Smallwood
65	Prepare communication drafts for both targeted communication and general communication to faculty	8 days	Thu 6/4/20	Mon 6/15/20	Sarah Sarraj, Amber Smallwood, Dana Jennings, Lee Pierce
66	Targeted communication to faculty who need Instructional Design or Canvas assistance	4 days	Mon 6/22/20	Thu 6/25/20	Denise Cobbs
67	Communication to faculty/GTAs who would like Instructional Design or Canvas assistance	4 days	Thu 6/11/20	Tue 6/16/20	Denise Cobbs, Ann Cavallo
68	Communicate to new GTAs and adjuncts targeted for training	13 days	Mon 6/15/20	Wed 7/1/20	Denise Cobbs, Ann Cavallo, Amber Smallwood, Dana Jennings
69	**Deliverables**	**71 days?**	**Mon 6/8/20**	**Mon 9/14/20**	
70	List of new faculties targeted for training	13 days	Mon 6/15/20	Wed 7/1/20	Denise Cobbs, Ann Cavallo
71	Process for identifying faculty to work in small groups to design their courses	1 day?	Mon 6/22/20	Mon 6/22/20	Sarah Sarraj, Ann Cavallo, Denise Cobbs
72	Marketing plan for advertising trainings to faculty and partnerships with departments to ensure targeted faculty are trained.	1 day	Wed 6/10/20	Wed 6/10/20	Denise Cobbs, Ann Cavallo, Sarah Sarraj
73	Set Canvas training schedule for summer through CDE, CRTLE	3 days	Mon 6/8/20	Wed 6/10/20	Joseph Rutledge, Ann Cavallo, Sarah Sarraj

ID	Task Name	Duration	Start	Finish	Resource Names
74	Set Instructional design schedule of small group sessions and designers assigned	3 days	Mon 6/8/20	Wed 6/10/20	Sarah Sarraj, Ann Cavallo, Denise Cobbs
75	Evaluations of ID Boot Camp training sessions	1 day?	Mon 9/14/20	Mon 9/14/20	Joseph Rutledge, Sarah Sarraj
76	Certificate recognizing faculty completing asynchronous open course	1 day	Mon 9/14/20	Mon 9/14/20	Joseph Rutledge, Sarah Sarraj, Ann Cavallo
77	Concluding report	1 day	Sun 6/14/20	Sun 6/14/20	Sarah Sarraj
78	**3.0 International Student & Other Related Issues**	**36 days?**	**Tue 5/12/20**	**Wed 7/1/20**	
79	**3.1 International Students**	**24 days?**	**Tue 5/12/20**	**Sun 6/14/20**	
80	**Online Overseas**	**21 days**	**Tue 5/12/20**	**Tue 6/9/20**	
81	Recommendation on cost of tuition for overseas online students	13 days	Thu 5/14/20	Mon 6/1/20	Ehren Wixson
82	Financial awards for online international students	9 days	Tue 5/12/20	Fri 5/22/20	Karen Krause
83	Plan for encouraging students to enroll for fall not to defer	8 days	Wed 5/13/20	Fri 5/22/20	Lin Larson
84	**Develop processes for transitioning students from overseas online enrollment to on-campus enrollment**	**11 days**	**Tue 5/12/20**	**Tue 5/26/20**	**Jay Horn**
85	Registration & enrollment–academic advising, holds	11 days	Tue 5/12/20	Tue 5/26/20	Sebastian Fuentes
86	Coordinate with academic depts to identify online courses for international students for Fall 2020	4 days	Tue 6/2/20	Fri 6/5/20	Curtis Andressen
87	Proposal around addressing issues for academic enrollment for international students	2 days	Wed 5/27/20	Mon 6/1/20	Bahram Khalili, Carolyn Davis, Curtis Andressen
88	Create guide for academic advisors to assist overseas online students	6 days	Tue 6/2/20	Tue 6/9/20	Bahram Khalili, Carolyn Davis
89	**On-Campus**	**14 days**	**Wed 5/13/20**	**Mon 6/1/20**	
90	Plan for encouraging students to enroll for fall not to defer	8 days	Wed 5/13/20	Fri 5/22/20	Lin Larson

ID	Task Name	Duration	Start	Finish	Resource Names
91	Plan for OIE services–Welcome Center, advising, document check-in	10 days	Wed 5/13/20	Tue 5/26/20	Satu Birch
92	Retain continuing international students by developing a proposal to encourage students to enroll for Fall 2020	9 days	Thu 5/14/20	Tue 5/26/20	Lin Larson
93	Decisions needed on campus/student resident life (ARL)	13 days	Thu 5/14/20	Mon 6/1/20	Mari Duncan, Seth Ressl
94	**Develop Communication Plan**	**5 days**	**Mon 6/1/20**	**Fri 6/5/20**	
95	Communication plan for what fall on-campus looks like- virtual orientation, programs, events, registration holds	5 days	Mon 6/1/20	Fri 6/5/20	Dana Jennings, Amber Smallwood
96	**Deliverables**	**6 days?**	**Fri 6/5/20**	**Sun 6/14/20**	
97	Deliver courses online to students overseas for those who don't plan to come to campus in the fall	0 days	Fri 6/5/20	Fri 6/5/20	Jay Horn
98	Proposal for accommodating students able to come to campus Fall 2020	0 days	Mon 6/8/20	Mon 6/8/20	Jay Horn
99	List of courses for international students for Fall 2020	1 day?	Mon 6/8/20	Mon 6/8/20	Curtis Andressen
100	Concluding report	1 day	Sun 6/14/20	Sun 6/14/20	Jay Horn
101	**3.2 Study Abroad**	**31 days?**	**Tue 5/19/20**	**Wed 7/1/20**	
102	**UTA will provide a global experience for Fall 2020**	**9 days?**	**Tue 5/19/20**	**Fri 5/29/20**	
103	Review with University leadership	1 day?	Tue 5/19/20	Tue 5/19/20	Jay Horn, Kelli Anderson
104	Develop decision tree for feasibility of Study Abroad travel	8 days	Wed 5/20/20	Fri 5/29/20	Jay Horn, Kelli Anderson, Jerry Hubbard
105	Enhanced risk mitigation strategies and liability documents	8 days	Wed 5/20/20	Fri 5/29/20	Jerry Hubbard, Kelli Anderson, Kate Stewart
106	**Study Abroad interest**	**30 days**	**Wed 5/20/20**	**Tue 6/30/20**	

ID	Task Name	Duration	Start	Finish	Resource Names
107	Outline a plan to retain student interest in studying abroad as part of their UTA experience moving forward	8 days	Wed 5/20/20	Fri 5/29/20	Kelli Anderson, Adam Sichta, Ryan Thompson
108	Develop out plan components to retain student interest in studying abroad as part of their UTA experience moving forward	21 days	Tue 6/2/20	Tue 6/30/20	Kelli Anderson, + Team, Faculty, Adam Sichta
109	**Alternate intercultural/global experiences**	**30 days**	**Wed 5/20/20**	**Tue 6/30/20**	
110	Outline a plan for alternate intercultural/global experiences for students whose participation in study abroad for Fall 2020 is not feasible and cannot be deferred	8 days	Wed 5/20/20	Fri 5/29/20	Kelli Anderson, Adam Sichta, Cindy Kilpatrick, David Coursey
111	Develop a proposal for alternate intercultural/global experiences for students whose participation in study abroad for Fall 2020 is not feasible and cannot be deferred	21 days	Tue 6/2/20	Tue 6/30/20	Kelli Anderson, + Team, Faculty, Adam Sichta
112	Develop communication plan for students & faculty, options for Fall 2020	5 days	Mon 6/1/20	Fri 6/5/20	Dana Jennings, Amber Smallwood
113	**Deliverables**	**22 days**	**Mon 6/1/20**	**Wed 7/1/20**	
114	Plan for Study Abroad for Fall 2020	0 days	Mon 6/1/20	Mon 6/1/20	Jay Horn, Kelli Anderson
115	Communication plan to inform intended study abroad participants (students & faculty) of options for Fall 2020.	0 days	Fri 6/5/20	Fri 6/5/20	Dana Jennings, Amber Smallwood
116	Proposal for alternate intercultural/global experiences, such as on-campus/online alternatives through UTA or virtual study abroad programs through partners abroad	0 days	Wed 7/1/20	Wed 7/1/20	Kelli Anderson, + Team, Faculty, Adam Sichta
117	Concluding report	1 day	Sun 6/14/20	Sun 6/14/20	Kelli Anderson

ID	Task Name	Duration	Start	Finish	Resource Names
118	**4.0 Faculty & Staff Issues, Challenges**	**37 days?**	**Wed 5/13/20**	**Thu 7/2/20**	
119	**4.1 Faculty Issues & Challenges**	**24 days**	**Wed 5/13/20**	**Mon 6/15/20**	
120	**Conduct a faculty survey to get input directly from those who will be impacted.**	**15 days**	**Wed 5/13/20**	**Tue 6/2/20**	
121	Create survey	6 days	Wed 5/13/20	Wed 5/20/20	Greg Frazier
122	Distribute survey	7 days	Thu 5/21/20	Fri 5/29/20	Greg Frazier
123	Prepare/review results	1 day	Tue 6/2/20	Tue 6/2/20	Greg Frazier
124	Prepare a prioritized list of faculty issues and challenges and recommend actions on each.	4 days	Wed 6/3/20	Mon 6/8/20	Peggy Semingson
125	Review the public facing COVID website and make suggestions for additional information that might be included.	19 days	Wed 5/13/20	Mon 6/8/20	Bill Carroll
126	Review the list of suggested teaching-related training provided by CRTLE/CDE	9 days	Wed 6/3/20	Mon 6/15/20	Bill Carroll
127	**Deliverables**	8 days	Wed 6/3/20	Sun 6/14/20	
128	Summary of the survey data	1 day	Wed 6/3/20	Wed 6/3/20	Greg Frazier
129	Prioritized list of faculty issues with recommendations	1 day	Tue 6/9/20	Tue 6/9/20	Peggy Semingson
130	Recommendations for enhancing the COVID-19 website	1 day	Tue 6/9/20	Tue 6/9/20	Bill Carroll
131	Recommendations for CRTL/CDE on teaching-related training	3 days	Mon 6/8/20	Wed 6/10/20	Ann Cavallo, Bill Carroll
132	Recommendations for faculty on virtual advising and mentoring of graduate students	3 days	Mon 6/8/20	Wed 6/10/20	Peggy Semingson, Graduate School
133	Concluding report	1 day	Sun 6/14/20	Sun 6/14/20	Bill Carroll, Peggy Semingson
134	**4.2 Staff Issues & Challenges**	**19 days?**	**Mon 6/8/20**	**Thu 7/2/20**	
135	Develop survey	3 days	Mon 6/8/20	Wed 6/10/20	Edith Reed, Tom George

ID	Task Name	Duration	Start	Finish	Resource Names
136	Test survey with the sub-task force members	2 days	Wed 6/10/20	Thu 6/11/20	Edith Reed,4.2 Staff Issues & Challenges, Kathryn Pole
137	Review survey with legal	2 days	Wed 6/10/20	Thu 6/11/20	Shelby Boseman, Edith Reed
138	**Distribute survey**	**6 days?**	**Fri 6/12/20**	**Fri 6/19/20**	**Edith Reed**
139	Create language to add with the survey link	1 day	Wed 6/10/20	Wed 6/10/20	Dana Jennings, Amelia Firsching
140	Distribution list from Jean Hood	6 days	Fri 6/12/20	Fri 6/19/20	Margaret (Margie) Ann Jackymack
141	DSA dispatch	6 days	Fri 6/12/20	Fri 6/19/20	Latoya Oduniyi
142	SAC listserv	6 days	Fri 6/12/20	Fri 6/19/20	Margaret (Margie) Ann Jackymack
143	Admin distribution List	6 days	Fri 6/12/20	Fri 6/19/20	Margaret (Margie) Ann Jackymack
144	Close the survey	1 day	Fri 6/19/20	Fri 6/19/20	Edith Reed
145	Summarize results & make recommendations on F2F contact & teleworking	5 days	Mon 6/22/20	Fri 6/26/20	Kathryn Pole, Margaret (Margie) Ann Jackymack, Latoya Oduniyi, Edith Reed
146	Recommendations on a feedback loop for staff concerns regarding returning to work, telecommuting, and staff concerns.	1 day	Fri 6/26/20	Fri 6/26/20	Latoya Oduniyi, Margaret (Margie) Ann Jackymack,4.2 Staff Issues & Challenges, Candice Beckman
147	Website & communication recommendations	5 days	Mon 6/22/20	Fri 6/26/20	Dana Jennings, Amelia Firsching
148	**Deliverables**	**10 days?**	**Fri 6/19/20**	**Thu 7/2/20**	
149	Distribute/close staff survey	1 day	Fri 6/19/20	Fri 6/19/20	Edith Reed
150	Summarize results & make recommendations	1 day	Fri 6/26/20	Fri 6/26/20	Margaret (Margie) Ann Jackymack, Latoya Oduniyi
151	Website & communication recommendations surrounding return to work, telecommuting, and staff concerns.	1 day?	Fri 6/26/20	Fri 6/26/20	Dana Jennings, Amelia Firsching
152	Recommendations on a feedback loop for staff concerns regarding returning to work, telecommuting, and staff concerns.	1 day?	Fri 6/26/20	Fri 6/26/20	Latoya Oduniyi, Margaret (Margie) Ann Jackymack
153	Concluding report	4 days	Mon 6/29/20	Thu 7/2/20	Latoya Oduniyi, Margaret (Margie) Ann Jac

ID	Task Name	Duration	Start	Finish	Resource Names
154	**5.0 Communication**	**76 days**	**Mon 5/18/20**	**Mon 8/31/20**	
155	Virtual Town Hall	4 days	Tue 5/19/20	Fri 5/22/20	Katie Hageman, Amber Smallwood
156	**Identifying communication needs from each sub-task force**	**7 days**	**Thu 5/28/20**	**Fri 6/5/20**	**Herb Booth, Dana Jennings, Amber Smallwood, Lee Pierce**
157	Process for submitting communication recommendations from sub-task force	9 days	Mon 5/18/20	Thu 5/28/20	Jeff Carlton
158	**Overall plan/framework for communication**	**66 days**	**Mon 6/1/20**	**Mon 8/31/20**	**Jeff Carlton**
159	Create overall plan/framework	3 days	Mon 6/8/20	Wed 6/10/20	Jeff Carlton
160	Plan to socialize information via Town Halls	5 days	Mon 6/1/20	Fri 6/5/20	Katie Hageman, Amber Smallwood
161	Develop website for committee information	11 days	Wed 5/27/20	Wed 6/10/20	Lee Pierce
162	Identify feedback channels for campus community	5 days	Mon 6/1/20	Fri 6/5/20	Herb Booth, Dana Jennings, Amber Smallwood, Lee Pierce
163	**Deliverables**	**59 days**	**Wed 6/10/20**	**Mon 8/31/20**	
164	Providing effective and thorough communications recommendations to University leadership.	58 days	Thu 6/11/20	Mon 8/31/20	Jeff Carlton
165	Communication plan for the life of the project	1 day	Wed 6/10/20	Wed 6/10/20	Jeff Carlton
166	Concluding report	1 day	Sun 6/14/20	Sun 6/14/20	Jeff Carlton

Appendix B – Faculty Survey Data Summary

Prepared by 4.1 Sub-Task Force on Faculty Challenges and Issues

Summary of Quantitative Results

Q1. I prefer teaching only in-person in Fall 2020 if possible.

A bar chart showing responses:
- Strongly disagree: 41.00%
- Disagree: 22.00%
- Neutral: 17.00%
- Agree: 11.00%
- Strongly agree: 8.00%
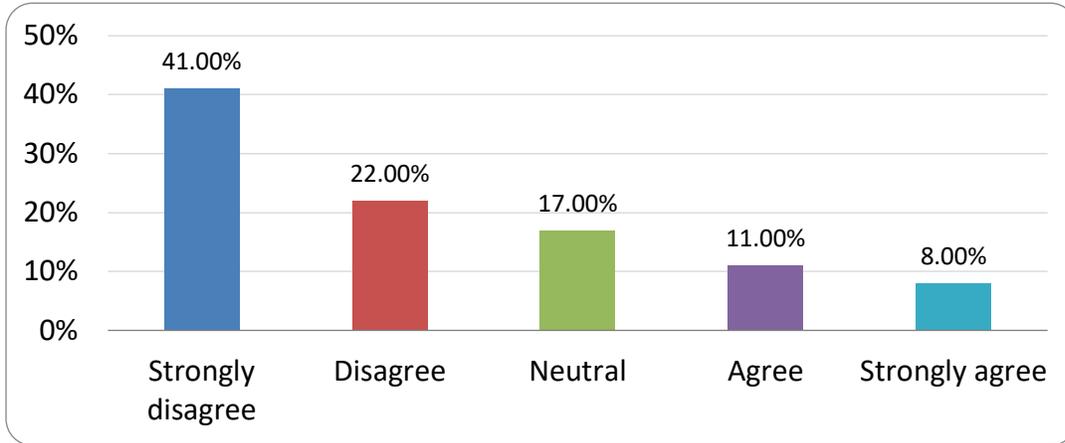
Q2. I prefer teaching only online in Fall 2020 if possible.

A bar chart showing responses:
- Strongly disagree: 10.00%
- Disagree: 16.00%
- Neutral: 21.00%
- Agree: 16.00%
- Strongly agree: 36.00%
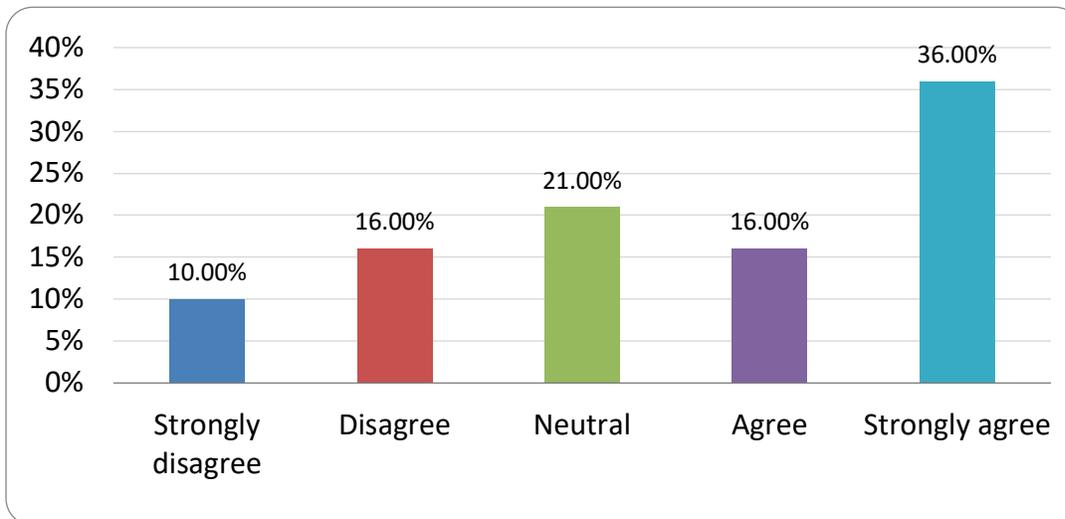
Q3. I prefer teaching in a hybrid/blended modality in Fall 2020 if possible.

Strongly disagree: 17.00%
Disagree: 14.00%
Neutral: 28.00%
Agree: 26.00%
Strongly agree: 14.00%
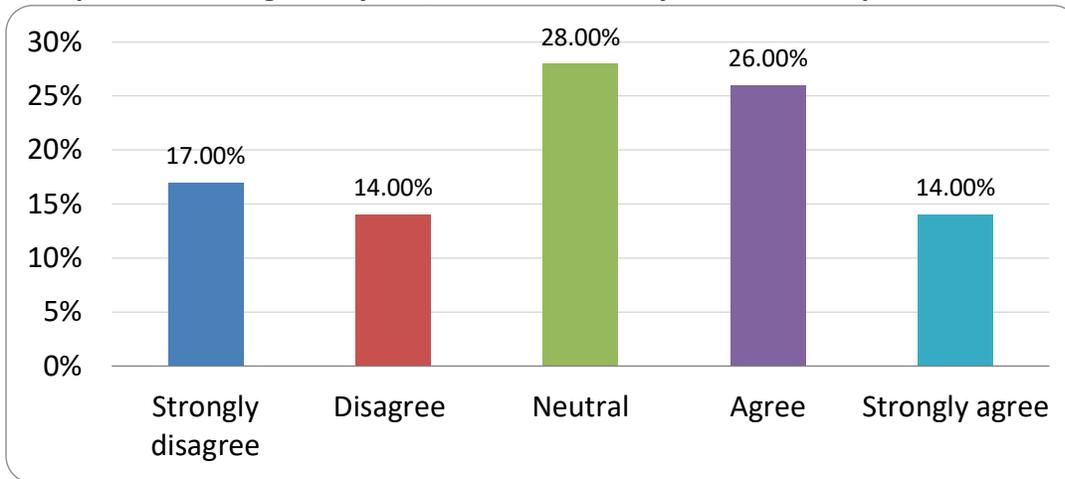
Q4. I am concerned about my ability to effectively teach online in Fall 2020.

Strongly disagree: 42.00%
Disagree: 26.00%
Neutral: 13.00%
Agree: 14.00%
Strongly agree: 6.00%
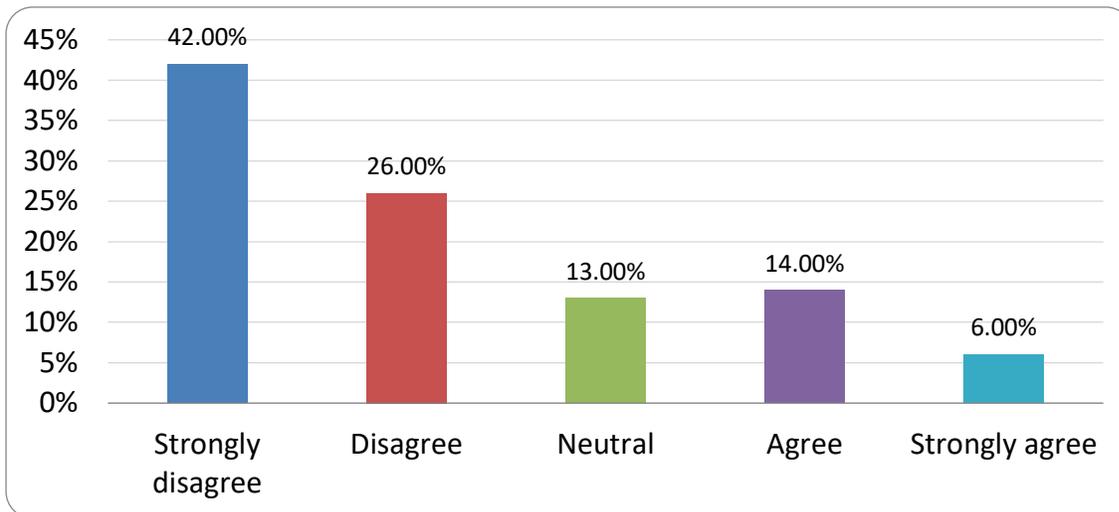
Q5. Faculty should be compensated for converting course materials to online/hybrid modality for Summer and Fall 2020 courses.
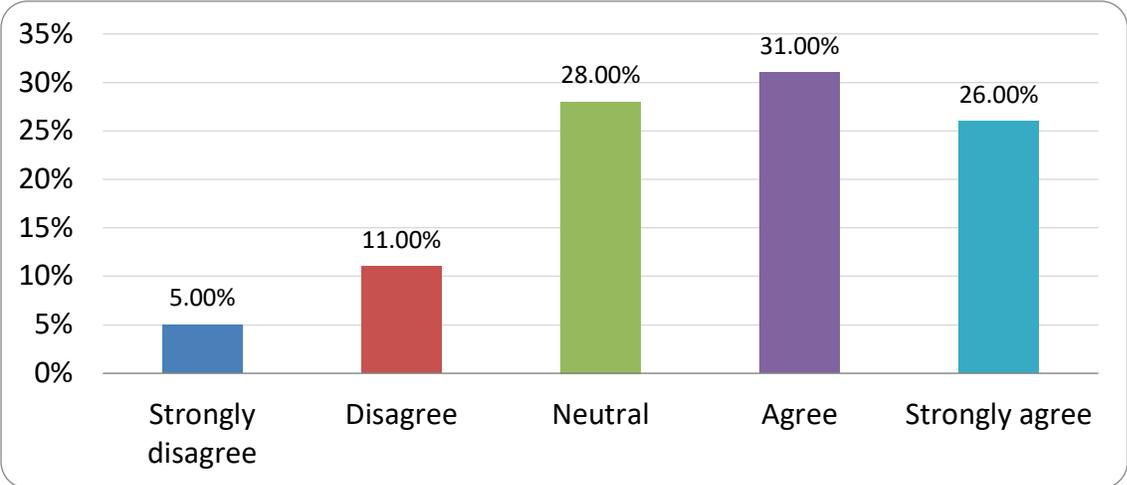
Q6. I am a caregiver for a person at higher risk for illness.
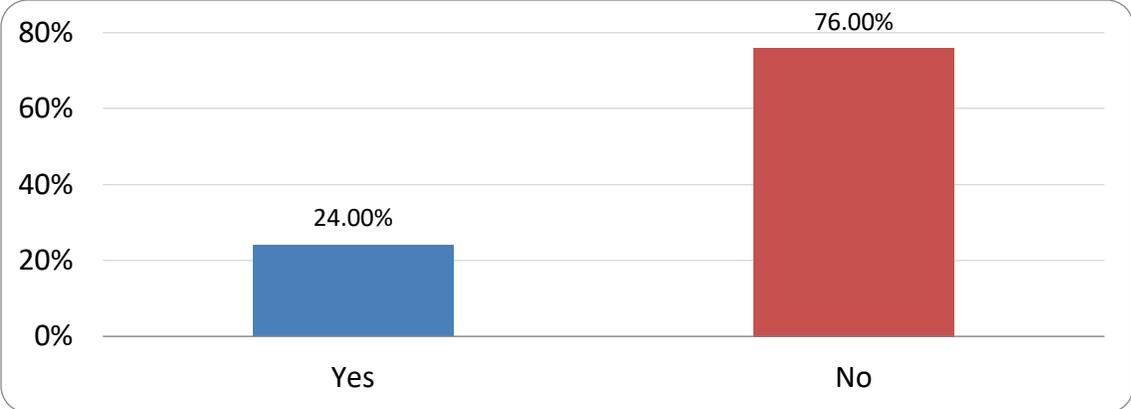
Q7. I am personally at higher risk for COVID-19 illness or complications.
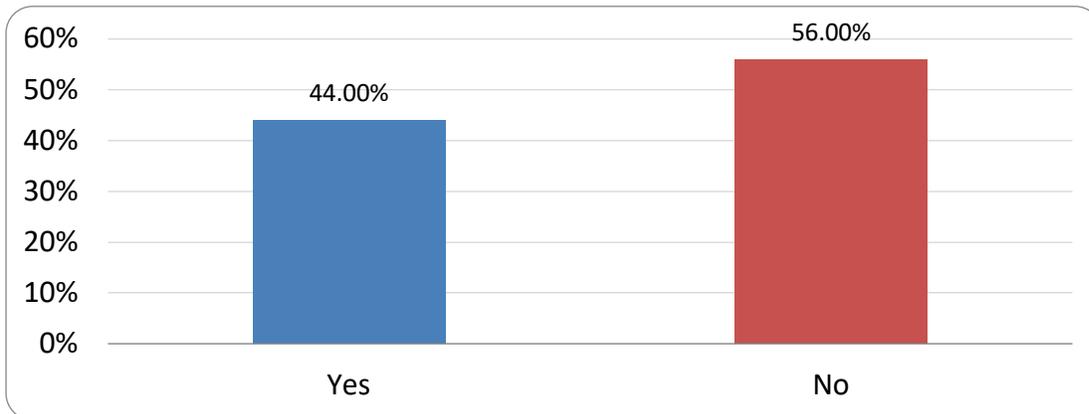
Q8. With proper precautions, e.g., masks, social distancing, etc., it should be safe enough to teach in-person in Fall 2020.
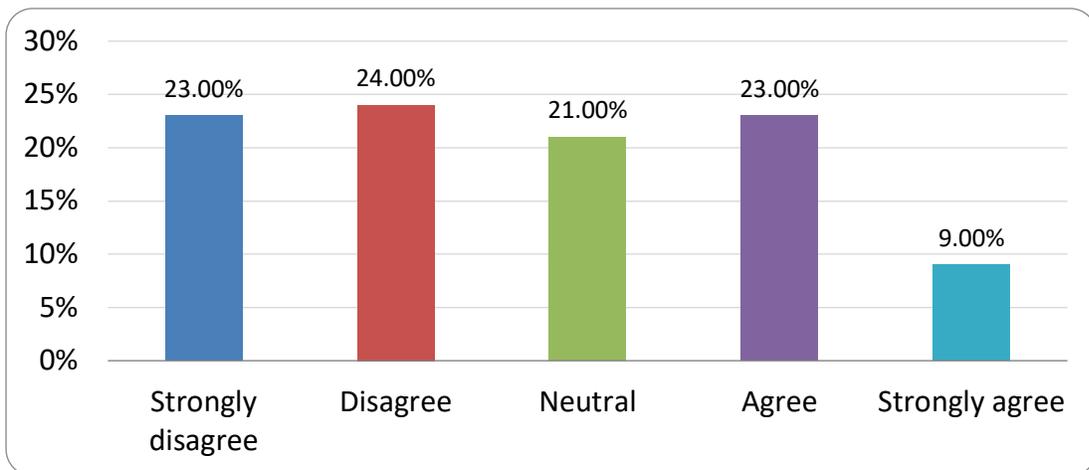
Q9. If supplies and instructions are provided, students can do an adequate job of wiping down their desktops and other necessary equipment at the beginning of each class.
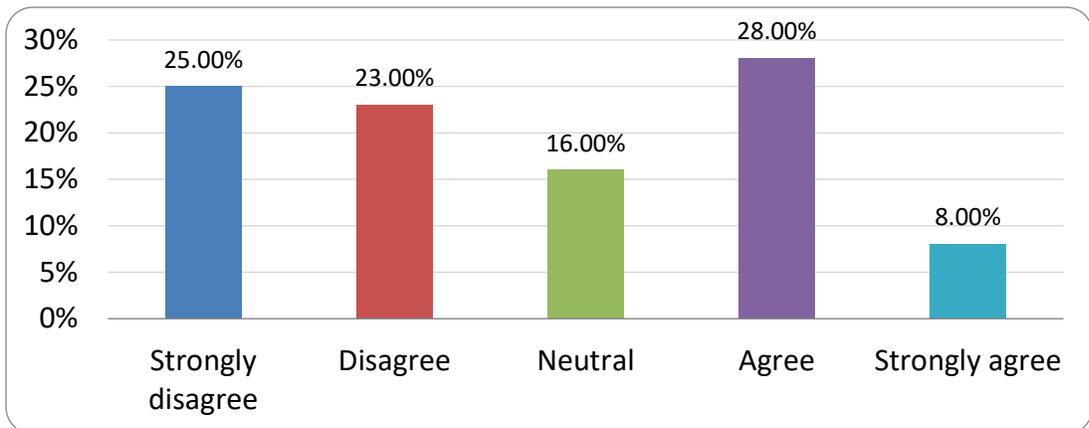
Q10. If supplies and instructions are provided, faculty can do an adequate job of wiping down classrooms, office space, and other areas they use.

Bar chart showing responses:
- Strongly disagree: 27.00%
- Disagree: 21.00%
- Neutral: 12.00%
- Agree: 32.00%
- Strongly agree: 9.00%
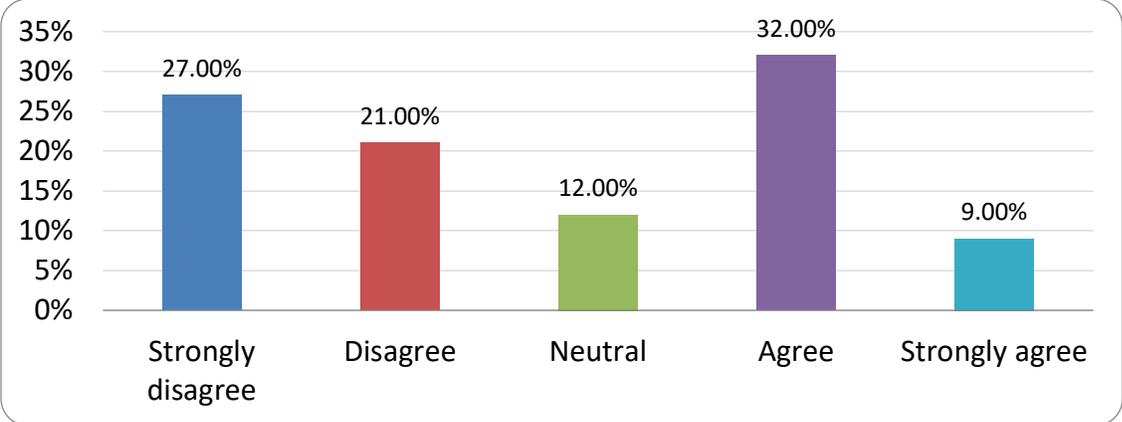
Q11. Students should only be allowed to be in a classroom if they wear a face mask and keep it on during class.

Bar chart showing responses:
- Strongly disagree: 6.00%
- Disagree: 6.00%
- Neutral: 12.00%
- Agree: 28.00%
- Strongly agree: 49.00%
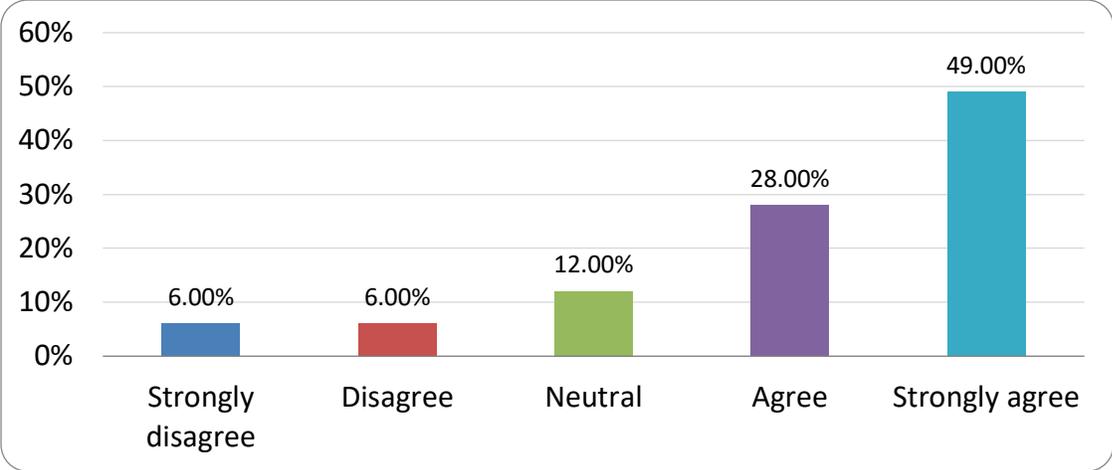
Q12. Students will comply with social distancing and other safety precautions when on campus.
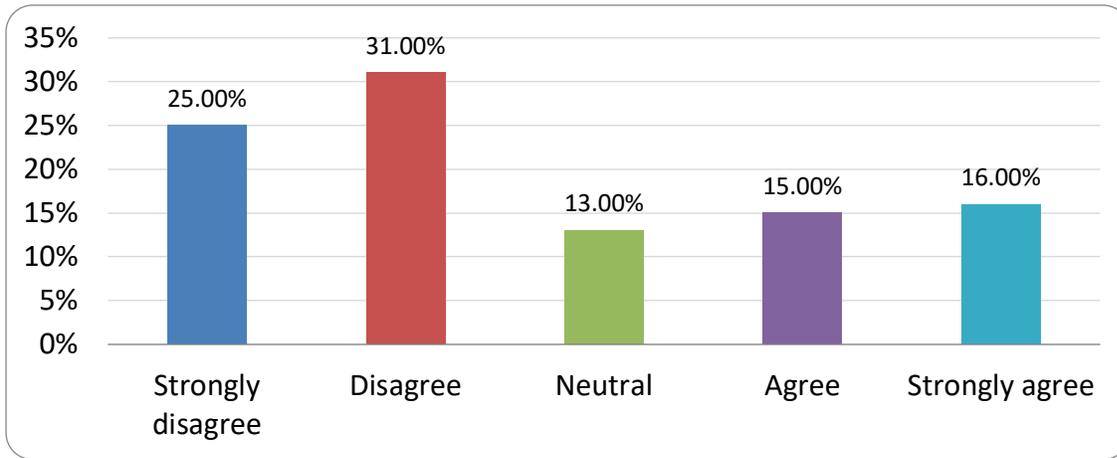
Q13. I am concerned about managing any student noncompliance with safety precautions in my classroom.
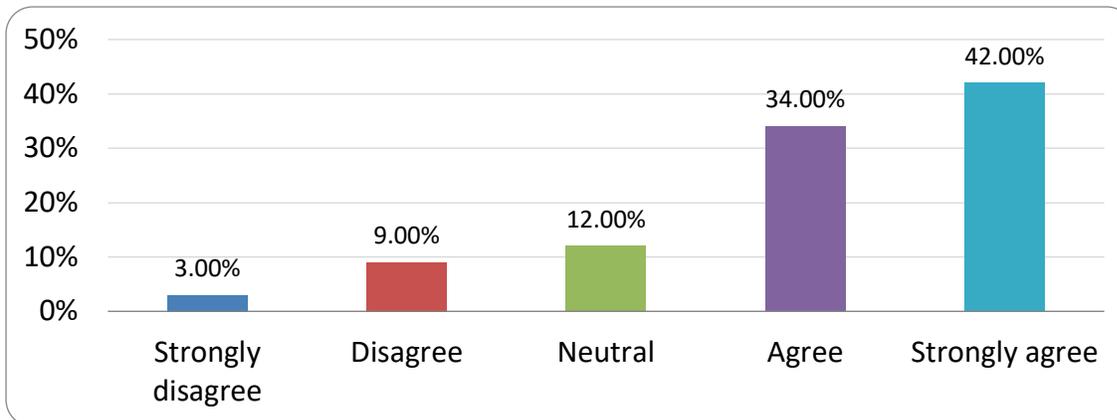
Q14. If you teach in a laboratory or studio setting: You are aware of online alternatives for teaching lab-based or studio-based courses in my discipline.
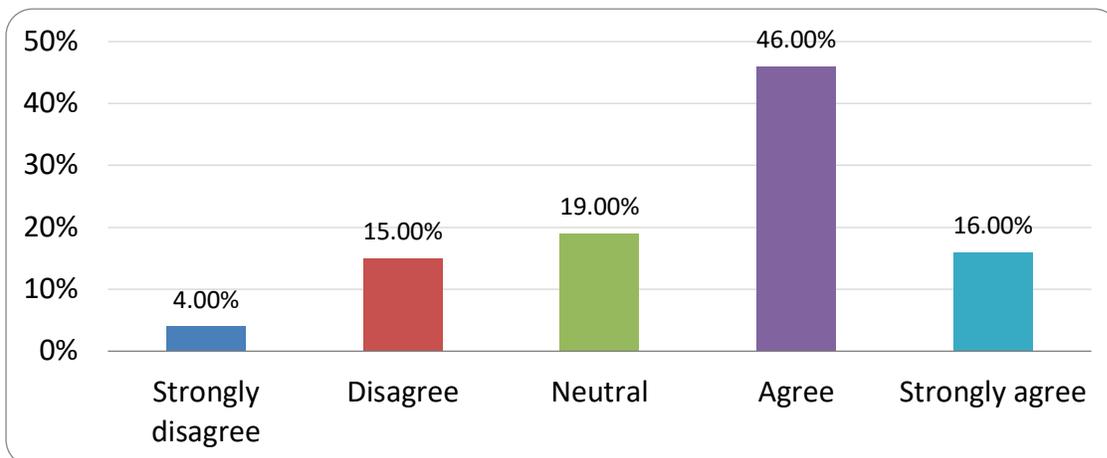
Q15. My students were prepared for the transition to online/remote courses in Spring 2020.

A bar chart showing the following values:
- Strongly disagree: 15.00%
- Disagree: 24.00%
- Neutral: 20.00%
- Agree: 28.00%
- Strongly agree: 12.00%
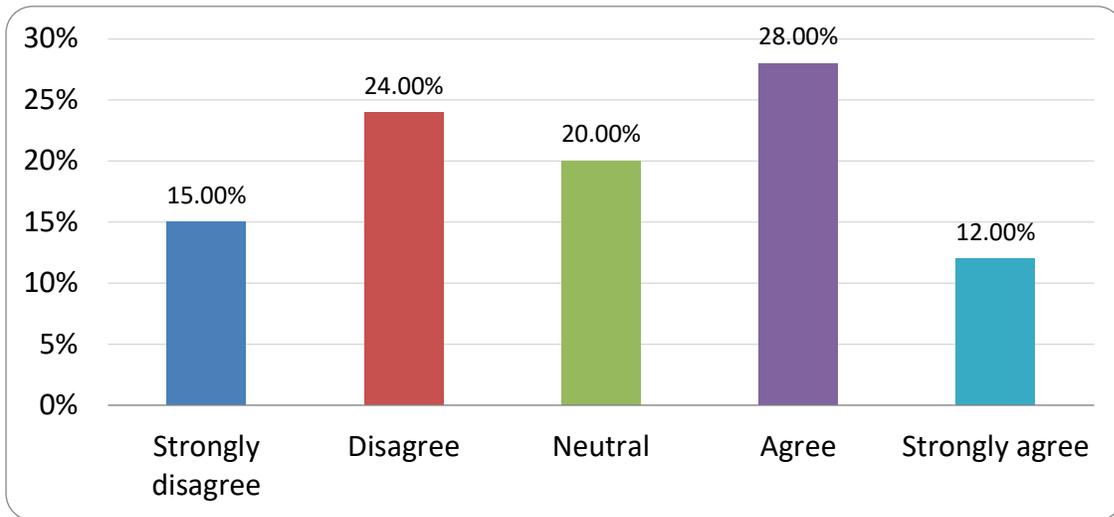
Q16. Academic integrity is a bigger problem with online classes than with in-person classes.

A bar chart showing the following values:
- Strongly disagree: 11.00%
- Disagree: 20.00%
- Neutral: 15.00%
- Agree: 29.00%
- Strongly agree: 25.00%
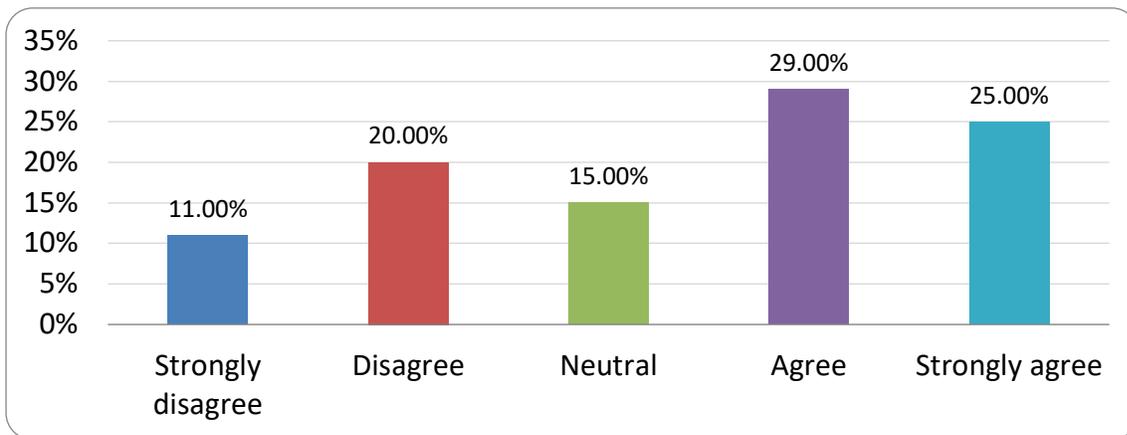
Q17. I will be able to continue my research if UT Arlington continues to telework in Fall 2020.

A bar chart showing the following values:
- Strongly disagree: 5.00%
- Disagree: 9.00%
- Neutral: 14.00%
- Agree: 36.00%
- Strongly agree: 36.00%
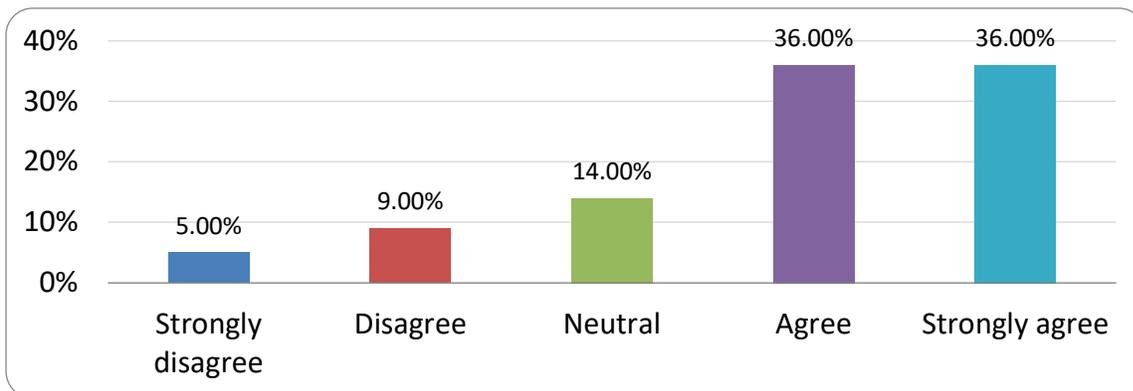
Q18. Having a graduate assistant or post-doc is critical to continuing my research.

A bar chart showing:
- Strongly disagree: 9.00%
- Disagree: 17.00%
- Neutral: 19.00%
- Agree: 18.00%
- Strongly agree: 36.00%
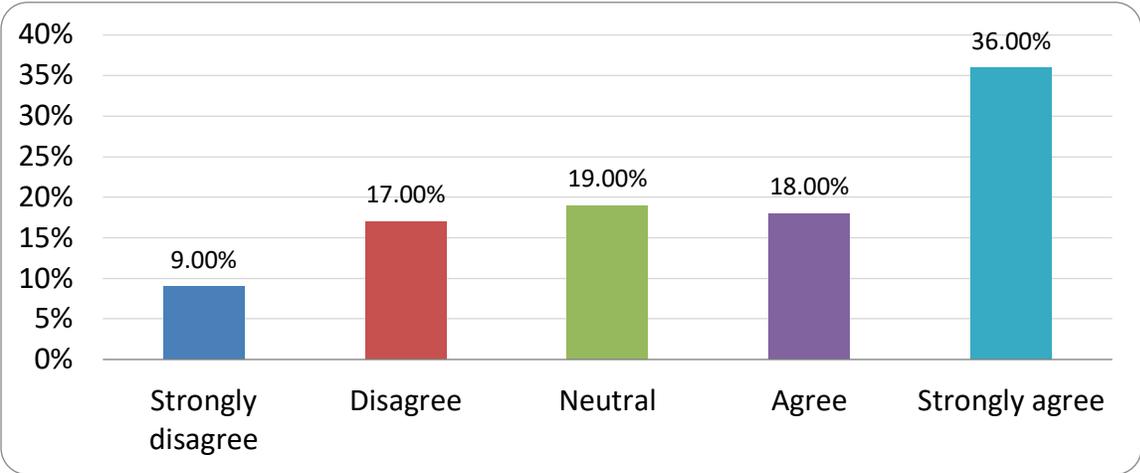
Q19. I expect to continue applying for and receiving grant funding during the pandemic.

A bar chart showing:
- Strongly disagree: 1.00%
- Disagree: 7.00%
- Neutral: 17.00%
- Agree: 36.00%
- Strongly agree: 38.00%
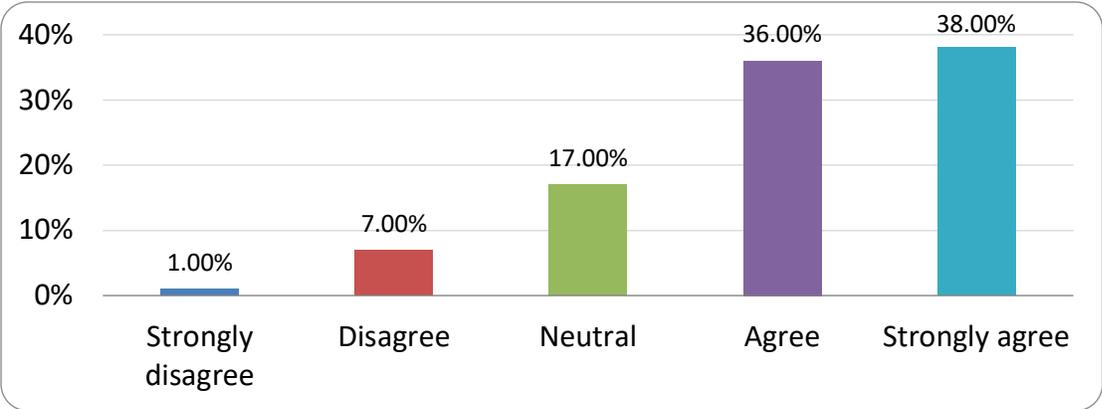
Q20. If there is a sharp reduction in new international graduate students this fall, I could still continue my research.

A bar chart showing:
- Strongly disagree: 2.00%
- Disagree: 8.00%
- Neutral: 13.00%
- Agree: 38.00%
- Strongly agree: 39.00%
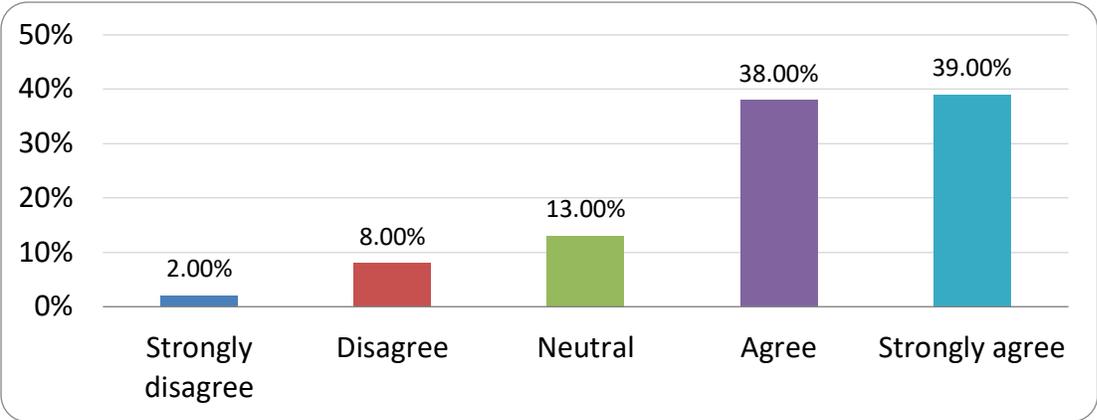
Q21. During this pandemic, accreditation agencies in my field have been lenient or accommodating with their rules/expectations.
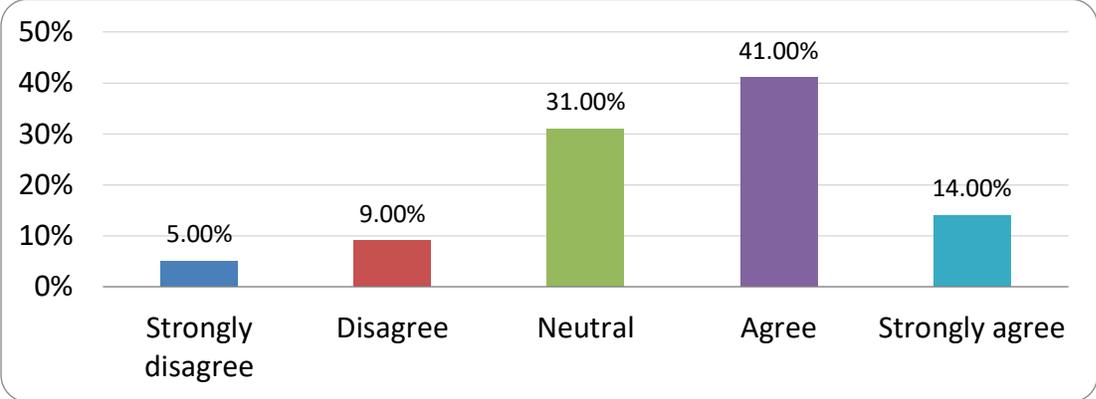
Q22. During this pandemic, professional societies in my field have been lenient or accommodating with their rules/expectations.
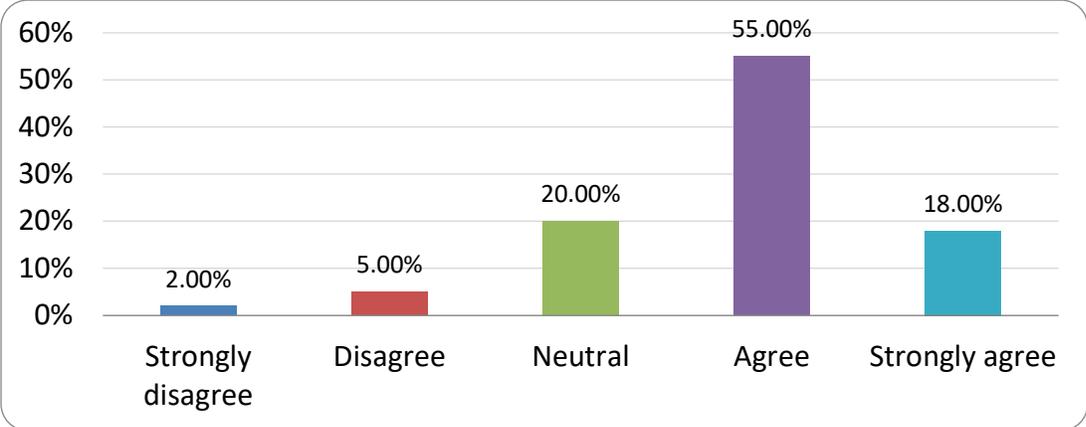
Q23. During this pandemic, granting agencies in my field have been lenient or accommodating with their rules/expectations.
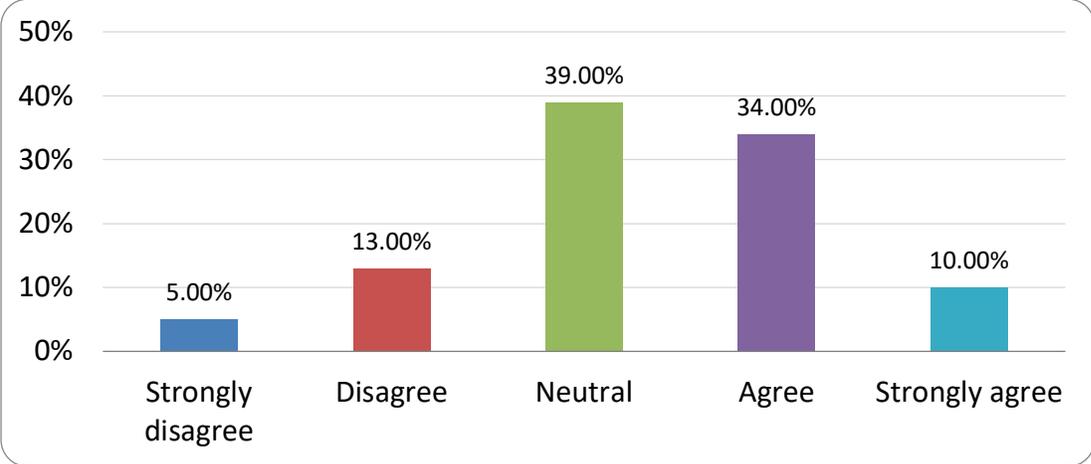
Q24. Due to the pandemic, my time spent coordinating with grant agencies has impact my workload.
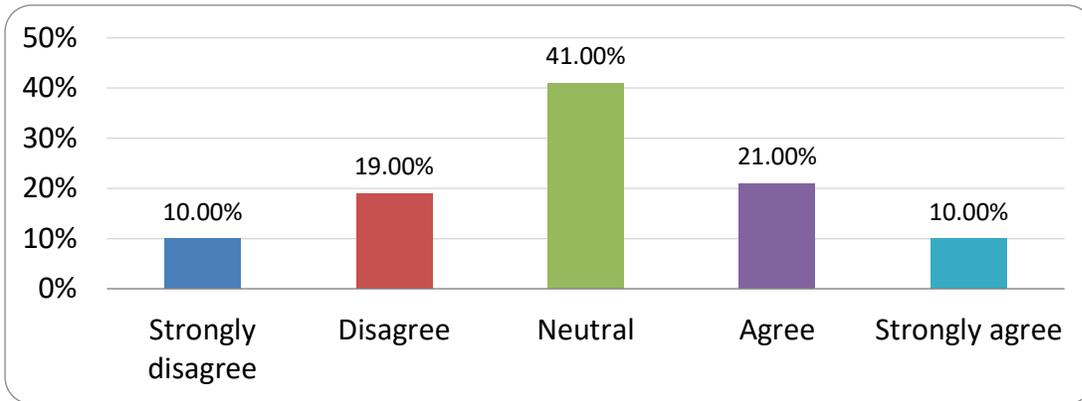
Q25. Who should enforce health and safety policies in classrooms and laboratories? Select all that apply.
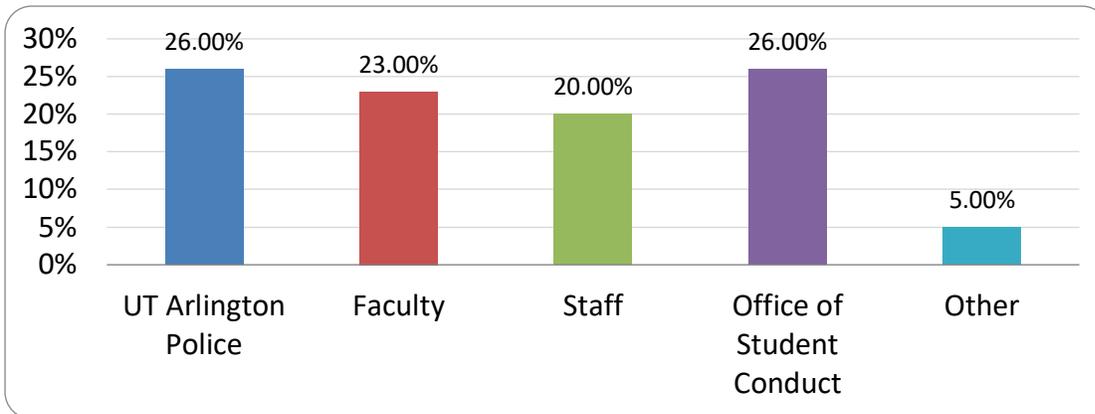
Other responses
Students themselves, peers, etc. – 30
University administration – 8
Health/medical professionals – 8
Everyone – 6
EH&S – 6

Q26. Which technologies did you use for online course delivery in Spring 2020? Select all that apply.
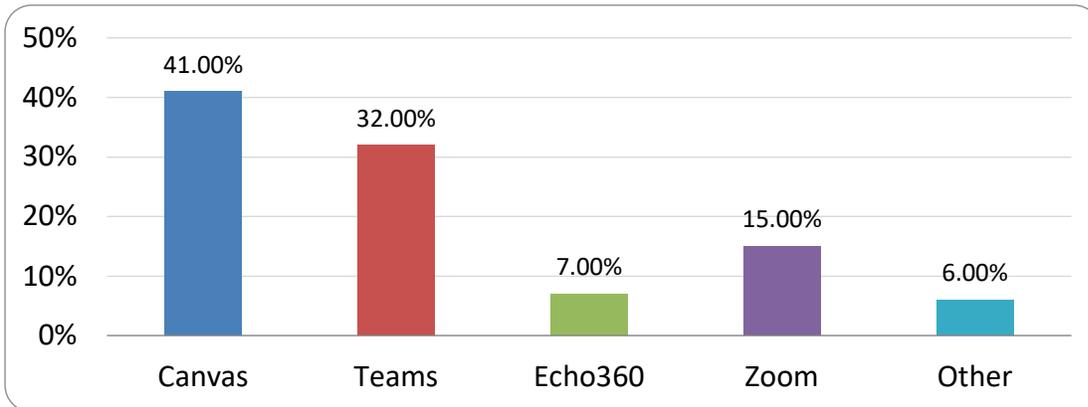
Other responses
YouTube – 9
Skype – 8
FaceTime – 3

Q27. How do you prefer to receive information and news concerning Fall 2020 planning and operations?
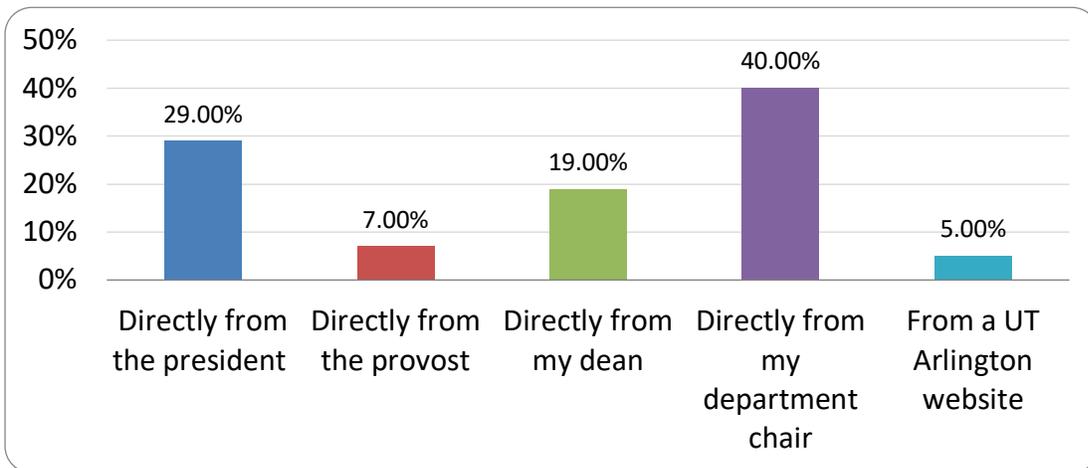
Q28. I believe the University communicated changes effectively in response to the COVID-19 pandemic.
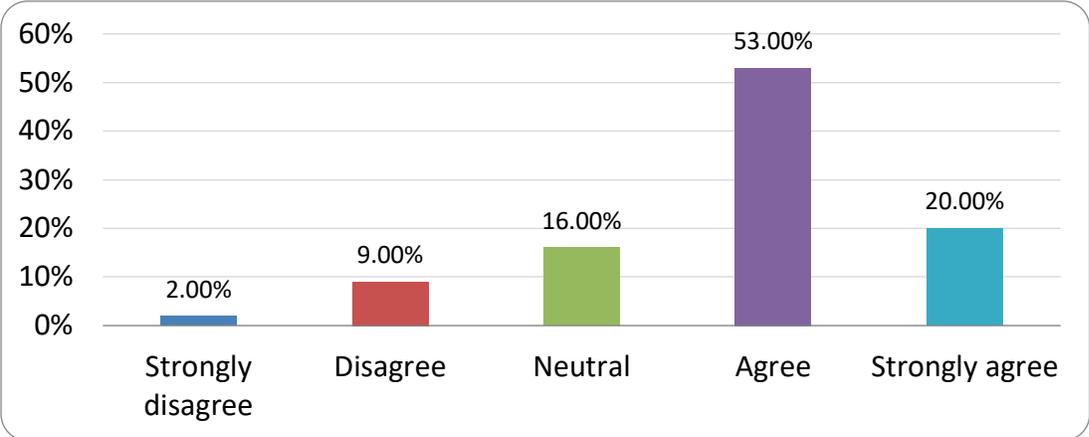
Q30. I believe the University kept me informed of available teaching services and support as I transitioned to online teaching.
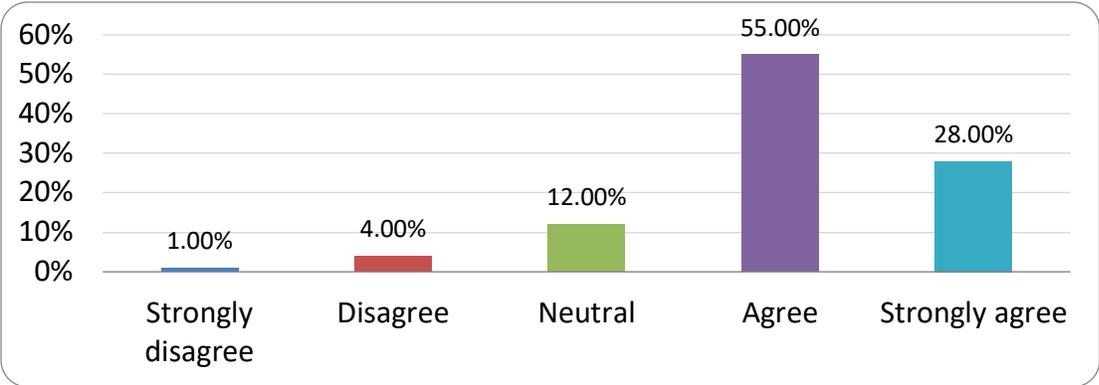
Q32. I believe the University kept me informed of the services available to support me personally during the changes to my life and environment caused by the pandemic.
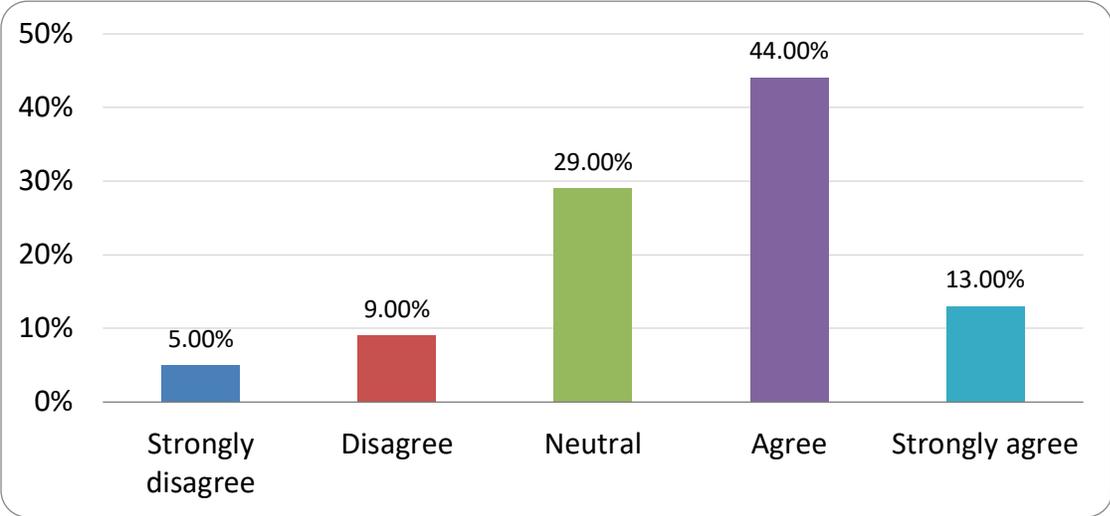
Q34. What communications channels did you go to for information regarding UTA's response to COVID-19? Check all that apply. Check all that apply.
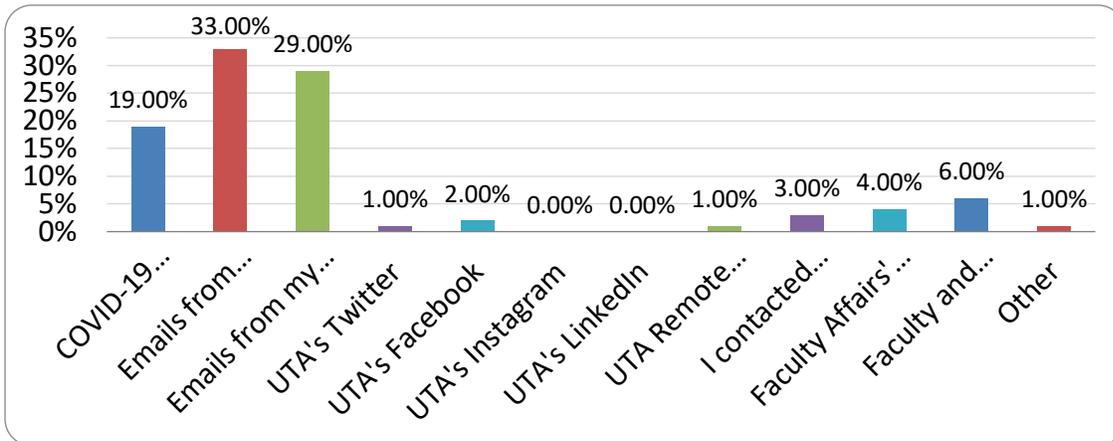
Other responses
Shorthorn and other media – 7
Deans – 3
Faculty senate – 2
Department meetings – 2
Faculty Affairs – 2
MavWire – 2

Q35. How effective do you think these communications channels were/are?
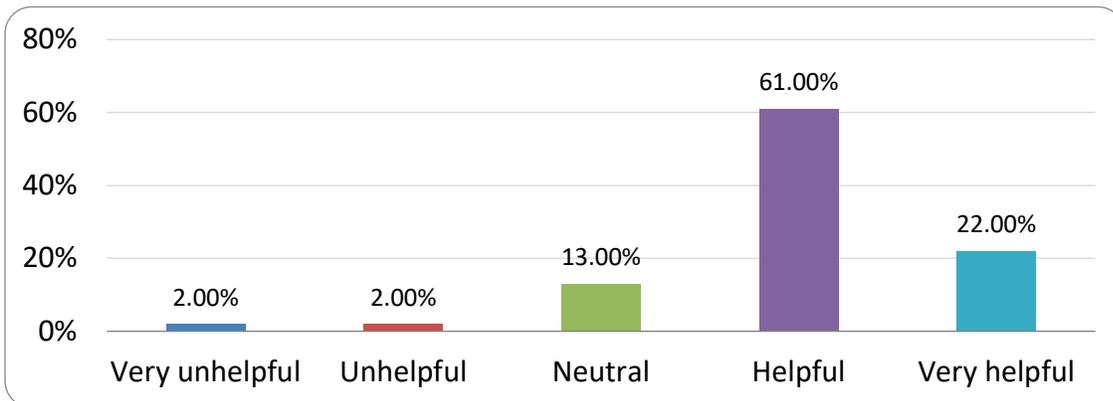
Q37. What communication frequency do you find most helpful as the university responds to COVID-19?

Bar chart:
- More frequently: 36.00%
- No change: 58.00%
- Less frequently: 6.00%
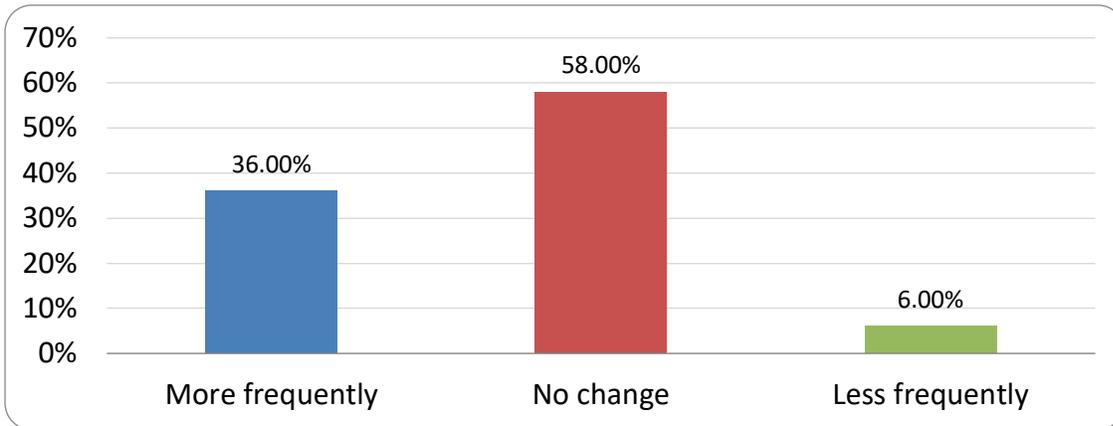
Q38. Prior to the COVID-19 pandemic, which statement best reflects your experience with teaching online?

Bar chart:
- Had never used Canvas or Blackboard: 8.00%
- Had used Canvas or Blackboard somewhat to support on-campus courses: 30.00%
- Had used Canvas or Blackboard extensively to support on-campus courses: 32.00%
- Had taught classes designated as fully online using Canvas, Blackboard, or other technologies: 30.00%
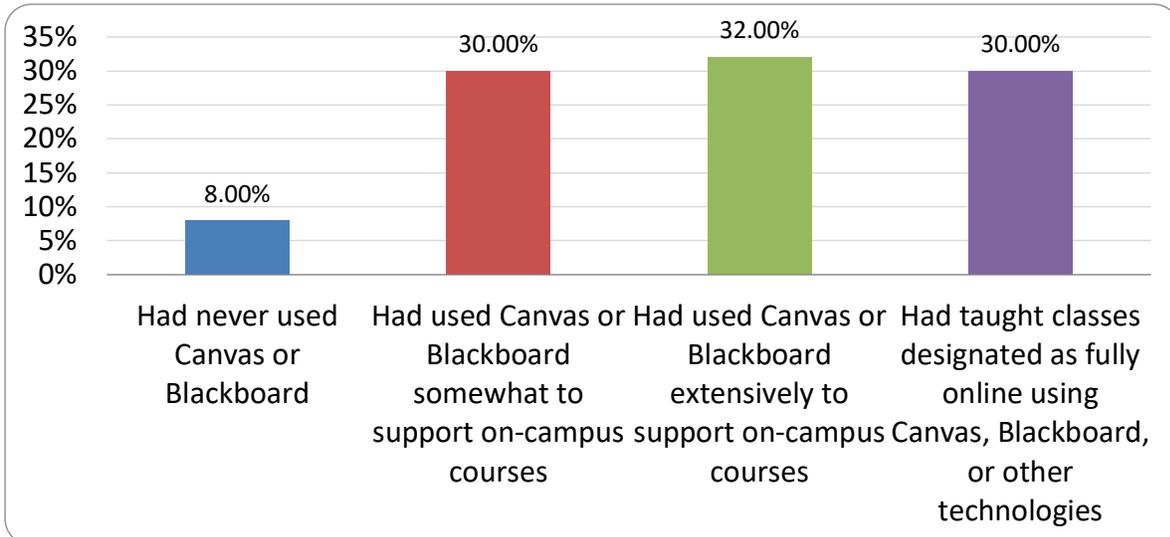
Q46. What is your college/school?
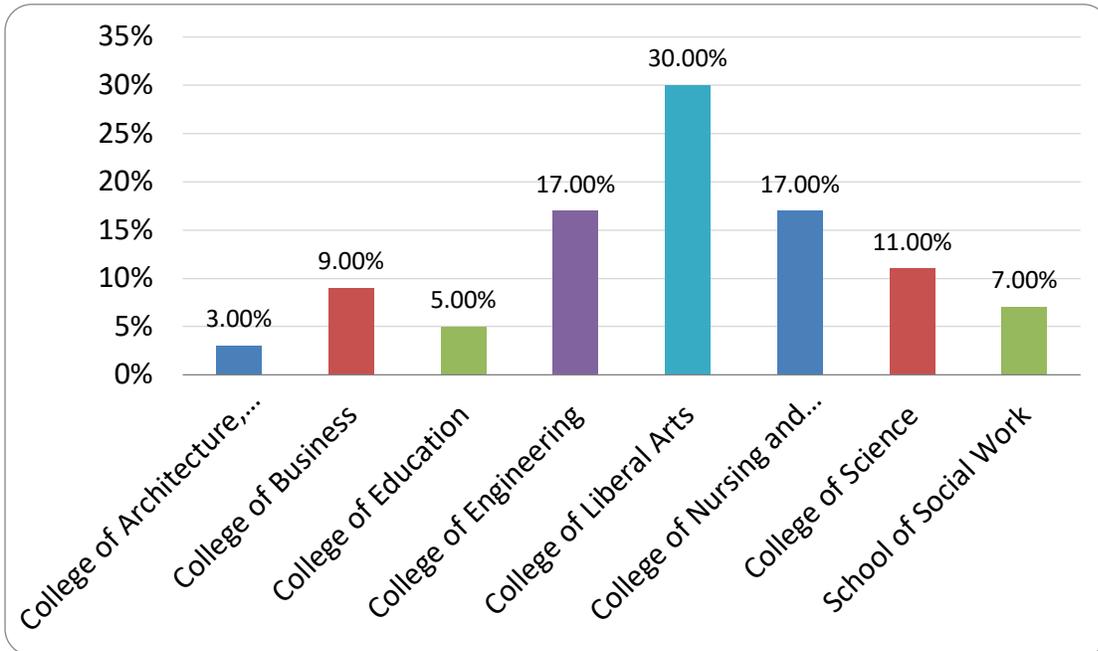
Q47. What is your faculty classification?
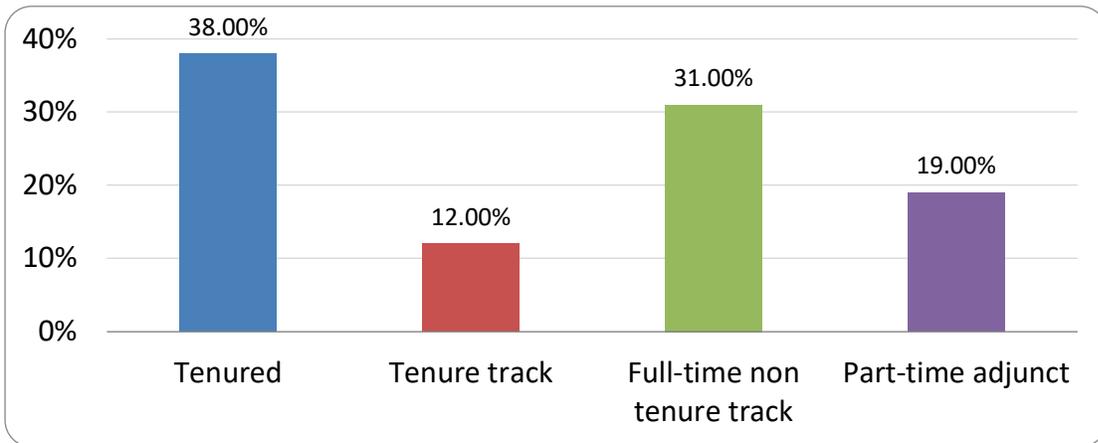
Q48. What is your gender?
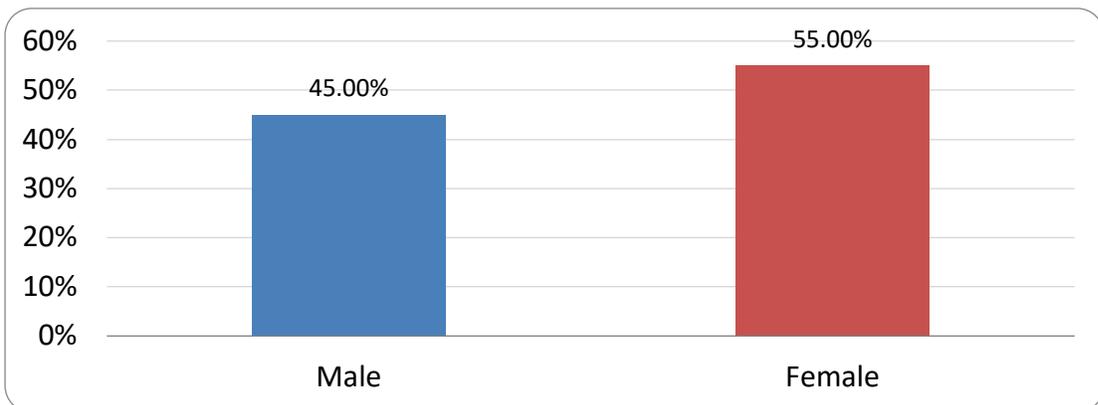
Q49. What is your age?
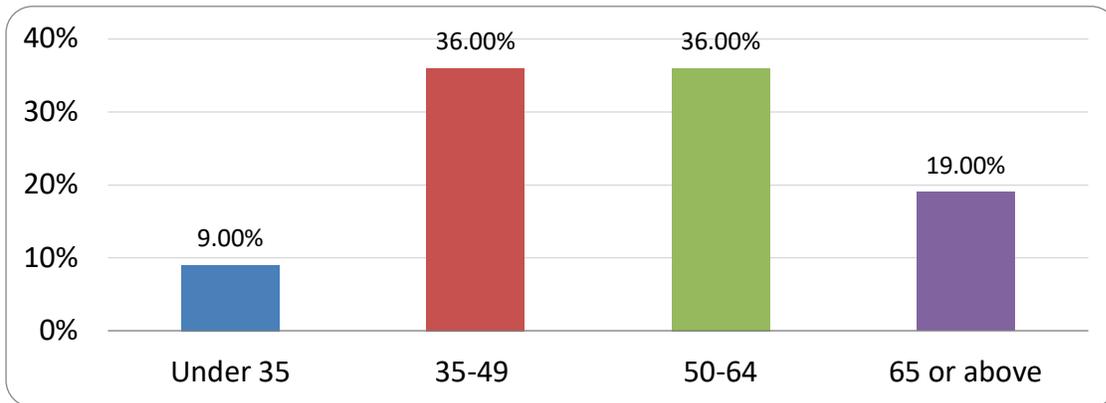
Age	Percentage
Under 35	9.00%
35-49	36.00%
50-64	36.00%
65 or above	19.00%

Q50. Do you have K-12 age children at home that require support for their at-home schooling due to school closure?

Response	Percentage
Yes	34.00%
No	66.00%
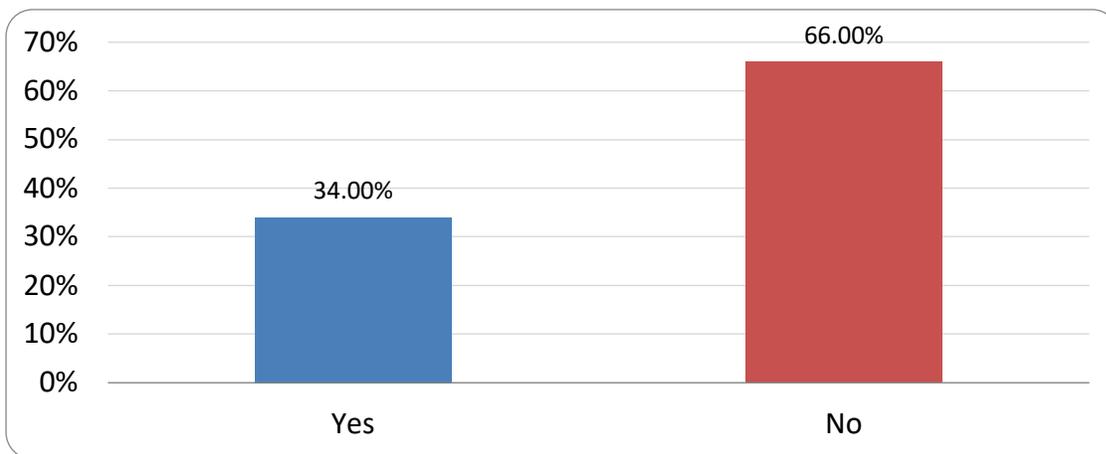
Summary of Narrative Responses to Open-Ended Questions

Q29. Provide Comments/Suggestions if you answered Strongly Disagree or Disagree to #28.

[Q28. I believe the University communicated changes effectively in response to the COVID-19 pandemic.]

Overall, faculty indicated they believed the University communicated changes effectively in response to the COVID-19 pandemic. A total of 108 open-ended responses were recorded for Q29 (excluding responses of n/a or other indications a response was not intended/necessary). Faculty indicated they want to hear directly from the president and not second-hand (from students or media); some indicated they are not on the all-faculty distribution lists. Many indicated that communication was confusing, and they were receiving mixed messaging or even contradictory messaging from different sources. Some faculty believed the communication was overwhelming—too many different information sources; others asked for more succinct and

specific email communication from administration. Finally, concerns about faculty input and transparency were expressed.

Q29 Theme Counts:

Q29 Themes	Count	Notes
Inconsistent timing, not timely, second-hand	30	Several want to hear directly from President; others say they are not getting the emails
Inconsistent/confusing messaging	23	Several references to pass/fail policy and fall teaching modalities
Too much communication/overwhelming	11	Several references to online teaching trainings/workshops; others asked for shorter messages (bullets, highlights, etc.)
Need for specific/actionable messaging	10	Several said to clarify when messages are seeking input v. communicating changes/policy
Need for faculty voice/transparency	5	

Number of responses: 108

Q31. Provide comments/suggestions if you answered Strongly Disagree or Disagree to #30.
[Q30. I believe the University kept me informed of available teaching services and support as I transitioned to online teaching.]

Overall, faculty indicated they believe the University kept them informed of available teaching services and support during the transition to online teaching. A total of 84 open-ended responses were recorded for Q31 (excluding responses of n/a or other indications a response was not intended/necessary). Faculty indicated they want more coordination among units that are offering training, including coordinating and organizing content, calendaring, and communication. Among those who offered suggestions for improving communication, there were concerns about the "overwhelming" number of emails, some that were too complex/complicated and need live or one-on-one support. Others requested discipline-specific training and recognition of the difference between learning online pedagogy vs. implementing technology and tools. A few faculty noted they felt that they received communication and training, but no further support for online instruction. Faculty also expressed concern about a need for student support in transitions to online learning.

Q31 Theme Counts:

Q31 Themes	Count	Notes
Training coordination	6	Need for more coordination among units offering training, a centralized posting of available trainings, trainings better organized, not having to go through a series of trainings to learn about specific features
Overwhelming	5	Too many emails coming from too many units
Complicated/Complex	4	Tools or communication were too complex, needed to be simplified; live support and one-on-one support needed
Discipline-specific training	4	Some disciplines use platforms differently and want specialized information (Art/Studios)
Tools v. pedagogy	4	Some asked for guidance in online pedagogy rather than instructions on how to use specific tools
"On our own"	3	Felt like they were given instructions and not supported after

Number of responses: 84

Q33. Provide Comments/Suggestions if you answered Strongly Disagree or Disagree to #32.
[Q32. I believe the University kept me informed of the services available to support me personally during the changes to my life and environment caused by the pandemic.]

Theme	Count
Did not receive that type of information	39
Only help for teaching/technical issues was available.	6
There is a lack of guidance on managing children at home.	5
Mostly student focused	4
Not an appropriate service for the university to offer	3
Specific software/equipment requested by faculty was not reimbursed.	3
College level leadership was unhelpful.	3
Unrealistic expectations of faculty on the part of the university	2
Information was redundant and not well coordinated	2
Everything is going well	2
These resources were better provided outside the UTA website.	2
Vital information was not provided.	2
Faculty were not supported in decisions they made regarding how to continue to teach.	1

Lack of opportunity for faculty to have input into decisions	1
Basic accessibility information is lacking.	1
Concerns about exam integrity have not been adequately addressed.	1
There is a lack of information about local COVID cases.	1
Specific guidance on self-quarantining is lacking.	1
There is a lack of administrative assistant/teaching assistant support	1
What was provided was not useful	1
Lack of clarity about future plans	1

Number of responses: 83

Q36. Provide comments/suggestions if you answered Very Unhelpful or Unhelpful to #35.
[Q34. What communications channels did you go to for information regarding UTA's response to COVID-19? Q35. How effective do you think these communications channels were/are?]

Theme	Count
Clear messaging provided	7
Information not well coordinated	5
Messages were redundant	3
Vague and sparse	3
Inconsistent messaging	2
Too much communication	2
Extra work with no decrease in expectations	1
Desire for information about local cases	1
Some of the leaders were good communicators, but some were not.	1
Felt unprepared for the switch to online	1
Messages not timely, heard things from outside first.	1
Not enough information about converting to Canvas	1
No communication about future plans	1
Lack of clear written direction.	1
One way communication	1
Corona virus communication page was not widely known	1
Website not updated in a timely manner	1

Important information missing	1

Number of responses: 36

Q39. What were the biggest challenges your students faced when taking courses online in Spring 2020?

A total of 527 faculty responded to this question. The most common themes and frequencies are shown below. These responses represent faculty perceptions of student challenges, based on feedback from students, observations, or other input.

Theme	Count
Difficulties with internet or computer access	113
Job layoff or change in job hours/schedule/living arrangements	72
Reduced motivation, self-discipline, engagement	56
None	51
Initial transition difficulties to online environment	48
Unable to participate in actual labs, live rehearsals, clinical rotations, etc.	35
Increase in school workload or hard to manage workload	33
Difficulties with equipment/software	31
Missed face-to-face interaction	26
Difficulties with testing	24
Miscellaneous	24
Cheating	8
Difficulties with group work	6

Number of responses: 527

Q40. What were the most important lessons you learned from teaching online in Spring 2020?

Many faculty members expressed surprise about how well they managed online teaching in the spring, even though many expressed that it still no substitute for face to face teaching. Some respondents suggested the need for "on the spot" help with technology for both the instructor and students and some indicated the need for better technology in terms of monitoring cheating on exams and assignments. The majority of faculty were concerned about their ability to develop relationships with students online and developing learning communities to keep students engaged in the course. They found this much more difficult online than in face-to-face classes.

Themes	Count	Notes
Instructional Issues	204	Online vs. Face to face and Asynchronous vs. Synchronous.

Student Engagement/Communication	103	Most faculty found engaging students and keeping them engaged more difficult online.
Flexibility	64	Respondents felt they had to be flexible with due dates and assignments.
Academic Integrity	50	There are concerns about monitoring cheating with online exams and assignments.
Technology	28	Better technology for students and faculty were needed.

Number of responses: 469

Q41. What training and/or resources did you receive for teaching online in Spring 2020, and which was most useful?
About 153 respondents expressed that they did not need any training or found training on their own outside of UTA's offerings. Common themes from these 153 responses included the following: the training options were too numerous and/or overwhelming; I did not have time to attend trainings; I had prior experience teaching online; found the UTA training hard to follow; I sought training on my own outside of UTA.

Theme	Count
Received Canvas training	166
Received training on MS Teams	105
Received general training	76
Received faculty or department led training	46
Received training on Zoom	12
Received training on Echo 360	9
Received hardware and training on usage	5
Received instructional design training	5
Received training on proctoring	5

Number of responses: 493

Q42. What additional training and/or resources do you need for teaching in the Summer and/or Fall 2020?
A good number responded that they did not need anything additional. Most respondents felt that they needed more Canvas, Teams, and Instructional Design. People not answering or answering without information pertinent to the question were listed as "Other N/A" and not counted in the total.
1. Higher level trainings with Canvas/Teams—the initial trainings were very general and how to get the class online with the minimum of knowledge. Essentially emergency training and now that faculty have experience they are ready to go to the next level and really stretch out the utility of these platforms.

2. A good number of faculty were interested in aspects of instructional design—best practices and how to optimize content delivery and student experiences.
3. Hardware—some faculty did not have access to the highest quality equipment especially at home for content delivery.
4. There was significant concern expressed regarding the academic integrity of exams—this is particularly an issue in large section lower level classes. What options are there for addressing this challenge?

Theme	Number
Canvas	69
Instructional Design	65
Other or NA	64
Teams	54
Hardware	39
Proctoring	30
General Training	25
More Communication	12
Echo360	6
Zoom	5
Compensation	3
Classroom Resources	2
QuestionPro	2
OneDrive / Storage	2
Finding Resources	1

Number of responses: 301

Q43. What I would most like to know about the Fall 2020 semester is:

Faculty members are most concerned about student, faculty, classroom, and campus safety. They want specific guidelines to help them negotiate the COVID-19 pandemic and potential for contagion on campus. They also want to know how course modality is being determined and how they can apply for online course mode if they are part of the population at risk.

Q43 Themes	Count	Notes
Teaching	271	Online, F2F, who makes decision on modality, training, academic integrity.
Safety	148	The comments were extensive. Social distancing, classroom occupancy, enforcement of safety protocols, etc.
Information/Plans	85	Schedule, guidelines, transparency
Students	40	Academic Integrity an issue in both teaching and student categories. Student support

Miscellaneous	28	Job security, compensation, workload.

Number of responses: 519

Q44. What concerns about health and safety do you have for the Fall 2020 semester?

A large majority of the 538 respondents are very concerned about exposure to COVID-19 and the inevitability of a second wave if UTA uses face-to-face or hybrid modalities for fall. Many urged remaining largely or entirely online, except for labs, studios, and performance classes that absolutely require face-to-face interactions. There is much skepticism about whether members of the UTA community, especially students, will abide by guidelines on masks and social distancing, and much fear that enforcing such guidelines will put faculty at risk. Many respondents fear that optics and politics are being prioritized over the safety of faculty, staff, and students.

Respondents were also highly concerned about the dangers posed to older and "high-risk" faculty, staff, and students and their ability to freely choose safe modalities; the possibility of transmitting the virus to family members at home; the unavailability of PPE and cleaning supplies; poor ventilation and the dangers of exposure during classes; and whether sanitation practices will be sufficient.

Theme	Number
Exposure to COVID-19	378
Faculty, staff, and especially students won't comply with masks and social distancing, on- and/or off-campus, even if required, and will spread COVID-19 at UTA	139
Certainty of a second wave if face-to-face teaching is encouraged or mandated in fall, especially with the flu and no real treatments nor a vaccine	122
It will still not be safe to be on campus in fall. Either faculty should be able to freely choose to teach online or all of UTA should continue to operate remotely	94
Afraid for the well-being of students, faculty, and staff if UTA reopens, especially those who are older or at high risk	79
Social distancing isn't feasible at UTA, given that the high density of the campus and the fact that classrooms, halls, and entrances are routinely so crowded	68
No concerns	62
Dangers of extended exposure in classrooms, even with social distancing, especially given old ventilation systems and the high percentage of asymptomatic individuals	60
That optics and politics will overrule public health guidance and lead to a premature reopening amidst rising community infections and skepticism about masks and social distancing	54
Will UTA have solid, enforceable policies about social distancing?	51

Self or family members at high risk	48
Will cleanings and sanitizing supplies be regular adequate, given routine cleanliness issues pre-COVID?	43
Dangers to faculty of trying to enforce social distancing and masks in classrooms	39
Will masks and other PPE be required and made available to all?	35
Danger of transmitting COVID-19 to family members	24
How will UTA handle outbreaks on campus, especially deaths, repeated closures, and announcements about new cases?	24
Will UTA mandate (and provide) adequate testing, temperature checks, and contract tracing to make reopening safe	22
Too many concerns to even list	19
Dying because UTA reopened campus and resumed face-to-face teaching	15
Mental health of students, especially in a largely online environment, as well as faculty and staff under the stress of the pandemic	14
Labs, studios, and performance classes aren't safe face-to-face but will be severely compromised if taught solely online	13
It's not feasible to teach through masks	9
Students, faculty, or staff still coming to campus when sick	9

Number of responses: 538

Other concerns and suggestions included (with counts under nine) work/teaching expectations for faculty who catch COVID-19; the vulnerability of contingent faculty, especially those who might lose health insurance without enough classes for fall; can office hours be handled safely face-to-face; conflicting opinions on whether the Smart Hospital and nursing clinics in hospitals should be continued; deans requiring the same research productivity as prior to the pandemic.

Q45. How should faculty workload and/or compensation be adjusted for teaching extra sections of a course?

Overall, faculty tended to cite additional compensation or workload adjustments. Underpinning both was a common thread of working with upper administration on what is fair given individual faculty current assignments and challenges. Many faculty members recognized the financial challenges faced by UTA. A caveat: there is no way to separate adjunct from full-time faculty responses.

Theme	Number
More money (how varies, mostly based on current overload policies and rates)	119
No opinion	51
Workload adjustments (e.g, course relief later, shift assignment %, etc.)	51
Other adjustments (e.g., more GTAs, expected P&T output, work with upper admin on best approach, etc.)	24
No extra sections, teaching load (e.g., hire adjuncts if needed, etc.)	15
No adjustments needed (e.g., all the necessary changes were done in spring term)	12

No extra money needed (e.g.,lucky to have work, already adjusted in spring, financial situation of UTA)	10

Number of responses: 519

NOTE: This question has a serious problem with the inability to separate adjuncts from FT faculty. As such, very challenging to really know any clear view. While a few responses do specifically note they are adjuncts, not enough to clarify the likely significant differences.

Q51. If you have K-12 children at home, what concerns do you have about impact of K-12 schooling scenarios on your work?

There were 311 replies to this question and about 132 had no concerns. The need to spend time on homeschooling arose as the No. 1 cited issue. This also overlaps into work productivity. I would say the first four issues are overlapping. The concern for the safety of their child (exposure to illness) is also significant and a separate issue from the first four. The issue of difficulty in teaching synchronously (noise and distraction in background) and having to share internet in the household are both related to teaching online. This issue also had responses where faculty stated they had students who were independent (e.g., high school aged) or that they didn't have children but were concerned for colleagues that did.

Theme	Number
Need to homeschool children at home and provide support (time and attention) and monitoring of child's/children's schoolwork/assignments	40
Work and productivity is disrupted (time/schedule) and need a flexible schedule	36
Need to supervise children at home (time and attention, distracting home environment)	27
Childcare needs and concerns and/or need to be at home (not at office)	22
Concern that child/children will become infected if school opens; need to keep child/children at home for safety	14
Uncertainty of future K-12 reopening of school district and impact on self	11
Difficult to teach online synchronously while at home (due to noise and distraction)	7
Concern about quality of K-12 schooling in fall	5
Sharing internet in household taking up bandwidth or not enough computers	5

Number of responses: 311

Q53. We would appreciate any suggestions you might have relating to faculty and the COVID-19 pandemic.

The top themes are health and safety as well as online teaching in the fall. Suggestions include a campus policy on health and safety that includes mandatory COVID-19 testing, compliance and enforcement. In addition, provide additional training and resources, require oral exams, and incorporate team teaching. There was also consistent appreciation expressed for the opportunity to be heard.

Theme	Comments	Number

Health & Safety	Create a policy on health and safety with mandatory COVID-19 testing, mandatory health, safety, in-class and online training for students, as well as health and safety compliance and enforcement	93
Online Teaching w/ Training & Support	Teaching online • Provide additional training and resources (teaching assistants, home office equipment) • Require code of conduct for online and in-person classes w/social distancing rules • Contingency plan for teaching in case of illness • Require oral exams and use large spaces for on-campus exams • Implement peer teaching feedback re online classes • Teach from home and broadcast into the classroom • Incorporate team teaching assignments: knowledgeable and novice online faculty	64
Thank You	Appreciation for leadership and the opportunity to be heard	50
Autonomy	Autonomy to decided best method of teaching delivery (hybrid, online, in-class)	44
Communication & Transparency	Better communication within the departments—inconsistency within the schools	39
None	None	36
Emotional Well-Being	Support for emotional well-being (faculty, staff, and students)	16
Planning	Timely decision-making regarding fall semester (end of June at the latest)	15
Compensation	Faculty compensation for additional responsibilities and classes	8
Primary Caregivers	Continued flexibility given roles as caregivers	4
Tenure Extension	Consider additional tenure extensions	4
Research Productivity	Additional support for declining research productivity	3
Inclusivity	Consider inclusivity: LGBTQ and disability concerns	3

Number of responses: 352

Prepared by 4.2 Sub-Task Force on Staff Challenges & Issues

Summary of Quantitative Results

Q1. I was prepared for the transition to telework in Spring 2020.
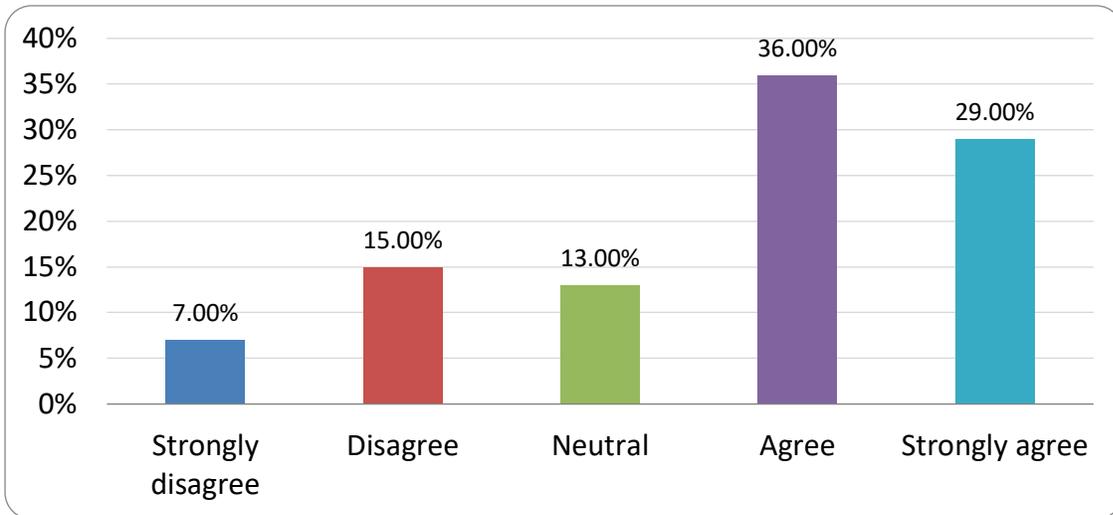
Q2. Which technologies did you access for telework in Spring 2020? Select all that apply.
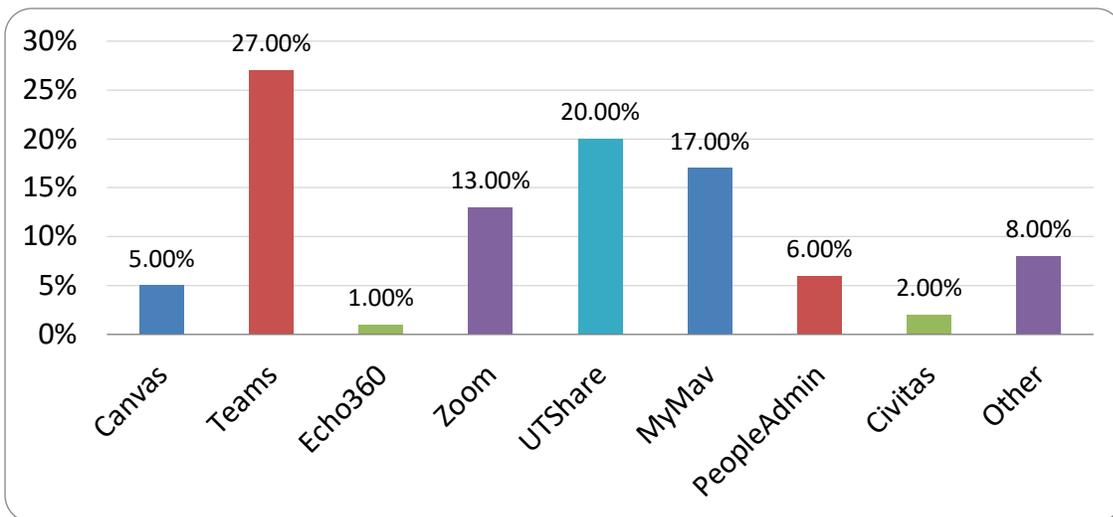
Q4. Can your job be performed effectively teleworking?

A bar chart showing responses:
- All of my job can be performed effectively teleworking: 53.00%
- A portion of my job can be performed effectively teleworking: 17.00%
- The majority of my job can be performed effectively teleworking: 27.00%
- None of my job can be performed effectively teleworking: 2.00%
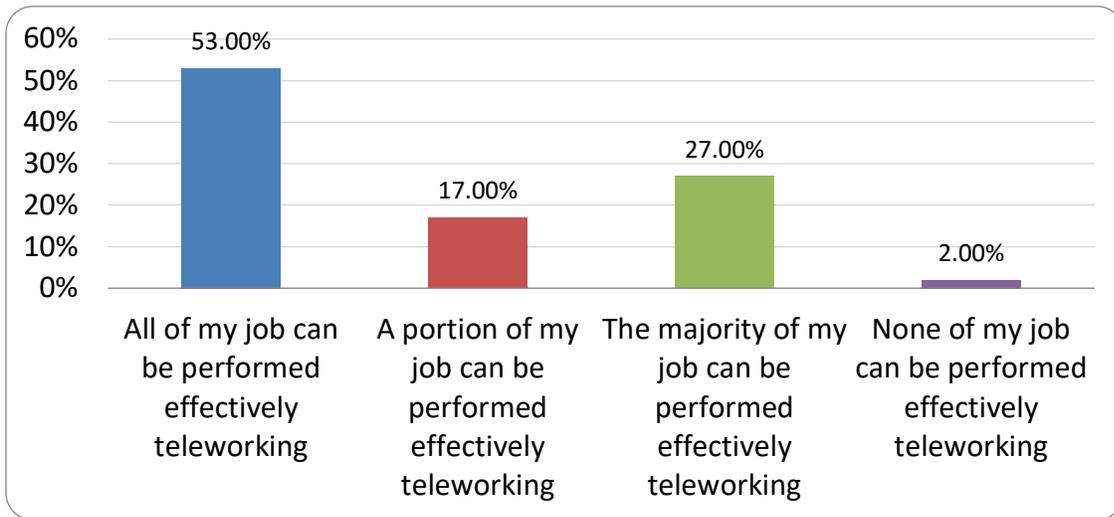
Q6. Do you think the University should continue to implement new processes and/or technology and its associated training while teleworking?

A bar chart showing responses:
- Yes: 89.00%
- No: 11.00%
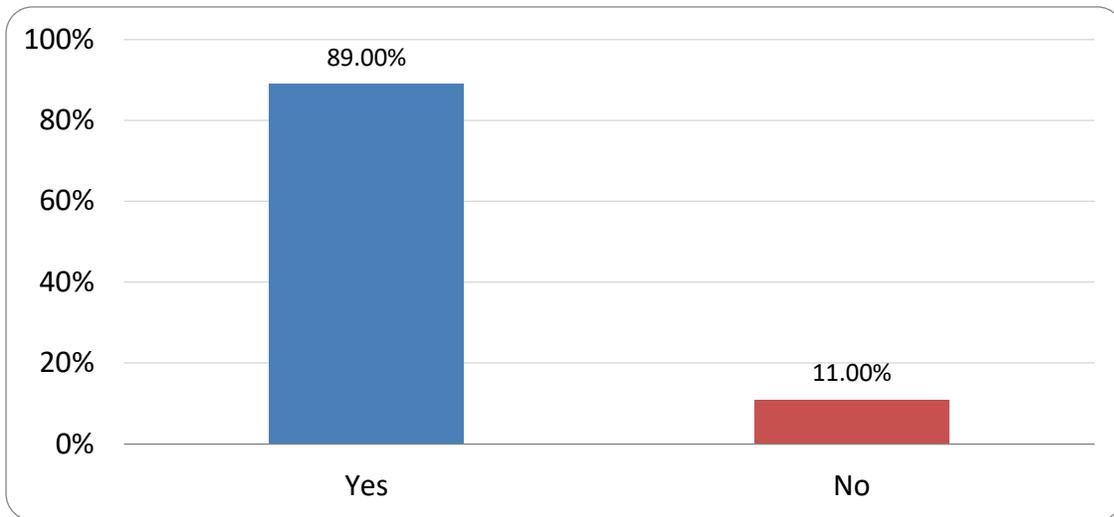
Q7. During the COVID-19 response, which do you best identify with now?

Bar chart showing responses:
- All of my work is done at home: 65.00%
- The majority of my work is done at home: 20.00%
- I am splitting my time between home and the office: 9.00%
- I am working in the office: 5.00%
- Other: 1.00%
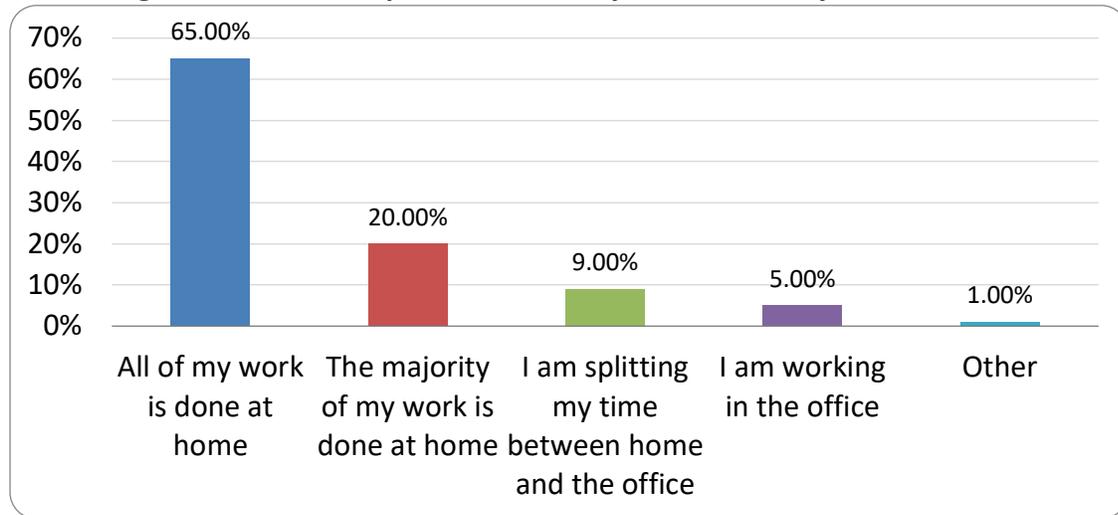
Q8. What additional information from leadership would be most helpful to you in carrying out your work? Select all that apply.

Bar chart showing responses:
- How remote work...: 8.00%
- How to learn about paid...: 5.00%
- How remote work...: 7.00%
- How I can manage stress: 6.00%
- How I can connect with...: 4.00%
- How to work safely: 4.00%
- How remote work and...: 8.00%
- How I can manage my...: 4.00%
- How to manage my...: 4.00%
- How to balance...: 6.00%
- How to take advantage of...: 9.00%
- How to address...: 6.00%
- How to keep track of...: 7.00%
- How to request updates...: 8.00%
- How to clarify processes...: 5.00%
- How to navigate...: 7.00%
- How to seek additional...: 3.00%

Q9. How helpful has your immediate supervisor/manager been at getting you the support (e.g., balancing workloads, adjusting arrangements, providing flexibility) you need to get your job done?
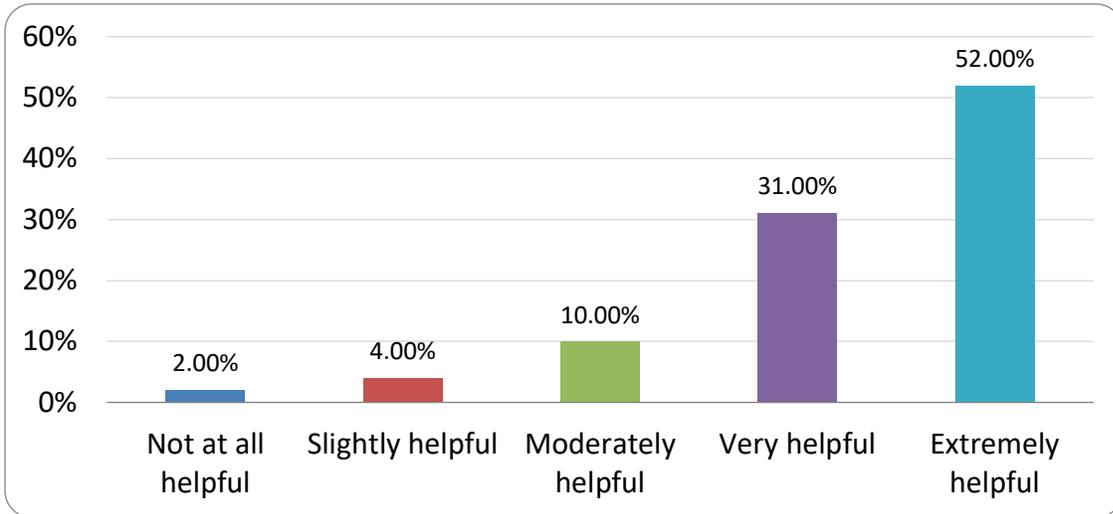
Q10. My immediate supervisor/manager supports my efforts to balance my work and personal life in my telecommuting arrangement.
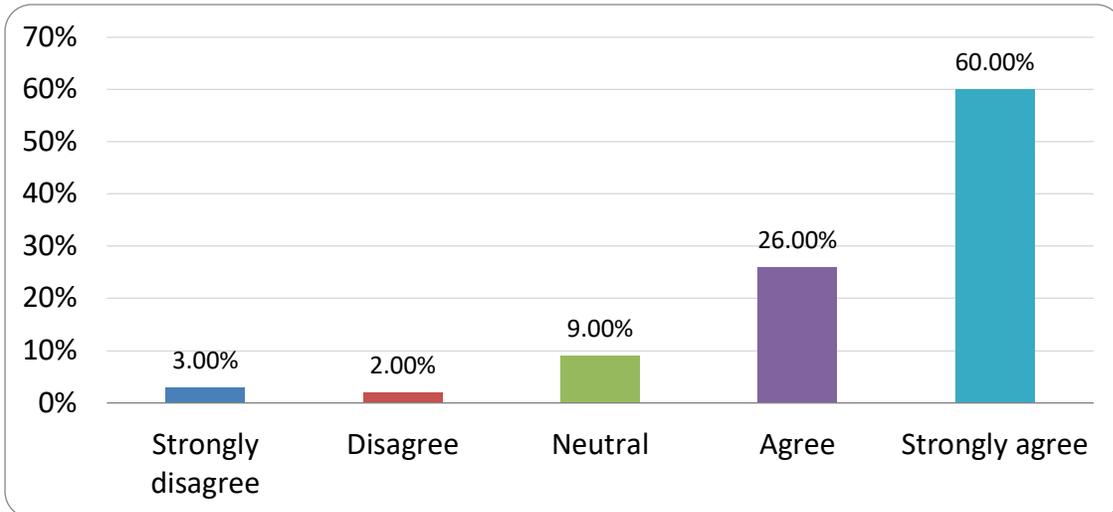
Q11. I feel supported by my immediate supervisor/manager in my efforts to adapt to telecommuting arrangements.
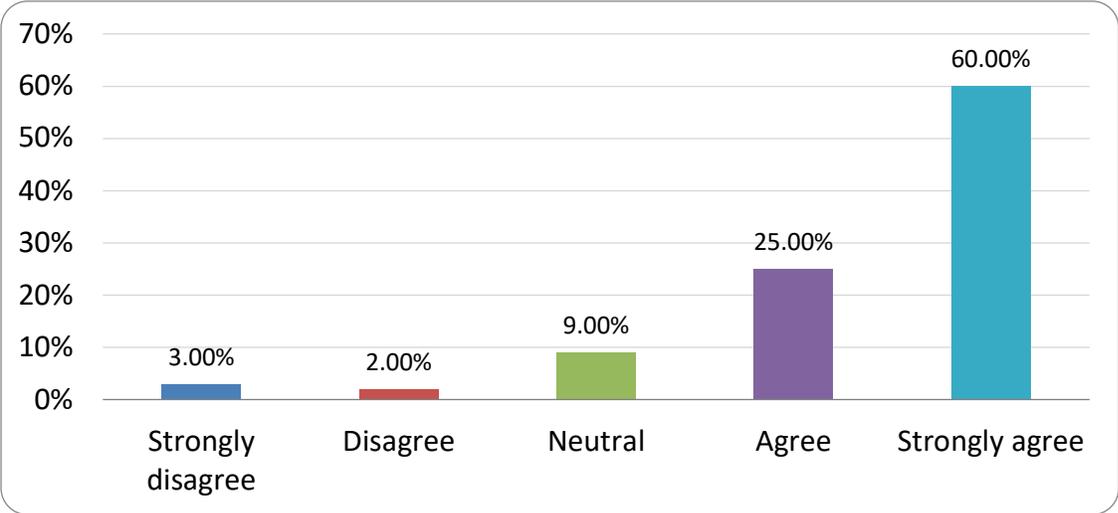
Q13. Based upon your recent experience in telecommuting, how much of your weekly time could you work from home and not impact customer service and team productivity?
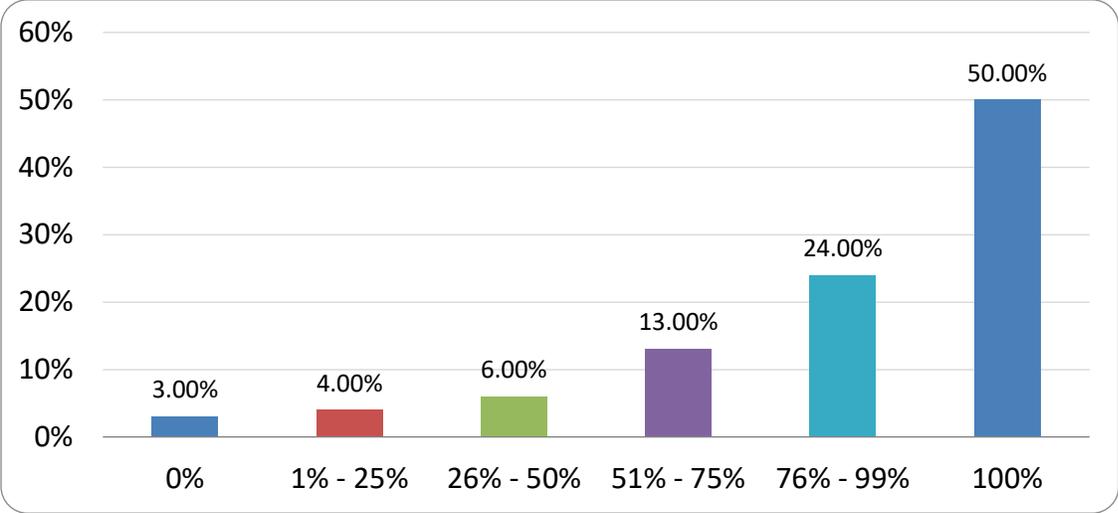
Q14. My team is working well together to support each other in our telecommuting arrangement.
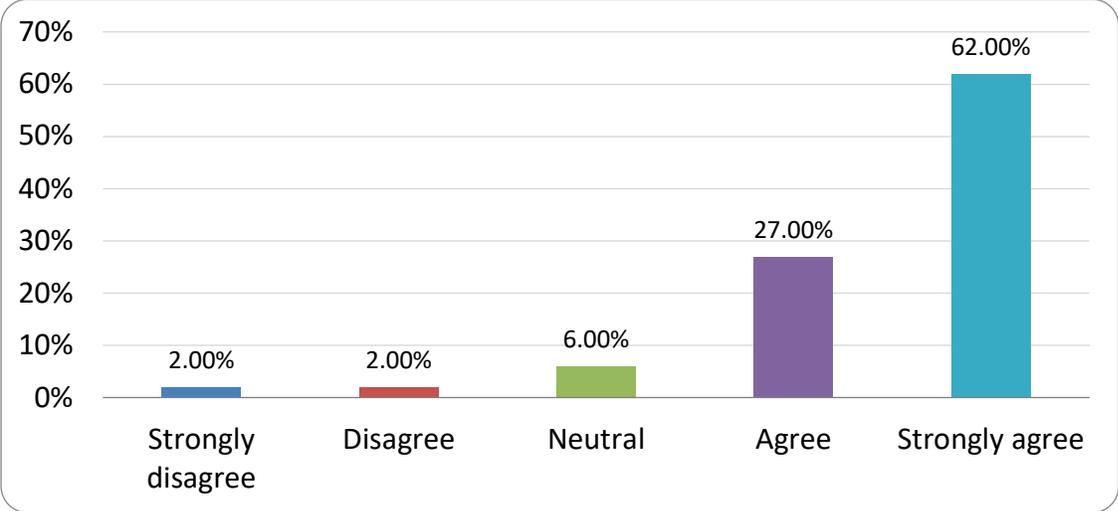
Q15. When working from home, my team is good at keeping up with informal connections such as making time to talk about non work-related topics, chatting via instant messaging, scheduling virtual check ins.
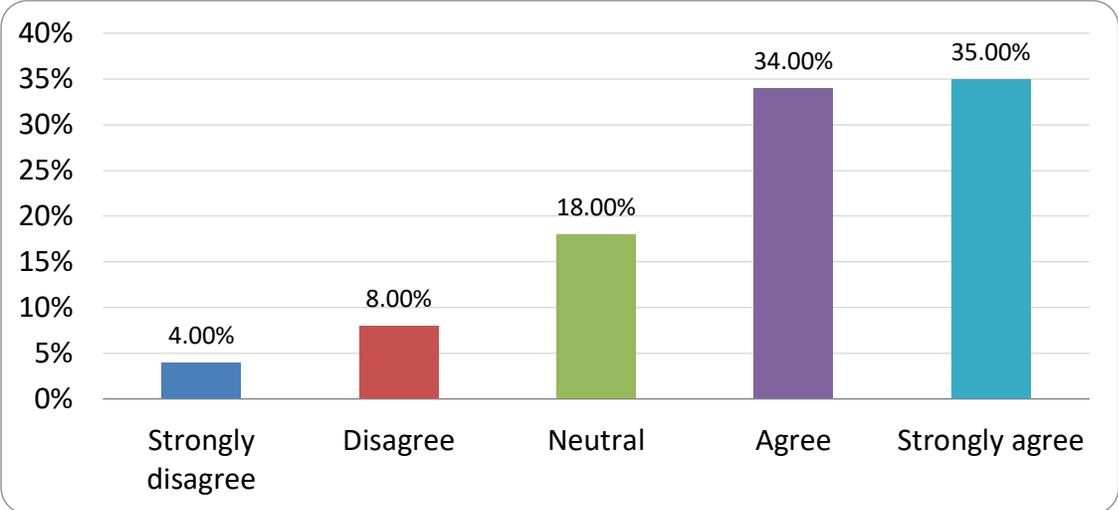
Q16. When working from home I am comfortable voicing my ideas and opinions, even if they are different from others.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2.00%	5.00%	12.00%	37.00%	45.00%
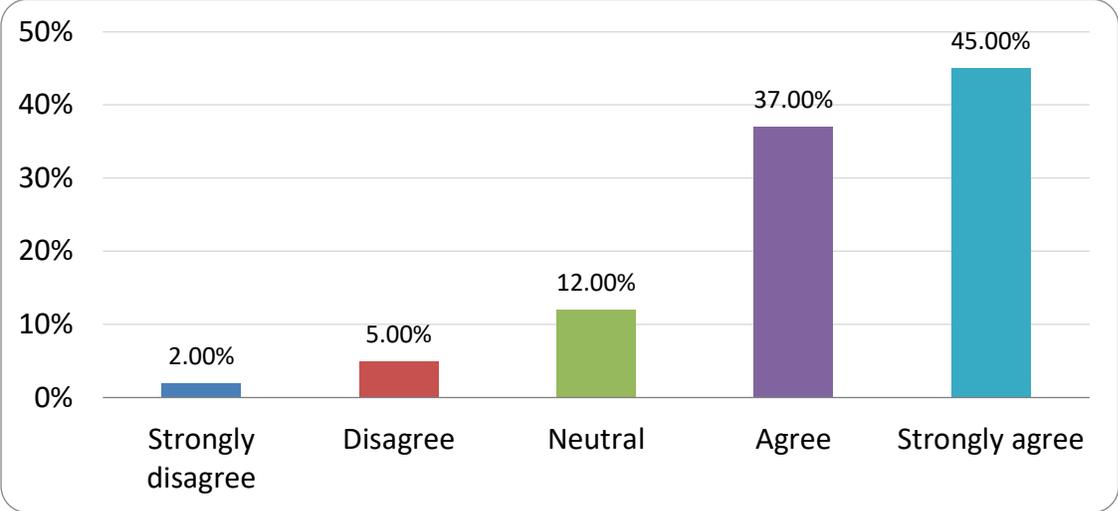
Q17. When we resume a normal routine of working on-campus and remotely, how often do you feel you should work on-campus to maintain an in-person relationship with colleagues and customers?

Never	Daily	1 day per week	Multiple days per week	1 day every two weeks	1 day every month	Not necessary
4.00%	8.00%	35.00%	23.00%	7.00%	6.00%	17.00%
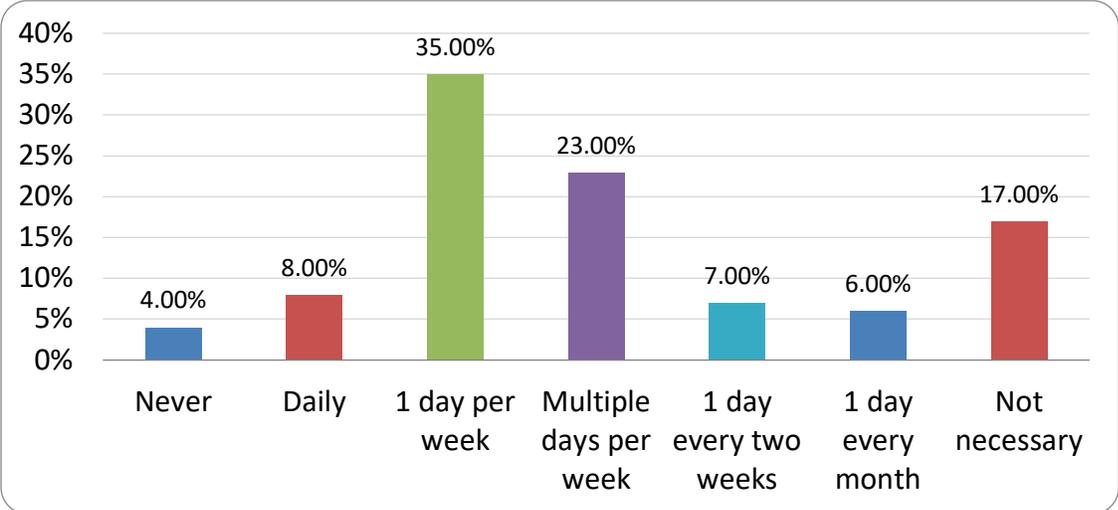
Q18. When we can resume a normal routine of working on-campus and remotely, how often do you feel your team should meet in-person?
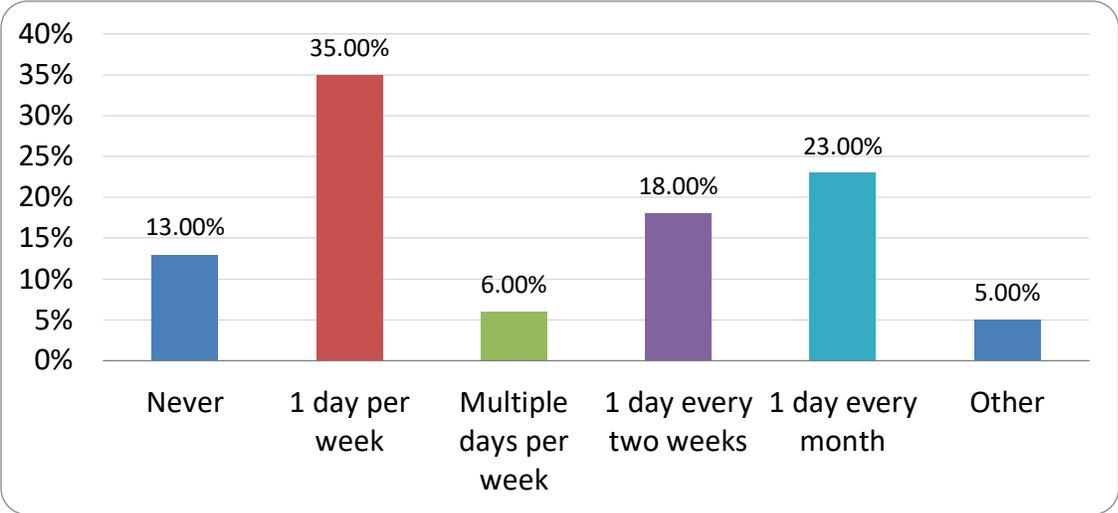
Q19. How clear is your understanding of what is expected of you when working remotely?
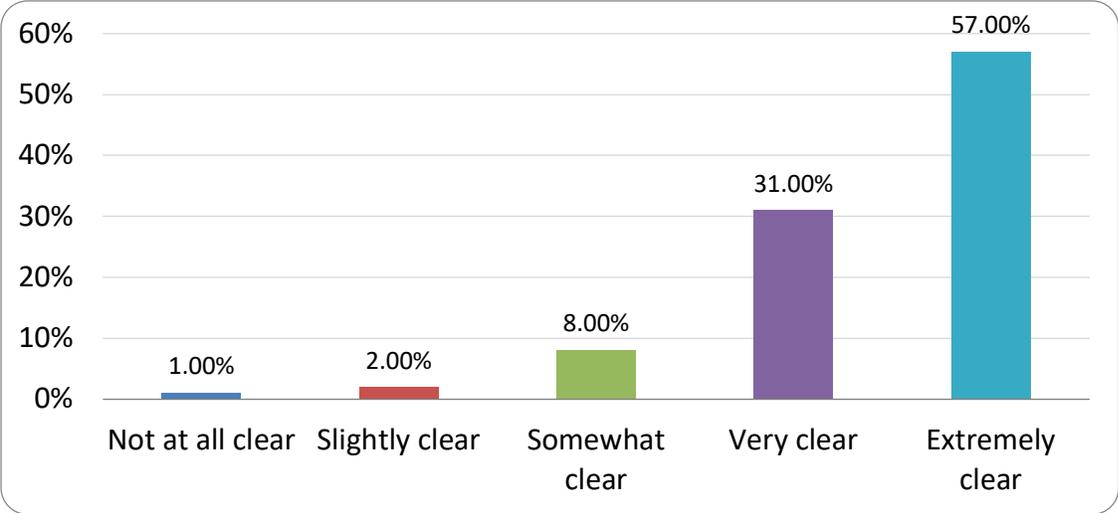
Q21. Are there any barriers that might prevent you from maintaining your normal workload when you are working from home? Select all that apply.
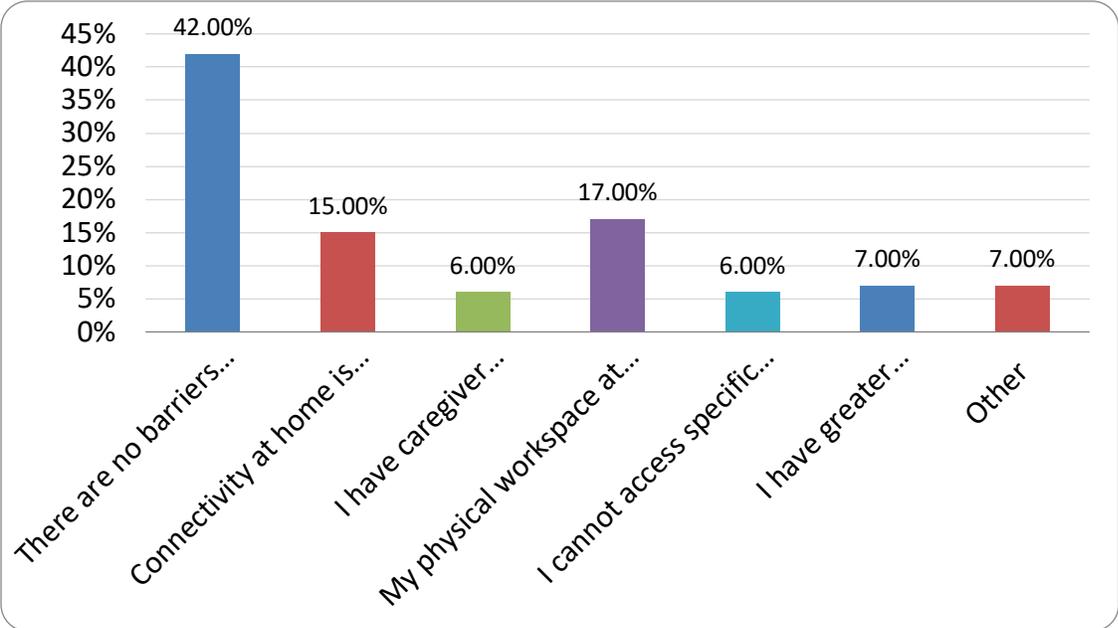
Q22. When working from home, I have access to the resources (e.g., materials, equipment, technology, support services, etc.) I need to do my job effectively.
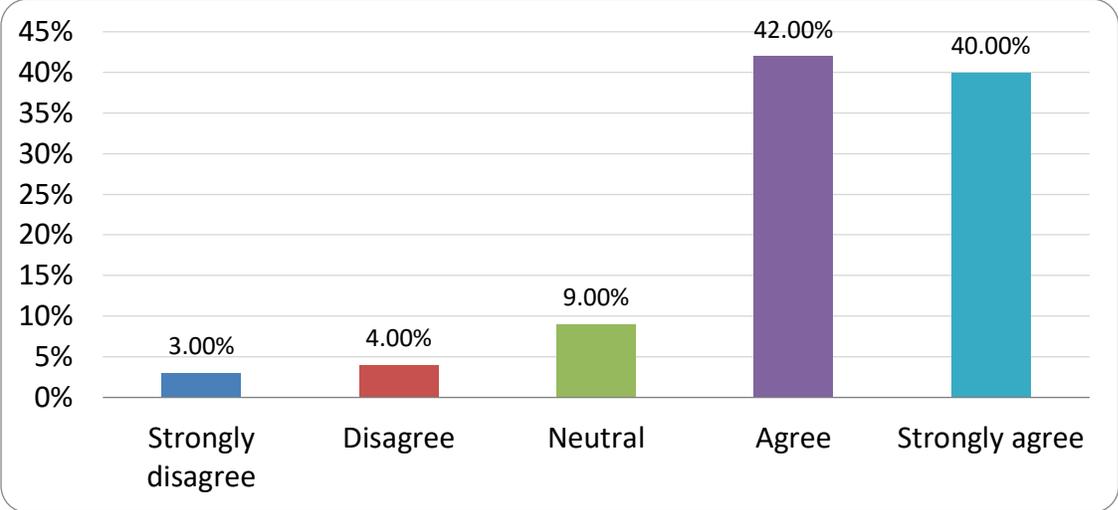
Q23. Prior to the COVID-19 pandemic, which did you best identify with?

A bar chart showing:
- The majority of my work was done at home: 2.00%
- I normally split my time between home and the office: 7.00%
- I normally work in the office: 89.00%
- Other: 2.00%
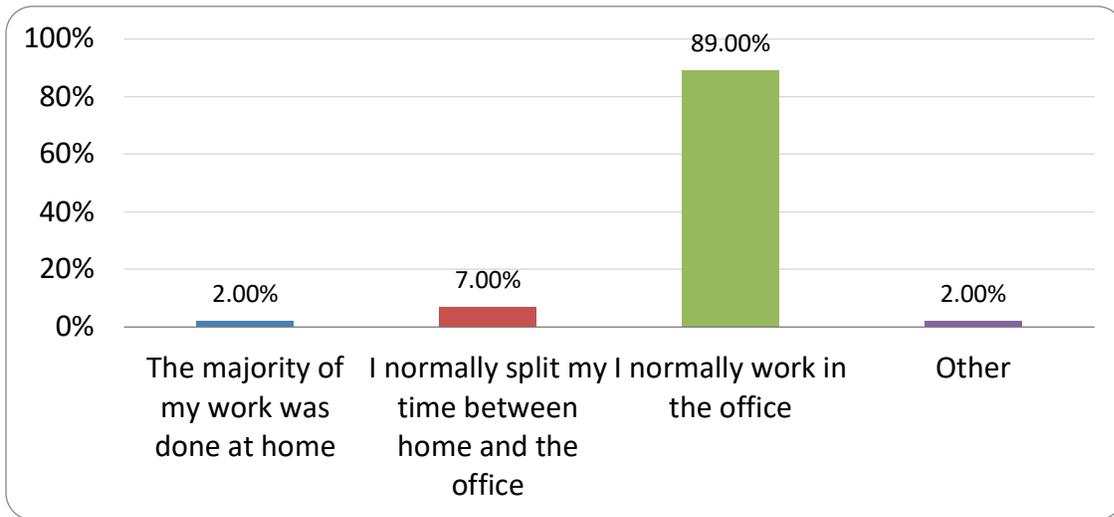
Q27. Faculty, staff, and students should only be allowed in my area if they wear a face mask and keep it on.

A bar chart showing:
- Strongly disagree: 8.00%
- Disagree: 6.00%
- Neutral: 14.00%
- Agree: 20.00%
- Strongly agree: 52.00%
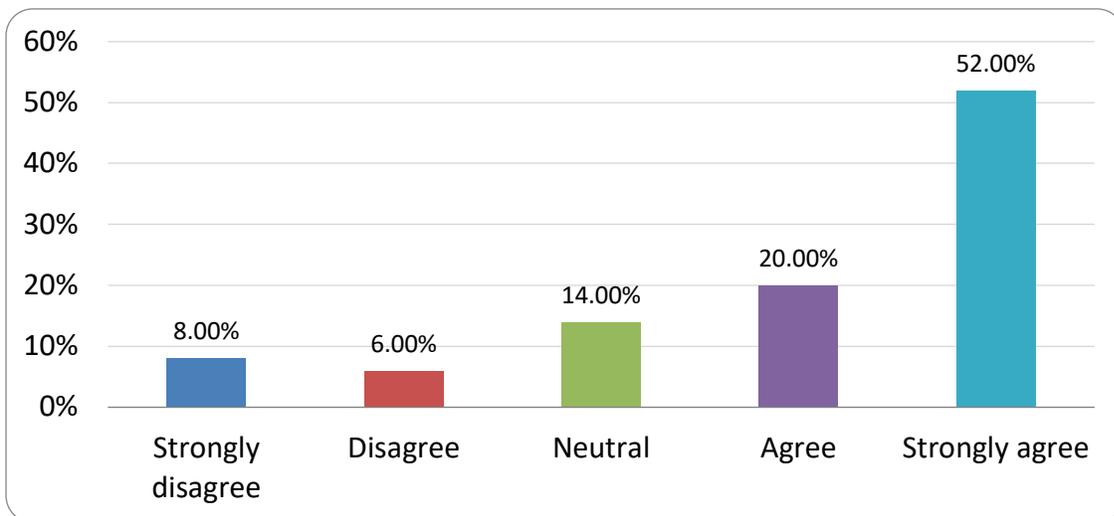
Q28. I think students will comply with social distancing and other safety precautions when on campus.
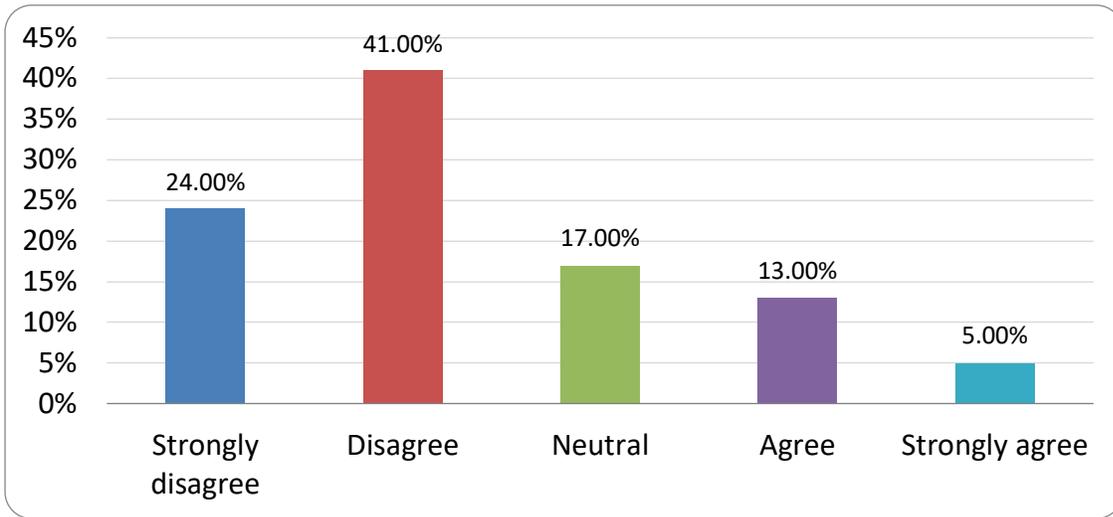
Q30. What is your college/school/department?
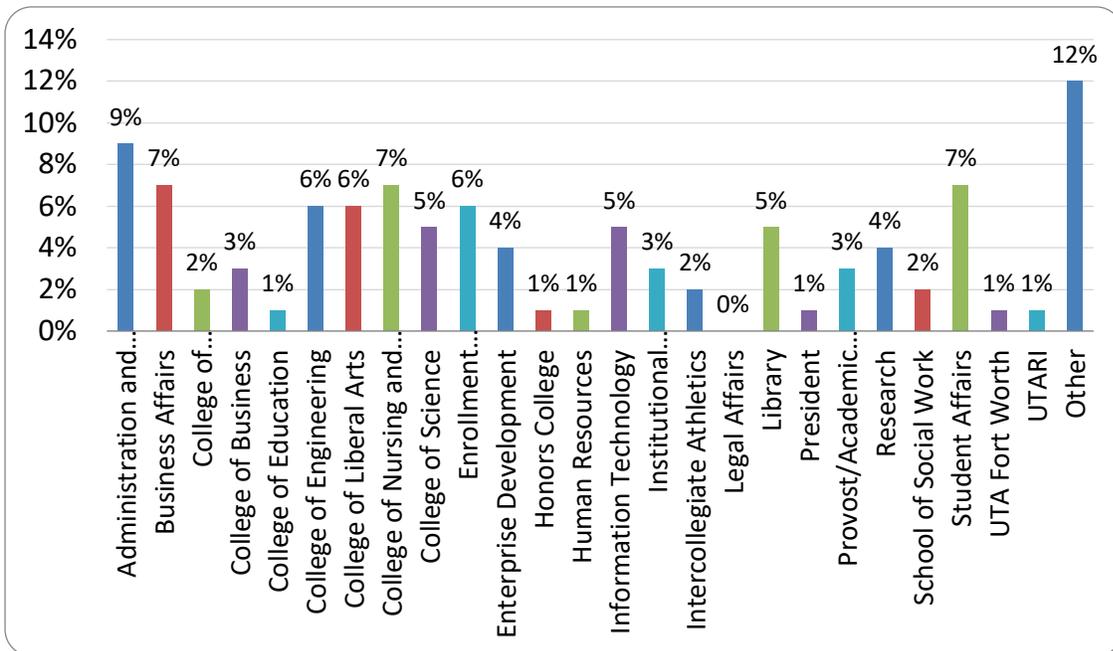
Q31. I am a caregiver for and/or live in a household with a person at higher risk for illness.
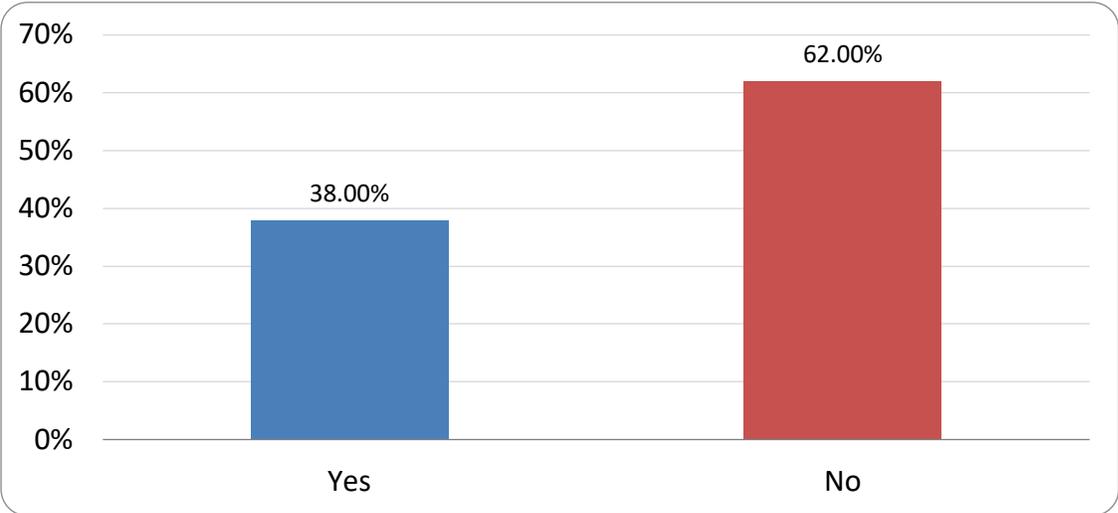
Q32. I am personally at higher risk for COVID-19 illness or complications, according to CDC findings/guidelines.
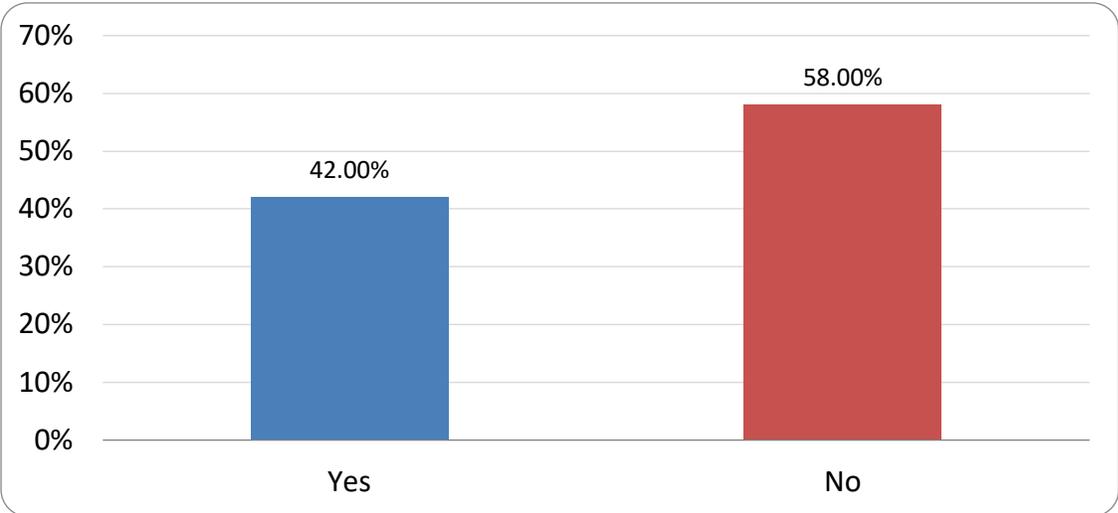
Q33. What is your classification?
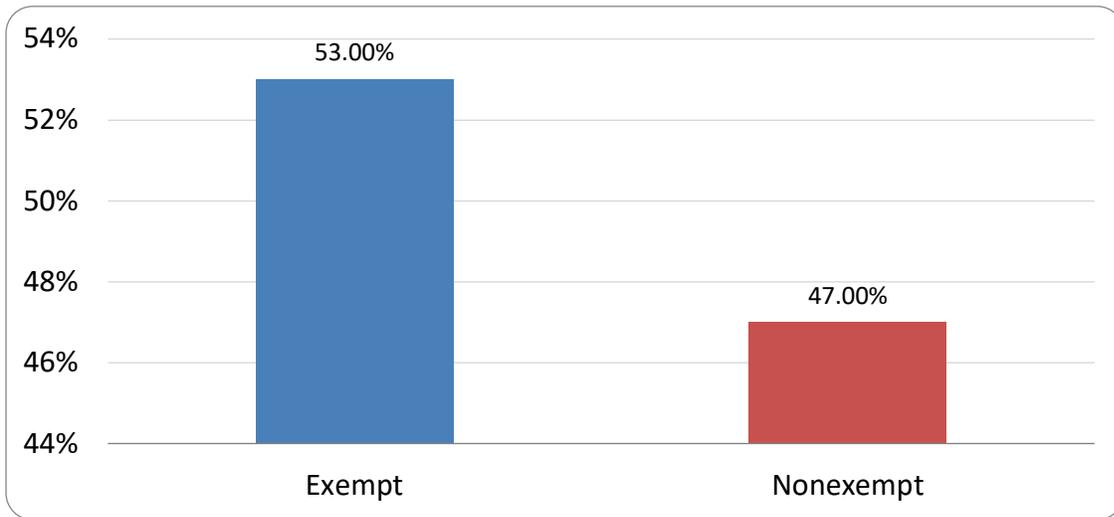

Q34. How do you identify?

Q35. What is your age?

	Under 35	35-49	50-64	65 or above
	26.00%	34.00%	35.00%	5.00%
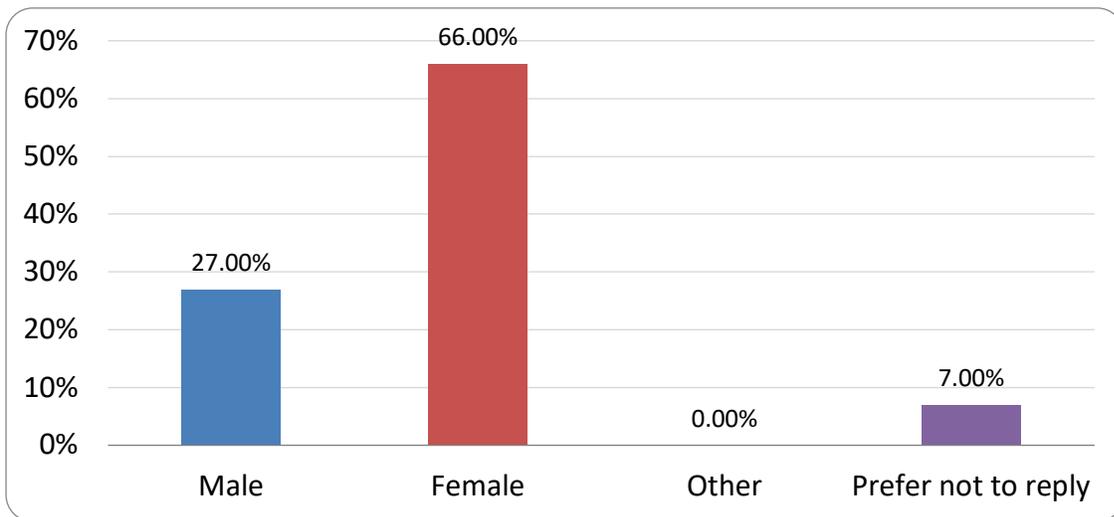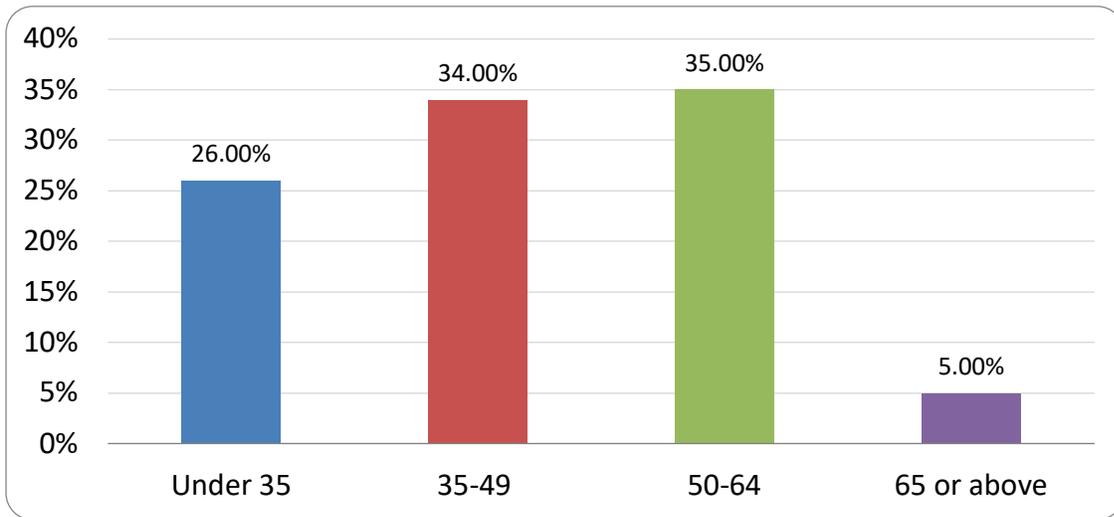
Q36. Do you have children under age 5 at home?

Yes	No
12.00%	88.00%
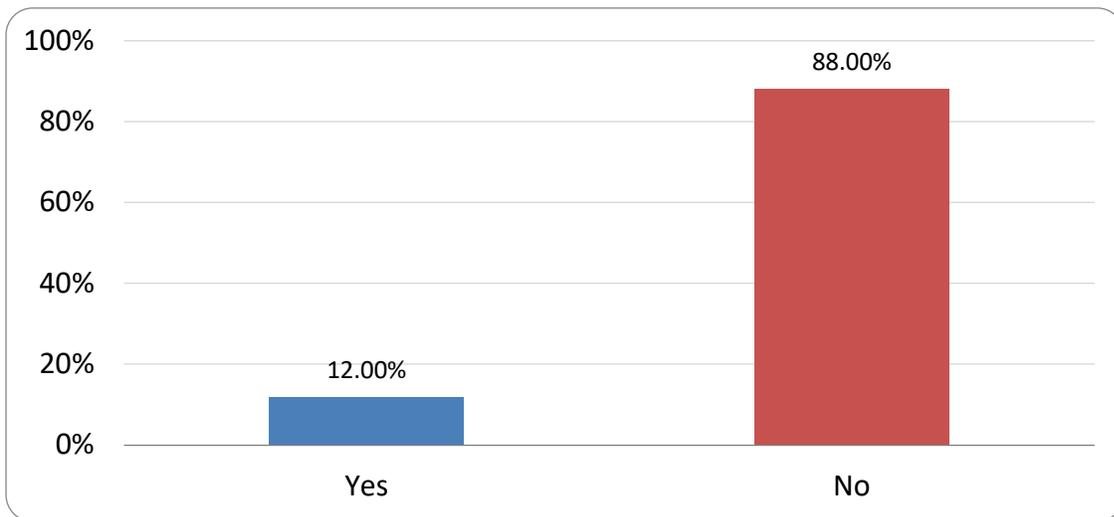
Q37. Do you have K-12 age children at home that require support for their at-home schooling due to school closure?
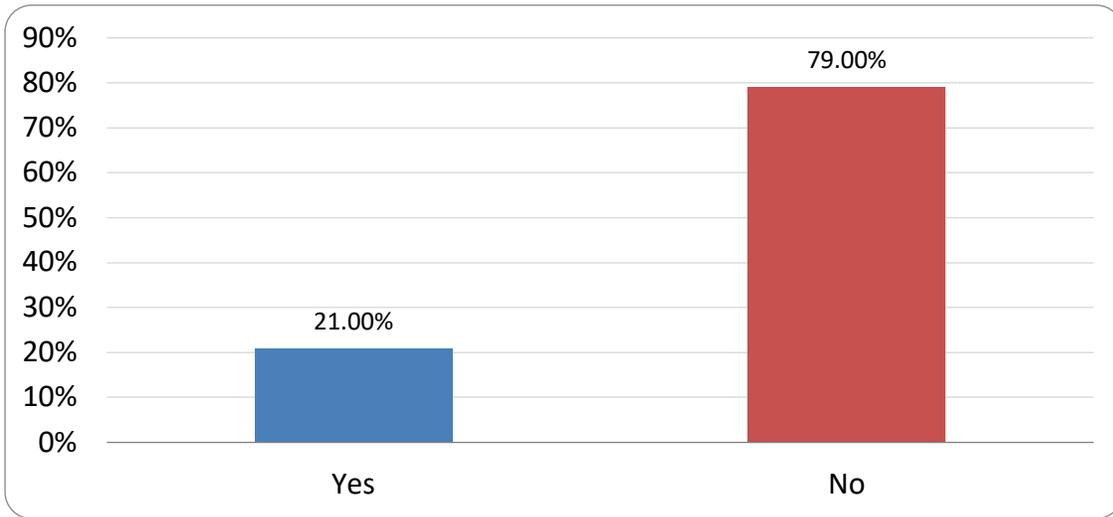
Q40. How do you prefer to receive information and news concerning Fall 2020 planning and operations? Select all that apply.
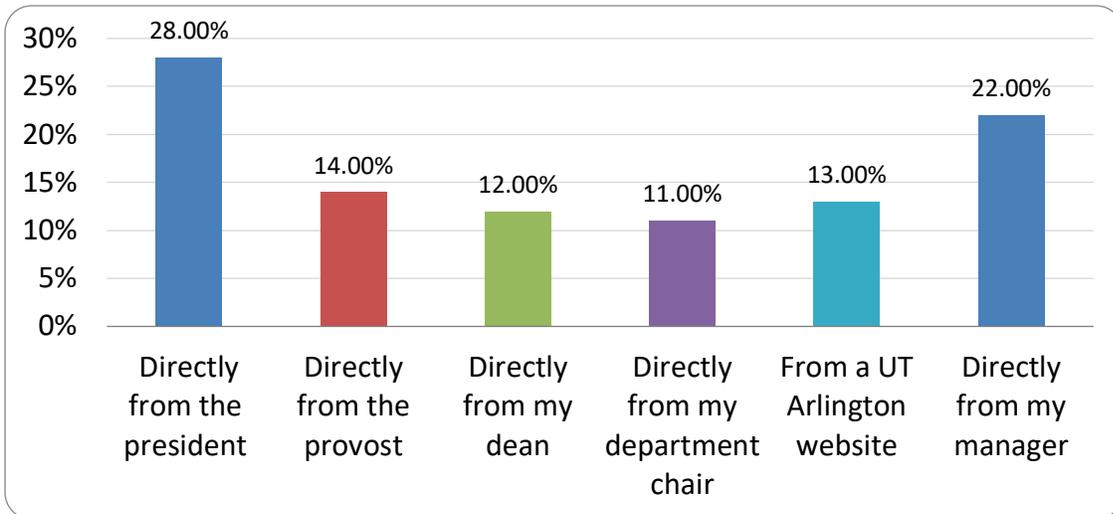
**Q41. I believe the University communicated changes effectively in response to the COVID-19 pandemic.**

A bar chart showing responses:
- Strongly disagree: 3.00%
- Disagree: 6.00%
- Neutral: 18.00%
- Agree: 49.00%
- Strongly agree: 24.00%
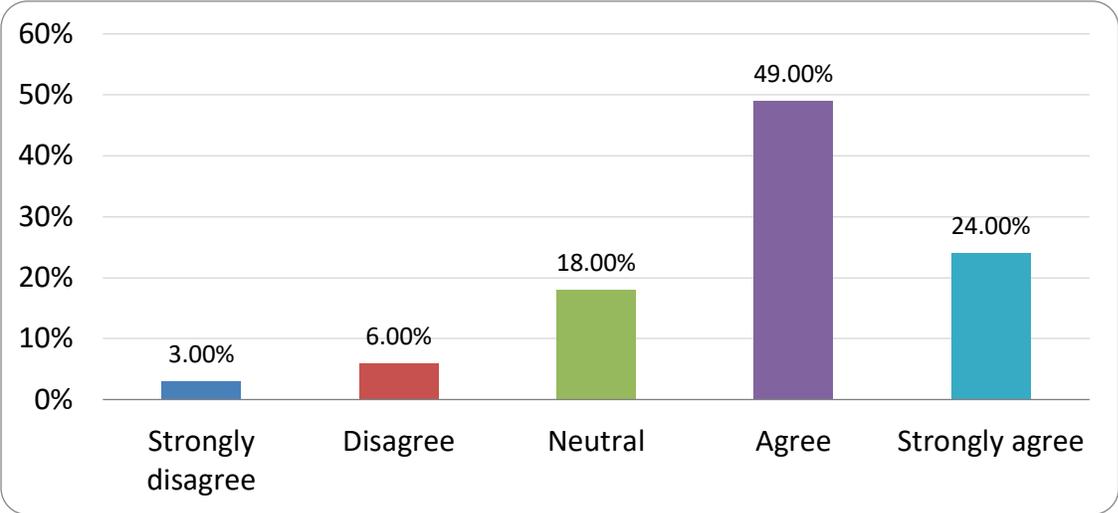
Q43. I believe the University kept me informed of available services to support me personally during the changes to my life and environment caused by the pandemic.

A bar chart showing responses:
- Strongly disagree: 1.00%
- Disagree: 3.00%
- Neutral: 21.00%
- Agree: 53.00%
- Strongly agree: 21.00%
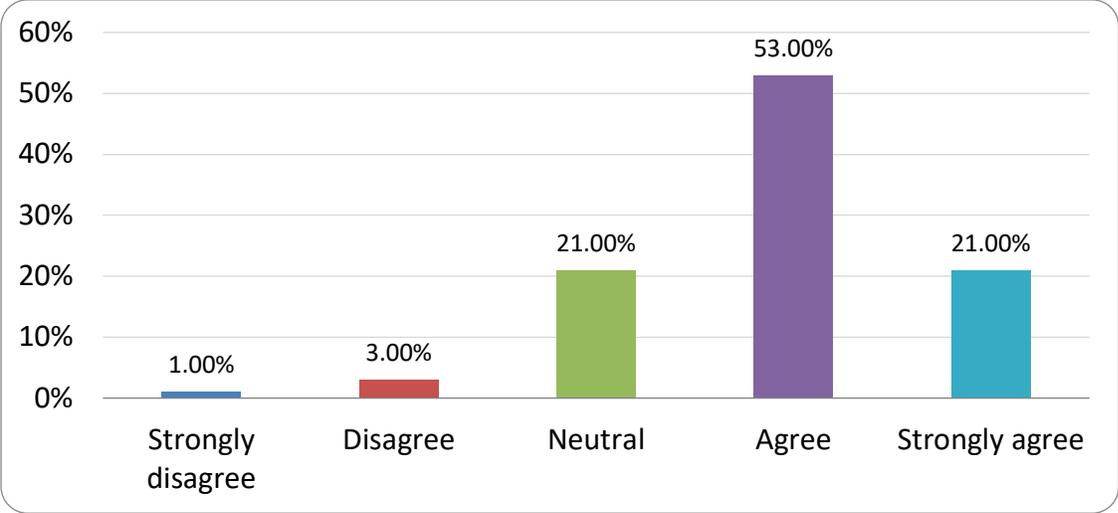
Q45. What communications channels did you go to for information regarding UTA's response to COVID-19? Select all that apply.
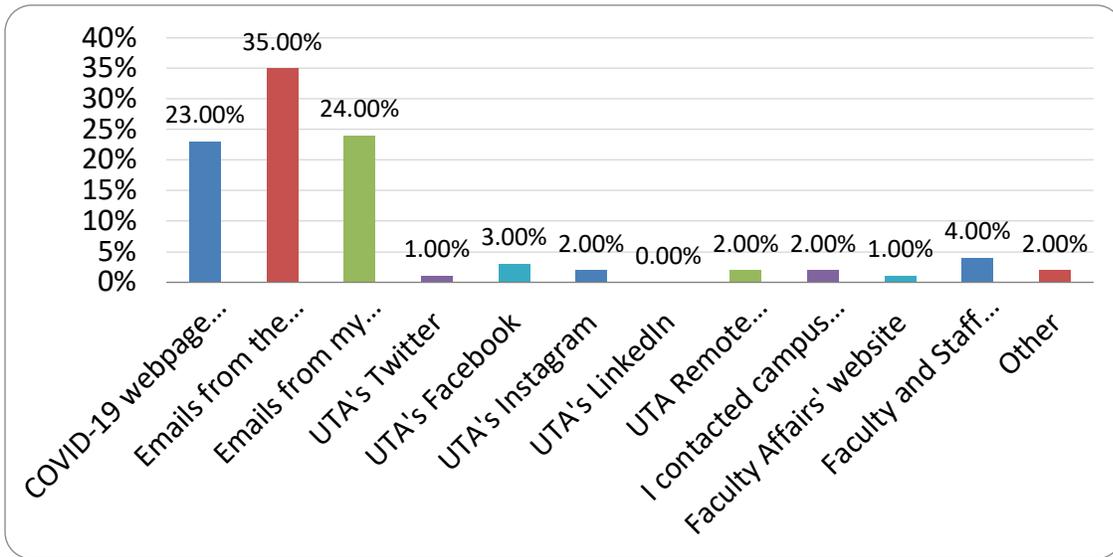

Q46. How effective do you think these communications channels were/are?
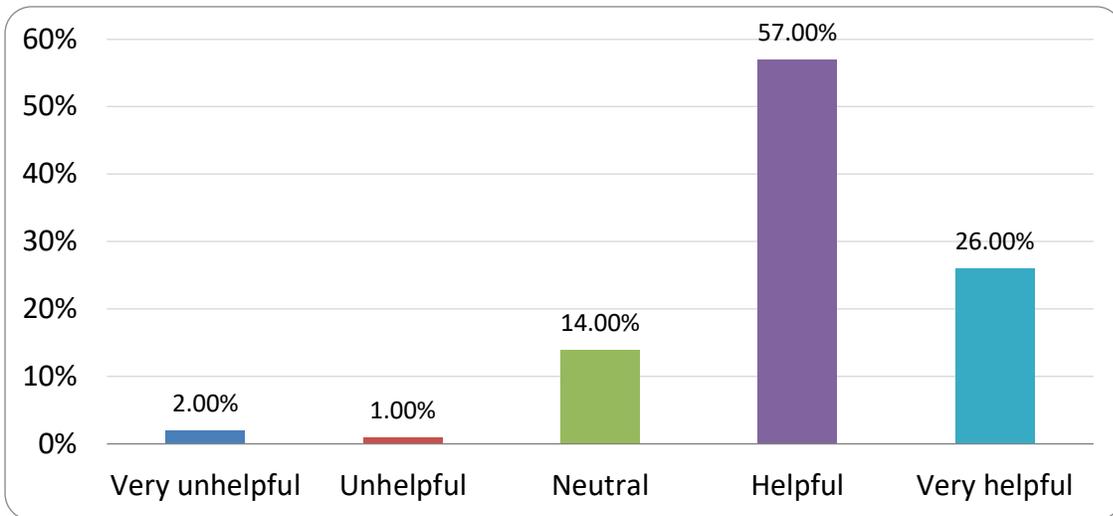
Q48. What communication frequency do you find most helpful as the University responds to COVID-19?
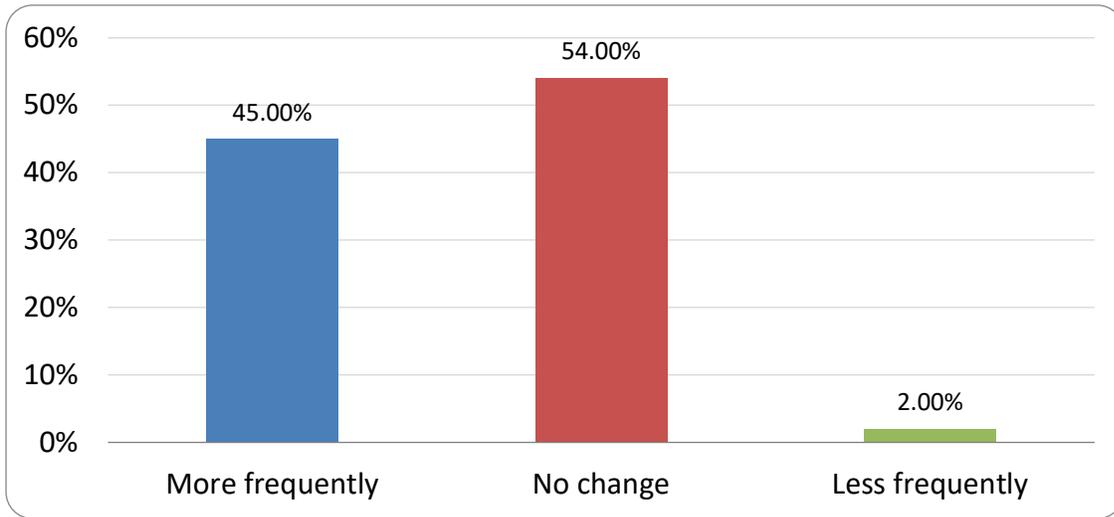
Q49. What resources that you do not currently have are the most essential for you to continue to be effective while teleworking? Select all that apply.
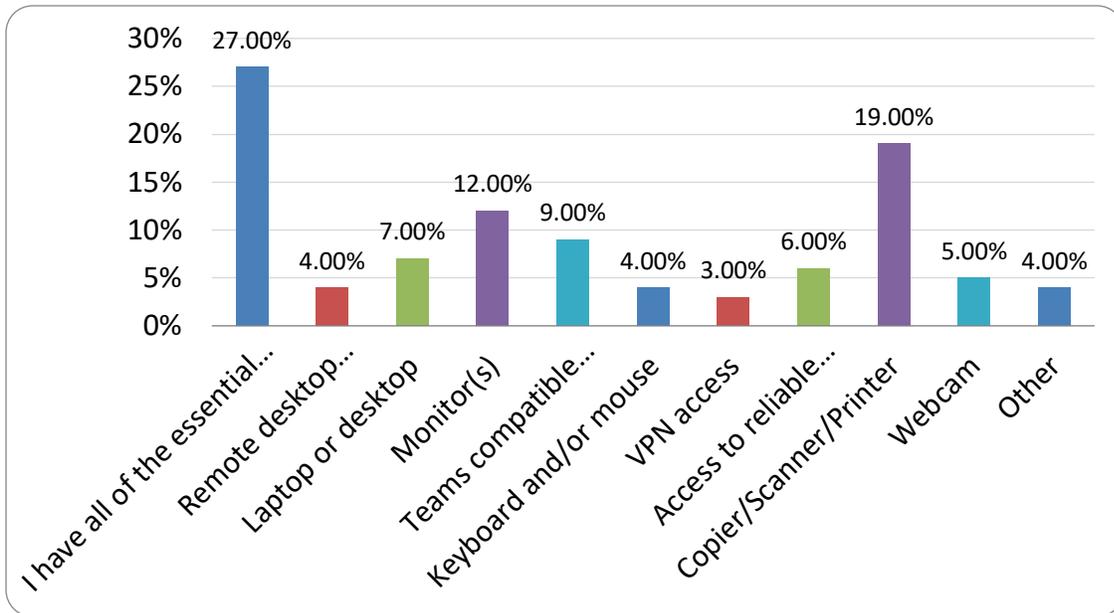
Q50. Which of the following technological issues have been a challenge for you since the transition to remote work? Select all that apply.
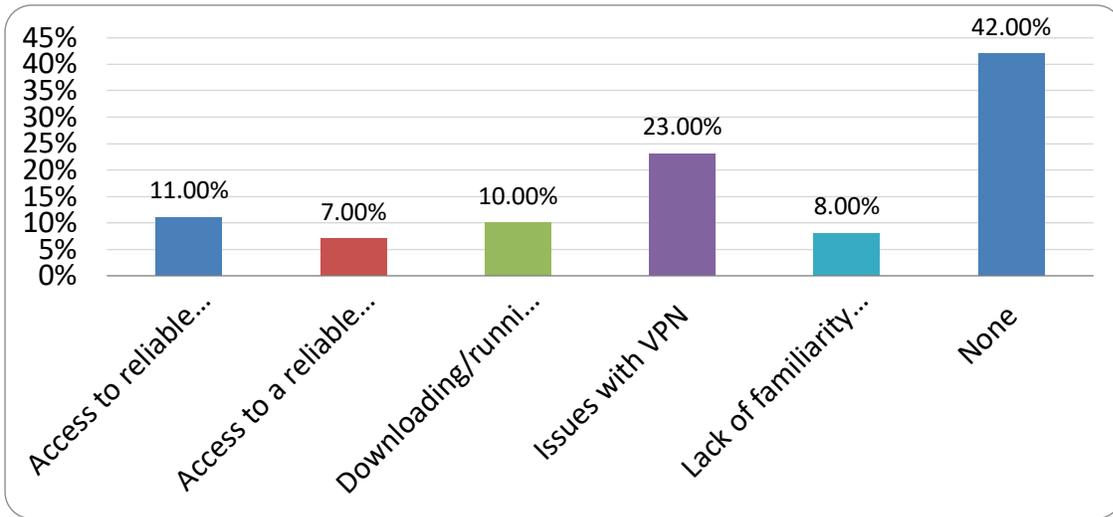
Q51. Overall, how satisfied are you with the support from our IT support teams during this period?