

The background features a dark blue gradient with a subtle pattern of white dots. On the left side, there are several overlapping circular elements. A prominent one is a large circular scale with tick marks and numbers ranging from 140 to 260. Other circles include dashed lines with arrows indicating clockwise or counter-clockwise rotation, and solid lines with partial arcs.

TRACS PRESIDENTS  
FORUM  
MAY 2020

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## COVID-19 IMPACT

- All of the members have gone to online learning per the USDE allowances
- Half participate in Title IV programs
- Do not have numbers on PPP or EIDL participants
- Plans for fall enrollment still developing

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## What are we learning during this time?

- Think virtually
- Flexibility
- Blend online and on-ground
- Good outcomes are still expected

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## General Resources for Now -

- **CDC COVID-19:** <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>
- **Financial Moja Co.:** <https://www.mojacompany.com/covid-19-resources>
- **Legal:** <https://simmsshowerslaw.us8.listmanage.com/track/click?u=8d32195895114e9e7493260a3&id=20a46b834e&e=67f2f32c17>
- **Work in collaboration with state and local health and mental health officials** (regulations change across states lines)

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## THREE BASIC MODELS FOR OPENING HIGHER EDUCATION

### 1. Back to Traditional on campus

- *Adjust calendar* (start earlier, compressed terms, delay open to spring term, extend break between fall and spring)
  - *Targeted Curriculum*, reduce course offerings (focus faculty work to maximize student success)
  - *Block Class Plan*: (Example - semesters built with 4-5, 8 an/or 16 week courses arranged in sequence or mixed)
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- <https://www.chronicle.com/article/Here-s-a-List-of-Colleges-/248626?cid=RCPACKAGE>
  - <https://www.insidehighered.com/system/files/media/20200526--Planning%20for%20Fall%20and%20Beyond.pdf>

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## THREE BASIC MODELS FOR OPENING HIGHER EDUCATION

2. Online Only: USDE requires that students be provided with regular and substantive interaction within the course.

- Remote student learning (planned not emergency change)
- Faculty/staff can meet in small groups and practice social distancing
- At-risk Faculty/staff can work remotely
- Continue operations and minimize spread of virus

NOTE: USDE emergency allowance for Online Distance Education is temporary. Use this season to gain agency authorization for DE.

- <https://www.chronicle.com/article/Here-s-a-List-of-Colleges-/248626?cid=RCPACKAGE>
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## THREE BASIC MODELS FOR OPENING HIGHER EDUCATION

### 3. Blended or Hybrid Model

3.1 Split Curriculum: faculty teach select courses in residence and online courses that are also available to resident students.

- a) Focused pedagogy for instructors
- b) Maximizes social distancing
- c) Students have more flexibility at enrollment

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## THREE BASIC MODELS FOR OPENING HIGHER EDUCATION

### 3. Blended or Hybrid Model —

3.2 Modified Tutorial: The old becomes new.

- a) Faculty present common online lectures
- b) Faculty, Teaching Assistants, Peer Tutors meet with small groups on campus utilizing social distancing
- c) Demands faculty dedicate more time to student interactions
- d) Video conferencing and chat could be added for discussions and reinforcement of concepts

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# TRACS PRESIDENTS' FORUM

## THREE BASIC MODELS FOR OPENING HIGHER EDUCATION

### 3. Blended or Hybrid Model

3.3 HyFlex Model: Faculty teach in residence with social distancing and online simultaneously.

- a) Faculty may require technical or teaching assistant
- b) Enhanced ability to transition to online only, if necessary
- c) Maximizes residential course offerings
- d) Courses developed with residential and online students in mind

- <https://www.chronicle.com/article/Here-s-a-List-of-Colleges-/248626?cid=RCPACKAGE>
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## STUDENT RECRUITMENT AND ENROLLMENT

(Predictions range from 20% – 30% enrollment decrease)

1. Public and Elite Universities will lower admissions/transfer standards to limit the declines
2. Parents will keep traditional students home
3. Students will work, go to community college, or take a gap year
4. Institutions must recruit new students and transfer students
5. Returning/continuing students may be the difference
6. Schools must RECRUIT NEW, TRANSFER, AND RETURNING STUDENTS!!!!

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## FINANCES MUST FIT THE BUDGET

(Predictions range from 20% – 30% enrollment decrease)

1. LABOR REDUCTION – reality requires on essential personnel
2. Isolate cost centers
3. Consolidate and concentrate wherever possible
4. Eliminate anything that is non-essential

**THE MISSION IS THE MOST ESSENTIAL REASON TO EXIST!**

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SOURCE: REPORT OF THE SUBCOMMITTEE ON HIGHER EDUCATION, REOPEN CONNECTICUT, CORRECTED VERSION – 2020-05-06

KEY: **Guidance Element (yellow)** & Specific Guidance (white)

1. **Social Distancing:** 6 feet of separation when possible
2. **Density of classrooms, dining halls, other congregating areas (chapel):** 6 feet of separation when possible
3. **Density of Dormitories:**
  - Roommates and suitemates treated as family units (6 ft. from others)
  - Hall bathrooms need regulation
  - Students with pre-existing conditions need a private room

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SOURCE: REPORT OF THE SUBCOMMITTEE ON HIGHER EDUCATION, REOPEN CONNECTICUT, CORRECTED VERSION – 2020-05-06

KEY: **Guidance Element (yellow)** & Specific Guidance (white)

4. **Personal Protective Equipment (PPE):** Faculty/Staff and Students wear masks
5. **Faculty/staff WORK from home:** whenever possible
6. **Faculty/staff advised to WORK at home, if possible:** over 65 and/or high risk (all personnel must be productive)
7. **Screening:** Faculty, staff, and students should monitor for symptoms and report to health care providers

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KEY: **Guidance Element (yellow)** & Specific Guidance (white)

## 8. **Public Safety:**

**Disinfection:** Heightened vigilance in sanitation

- Hand sanitizer at entrances, classrooms, and dining halls
- Disposable wipes (e.g., Clorox, 80% + alcohol wipes) in shared facilities
- Frequent hand-washing
- deep cleaning of bathrooms and high touch areas

**Public Screening:** Use Non-contact Thermometers for entrance

**Isolation Provisions:** How are COVID-19 persons isolated

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KEY: **Guidance Element (yellow)** & Specific Guidance (white)

**9. Realities for all institutions:** Due diligence is expected, and each State has different laws and regulations.

- **Health Care:** Do students have access
  - **Mental Health:** Network of care for students
  - **Liability:** Are you ready to go to court? Review your insurance coverage. \* ACE is lobbying Congress for Higher Ed.
  - **Political activity:** Issues related to all institutions require legislative relief (e.g., liability, testing and PPE)
- [https://www.chronicle.com/article/Higher-Ed-LobbyingGroup/248878?utm\\_source=Iterable&utm\\_medium=email&utm\\_campaign=campaign\\_1252154&cid=db&source=ams&sourceId=5194794](https://www.chronicle.com/article/Higher-Ed-LobbyingGroup/248878?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1252154&cid=db&source=ams&sourceId=5194794)

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## PLANNING SCENARIOS

- BE PREPARED TO DO EVERYTHING TWICE
  - on campus and online learning using best practices
  - Faculty and staff jobs must be focused on mission outcomes
- Access for students to reliable internet and devices
- What is truly essential?



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## RECOMMENDED READ:

Michael J. Sorrell – President of Paul Quinn College, TX

Editorial: *The Hard Truth About the Fall*

The Chronicle for Higher Education, Vol. 66, No. 30 May 29, 2020

<https://www.chronicle.com/section/Opinion-Ideas/40/?cid=UCHETOPNAV>

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## Concluding Remarks:

To be posted on the website [tracs.org](http://tracs.org) by  
Monday, June 1, 2020

- COVID – 19 Statement and associated resource links
- TRACS Presidents' Forum PowerPoint
- Questions and Answers from the Forum Sessions