Board of Trustees Meeting

June 15, 2020

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Taskforce Report and Phased Approach Plan

Madeline Pumariega

Executive Vice President and Provost

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- The taskforce consisted of **23** people across areas of campus that developed the plan and protocols. **(Internal Committee Members)**
  - **11** Campus Leaders
  - **10** Faculty and Staff Representatives
  - **Two** Student Leaders Representatives

- The taskforce also included **nine** engaged community stakeholders. **(External Advisory Board Members)**

- The taskforce **met twice a week** for **three weeks** to develop the comprehensive plan.

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TASKFORCE STRUCTURE

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- Aligned to CDC and State guidelines for safety and re-opening protocols.
- Prioritized the health and safety of every member of our campus community.
- Protected and supported academic excellence and fiscal stewardship.
- Made informed decisions based on data and science as well as included our values of equity and inclusion.
- Provided timely and transparent communication and obtained input from internal and external stakeholders about the proposed reopening plans.

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- Guidelines that determined when and how to return to on-campus activities.
- Criteria that determined the ability of the College to return to some or all on-campus activities (ex: COVID testing, temperature checks).
- Considered scenarios and phased approach.
- Guidelines and protocols for departments to follow when on-campus activities resume.
- Return to work guidelines.
- Communication plan that informs both internal and external stakeholders.

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External Advisory Council	
Heather Bishop	FSU
Pam Butler	TCC Foundation Board Member
Ron Cave	LCSO
Bernice Cox	United Way of Big Bend
Sue Dick	Tallahassee Chamber
Gillian Gregory	Leon County Public Schools
Wanda Hunter	Leon County
Wayne Riggs	Flagler College
Ryan Smith	CNO/TMH

Internal Advisory Council		
Madeline Pumariega (Chair)	Provost & EVP	Executive
Julie Baroody	CH	Faculty & Union Representative
Grant Batchelder	Student Affairs	Support Staff
Elaine Carrol	Student Affairs	Support Staff
Nyla Davis	Human Resources	Administrative
Suzanne Dean	HCP	Faculty
Anthony Francis	SVA	Student
Greg Gibson	TCC Police Department	Administrative
Don Herr	Facilities	Administration
Anthony Jones	Math and Science	Administrative
Brian Kupfer	BSSE	Faculty Senate Representative
Curtis Miller	Admissions and Records	Support Staff
Micah Mitchell	SGA	Student
Kim Moore	Workforce	Executive
Al Moran	Communications	Executive
Henry Ponciano	Student Affairs	Administrative
Tricia Rizza	CH	Faculty
Sheri Rowland	Student Affairs	Executive
Calandra Stringer	Academic Affairs	Administrative
Chip Singletary	Information Technology	Support Staff
Tom Waller	BSSE	Faculty
Barbara Wills	Administrative Affairs	Executive
Greg Williams	CH	Support Staff

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TASKFORCE MEMBERS

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Safety

- Testing Protocols
- Cleaning
- Departmental assessment
- Social distancing protocols

Operations

- Remote working
- Protocols and signage
- Technology

Academic Continuity

- Course offerings
- Class sizes
- Classroom layouts
- Workforce Initiatives

Stakeholder Engagement

- Board of Trustees
- Foundation Board
- Students
- Parents
- Community/Advisory Boards
- TCC Faculty and Staff

Student Success & Support

- Student Engagement
- Virtual Support Services
  - Library, Learning Commons, Advising
- Resources
  - Scholarships, Emergency Aid, Devices

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Taskforce Agenda
Meeting One
Tuesday, May 12, 2020
1:30 p.m. – 4:00 p.m.

Welcome and Overview
Jim Murdaugh, President, TCC
Madeline Pumariega, Executive Vice President and Provost, TCC

Presentations
Dr. Andrea Friall, Chief Medical Officer at Tallahassee Memorial Healthcare
Wanda Hunter, Assistant County Administrator for Citizen Services in Leon County
Dr. Cynthia Harris, Director, Institute of Public Health at FAMU
Dr. Barbara Wills, Vice President for Administrative Services and Chief Financial Officer, TCC

Taskforce Discussion Topics
Safety Protocols: Sanitation, Social Distancing and College Safety
Testing and Monitoring
Signage for Campus and Classrooms
Air and Water Quality
Departmental Assessments and Plans

Closing and Next Steps

Taskforce Agenda
Meeting Two
Thursday, May 14, 2020
1:30 p.m. – 4:00 p.m.

Welcome and Overview
Madeline Pumariega, Executive Vice President and Provost, TCC

Presentations
Nyla Davis, Director of Human Resources, TCC
Bret Ingerman, Vice President for Information Technology, TCC

Taskforce Discussion Topics
Existing HR Guidelines
Vulnerable populations policy
Work Schedules
Leveraging technology to increase access, student success and meet workforce demands.

Closing and Next Steps

Taskforce Agenda
Meeting Three
Tuesday, May 19, 2020
1:30 p.m. – 4:00 p.m.

Welcome and Overview
Madeline Pumariega, Executive Vice President and Provost, TCC

Presentations
Dr. Jean Chin, National Covid-19 Taskforce Chair,
Guidelines Committee, American College Health Association
Dr. Lei Wang, Associate Vice President for Institutional Effectiveness, TCC
Dr. Sheri Rowland, Vice President, Student Affairs, TCC
Dr. Nick Vick, Director, Learning Commons, TCC
Stephen Bannister, Director, Library Services, TCC

Taskforce Discussion Topics
Supporting students
Resources for academic success
Analysis of student data

Closing and Next Steps

Taskforce Agenda
Meeting Four
Thursday, May 21, 2020
1:30 p.m. – 4:00 p.m.

Welcome and Overview
Madeline Pumariega, Executive Vice President and Provost, TCC

Presentations
Mushtaq Gunja, J.D., Vice President and Chief of Staff, American Council on Education
Dr. Lei Wang, Associate Vice President for Institutional Effectiveness, TCC

Taskforce Discussion Topics
Course Offerings
Class sizes with social distancing protocols
TCC Live and Hybrid sections

Closing and Next Steps

Taskforce Agenda
Meeting Five
Tuesday, May 26, 2020
1:30 p.m. – 4:00 p.m.

Welcome and Overview
Madeline Pumariega, Executive Vice President and Provost, TCC

Presentations
Sue Dick, President/CEO, Greater Tallahassee Chamber of Commerce
Cristina Paredes, Director, Tallahassee-Leon County Office of Economic Vitality
Kim Moore, Vice President for Workforce Innovation and TCC2WORK, TCC

Taskforce Discussion Topics
Jobs post-COVID – Rethinking demand

Closing and Next Steps

Taskforce Agenda
Meeting Six
Thursday, May 28, 2020
1:30 p.m. – 4:00 p.m.

Welcome and Overview

Madeline Pumariega, Executive Vice President and Provost, TCC

Taskforce Recommendations: Determining the Plan

1. Health and Safety Protocols
2. Operations
3. Academic Continuity
4. Student Success and Support
5. Meetings, Events, Travel and Visitors
6. Communications

Closing and Next Steps

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MEETING AGENDAS

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NATIONAL SPEAKERS

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Dr. Jean Chin

Chair, American College Health Association
Covid-19 Taskforce, Guidelines Committee
American College Health Association

Associate Clinical Professor of Medicine
Augusta University/University of GA
Executive Director Emeritus
University Health Center, UGA

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MAY 7, 2020

ACHA Guidelines

Considerations for Reopening Institutions of Higher Education in the COVID-19 Era

The COVID-19 pandemic continues to evolve rapidly, causing institutions of higher education (IHEs) to evaluate and plan for numerous "what if" scenarios. These guidelines are based on information about COVID-19 that is known today. They are purposely broad for universal use and written with the understanding that not all colleges will have the resources to implement everything written in this document. IHEs should view these guidelines and evaluate the feasibility of these recommendations in the light of their own campus environment, community resources, public health capacity, demographics, internal resources, and risk tolerance. As the pandemic continues, additional guidance will be forthcoming from ACHA.

Introduction

This sequel to the American College Health Association's *Guidelines: Preparing for COVID-19* addresses administrative, medical, mental health, health promotion/well-being, and campus-wide considerations in reopening college/university campuses as the COVID-19 pandemic abates. Many public health experts and organizations have already developed models and projections using surveillance data, case counts, and infrastructure capability to identify when businesses, schools, campuses, and the country can safely reopen. Individual states in conjunction with public health entities and institutions of higher education (IHE) presidents/chancellors will ultimately determine when to reopen campuses. These ACHA guidelines provide considerations to minimize the risk of COVID-19 infection and a recurrent surge of infections as social distancing measures are relaxed on our campuses and in our communities and as we plan for the physical return of large numbers of students, faculty, and staff.

The risk of subsequent waves of infection remains until

Therefore, the campus must be prepared on multiple fronts. Campus leadership should retain or develop an incident command structure, an effective surveillance system, and partnerships with local public health and health care organizations. The student health service (SHS) remains central to this public health effort and must have sufficient resources to address both COVID-19 surveillance and containment along with all other routine health and well-being needs of students. Even prior to the pandemic, the demand for mental health services often outstripped campus resources. Innovative approaches to stretch those resources further will be needed as this pandemic continues to take its toll on the mental health of students, faculty, and staff. The health promotion role in reinforcing public health's infection prevention practices and influencing positive health behaviors are integral to the totality of student wellness and that of the campus in this phase of the pandemic.

Working in concert, these broad areas provide campus leadership with surveillance capability, a sound infection prevention and control strategy, and a means to quickly identify, isolate, treat, and refer individuals to mitigate a second wave of infection.

Key Concepts

- COVID-19, a novel coronavirus infection emerging in 2019, has led to an unprecedented infectious disease risk for all persons. The duration of this pandemic remains unclear, and the situation continues to evolve. COVID-19 will peak in different states at different times and will impact each IHE differently. Public health guidance, scientific knowledge, and clinical best practices will change, so these guidelines may require updates or risk quickly becoming obsolete. The single constant for each IHE is that the road to recovery will be long. We can

symptoms and/or diagnosis and all persons under quarantine after exposure, including placement in isolation/quarantine housing, psychological support, support for basic needs, and ongoing monitoring while isolated.

- Syndromic surveillance utilizing EHR data, ongoing tracking of influenza-like illness (ILI) and COVID-19 symptoms, and, when possible, viral surveillance of asymptomatic students.
- Reliable, accurate antibody (serologic) testing, as appropriate based on emerging information.
- Future large-scale delivery of COVID-19 vaccines, when developed.

The Workforce

The college/university must build the necessary staffing capacity to resume not only their primary responsibilities but also the competency to understand their role in reducing transmission of COVID-19. Faculty and staff must be protected, trained, and adequately prepared.

Workforce protection and safety are critical to reopening, and measures must be taken to ensure the faculty, staff, students, and campus community have appropriate protective controls, plans, supplies, and guidance to safely return to work. Opportunities for open dialogue must exist to reassure faculty and staff that their health and safety are paramount.

To ensure faculty, staff, and students have access to the same basic information, formal education/training regarding COVID-19 should be offered. The campus COVID-19 planning and response committee in collaboration with IHE senior leaders would recommend the format and frequency of training and develop a system to monitor compliance (if the training is deemed mandatory). The training should offer the following minimum content:

- A general overview of COVID-19 including infection prevention and control measures (hand hygiene, respiratory etiquette, physical distancing, cleaning and disinfection), signs and symptoms, testing, transmission, and credible resources.
- Campus-specific policies and practices regarding infection prevention and control, campus health and safety resources, use of PPE including masks/face coverings, and actions if sick.

unnecessary visitors in the workplace.

- Monitor for presence of COVID-19 symptoms (see https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html).
- Stay home (or leave the workplace) and notify the supervisor if symptoms develop.
- Wear masks or face coverings in all public spaces and spaces used by multiple people.
- Know where to find local information on COVID-19 and local trends of COVID-19 cases.

Supervisor Considerations

Supervisors should be given the following instructions for protecting the health of their employees and reducing transmission:

- Conduct meetings electronically, even when working on campus. If meetings cannot be conducted virtually, keep participation to fewer than 10 participants and enforce appropriate physical distancing and wearing of masks or face coverings.
- Encourage those with increased risk of severe illness or over the age of 65 to continue working remotely and avoid gatherings of greater than 10 or other situations of potential exposures, including travel.
- Consider phased return of employees to no more than 30% of the workforce at a time, staggering every 2–4 weeks for full return. Depending on the size and needs of the workforce, the percentage may vary. Numbers of employees are also dependent upon availability of PPE, support for increased environmental cleaning, and availability of employee health care.
- Stagger shifts to reduce the number of people in the workplace at the same time.
- Gauge employee willingness to volunteer to be the first to return and prioritize those with the greatest ability/desire to return, while paying attention to individual risk factors.
- Allow those who can work effectively from home to be the last to return and/or delay their return to the campus.
- Encourage single occupancy in work rooms.
- Procure sufficient disinfectant products and cleaning

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DR. CHIN'S PUBLISHED DOCUMENT

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Mushtaq Gunja, J.D.

Vice President and Chief of Staff

American Council on Education

Former Chief of Staff

Under Secretary of Education, U.S. Department of Education, Obama Administration

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RECOVERY 2020
KEY QUESTIONS AND PRINCIPLES FOR CAMPUS LEADERS

Throughout history, higher education has demonstrated a remarkable ability to evolve to meet new needs and, at its best, provide leadership and viable solutions during unprecedented times. This current crisis is no different. Colleges and universities across the nation have responded with absolute rigor to the coronavirus pandemic. The swift and decisive actions taken thus far demonstrate higher education's commitment to protect every member of the extended university community and to continue to deliver on our mission despite rapidly changing circumstances.

But our collective work is just beginning. We now turn to the process of reopening our campuses in likely varied forms for individual institutions, systems, and states. The rich diversity of our sector defines the great strength of American higher education and reopening will look different for each institution depending on the contextual factors at play. It is a critical time for all campus stakeholders to lean in to tough decision-making and problem solving as a collective, particularly during this time of crisis. How we make decisions will matter more than ever because the choices are about to get much more difficult.

Over the past weeks, we have collected information and insights from the ACE Board of Directors, public health experts, association colleagues, and policymakers regarding the planning and safeguards necessary for successful reopening of our campuses.

We have synthesized these insights into a set of guidelines that we hope will assist and affirm campus teams engaged in planning and decision-making.

ACE offers the following leadership principles to guide this work:

- Begin with your institutional mission and organizational values as the framework for change and adaptation.
- You are not doing this alone—promote and empower a shared leadership model, including learning from peers and regional partners. There are no silos in a crisis.
- Engage the campus community in a dialogue to develop a shared vision for managing the change.
- Establish priorities, plans, and assessment metrics for both the immediate and long term.
- Apply a student-centric, safety-first, and equity-minded lens while emphasizing financial sustainability from conceptualization through implementation. This includes putting diversity, equity, and inclusion front of mind and being aware of how decisions impact underrepresented and marginalized communities.
- Commit to continual improvement and ongoing assessment and ensure that proactive and ongoing communications across campus offices and with internal and external constituents, from students and parents to state and local public officials and civic leaders to members of the media, are taking place.
- Embrace the need to be adaptive, flexible, and resilient as new dimensions of the crisis emerge.

May 15, 2020

QUESTIONS TO ASK IN A PLANNING PROCESS[1]

1. **Local Health Conditions**
   - State/local coronavirus cases
   - Number of tests administered
     - Coronavirus positive test percentage trends
   - State/local hospitalization rates
   - State/local hospital capacity
   - State/local death trends
   - Community status
     - K–12 schools' status
     - Business/partner status
2. **Mission Considerations**
   - Mission alignment
   - Equity impacts
   - Financial contingencies
3. **Financial Planning**
   - Financial aid reviews
   - Tuition
     - Differentiated? (online/in-person)
     - Timing of billing, including deferrals
   - Room and board
   - Student activity fees
4. **Physical Return to Campus**
   - Phased return options
     - Staff
     - Faculty
     - Students
     - Campus visitors (e.g., prospective students and families; job candidates)
   - Workplace expectations for staff/faculty
     - Testing policy before return
     - Health/sickness expectations
     - Remote work options

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ACE RECOMMENDATIONS

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THE PLAN

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I. HEALTH AND SAFETY

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The taskforce recognizes the challenges associated with the commuter nature of the College, the limitations of available testing and challenges with multiple entry points onto campus and recommends that the College consider the following protocols:

1. The taskforce recommends that the College follow the Center for Disease Control (CDC) Guidelines for Reopening Campuses, the American College Health Association *Considerations for Reopening Institutions of Higher Education in the COVID-19 Era* and the *State of Florida's Safe. Smart.* ***Step by Step*** **plan** in making decisions regarding the phased opening of campus.
2. **Reporting requirement**: In accordance with CDC guidelines, the taskforce recommends any faculty, staff or student is required to report if they test positive for Covid-19, if they develop symptoms consistent with or are self-isolating due to suspected or known exposure to Covid-19 by completing a self-isolation form.
3. **Symptom Monitoring**: The taskforce recommends that the College institute a **self-monitoring policy**. Faculty, staff and students should be instructed to conduct symptom monitoring before coming to campus. Available resources include John's Hopkins Covid-19 Self-Checker, COVID Symptom Study App.

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The taskforce recognizes the challenges associated with the commuter nature of the College, the limitations of available testing and challenges with multiple entry points onto campus and recommends that the College consider the following protocols:

4. **Screening/Surveillance**: The Taskforce recommends that the College **consider temperature checks** and the use of **technology to screen** individuals.
5. **Testing**: Since the availability of tests continues to be a factor, the taskforce recommends the College develop a partnership with the Department of Health, Tallahassee Medical Healthcare and Capital Regional Medical Center to make testing available for anyone that reports COVID-19 symptoms or exposure if they do not have access to testing.
6. **Contact tracing**: Contact tracing has historically involved state and local public health departments reaching out to individuals infected with communicable diseases as well as to those with whom they have come in contact. The recommendation of the taskforce is for the College to consider a multifaceted approach that leverages both public-private partnerships. Hospitals and health systems can serve as extension of the county's department of health to play the important roles of providing resources in contact tracing.
    - A simple measure that the College can take to help assist in contact tracing is to **take attendance for any face-to-face instruction**.

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The taskforce recognizes the challenges associated with the commuter nature of the College, the limitations of available testing and challenges with multiple entry points onto campus and recommends that the College consider the following protocols:

7. **Quarantine and rapid identification protocols:** The taskforce recommends that the College implement protocols for an employee or student that either tests positive for COVID-19 or has been exposed to someone with COVID-19 symptoms or a confirmed or suspected case. These procedures should follow CDC and Florida Department of Health guidelines.
8. **Personal Protective Equipment (PPE):** The taskforce recommends that the College strongly encourage the use of face coverings. In areas where social distancing is limited and there is an extended duration of interaction face coverings should be required. In special circumstances, where social distancing or other protocols cannot be observed, the College may **provide face coverings (masks)** for individuals. There should be PPE protocols.

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II. OPERATIONS

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This plan is subject to change based on federal, state and local guidance and based on an evaluation of public health conditions at the time. It is important for the coordination, communication and messaging across all areas of the College. The actions of the plan may not happen sequentially and may also be subject to change. The taskforce recognizes the important work in this area already underway at the College.

1. **CLEANING:** The taskforce recommends that facilities continue to regularly deep clean spaces and implement appropriate equipment to comply with social and physical distancing guidelines.

   The College should establish and maintain enhanced cleaning and disinfection protocols for all areas.

   a. These protocols should be extended to the Ghazvini Center for Healthcare Education, Gadsden Center and Wakulla Center.
   b. Provide disinfectant spray/wipes/towels and hand sanitizer in all workspaces, copy rooms, break rooms, and classrooms.
   c. Remove furniture with upholstery, when appropriate, to facilitate ease of sanitation.
   d. Consider protocols for cleaning of desktops and surface areas (including computer keyboards and telephones) between classes and/or after each use.
   e. Continue existing cleaning measures including installing U.V. light treatment to diminish bacteria and viruses traveling through air; air circulation and water quality, as well as electrostatic sprayers in each room on campus.

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2. **TRAINING:** The taskforce recommends that the College institutes a mandatory COVID-19 training program for both employees and students. The training program should include a section on Frequently Asked Questions.
    a. In accordance with CDC guidelines, training should include hand hygiene, respiratory etiquette, spread and symptoms as well as sanitation protocols.
    b. A general overview of COVID-19 including infection prevention and control measures that include campus-specific policies regarding infection, prevention, control, campus health and safety resources, use of PPE and other protocols in coordination with facilities.

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3. **SOCIAL/PHYSICAL DISTANCING PLANS:** The taskforce recommends the following protocols or procedures adopted to ensure physical distancing in departments and public spaces across the campus.
   a. Departments:
      i. A department level assessment tool should be developed to assist departments in the implementation of social distancing protocols.
      ii. Departments should assess open work environments, meeting rooms and common areas (including break rooms and coffee stations) to institute measures to physically separate and increase distance between employees and other co-workers such as:
         1. Place visual cues such as floor decals, colored tape or signs to indicate where people should stand while waiting.
         2. Place one-way directional signage for large open workspaces with multiple through-ways to increase distance between employees moving through the space.
         3. Shared resources (e.g., community pen holders and pens, candy dishes, magazines in main office areas, etc.) should be removed.
         4. In personal offices, no more than one person should be in the office unless the required 6 feet of distance can be consistently maintained.

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3. SOCIAL/PHYSICAL DISTANCING PLANS (CONT.):

a. Departments (cont.)

iii. Incorporate the use of Q-Less to help mitigate the overcrowding of students in single spaces by setting pre-scheduled appointments.

iv. Install physical barriers such as plexiglass partitions in areas where it is difficult for individuals to remain at least 6 feet apart.

b. Public Spaces

i. **Restrooms** usage should ensure physical distancing is achieved. This may require the use of signage to indicate when a restroom is occupied.

ii. **Elevators**: Elevator usage should ensure physical distancing is achieved. Using stairs whenever possible will assist vertical circulation given that elevator capacities may be challenged.

iii. **Public spaces**: Spaces such as the student union, game rooms and lounges should remain closed unless clear social physical distancing and sanitation protocols are in place.

c. Food Court:

iii. The food court area should follow CDC recommendations for physical distancing and safety protocols.

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4. **PHASED APPROACH FOR RETURN:** The Taskforce recommends the development of a framework guiding the return of employees back to campus in a phased approach allowing for risk assessment and mitigation.
   a. Utilize a risk assessment management tool to assess employees' risk level. Employees are identified as low, medium or high risk based on the amount of exposure and the available ways to mitigate exposure.

   b. During **PHASE I**, no more than 30% of the College workforce should be back on campus. Only employees deemed essential to support academic activities should be scheduled to return to campus during this time period. The College will use Phase I to test the institution's ability to exercise systems and procedures, care for our employees, and protect our community. Departments should use Phase I to learn and make adjustments as necessary in preparation for the beginning of the fall semester.

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4. **PHASED APPROACH FOR RETURN (cont.):**
   b. During **PHASE I** (cont.)
      i. Returning to normal functions should not be the focus of Phase 1. Employees should return in a limited capacity to support College operations, teaching activities, student support services, athletics and the needs of the returning students, faculty, and staff.
      ii. Employees who are high-risk and vulnerable should not return during Phase 1 and should remain working remotely. Employees that can effectively work from home and whose presence is not required to effectively perform their work duties. Adjusting work schedules, limiting the number of people in the workplace, alternating workdays for employees, adjusting start and end times for employees, and adjusting entry and exit points in the workplace should all be considered and will help ensure flexibility and social distancing. If childcare availability is limited and/or K-12 schools are closed, departments are encouraged to work with faculty, staff and students and provide flexible scheduling as duties permit.
      iii. Policies and practices for health monitoring, COVID-19 prevention strategies, social distancing, training and education, and signage must be in place prior to the return of these employees.

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c. During **PHASE 2**, an additional 30% of the College workforce may return to campus (total employees should not exceed approximately 60% of the workforce) for the purpose of increasing operational capacity and support activities on campus. Although a complete/full return to normal campus operations are not anticipated during Phase 2, departments should enhance preparations for the return of students for the fall semester. All guidelines and requirements established for Phase 1 above continue to apply and must be implemented by departments. If all conditions are met, continuation to Phase 3 should be considered after a period of 2 – 3 weeks.
d. During **PHASE 3**, the remaining workforce (excluding employees who have been authorized or directed to continue to work from home) should return to campus to conduct final preparations for the 2020 academic year and the return of our students. All guidelines and requirements established for Phase 1 above continue to apply and must be implemented by departments.
    i. Based on our learnings from previous phases, a Phase 3 timeline will be established presuming safety protocols are followed.
    ii. To effectively manage the density on campus, employee groups should work alternating schedules. Supervisors should determine the best alternating schedules for their respective areas.

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e. **PHASE 4** should introduce the start of the 2020 academic year and the return to campus operations with appropriate and ongoing mitigation strategies to reduce the spread of COVID-19. All guidelines and requirements established in Phase 1 above continue to apply and must continue to be implemented by departments. The College will closely supervise all aspects of campus operations to ensure the maximum participation of employees and students in socially responsible behavior throughout the College community.

    i. Employees who are high-risk and vulnerable, as listed above, may not be required to return during Phase 4 if they can remain working remotely and whose presence is not required to support the return of students and College functions. If arrangements have been made with their supervisors, these employees should continue working from home.

f. The taskforce recommends that facilities along with the Office of the Provost complete a space utilization audit to determine classroom maximum occupancy in alignment with CDC physical distancing guidelines.

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III. Academic Continuity

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Given the potential continued effects of the COVID-19 pandemic, the College will continue exploring new and creative ways to use technology to deliver classes in a variety of alternate modes using flexible formats, from course modules and courses provided fully through distance learning, to classroom-to-hybrid approaches that blend the two modalities to provide high quality learning experiences for students.

The taskforce recommends that the College consider a **phased approach** when scheduling the return to students on campus. Considerations for adjustments to the Fall schedule of courses should include:

a. Courses that require face-to-face in order to meet the course objectives. These courses include Career Technical Education, laboratories, small classes.
b. Expansion of courses that can be effectively delivered via TCC Live Courses.
c. Continue TCC Online course offerings.

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Given the potential continued effects of the COVID-19 pandemic, the College will continue exploring new and creative ways to use technology to deliver classes in a variety of alternate modes using flexible formats, from course modules and courses provided fully through distance learning, to classroom-to-hybrid approaches that blend the two modalities to provide high quality learning experiences for students.

The taskforce recommends the following considerations for classrooms:

a. The use of large auditoriums to meet CDC physical distancing guidelines.
b. Class sizes and classroom densities should be evaluated in consideration of the social distancing guidelines that are in place.
c. Adjust the layout of existing classrooms to accommodate for CDC physical distancing guidelines.
d. Appropriate signage on chairs and tables that are identified as spacers for physical distancing.
e. The use of directional signage in classrooms to help with social distancing.
f. Explore additional air circulation measures to ensure that appropriate air circulation is in place.
g. Consider automatic door openers for classrooms to decrease the need the touching of door handles.

The taskforce recommends that the College continue to invest in increased training for faculty on LIVE and online modalities.

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IV. Student Support

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The taskforce applauds the strategies the College has implemented to support students virtually. It further recommends that the College consider the feasibility and effectiveness of maintaining these virtual practices beyond the remote working and learning period to support just-in-time services to students including virtual orientation and student life activities.

1. Continue and expand the **TCC Relief fund** that provides emergency aid to students.
2. Explore **virtual advisement services** and utilize **Q-Less** to schedule and face-to-face appointments for students.
3. Continue to **partner with Second Harvest** to address student food insecurity.
4. The College should explore a partnership for **Telehealth Access** to students similar to the **Baycare mental health** counseling partnership.
5. **Career services** will continue to play a critical role for students, and should continue to identify virtual placement and job shadowing opportunities.
6. It is important that the College identifies appropriate support for all students in this remote learning environment including students with special needs.

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It is important that the College identifies appropriate support for all students in this remote learning environment including students with special needs. Building on the College's CARE model, we are reimagining the student experience by expanding individualized academic support. Methodologies include**:**

7. **Building on the College's CARE model**, reimagine the student experience in this new environment by expanding individualized academic support.
    a. Consider expanding effective tutoring strategies.
    b. Develop learning navigator program that grows successful programs such as Math Champions.
    c. Continue to embed librarians in courses for additional support as well as electronic resources and guides.
    d. Create a Canvas shell with all supports and training for students in one location.
8. **Athletics:** In preparation for a partial or full resumption of intercollegiate athletics activities, including practice and competition, the taskforce recommends that the College create an Athletics COVID-19 action team in alignment with NJCAA guidelines.
9. **International Students:** International students should follow CDC quarantine guidance prior to returning to campus.

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V. Meetings, Events, Travel and Visitors

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1. **Meetings:**

   The taskforce encourages meetings to continue to take place in a virtual setting because convening in groups carries a higher risk of viral transmission. The taskforce recommends the following guidelines to be taken into consideration:

   a. Where feasible, meetings should be held in whole or in part using online collaboration tools like Microsoft Teams and Zoom.
   b. When allowed, in-person meetings should be limited to the restrictions of gathering sizes, assuming individuals can still maintain 6 feet of separation for physical distancing requirements.
   c. Departments should remove or rearrange chairs and tables (e.g., consider staggering seats) or add visual cue marks in meeting rooms to support physical distancing practices between attendees.

2. **Events:**
   The taskforce recommends that in-person events comply with CDC and Florida Department of Health guidelines for the safe gathering of individuals based on an evaluation of public health conditions at the time.

3. **Visitors:**
   The taskforce recommends that visitors without scheduled appointments be limited to the extent possible.

4. **Travel:**
   The taskforce recommends that the College extend the existing Covid-19 travel restrictions through at least Fall 2020.

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VI. Technology

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The taskforce commends the College for its efficient and effective transition to a remote environment. The taskforce recommends the College consider technological solutions that support continued academic and student success including:

1. Leverage the use of technology to develop new and innovative strategies for assessments.
2. Explore the opportunity to virtualize desktops through the Apporto technology platform that would provide faculty and students access to software programs necessary to meet course requirements.
3. Expand the accessibility of outdoor outlets and WIFI hotspots.
4. Encourage continued training for faculty, staff and students by developing customized tool boxes that support excellence in teaching and learning.
5. Redesign computer labs to accommodate social distancing and cleaning guidelines.
6. Determine feasibility of one-to-one device allocation for students.
7. Re-evaluate the College's technology refresh policy to align with remote working and learning environments.

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VI. Communications

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The effective engagement of faculty, staff, students and visitors in behavioral changes outlined by the CDC is an important strategy to mitigate risk of transmission. The taskforce recommends a communication plan that outlines the College's COVID-19 response and return for the Fall semester be developed.

1. In addition to training requirements, the taskforce recommends the College **place signage to reinforce prevention behaviors** that are essential strategies to minimize the spread of COIVD-19.
2. The Office of Communications and Marketing should **design visual, digital and print messaging** to communicate this information. Branding our graphic and print messaging should facilitate recognition and enhance compliance. Suggested actions include:
    a. Design of graphic for social distancing reminders (floor decals, signage, etc.).
    b. Design signage for new guest/visitor policies.
    c. Design behavioral signage - encouraging social distancing and hygiene guidelines.
    d. Signage at building entry points that explain access rules - wear face coverings, use of hand sanitizer, etc.
    e. Identifying locations for signage and obtaining cost estimates for production.

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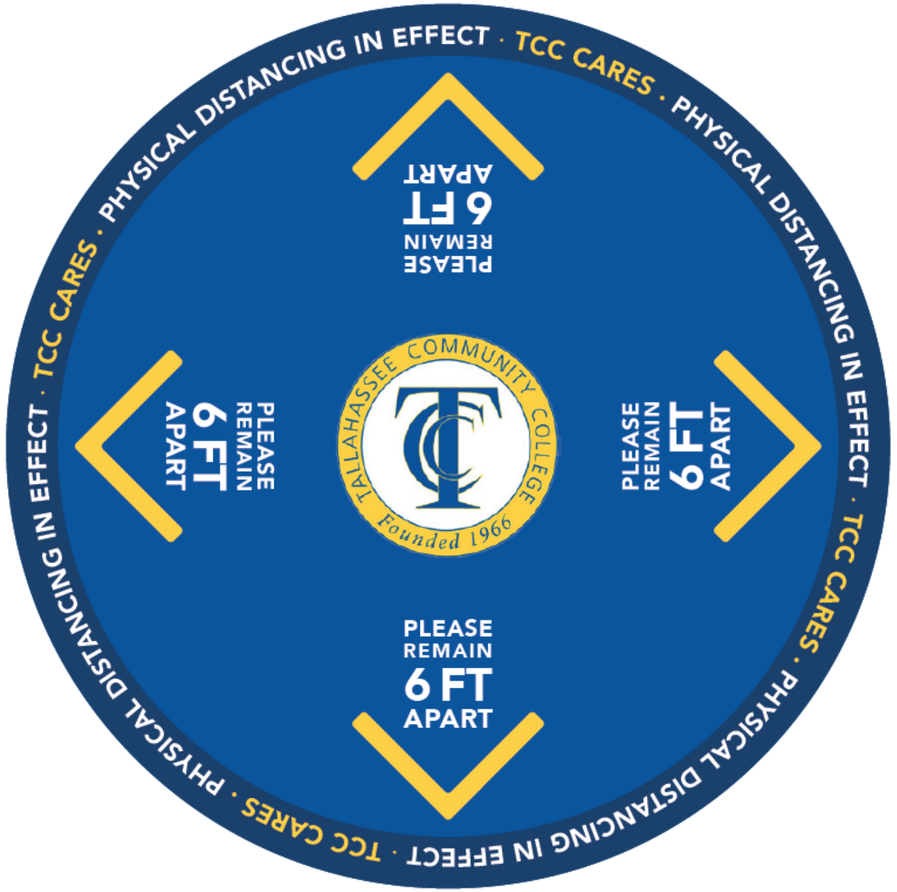
The effective engagement of faculty, staff, students and visitors in behavioral changes outlined by the CDC is an important strategy to mitigate risk of transmission. The taskforce recommends a communication plan that outlines the College's COVID-19 response and return for the Fall semester be developed.

3. Continue to **develop innovative communications strategies** to enhance student recruitment and retention efforts.
4. Create a **support services graphic** that is displayed in highly visible locations.



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COMMUNICATIONS (CONTINUED)

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Campus Signage

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VII. Legal Implications

The taskforce recommends that the College align with entities that are advocating for policies regarding COVID-19 liabilities and the implications for colleges.

The recommendations of the taskforce may need modification as science and public health guidelines shift and require us to continue remote teaching and learning.

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Operationalizing the Plan

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DEPARTMENT INFORMATION
Department/Division Name
Department Name and Department Head (ex: Student Affairs: Testing Center)
Number of Employees Included in this Assessment
Work Location (ex. CT105-CT155)
ASSESSMENT DECISION
Using the image below, answer each question until you reach a decision point (blue box) that identifies the process that can be followed to minimize the risk of exposure to the employee or group and then select the phase (Phase I, Phase II, Phase III) that contins the process.
Complete the number of employees returning during each of the phases.
Select the process identified in the blue boxes (1a-3b)
FACILITIES & RESOURCES CONSIDERATIONS
Based on the image below, what additional items are needed to support the ropening of your department? Please be specific (i.e. cloth masks, appointment systems, plexiglass, frequency of cleaning, etc.)
What signage will you need for the area?
Does the area need to be reconfigured to achieve phyical distancing?
For items listed above, please provide approximated costs?
OTHER INFORMATION
Are there any other operational considerations that the organization should be aware of prior to implementation?

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DEPARTMENTAL ASSESSMENT TOOL

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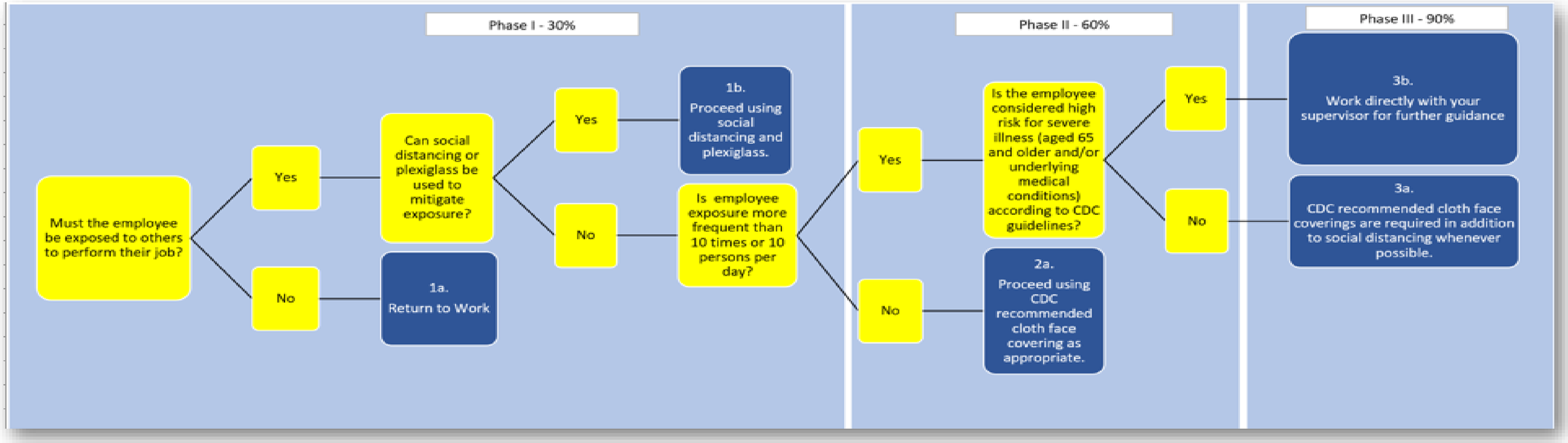

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RETURN TO WORK ASSESSMENT GUIDE

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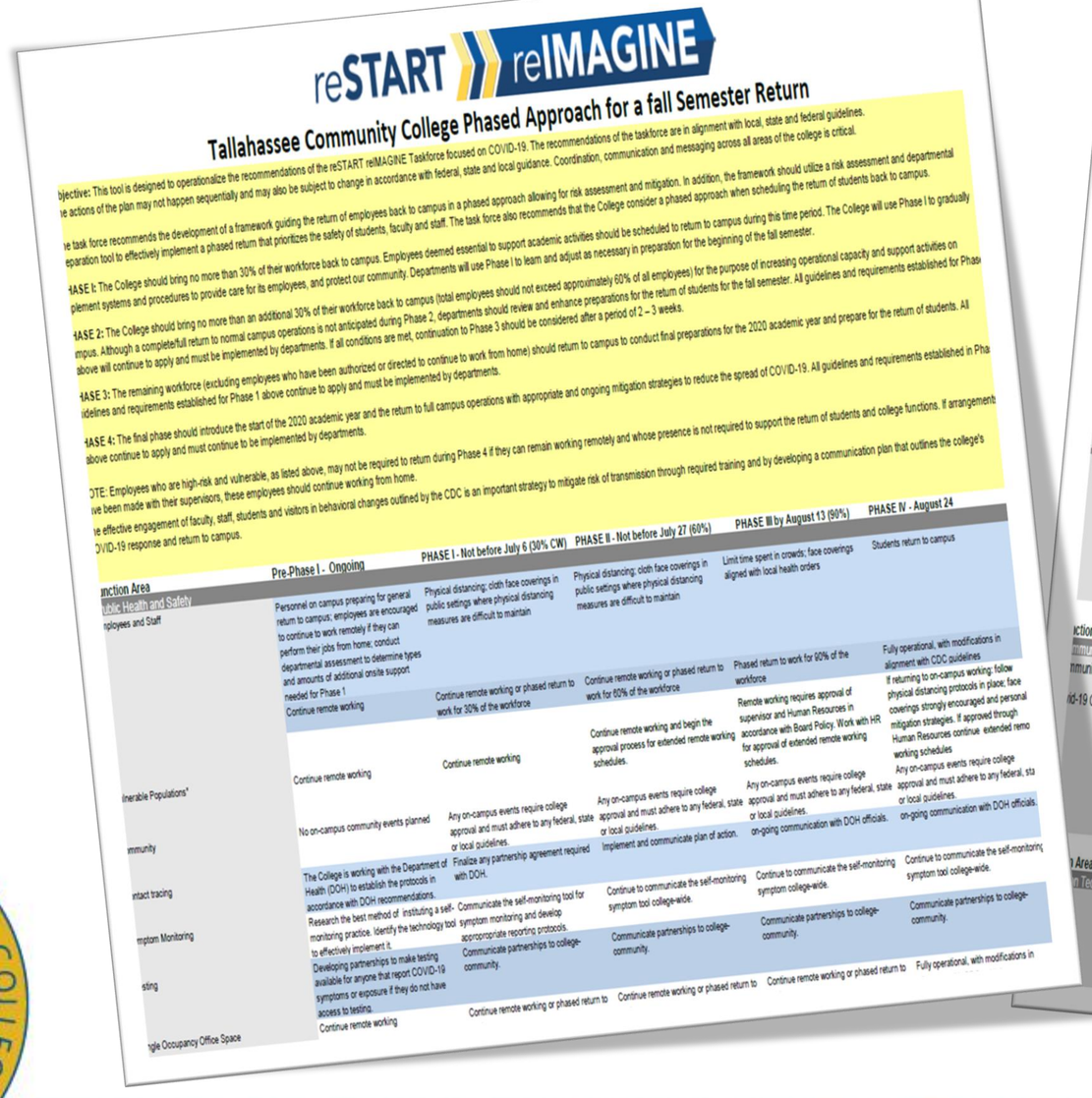

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Tallahassee Community College Phased Approach for a fall Semester Return

bjective: This tool is designed to operationalize the recommendations of the reSTART reIMAGINE Taskforce focused on COVID-19. The recommendations of the taskforce are in alignment with local, state and federal guidelines.
e actions of the plan may not happen sequentially and may also be subject to change in accordance with federal, state and local guidance. Coordination, communication and messaging across all areas of the college is critical.

e task force recommends the development of a framework guiding the return of employees back to campus in a phased approach allowing for risk assessment and mitigation. In addition, the framework should utilize a risk assessment and departmental eparation tool to effectively implement a phased return that prioritizes the safety of students, faculty and staff. The task force also recommends that the College consider a phased approach when scheduling the return of students back to campus.

HASE I: The College should bring no more than 30% of their workforce back to campus. Employees deemed essential to support academic activities should be scheduled to return to campus during this time period. The College will use Phase I to gradually plement systems and procedures to provide care for its employees, and protect our community. Departments will use Phase I to learn and adjust as necessary in preparation for the beginning of the fall semester.

HASE 2: The College should bring no more than an additional 30% of their workforce back to campus (total employees should not exceed approximately 60% of all employees) for the purpose of increasing operational capacity and support activities on mpus. Although a complete/full return to normal campus operations is not anticipated during Phase 2, departments should review and enhance preparations for the return of students for the fall semester. All guidelines and requirements established for Phase above will continue to apply and must be implemented by departments. If all conditions are met, continuation to Phase 3 should be considered after a period of 2 – 3 weeks.

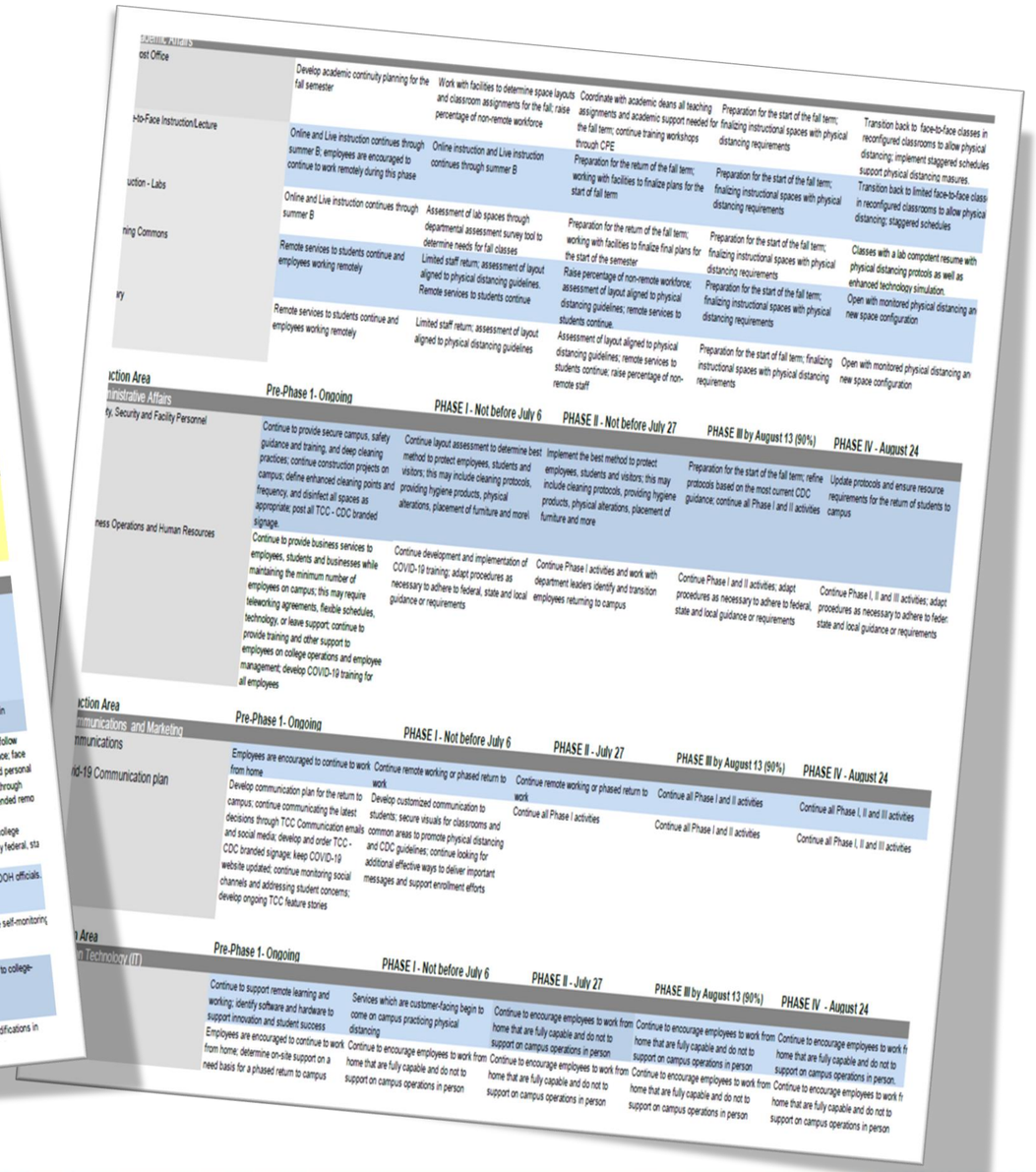
HASE 3: The remaining workforce (excluding employees who have been authorized or directed to continue to work from home) should return to campus to conduct final preparations for the 2020 academic year and prepare for the return of students. All idelines and requirements established for Phase 1 above continue to apply and must be implemented by departments.

HASE 4: The final phase should introduce the start of the 2020 academic year and the return to full campus operations with appropriate and ongoing mitigation strategies to reduce the spread of COVID-19. All guidelines and requirements established in Pha above continue to apply and must continue to be implemented by departments.

OTE: Employees who are high-risk and vulnerable, as listed above, may not be required to return during Phase 4 if they can remain working remotely and whose presence is not required to support the return of students and college functions. If arrangements ve been made with their supervisors, these employees should continue working from home.

e effective engagement of faculty, staff, students and visitors in behavioral changes outlined by the CDC is an important strategy to mitigate risk of transmission through required training and by developing a communication plan that outlines the college's OVID-19 response and return to campus.

nction Area	Pre-Phase I - Ongoing	PHASE I - Not before July 6 (30% CW)	PHASE II - Not before July 27 (60%)	PHASE III by August 13 (90%)	PHASE IV - August 24
Public Health and Safety					
nployees and Staff	Personnel on campus preparing for general return to campus; employees are encouraged to continue to work remotely if they can perform their jobs from home; conduct departmental assessment to determine types and amounts of additional onsite support needed for Phase 1	Physical distancing; cloth face coverings in public settings where physical distancing measures are difficult to maintain	Physical distancing; cloth face coverings in public settings where physical distancing measures are difficult to maintain	Limit time spent in crowds; face coverings aligned with local health orders	Students return to campus
	Continue remote working	Continue remote working or phased return to work for 30% of the workforce	Continue remote working or phased return to work for 60% of the workforce	Phased return to work for 90% of the workforce	Fully operational, with modifications in alignment with CDC guidelines
lnerable Populations*	Continue remote working	Continue remote working	Continue remote working and begin the approval process for extended remote working schedules.	Remote working requires approval of supervisor and Human Resources in accordance with Board Policy. Work with HR for approval of extended remote working schedules.	If returning to on-campus working; follow physical distancing protocols in place; face coverings strongly encouraged and personal mitigation strategies. If approved through Human Resources continue extended remo working schedules
mmunity	No on-campus community events planned	Any on-campus events require college approval and must adhere to any federal, state or local guidelines.	Any on-campus events require college approval and must adhere to any federal, state or local guidelines.	Any on-campus events require college approval and must adhere to any federal, state or local guidelines.	Any on-campus events require college approval and must adhere to any federal, sta or local guidelines.
ntact tracing	The College is working with the Department of Health (DOH) to establish the protocols in accordance with DOH recommendations.	Finalize any partnership agreement required with DOH.	Implement and communicate plan of action.	on-going communication with DOH officials.	on-going communication with DOH officials.
mptom Monitoring	Research the best method of instituting a self-monitoring practice. Identify the technology tool to effectively implement it.	Communicate the self-monitoring tool for symptom monitoring and develop appropriate reporting protocols.	Continue to communicate the self-monitoring symptom tool college-wide.	Continue to communicate the self-monitoring symptom college-wide.	Continue to communicate the self-monitoring symptom tool college-wide.
sting	Developing partnerships to make testing available for anyone that report COVID-19 symptoms or exposure if they do not have access to testing.	Communicate partnerships to college-community.	Communicate partnerships to college-community.	Communicate partnerships to college-community.	Communicate partnerships to college-community.
ngle Occupancy Office Space	Continue remote working	Continue remote working or phased return to	Continue remote working or phased return to	Continue remote working or phased return to	Fully operational, with modifications in



ost Office	Develop academic continuity planning for the fall semester	Work with facilities to determine space layouts and classroom assignments for the fall; raise percentage of non-remote workforce	Coordinate with academic deans all teaching assignments and academic support needed for the fall term; continue training workshops through CPE	Preparation for the start of the fall term; finalizing instructional spaces with physical distancing requirements	Transition back to face-to-face classes in reconfigured classrooms to allow physical distancing; implement staggered schedules support physical distancing masures.
-to-Face Instruction/Lecture	Online and Live instruction continues through summer B; employees are encouraged to continue to work remotely during this phase	Online instruction and Live instruction continues through summer B	Preparation for the return of the fall term; working with facilities to finalize plans for the start of fall term	Preparation for the start of the fall term; finalizing instructional spaces with physical distancing requirements	Transition back to limited face-to-face classi in reconfigured classrooms to allow physica distancing; staggered schedules
uction - Labs	Online and Live instruction continues through summer B	Assessment of lab spaces through departmental assessment survey tool to determine needs for fall classes	Preparation for the return of the fall term; working with facilities to finalize final plans for the start of the semester	Preparation for the start of the fall term; finalizing instructional spaces with physical distancing requirements	Classes with a lab competent resume with physical distancing protocols as well as enhanced technology simulation.
ning Commons	Remote services to students continue and employees working remotely	Limited staff return; assessment of layout aligned to physical distancing guidelines. Remote services to students continue	Raise percentage of non-remote workforce; assessment of layout aligned to physical distancing guidelines; remote services to students continue.	Preparation for the start of the fall term; finalizing instructional spaces with physical distancing requirements	Open with monitored physical distancing an new space configuration
ary	Remote services to students continue and employees working remotely	Limited staff return; assessment of layout aligned to physical distancing guidelines	Assessment of layout aligned to physical distancing guidelines; remote services to students continue; raise percentage of non-remote staff	Preparation for the start of fall term; finalizing instructional spaces with physical distancing requirements	Open with monitored physical distancing an new space configuration

ction Area	Pre-Phase 1- Ongoing	PHASE I - Not before July 6	PHASE II - Not before July 27	PHASE III by August 13 (90%)	PHASE IV - August 24
ministrative Affairs					
ty, Security and Facility Personnel	Continue to provide secure campus, safety guidance and training, and deep cleaning practices; continue construction projects on campus; define enhanced cleaning points and frequency, and disinfect all spaces as appropriate; post all TCC - CDC branded signage.	Continue layout assessment to determine best method to protect employees, students and visitors; this may include cleaning protocols, providing hygiene products, physical alterations, placement of furniture and more	Implement the best method to protect employees, students and visitors; this may include cleaning protocols, providing hygiene products, physical alterations, placement of furniture and more	Preparation for the start of the fall term; refine protocols based on the most current CDC guidance; continue all Phase I and II activities	Update protocols and ensure resource requirements for the return of students to campus
ness Operations and Human Resources	Continue to provide business services to employees, students and businesses while maintaining the minimum number of employees on campus; this may require teleworking agreements, flexible schedules, technology, or leave support; continue to provide training and other support to employees on college operations and employee management; develop COVID-19 training for all employees	Continue development and implementation of COVID-19 training; adapt procedures as necessary to adhere to federal, state and local guidance or requirements	Continue Phase I activities and work with department leaders identify and transition employees returning to campus	Continue Phase i and II activities; adapt procedures as necessary to adhere to federal, state and local guidance or requirements	Continue Phase I, II and III activities; adapt procedures as necessary to adhere to feder state and local guidance or requirements

ction Area	Pre-Phase 1- Ongoing	PHASE I - Not before July 6	PHASE II - July 27	PHASE III by August 13 (90%)	PHASE IV - August 24
mmunications and Marketing					
mmunications	Employees are encouraged to continue to work from home	Continue remote working or phased return to work	Continue remote working or phased return to work	Continue all Phase I and II activities	Continue all Phase I, II and III activities
id-19 Communication plan	Develop communication plan for the return to campus; continue communicating the latest decisions through TCC Communication emails and social media; develop and order TCC - CDC branded signage; keep COVID-19 website updated; continue monitoring social channels and addressing student concerns; develop ongoing TCC feature stories	Develop customized communication to students; secure visuals for classrooms and common areas to promote physical distancing and CDC guidelines; continue looking for additional effective ways to deliver important messages and support enrollment efforts	Continue all Phase I activities	Continue all Phase I and II activities	Continue all Phase I, II and III activities

n Area	Pre-Phase 1- Ongoing	PHASE I - Not before July 6	PHASE II - July 27	PHASE III by August 13 (90%)	PHASE IV - August 24
n Technology (IT)					
	Continue to support remote learning and working; identify software and hardware to support innovation and student success	Services which are customer-facing begin to come on campus practicing physical distancing	Continue to encourage employees to work from home that are fully capable and do not to support on campus operations in person	Continue to encourage employees to work from home that are fully capable and do not to support on campus operations in person	Continue to encourage employees to work fr home that are fully capable and do not to support on campus operations in person.
	Employees are encouraged to continue to work from home; determine on-site support on a need basis for a phased return to campus	Continue to encourage employees to work from home that are fully capable and do not to support on campus operations in person	Continue to encourage employees to work from home that are fully capable and do not to support on campus operations in person	Continue to encourage employees to work from home that are fully capable and do not to support on campus operations in person	Continue to encourage employees to work fr home that are fully capable and do not to support on campus operations in person

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OPERATIONAL PLAN

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Thank you!