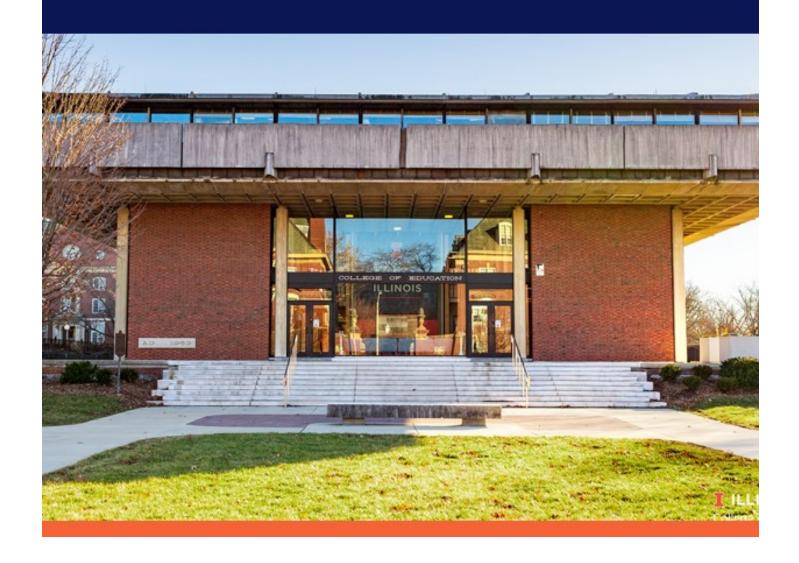# College of Education
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

Returning to Campus

COVID-19 Return to On-Site/Transition Committee Guidelines: WORK IN PROGRESS DRAFT REPORT

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INTRODUCTION

The College of Education Return to On-Site/Transition Committee was created May 20, 2020 and charged by Dean James D. Anderson to plan for the College community's transition back to on-site teaching, research, service, and operations. Due to the threat of the COVID-19 pandemic, many Illinois activities, including instruction and research, shifted from on-campus to remote operations during the Spring 2020 semester to protect the safety of students, faculty and staff, and following guidance from State and Federal authorities. Anticipating return to at least some on-campus operations after the State lifted its stay-at-home order on June 1, the Chancellor established a campus-wide COVID-19 recovery planning steering committee and accompanying subcommittees. The Chancellor also asked each college to develop specific plans within parameters set by public health officials. The goal of our College Committee was to follow the recommendations from the campus committees and develop more specific recommendations and guidance that would address the unique challenges and needs of Education faculty, students, and staff.

Please remember that this is a living document and will be updated as more information is available.

Committee Membership

Reflecting the many facets of the charge, Committee membership broadly represented the College, comprised of these faculty and staff appointed from key College units:

- Dan Morrow, *Chair*, Educational Psychology, College Executive Committee
- Gabrielle Allen, Research
- Amanda Brown, Administration
- Lynn Burdick, Elementary Education/Technology Integration
- Lisa Denson-Rives, Advancement
- Mila Fuller, Online Programs
- Sangeetha Gopalakrishnan, Online Programs
- Jeremy Jones, IT/Infrastructure
- Nancy Latham, Council on Teacher Education
- Ashley Lawrence, Marketing & Communications
- Lisa Monda-Amaya, Undergraduate Programs/Teacher Education
- Sarah McCarthey, Curriculum & Instruction
- Yoon Pak, Education Policy, Organization & Leadership
- Elaine Robbins, Operations & IT
- Nidia Ruedas-Gracia, Educational Psychology
- Chris Span, Graduate Programs
- Emily Stone, Research & Community Engagement
- Allison Witt, International Programs
- James D. Anderson, Dean, *ex-officio*
- Amy Summers, Dean's Office, *ex-officio*

Acknowledgements

Committee Work Process

To ensure the committee effectively tracked and built on the deliberations and recommendations from campus, subcommittees were created that mirrored the most relevant campus subcommittees: Administrative Operations, Academics, Research & Scholarship, and Community & Public Engagement. Because of the accelerated timeline for the committee's work, committee members met twice a week: Monday meetings for subcommittee work and Friday meetings to consider and discuss interim reports from the subcommittees. The full Committee met May 21 to June 29, 2020.

At the outset, the Committee realized it was critical to provide ongoing guidance to the College, given the uncertainty and anxiety the College community might be experiencing about safety, equity of opportunity, and other issues related to returning to on-campus operations. Therefore, we started a practice of sending (at least) weekly messages to the College. The initial messages addressed the Phase 1 issues of safe return following the lifting of the stay-at-home order by the Governor (e.g., complying with CDC guidelines for wearing masks and social distancing, posting signs in buildings) as well as previewing key decisions and actions, to the extent possible, considering uncertainty at the national, state, and campus levels. Over the month of our work, Committee communication to the College became more frequent, specific, and focused on Phase 2 and Phase 3 issues related to resuming on-campus activities in the Fall 2020 semester and beyond.

Guiding Principles and Values

In developing our recommendations and guidance, the Committee was guided by core principles and values articulated by the Chancellor: First, protect the safety and health of our students, faculty, staff, and local community; Second, preserve our land-grant missions of education, scholarship, service, and engagement; Third, ensure that committee processes are transparent, open, consultative, and respectful of our traditions of shared governance. Just as important, the Committee was also guided by values that have long sustained our College: commitment to equity in opportunity and outcomes in health, education, and work. We also strove to ensure that Committee recommendations and guidance was as accessible and actionable as possible for members of the College.

The rest of this report describes the results of the Committee's work. The first section, the report from the Administrative Operations subcommittee, details guidance and general resources that have been developed for the College community as we return to onsite operations in College facilities. The second section describes the results of work by the Academics subcommittee, and provides specific guidance and recommendations to faculty, staff, and students related to instruction and learning in the Fall 2020 semester and beyond. Some of these recommendations may require investment of resources from the campus and College. The third section presents resources and recommendations related to conducting Research and Scholarship during the pandemic, as well as pointing toward a more robust future research mission for the College. The fourth section provides specific resources and recommendations to help the

College maintain and expand its commitment to Community and Public Engagement. We conclude by summarizing key recommendations for helping the College to not only move forward as safely and effectively as possible, but to advance our land grant mission related to instruction, research, and engagement in innovative and more inclusive ways.

To ensure that the Committee's recommendations are as helpful as possible for members of the College, the Academics and the Administrative Operations subcommittee reports were released ahead of this full report. Moreover, key resources and recommendations from all subcommittees will be made available at the College's Back to Campus website soon after the full report is approved.

Because of ever-changing COVID-19 pandemic conditions and regulations, it is extremely important for the College of Education community to continue monitoring email and the Back to Campus website for the most up-to-date information and resources regarding university and College operations during the pandemic.

ADMINISTRATIVE OPERATIONS SUBCOMMITEE
RECOMMENDATIONS AND RESOURCES

Executive Summary

With the campus' decision to resume in-person activity at certain levels this fall, many questions and concerns about health and safety exist. As the wellbeing of the College community remains the highest priority, we hope that these and additional measures will minimize risk of COVID-19 virus transmission, while providing an opportunity to maintain some level of face-to-face instruction.

Ultimately, The Administrative Operations subcommittee proposes **that all employees who can continue completing their work from off-site, remain working off-site for Fall 2020.** Our definition of essential personnel roles/duties that require work on-site is in the Proposed Re-acclimation Timeline section, below. For those employees responsible for conducting or supporting on-site instruction and research, at any level, these are key points to remember:

- Classroom capacity will be heavily reduced.
- Sanitizing supplies will be provided for each classroom, and instructors will be **required** to clean the area after each in-person class.
- Sanitizing supplies will also be available for each departmental office, conference room, and building entryway for use by the associated personnel.
- Classroom capacities, required layouts, and entry/exit instructions will be posted outside each classroom door.
- The majority of common areas will be unusable.
- Masks will be provided to faculty, staff, and students by the College.
- Face shields are approved personal protective equipment (PPE), but will not be provided by the College.
- Plexiglass is being installed in reception areas and between desks that are in close proximity of each other or shared workspaces.
- We anticipate the majority of staff will continue working remotely this fall.

More detailed information about these key points follows in this report. The Administrative Operations Subcommittee is grateful for the College community's commitment to the health and safety of all those within our facilities and purview, as will be evidenced by adopting these guidelines.

Best regards,

Amanda Brown, Executive Assistant Dean for Administration
Jeremy Jones, Director of Infrastructure and Support
Elaine Robbins, Operations Manager, Infrastructure and Support

Overview of Return-to-site Plan

The Administrative Operations subcommittee was charged with developing policies and procedures that will guide the College workforce and the use of its facilities. Our workforce contains faculty, staff, graduate students, and hourly workers. For the purpose of this report, they will be collectively referred

to as *employees*. Facilities considered include Education Building, Children's Research Center, and 505 E. Green St (MSTE).

Facilities were reviewed by the Education Facilities team, in consultation with the F&S Health and Safety Office. All recommendations consider the F&S Return-to-Site guidelines and CDC recommendations.

Staff were surveyed regarding items related to their personal safety needs/concerns and scheduling concerns. Additional facility plans for lab and research spaces was gathered by the Research subcommittee from faculty. Administrative Operations will continue to work with campus units and College committees to provide a safe and comfortable working environment to the best of our abilities.

Proposed Re-acclimation Timeline

The timeline below reflects the stages in which essential employees *(i.e. those who must be onsite to provide support for on-site instruction and research)* should plan to return to site. **It is the recommendation of this committee that all employees who can complete their work from off-site remain off-site.** The College community has done an exceptional job working remotely, and it is our hope that this will continue.

Dates	Impacted Audience	Action	Service Level Expectations
7/12 - 7/18/20	Faculty/Staff	EDUC & CRC open for those who need to return immediately. PPE will be available for pick up on-site.	Majority of units will continue to operate off-site. Limited services available on-site.
7/26 - 8/1/20	ITP Staff	Technology preparation of Instructional Spaces begins.	
8/9 - 8/15/20	ALL	Essential personnel return (see definition above)	Preparation for on-site instruction begins. Units supporting instruction will be in operation.
8/23/2020	ALL	Instruction Begins	

Personnel - Safety Considerations

Alternative Scheduling Arrangements
Employees will need to work with their supervisor and College Human Resources (HR) to make appropriate schedule arrangements. Please note, supervisors should submit approved, alternative work schedules to College HR at hr@education.illinois.edu for official recordkeeping. There are several reasons an employee may not be able or feel comfortable returning to campus facilities for work. College leadership will continue to make our community members' personal safety a priority and will remain flexible with work schedules and accommodations. A survey was sent to all staff to gather data on their tentative schedule plans and any workspace safety requests. Below is a summary of that feedback.

- 110 responses / 27 non-response
- Return before July 13: 4%
- Return between July 13 and August 14: 66%
- Most are flexible on the time, 32% chose week of August 10th
- Uncomfortable returning by August 14: 29%

Graduate students in open or shared office spaces will likely need to stagger their attendance in order to allow for the six-foot distance required between employees. Students should work with their unit heads and staff to determine appropriate on-site office schedules. When at all possible, graduate students should conduct their work remotely.

Personal Protective Equipment (PPE)
CDC guidelines require a face mask be worn at all times, unless an individual is alone in their private office with the door closed. Two reusable face masks per employee (faculty and staff) have been provided by F&S. These will be available for distribution to faculty and staff upon returning to campus. In addition, the College has begun the process of purchasing Education-branded face masks and hand sanitizer for all faculty, staff, and students.

Masks and hand sanitizer will be available for pick up in IT Partners, 25 EDUC, beginning July 12. Distribution times will be determined closer to that time period, pending availability of staff. A table will be set up at the main door of 25 Education for distribution, but also, to block entry into the room. Employees may come to that doorway to request their masks. If an employee does not have a personal mask to use when picking up College-issued masks, they will need to contact David Perkins-Pride at 217-244-7005 or support@education.illinois.edu to schedule a time to meet outside of the building.

Safe Practices
In addition to wearing an appropriate face mask, it is important that our occupied spaces maintain cleanliness. Below are the cleaning services F&S will provide. In addition to these, this committee requests that each unit develop a cleaning schedule for their shared office spaces (e.g. graduate student offices). Please email this schedule and the responsible person(s) to facilites@education.illinois.edu.

College common areas will primarily be closed for general use. Furniture will be moved, positioned, and/or roped off in order to deter use. Students may use this space to socially distance while waiting for classes to begin, but it is our suggestion that this be done without the use of furniture as doing so will require it to be frequently cleaned.

Cleaning supplies will be provided by the College for instructional spaces. As per campus leadership, cleaning is a community effort. These spaces need to be cleaned by the outgoing instructor at the end of each face-to-face meeting. Supplies will be made available in each occupied classroom. Notify facilities@education.illinois.edu when supplies appear to be running low.

F&S Service Expectations

Resumption of routine cleaning with some changes to prioritize COVID-19-related cleaning and disinfection activities:

- Private offices/individual workstations not entered/cleaned
- Trash left outside office doors or in aisles will be collected

- Reduced frequency of hallway/entryway cleaning
- Restrooms – standard cleaning
- Public areas
- Conference rooms
- Water fountains (not shut off, and people make personal decisions about use)
- Trash pickup
- Labs (actively used)
- Occupant-specific needs

Twice daily service:

- Disinfecting of frequently touched surfaces
  - Doorknobs
  - Light switches
  - Water fountains
  - Elevator buttons and handrails
  - Conference room tables
  - Break room countertops
- Restrooms – secondary disinfecting of frequently touched areas (during early day and day shifts)

The committee recommends the following changes also be implemented by the College:

- Water fountains to be closed until further notice, with bottle fillers remaining available for use.
- Children's Research Center (CRC) remains card swipe access-only to minimize public entry and use of the restroom facilities.
- University Primary School limit their restroom use to the lower level restrooms only. The remaining CRC residents use the restrooms located on the first floor.

Training, Tracing, and Technology
The Office of the Vice Chancellor for Research & Innovation has provided an online COVID-19 Safety Training course. It is the recommendation of this committee that all returning staff be required to complete this training prior to their on-site return. The training completion records will be reconciled with mask distribution. Any individuals who have not completed the required training will be reminded at that time. The training can be found here and has been distributed in the staff survey.

The campus Rokwire initiative has developed a contact tracing tool for use during this pandemic. The **Illinois App** will allow the campus community to opt-in to contact tracing. It will use Bluetooth tracking and quickly alert users if they encountered someone who has tested positive for COVID. These features will be available in the next several days.

Flex scheduling may require staff members to have technology in both their on-site offices and home offices. The College has ordered extra peripherals to accommodate these needs. These monitors, keyboards, webcams, and mice will arrive to campus by early August. Staff are encouraged to request these items via the staff Return-to-Site survey or by emailing support@education.illinois.edu.

Facility – Preparation and Safety Guidelines

Signage
F&S provided the College with hallway signage to remind employees and guests of the required social distancing guidelines. Due to the layout of our buildings, we are not required to have a planned traffic pattern. It is simply not feasible. With that in mind, it is requested that common area occupants be mindful of their surroundings and avoid lingering in open spaces.

Workspace Requirements
Employees will be required to conduct business following social distancing guidelines and wear a mask in all areas unless they are in a single-occupancy office with a closed door. Masks will be provided by the College.

The College Facilities team has conducted a review of our facilities. Additionally, recommendations for workspace modifications were made by an F&S Health and Safety representative, listed below. Staff have been encouraged to request modifications to their workspace if they feel it necessary. Requests may also be submitted to facitilies@education.illinois.edu.

Education Building - Plexiglass installation required in the following spaces:

- Suite 38 Reception Desk
- IT Partners
    - Around reception desk
    - Between reception and tech desks
    - On the four collaborative desks
    - On last desk on the right to shield in standing position
- Room 110 Reception Desk
- Room 130 Reception Desk
- Room 130 Reception Area
- Room 140 Online Admission and Records Desk
- Room 142 Reception Desks
- Room 288 Reception Desk
- EPOL shared printer space on both desks on path to printer

CRC – At the time of report writing, the F&S Health and Safety team has not yet toured the CRC building. However, we do not anticipate recommendations for major modifications beyond the general guidelines for closing common areas, due to the building layout.

Instructional Spaces
The Facilities team has reviewed all College-maintained classrooms. Each room has been arranged to accommodate 20% or less capacity, in accordance with Campus guidelines. The team will continue to work with Campus to establish the layouts of each room to maximize capacity while maintaining a six-foot separation space. Below are the current capacities of each College-maintained classroom:

Room	Capacity with Tablet Chairs*
4F	17+1 instructor
4G	14+1 instructor
15, 17	16+1 instructor
22	24+1 instructor
42A	18+1 instructor
242	15+1 instructor
376	10+1 instructor
28	4
160	2
176	16
192	11
210A	11+1 instructor
288A	6
333	6
339	2
372A	2
398	3
Green Street Classroom	

*The Facilities team is still working with the Provost's Office to finalize these numbers.

F&S guidelines, as well as CDC guidelines, require that a face mask be worn at all times, unless an individual is in their personal office with their door closed. Due to this requirement, instruction must occur with masks on. Campus has approved the use of face shields in lieu of face masks for instructors as this allows for full view of face and mouth. Campus, however, is not providing face shields. If instructors prefer them, they will need to provide their own face shield. IT Partners can work with instructors to provide microphones for most classrooms when necessary. These will be first come, first serve, as the supply is limited.

Common Areas Guidelines
We recognize that common areas are often the heart of much work that is accomplished by the College community. It is the recommendation of the F&S Health and Safety team that we discourage activity in all lounge spaces as much as possible. Shared office spaces, where our graduate students do significant work will need to be managed at each unit's discretion, allowing for social distancing protocols.

- North Lobby, South Lobby, and Third floor lounges will have furniture arranged to limit available seating and discourage gathering. Signs will be posted to remind visitors to maintain proper social distancing. Due to their layout in our building, it is nearly impossible to block these spaces entirely.
- O'Leary Learning Center (open lounge space and conference rooms) will remain locked at this time. The smaller office spaces may be assigned to employees in cases where overflow office space is needed.
- SPED Teaching Assistant office space – stagger work times in order to maintain social distancing.
- EPSY open space – stagger work times in order to maintain social distancing.

- EPOL (372) Teaching Assistant office – desks will be "roped" off that should not be used in order to maintain social distancing; stagger staff attendance in space.
- Mailroom (391) – signs will be posted to remind visitors to maintain social distancing.
- CI (314) Teaching Assistant office – stagger work times in order to maintain social distancing.

It is the recommendation of the F&S Health and Safety team, as well as the CDC, that shared kitchens be avoided. Our recommendation is employees bring their "brown bag" lunch and stay at their individual workspace for their breaks. We recognize this is not always possible. In those rare cases, employees must sanitize the kitchen appliances and countertops before and after use.

Research Spaces
Faculty overseeing research spaces and facilities will develop safety plans for their unique environment in accordance with CDC and campus guidelines. These plans will be reviewed and approved by unit heads and submitted to the Dean's Office for record keeping. Additional information regarding research facility recommendations can be found in the Research sub-committee report section.

Service Expectations and Conclusion

For the health and safety of our entire community, it is essential that we minimize face-to-face activity and building congestion when returning to campus. Considering this, we recommend these general practices and habits in the new work environment:

- Please avoid *just dropping in* co-workers', other offices and instead use our various electronic communication tools. Remember, because someone isn't present in their office doesn't mean they are not working remotely.
- Continue to conduct all meetings that do not require face-to-face instruction via Zoom. There may be circumstances where this is not feasible. In those instances, practice recommended social distancing and wear your mask.
- Copy Center services, including scanning, will no longer be self-serve. Service requests may be dropped off and will be completed within 24 hours.
- Borrowed equipment will be sanitized upon return. Please be timely with your returns so that they may be prepared for others to use safely.

In conclusion, return to on-site work during the ongoing pandemic does not mean *business as usual*. Instruction will lean more heavily to online delivery and face-to-face classes will be in smaller groupings. Support staff and graduate students will spend less time on-site. Meetings will primarily be conducted using video conferencing solutions like Zoom. Again, for all these reasons and more **it is the overall recommendation of this committee that all employees who can continue completing their work from off-site, remain off-site.** We trust that the detailed guidance provided here is referenced and useful when and if employees do return to some level of on-site operations.

ACADEMICS SUBCOMMITEE
RECOMMENDATIONS AND RESOURCES

Executive Summary

The following document was written in response to a request from campus that each College develop modified instruction plans for Fall 2020 due to COVID-19. The specific charge to our committee was to recommend plans that address the unique functions of the College of Education (COE). What follows are general recommendations and detailed considerations for the unique needs of the degree programs in the College of Education.

Three modes of instructional delivery are proposed to meet campus expectations. These delivery models include 1) fully face to face (mode offered only if required, with a plan for a return to online), 2) fully online, and 3) a hybrid model. In addition to instructional delivery considerations, the committee addressed the impact of COVID-19 on the clinical placement requirement that is part of many of our degree programs, as well as the potential need for additional resources to maintain the levels of rigor and student engagement for which our programs are known. Graduate students, international students and programs such as Study Abroad were all considered as we made every effort to ensure students have the true "Illinois Experience" as a member of the College of Education community, even in these unique times.

We ask you to review this report as a source of planning for the Fall 2020 semester. Over the last few weeks, we have gathered information from a variety of sources: lessons learned from the rapid shift to remote learning during Spring 2020; feedback given to department executives related to instructor preferences; campus recommendations; and resources on effective online and hybrid instruction. In the coming weeks, the Academics Subcommittee will begin to contact faculty/instructors to gather instructional plans to share at the College and campus levels. Over the next week other subcommittees will share additional information.

The Committee thanks you in advance for the attention and thoughtfulness you are giving to Fall instruction. This is a critical time for higher education, and we are grateful for your tireless efforts to maintain the high quality of a degree from the College of Education at the University of Illinois at Urbana-Champaign.

Best regards,

Lisa Monda-Amaya, Associate Dean for Undergraduate Programs
Christopher M. Span, Associate Dean for Graduate Programs
Sangeetha Gopalakrishnan, Director of Online Programs
Sarah J. McCarthey, Department Head, Curriculum and Instruction
Nancy Latham, Executive Director, Council on Teacher Education
Mary Allison Witt, Director of International Programs
Lynn Burdick, Elementary Education Program Coordinator

Overview

The Academics Subcommittee discussed issues related to instruction and programming for transitioning to Fall 2020. The recommendations are based on multiple discussions, data gathered and guidance from campus. These recommendations are aligned with the report of the campus Instructional Contingency Planning Task Force released on June 2, 2020. We kept in mind the following objectives from that report:

1. New and continuing students who do not return to campus for any reason must have access to courses and opportunity to make progress toward their degree.
2. Instructional faculty who are unable to return to campus for reasons related to the COVID-19 pandemic should still have opportunities to teach and engage students remotely.
3. Even as the University must rely on remote course delivery for modified instruction, we should strive to maximize face-to-face instruction to the degree that safety allows.
4. To the extent feasible, units should have the ability to determine the appropriate delivery modality for their own courses.
5. The University should utilize face-to-face instruction where it can have the most impact on the student experience. Examples include performance courses, studio experiences, laboratories and peer-interaction/peer-learning situations.

First, the subcommittee took into consideration faculty preferences for mode of delivery, based on data gathered by department heads/chairs. Second, the subcommittee considered logistical issues including program and course enrollments, classroom capacity and the use of alternative spaces in the College of Education (e.g., meeting rooms, lounges). Third, it was important to keep in mind that modifications to Course Explorer (scheduled times) can significantly impact a student's progress; therefore, schedule changes should be kept to a minimum.

The following are recommendations and considerations for the delivery of instruction in three modes: fully face-to-face, fully online, and hybrid. We begin with a description of terms and concepts.

- *Fully face-to-face instruction* entails instructors meeting with students in their classrooms on campus.
- *Fully online instruction* entails instruction that happens fully online with NO face-to-face meetings on campus
- *Hybrid mode* represents some combination of both face-to-face meetings on campus and online instruction. The online component of the hybrid mode could be asynchronous or synchronous. Face-to-face can happen in many ways, including:
  - Meeting with a group of students face-to-face in your classroom while AT THE SAME TIME also having online students participate in the session
  - Reducing the frequency or altering the format of face-to-face meetings for ALL students:
    - The class meets face-to-face on campus for a few select sessions, but then ALL students are online for the remaining sessions
    - If a class typically meets twice a week face-to-face, such as Mondays and Wednesdays, on-campus meetings could be reduced to just one of the two days
- *Synchronous online instruction* is essentially "live" when the instructor meets with students in real time, for example, when an instructor lectures to students via Zoom in real time
- *Asynchronous online instruction* is instruction that is not "live," for example, when students watch a recording of their instructor's lecture at their own time

Modes of Instruction

Using a Fully Face-to-Face Mode
For a variety of reasons, students may not be able to participate in face-to-face classes (e.g., existing health concerns, international students unable to travel, a student becomes ill). Therefore, **we are asking that a face-to-face only model NOT be used**. Campus notes that we must make sure students have access to the courses they need to make adequate progress towards their degree, can fully participate in courses and are able to receive full credit.

Using a Fully Online Mode of Delivery
Fully online courses can be offered three ways: 1) fully synchronous, 2) fully asynchronous, or 3) a combination of synchronous and asynchronous. In teaching fully online courses, each instructor should determine what combination of synchronous and asynchronous instruction is optimal based on effective practices for online instruction.

Both synchronous and asynchronous online instruction have their own pedagogical affordances and therefore pros and cons for instructional delivery. The decision as to whether online instruction should be fully synchronous or fully asynchronous or a combination should be governed by pedagogical, technological and logistical considerations. One such consideration has to do with accessibility for all students. International students who live in different time zones, for example, should not be penalized if they are unable to participate in synchronous sessions. Asynchronous options, therefore, should be provided. While the Campus Contingency Task Force recommends that all students have access to a recorded lecture, recordings alone do not address the engagement or participatory aspects of the course. It is recommended that instructors seek out individuals with online learning expertise in COE Online Programs, COE IT Partners and CITL to discuss and weigh these considerations.

Using Hybrid Delivery Modes
As described above a HYBRID mode represents some combination of both face-to-face meetings on campus and online instruction and can take many forms. Because of the unpredictable nature of the pandemic, faculty using HYBRID modes of delivery must also have an *online plan* for each course if we are required to shift instruction to fully online. All face-to-face components of HYBRID instruction must accommodate students attending online. As with fully ONLINE modes, decisions must be made about synchronous or asynchronous delivery of the online aspects of a HYBRID course.

For specific programs, HYBRID instruction may require dividing student cohorts into smaller course sections. A variety of ideas have been proposed to reduce class size for face-to-face sessions in hybrid courses:

- Classes meeting once each week
    - A 3-hour class session is split into two 1 ½ hour sessions. Students are divided into groups and attend either the first or second half of the scheduled time.
    - Students attend each session but are divided into two groups. Group 1 attends a face-to-face session one week and an online (synchronous) session the next, Group 2 does the opposite.

- In cases of larger groups in rooms with smaller maximum room capacities, face-to-face sessions could be less frequent (e.g., once every three weeks).
- Classes scheduled to meet twice each week – one class meeting is held face-to-face and the second meeting is online.

Key Considerations for Course Delivery

Safety, Social Distancing, and Room Capacity
The need to maintain appropriate social distancing in the classroom in our college has a serious impact on room capacity and availability. These considerations are addressed more broadly in the Administrative Operations report.

Course Enrollment

• *Online only*
If an instructor chooses to teach an online course synchronously, the course should remain at the same day & time as scheduled in Course Explorer.

• *50 + students*
If the course has 50 or more students enrolled, the lecture and all sections should be taught online. As stated earlier, instructors are urged to consider the pedagogical affordances of both synchronous and asynchronous instruction, and their technological and logistical implications and then choose a combination of synchronous and asynchronous instruction in a manner that is pedagogically effective. If an exception is needed, a formal request should be made to the department head/chair about the desire to offer a section HYBRID. Heads/Chairs will consider these exceptions based on rationale and room availability. This information should be relayed to the college as soon as possible.

• *25-49 students*
If the course has 25-49 students and the instructor wants to offer some face-to-face instruction, face-to-face time will need to be modified to comply with guidelines for maximum room capacities. Large-group lecture sessions should be done online. Priority for larger rooms in the COE will be given to three areas: licensure programs, LES courses with specific room needs, and graduate classes with larger enrollments.

• *16-24 students*
If a course has 16-24 students and the instructor uses a HYBRID mode, face-to-face portions will be offered to the extent possible considering room availability. Room assignments will be made based on capacity, and schedules may be modified to accommodate smaller groups of students when possible. Attention will be paid to making minor schedule adjustments within programs (e.g., CI and SPED licensure programs, LES).

• *15 or fewer students*
If the course has 15 students or fewer, and the instructor wishes to have face-to-face instruction, the course may be offered with adjustments to room requests, keeping the same day and time to the extent possible. Instructors must be prepared to move courses online, should the university make the decision to return to online instruction.

• *Lab sections*
If a course requires special materials, equipment and/or space (e.g., science methods, IDEALL), instructors should contact department head/chair; requests for lab spaces will be prioritized based on those considerations.

Instructional Issues

Modifying the mode of delivery has an impact on instruction. As outlined in the Task Force Report, specific concerns need to be addressed related to course development, online assessment, placement and proficiency, classroom set up and technology, accommodations for students with disabilities, health and safety, intellectual property, etc. As a College of Education, our faculty have expertise in pedagogy, addressing issues related to teaching and learning, and addressing the needs of individuals with disabilities. Many faculty members have deep knowledge of online instruction, while others gained important experiences during the Spring 2020 semester. Thus, the following recommendations are key to utilizing our resources in the college, on campus, and elsewhere:

Hiring Teaching Assistants/Adjunct Faculty
To accommodate the shifting landscapes of online and hybrid instruction, it may be necessary to hire more instructors (TAs and adjuncts) than were submitted in our February hiring plans to the dean. Due to small room capacities for face-to-face and increased numbers of students taking courses in the online format, the teacher-student ratio may need to shift. Therefore, the committee recommends that department heads/chairs identify courses that may need additional personnel to deliver high-quality instruction and engage students; then a revised budget with the requests should be submitted to the dean for approval.

Following Good Practices
Faculty have developed expertise related to both face-to-face and online instruction. An Appendix of successful practices (see Appendix A) is attached to this document. To ensure wide participation and keeping an up-to-date list of practices, the subcommittee recommends this list be shared with instructors and become a "living document" that reflects insights from both research and practice.

Online Pedagogy Sessions
Faculty and graduate students had the opportunity to sign up for and receive a stipend for participation in the Online Teaching Academy offered by the provost's office. The workshop will provide participants with the tools for offering high-quality, online instruction. There will be additional opportunities in July and possibly August for faculty and teaching staff to participate in a different version of the Online Teaching Academy. While there will not be compensation available for those workshops, they will provide valuable information for faculty moving courses online. In addition, the subcommittee recommends online pedagogy sessions be offered by COE Online Programs and COE IT Partners to all COE instructors who are interested later in the summer. These sessions should provide instructors the opportunity to familiarize themselves with practices to enhance online teaching.

Ensuring the Quality of Online and Hybrid Courses
Researchers and instructors with expertise in online teaching adopt different benchmarks and standards to ascertain the quality of online courses. The Quality Matters rubric for online and blended courses is widely used by many in higher education to evaluate the design of online and blended courses: https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric. We encourage you to

refer to either the Quality Matters or another appropriate set of standards to ensure you are creating and delivering a quality online or hybrid course.

Planning with Colleagues
To ensure coherent and comprehensive instruction that will engage students, it is important to consider course offerings within programs. We recommend colleagues within programs meet and plan together when possible especially when teaching assistants are involved. This is more important for Fall 2020 than in previous semesters due to the complexity of delivery modes and how content and standards (for licensure programs) are addressed.

Building Community and Providing Students with the "Illinois Experience"

With our new modes of delivery and the challenges presented for students, staff, and faculty as a result of COVID-19, it is essential that we keep in mind the unique aspects of the *Illinois experience* and College of Education opportunities. Opportunities for graduate and undergraduate students should be shared across departments and advertised broadly to increase engagement.

Education Abroad
Study abroad remains a priority for both undergraduate and graduate students within the College of Education. Following campus guidelines and in collaboration with College International Partner institutions, study abroad programming will resume as soon as it is safe for students to participate. Advisors are encouraged to aid students in course scheduling to allow for this opportunity at the latest point in the student's academic schedule rather than the soonest as is usually the case. Focusing on campus-based coursework now may allow for the opportunity to study abroad later. The Office of International Programs will continue to provide updated information to the College community regarding the timeline of resuming study abroad. In the meantime, other activities will be developed to provide global competencies and international networking for College of Education undergraduate and graduate students.

Graduate Education
While graduate education at Illinois includes substantive research and content course offerings, students also engage in rich opportunities to conduct independent and collaborative research, teach courses, and become involved in all aspects of academia. There are formal and informal settings in which students learn from and collaborate with faculty; it is perhaps more important than ever to keep those experiences in the forefront. Innovations in graduate education have occurred and should be showcased. This might happen through virtual sessions, bringing students on campus when possible, and creating connections among our online and on-campus students using innovative technologies. Here are some key recommendations:

- o **Formal requirements** such as taking courses for the Research Requirement and meeting milestones such as the Early Research Project, Qualifying Exams, Prelims, and Defense may need adjustments for meeting diverse students' needs. The subcommittee suggests that the Academic Programs Committee take up the successes and challenges related to COVID-19 connected to milestones. They should discuss the alternative formats of delivery from Spring 2020, identifying successes and problems, and make formal recommendations for the remainder of the year.

- o **Recruitment efforts** should be monitored and adjusted to ensure that we continue to welcome new students into our college at this challenging time. Efforts such as ASPIRE, Community of Scholars, and other recruitment efforts must be continued and adjusted if needed.

- o **The Graduate Student Conference** is an important part of graduate life in the college. The Committee recommends that the conference be continued but adjusted, as necessary, perhaps to a virtual conference in 2021.

- o **Informal, collaborative groups** that are key to maintaining morale and support for graduate students will continue to be an issue through the next academic year. Thus, departments should offer programming such as webinars with scholars from in and outside Illinois, schedule meetings with alumni through "lunch and learns," continue writers' workshops, and develop support groups to bring students together and sustain our community in virtual and face-to-face configurations, in accordance with recommended safety guidelines.

Undergraduate Education

Many undergraduate students felt "robbed" of the settings, organizations, and extracurricular activities that are an integral part of the "Illinois Experience" when they had to leave campus in March 2020. It is essential that the college maintain connections to students providing as many relevant experiences as possible. Therefore, participation in the James Scholar Program, Campus Undergraduate Research Symposium, and faculty research projects should be encouraged. Faculty can make extra efforts during Fall 2020 to engage students in these programs through online and/or face-to-face gatherings. Additionally, SAAO sponsored many student programming activities during the 2019-2020 academic year (see Appendix B). It is recommended that these activities be maintained using alternate formats when needed.

Shared Services

Our staff are critical to maintaining and enriching the lives of our students and faculty. It is essential that they are continually informed about modifications of schedules including the course offerings or changes, room assignments, technology needs, etc. Thus, we encourage students, faculty, and staff to work through their respective units to ensure that there is continual communication among groups. We need to make extra efforts to acknowledge our staff who continually respond to challenges and make modifications that support our work.

Resources

Delivering high-quality online and face-to-face instruction may require access to new tools and data bases. It is essential that all instructors, with particular emphasis on those who teach preservice teachers, have access to innovative resources including those requiring licenses for use. The committee recommends that department heads/chairs in the College of Education work with COE Online Programs and COE IT Partners to prepare a budget for the Provost's Office to ensure that faculty have access to high quality resources and materials. Such resources include, but are not limited to:

- Video Databases:

- o *ATLAS* is a collection of videos of instruction created by teachers seeking National Board Certification. The videos are indexed by subject area and are aligned to standards and frameworks. https://www.nbpts.org/atlas/
  - o *Teaching Channel* is a collection of videos that demonstrate best practices. The videos are arranged by topic and have accompanying instructional materials. Also available is a private online professional development learning platform and learning modules. https://www.teachingchannel.com/
- Learning Management Systems:
  - o *Google Classroom*: Part of the G-Suite, Google Classroom is the learning management system used in many of our K-12 partner districts.
  - o Schoology: A PowerSchool product, Schoology is a K-12 learning management system used by some of our partner school districts. https://schoology.com
- Virtual Reality Simulation Tools:
  - o *Mursion*: Virtual reality software that simulates preK-12 classrooms and provides feedback to the preservice teacher participants. https://www.mursion.com/services/education/
- Remote Supervision and Video Reflection Tools:
  - o *Edthena*: A tool that facilitates analysis of videos of student instruction by students, supervisors or instructors. The tool is aligned with Danielson and edTPA frameworks. https://edthena.com
  - o *GoReact*: A video reflection tool that allows students or supervisors to record preservice teacher candidates' lessons to allow student reflection and supervisor feedback. https://get.goreact.com/teachers/

Clinical Experiences

The unpredictability of COVID-19 makes it difficult to predict students' clinical experiences in the fall. While the university may be open, K-12 schools may be closed, delivering remote instruction. The opposite scenario could occur as well: K-12 schools are open and the university is not holding in-person classes. It is also possible that some school districts may be meeting face-to-face on modified schedules, while others are fully open or fully closed. Even if schools are open and operating on "normal schedules," they may not welcome our supervisors, or even our students, whom they may consider "visitors," into the schools. Therefore, School and Community Experiences and instructors within licensure programs must be prepared for a variety of scenarios.

• *Working with School Partners*
It will be essential for the College of Education including the Director of Teacher Education, the Council on Teacher Education, and the Office of School and Community Experiences to reach out to school districts and become apprised of their plans for reopening. Ideally, instructors and students in early field experiences will have opportunities to work with school partners before the first days of school to learn about the curriculum, mode of delivery, and technological capabilities and tools for in person and remote instruction. This information will help us prepare our students for fall.

• *Remote Supervision Tool*
It will be imperative for field supervisors to have a remote supervision tool. Several commercial tools have been developed that allow field supervisors to conduct remote supervision of

students: These tools will allow preservice teachers to be in the classroom with children and youth and record their instruction, while the supervisors view and provide feedback to preservice teachers from afar. The college has used particular platforms such as EDTHENA for instruction in the past. However, investigation of the appropriate tools, the types of training needed, and obtaining licenses for supervisors is essential before decisions about which tool to use are made.

• *Professional Development (PD)*
An important component of maintaining connections between courses and field experiences, and between teacher and principal candidates and the schools will be professional development. Students, course instructors, field supervisors may all need to learn to use new tools to best prepare our candidates to become excellent teachers. Thus, the college will work with the districts to identify the types of professional development that will be the most beneficial for our candidates and will collaborate with IT and school partners to offer PD. For example, students may need a series of workshops before school begins in order to understand the modes of instruction that individual schools will use (e.g., Google Classroom) or how to use the new tool that supervisors will use for observation and feedback. Thus, PD is a key to preparing for robust clinical experiences over the next year.

Conclusion and Future Directions

As future initiatives and opportunities to train colleagues to teach and engage students in online environments develop across campus, it is hoped that the College of Education positions itself to play a leading role. Our 20-year experience of offering instruction and public engagement in these learning environments proved invaluable this past semester, demonstrating our established capacity, pedagogy, and leadership. Arguably, no group is better prepared to lead these initiatives in the days ahead than the College of Education at Illinois. We have the potential to be the hub for the professional development of Pre-K-16 educators throughout the nation.

As our College navigates new pathways and innovations in online learning because of COVID-19, let us continue to maximize our mission of educating our communities in what we learn, develop, and practice. The future of education, writ large, depends on our willingness, flexibility, adaptability, and commitment to providing high quality learning in every environment possible, be it face-to-face, online, or a hybrid of these formats. Let us use this semester to recalibrate and expand how we want to lead in ensuring all children, regardless of how or where they learn, have access to a quality education so they continue to reach their highest potential.

APPENDIX A:

SUCCESSFUL PRACTICES FOR TEACHING FULLY ONLINE AND HYBRID COURSES

As we move into the fall semester with much of the college's course delivery changing from face-to-face to fully online or hybrid configurations, the Academics Subcommittee collected the following practices from instructors who have taught online for the COE both before and after Spring 2020 and from widely available literature on best practices in teaching online. We welcome additions to this list of successful practices and encourage instructors to work with colleagues and submit ideas to designated coordinators. Instructors are encouraged to keep abreast of the significant body of research on effective practices for teaching online.

Mapping Courses with Online and Face-to-face Versions
Instructors should keep in mind that, even if their courses start as face-to-face courses, there is the possibility that the university would return to an online configuration, should the safety of our community necessitate such a change. Instructors who have mapped their semester schedule to include the face-to-face or hybrid course with a version that is entirely online will make the transition between instructional configurations more easily.

Building Rapport
During the spring semester we enjoyed the advantage of having established a rapport with our students prior to the move to online. If the initial sessions of courses are online, strategies for the instructor to establish rapport and community with and among students will be needed. Instructors who regularly teach online suggest spending the first course meetings getting to know each other, learning their students' "stories." Online instructors also suggest intentional grouping that both allows a smaller group of students to get to know each other well, and at other times mixes students to expand their interactions to include all members of the course. Successful online instructors also suggest the use of informal "ice-breakers" to increase the comfort level of the students in the class. There are a variety of strategies instructors could implement to "humanize" the online environment and build rapport.

Engaging Students
Whether it is face-to-face or online, students learn best when they are actively engaged in processing newly presented material. To do so they need to engage not only with the content and instructor, but also with their peers to make meaning and construct knowledge. When creating online learning environments, avenues for active learning should be intentionally incorporated into the course design. To engage students, optimally three types of interaction should be facilitated – student-content, student-instructor, and student-student. While the first two types of interaction may come about fairly naturally in most courses, the student-student interaction must be incorporated into the course, intentionally, via group activities, partner work, and group discussions. Some avenues for engaging students can be synchronous (e.g., break out rooms in Zoom) and some could be asynchronous (e.g., group work). Successful online instructors deploy a combination of synchronous and asynchronous instruction to engage students. Having an entirely synchronous online course on Zoom could lead to Zoom fatigue.

Supplements to the Zoom Experience
Each instructor's level of "Zoom fatigue" will vary, as will their students'. Successful online instructors suggest deploying a combination of synchronous and asynchronous activities, including activities that

require student interaction within and outside the Zoom platform. Such interaction can be achieved through Zoom breakout sessions, but also with the use of collaborative online tools. Examples of such collaborative tools include the Google Suite (Google Docs, Google Sheets, etc.) where students can be simultaneously adding to class assignments and/or projects. Online websites/tools such as Padlet also allow multiple participants to contribute to a product simultaneously, synchronously and asynchronously. With Zoom sessions varying in length across courses, these tools can be incorporated as part of Zoom class time, or as assignments to be done outside of the Zoom session. We will be inviting instructors who have successfully used such tools in their classes to provide additional suggestions for supplemental tools. COE Online Programs and COE IT Partners can help with effective integration of these tools into your courses.

Online Resources
Videos, online articles and e-books have been used by instructors to limit the need for library access. IT Partners can assist with setting up Media Space to house and distribute media. [Media Space](#) "provides a You-Tube like interface," which allows you to move all your media to a password-protected environment.

Student-led Sessions and Presentations
Successful online instructors often incorporate student-led sessions and presentations to increase students' feelings of ownership, agency, and engagement in the course. Online presentation tools, for e.g. Zoom's screensharing feature, and other tools for collaboration can contribute to successful student-led sessions. There are a variety of tools such as [ThingLink](#), [VoiceThread](#), [Flipgrid](#), digital storytelling and so on that can facilitate student representations of their learning.

Learning Assessments
Alternatives to traditional forms of assessing learning should be considered. Having students create presentations and other artifacts to express their learning can be a powerful alternative to traditional exams. The online and hybrid modalities lend themselves well to such alternate forms of assessing student learning.

Coaching your Students to be Successful in the Online Learning Environment
There is a significant body of research on what it takes for students to succeed in the online environment. As with face-to-face learning where students benefit from acquiring sound study skills, in the online learning environment too, students need coaching about study behaviors, practices, and strategies that would help them succeed. Experienced online instructors believe it is important to discuss these success strategies with students at the beginning of the course and to periodically reinforce them during the semester. Strategies for success for online students include being motivated, being self-regulated, being organized, managing time effectively, participating actively in the online course, eliminating online distractions, building support networks with peers online, reaching out to the instructor and peers if help is needed, finding a dedicated workspace, and ensuring reliable technology access, to the extent possible.

Virtual Teaching
It is possible our teacher candidates will be responsible for some form of virtual learning. In preparation, methods instructors might assign students to do virtual teaching sessions where they are responsible for carrying out their lesson plans for the whole class or small groups within the Zoom virtual environment.

All supporting materials should be online, and best instructional practices can be modified for use in the online environment.

Accommodating the Digital Divide
Spring semester 2020 made us all aware of the consequences of the digital divide. When planning their courses, instructors are encouraged to accommodate students with technology barriers by developing alternative assignments that do not require online access. These alternative assignments apply to face-to-face courses as well, should students be unable or unwilling to create personal accounts in supplemental software programs.

APPENDIX B:

UNDERGRADUATE STUDENT PROGRAMMING

I. Student Programming

A. Advising and Outreach

- Freshmen and Transfer New Student Registration/Orientation
- Express Advising for all new students during first 10 days of semester
- Mandatory meeting for freshmen
- Mandatory group registration sessions
- Weekly Intercollegiate Transfer (ICT) meetings for current Illinois students
- Express Advising hours
- Induction Meetings for rising Juniors entering the professional sequence
- Junior check-in meetings with rising Seniors
- Recruitment activities each week on Mondays and Fridays
- Phone campaign to contact all prospective students
- Virtual drop-in sessions for undergraduate students to meet informally with SAAO staff

B. Programs and organizations supported by SAAO Deans and Staff

- EDUC 101
- Undergraduate Research Symposium
- Study Abroad
- Education Success Initiative
- The Minority Association of Future Educators
- Epsilon Delta
- Elementary/Early Childhood, Middle Grades and Secondary Advisory Committees
- ELED, ECE, MG Student Advisory Committees
- Parkland Pathways Meetings

C. SAAO Student Events/Presentations/Workshops (Sample activities from 2019-2020)

- Sept 17 - Meet and Greet with Sec Ed students on starting as advisor to meet students
- Oct 15 - *Trauma Informed Teaching* Workshop
- Oct 22 – Panel: *Day in the Life of a Teacher*
- Nov 19 - Movie and Speaker Panel: *Teaching with Innovative Technology*
- Nov 11 - *Mental Health for Teachers* Workshop (with Counseling Center)
- Dec 4 - *Career Odyssey for Teachers* Workshop (with Life + Career Design Center)
- Jan 29 - *Teaching Abroad and TESOL* (with Career Center and Foreign Languages College)
- Feb 11 - *Coaching and Extracurriculars*
- Feb 20 - *Classroom Management* Q&A
- March 9 - *International Teachers* Q&A
- April 21 - *Mental Health during COVID-19* (with The Rock Counseling Group)
- April 24 - *SPED Inclusion in the Classroom*

- May 13 - *Working with LGBTQIA+ Students* (with Uniting Pride)

D. Golden Apple

In academic year 2019-2020 there were 99 Golden Apple scholars on campus with 48 Education majors, 43 pursuing the Sec ED minor, and 8 in other programs. This is the highest number of Golden Apple Scholars on the UIUC campus to date. SAAO arranges various Golden Apple events.

E. James Scholar Program

The College of Education James Scholars Honors Program is monitored by SAAO. There were 115 James Scholars in 2019-2020. This year the COE offers two James Scholar courses: EDUC 102 and CI 205.

F. Exploring Education Summer Camp

Hosting a virtual summer camp experience for prospective students in July 2020.

G. The Illinois New Teacher Collaborative

Hosted the Beginning Teacher Conference in Summer 2020 and the Leadership conference for mentors and administrators in February of 2020.

RESEARCH AND SCHOLARSHIP SUBCOMMITEE
RECOMMENDATIONS AND RESOURCES

Executive Summary

Research and scholarship related to education is a core mission of the College. In this section, we provide guidance and recommendations related to conducting research and scholarship during the pandemic, as well as consider longer-term implications for the College's research mission. An important focus of these recommendations is helping to ensure equitable access to resources and outcomes, to the extent possible during these financially challenging times.

The first section provides guidance based on CDC and IDPH guidelines and aligned with the Governor's "Restore Illinois" plan for the safe return to college spaces for conducting research activities, including submitting plans for safe return-to-work practices in these spaces for review by the College. The second section provides recommendations for conducting research projects using remote/online tools, as well as, or rather than, face-to-face data collection methods. The campus provides resources for conducting research using a variety of remote methods. Campus also provides significant resources related to existing data sets, collections of research materials, and other data collection and analysis infrastructure that can be leveraged to conduct important educational research. The third section describes more specific considerations and recommendations for College members conducting research in the community and schools.

These considerations include how to safely conduct onsite research in schools to the extent this will be possible in the coming year. An important recommendation is to work closely with school districts early in the research process to develop research studies that address pressing needs identified by schools and districts. Resources and recommendations are also provided for conducting alternative forms of research when onsite school research is not possible or advisable. These resources include the use of online platforms for conducting research and leveraging existing data sources. Finally, in the concluding section we consider opportunities for the College to pivot to new and potentially more robust and impactful forms of research and scholarship in the future.

Best Regards,

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Introduction

The Chancellor's Office has developed guidance to assist members of the research community with a safe return to onsite research and scholarship. During Phase 2 of the Governor's "Restore Illinois" plan, only essential research was allowed on campus, such as COVID-19-related projects. With the transition

to Phase 3 and Phase 4, more routine research activities have resumed on campus, subject to regulations, to maximize the safety and health of our students, researchers, staff, and faculty.

As part of the campus requirement for Unit Return-to-Work plans, the Research and Scholarship Subcommittee of the College Transition Committee worked with College staff to develop a process to ensure that safe return-to-work practices in spaces devoted to research are developed and monitored. This process is described in the first subsection of the Research and Scholarship subcommittee report below. We then provide recommendations and guidance for College researchers as they consider and plan for conducting research using remote/online as well as or rather than face-to-face data collection methods in order to ensure the safety of researchers, staff, and participants during the pandemic. Next, we provide specific recommendations for those researchers conducting research in the community and schools. Each subsection identifies resources and recommendations at the campus and college level and includes considerations about how to ensure that the College's responses to the pandemic address the needs of all members of the College and ensure equitable outcomes. We conclude by considering opportunities for the College to pivot to new and potentially more robust and impactful forms of research and scholarship in the future.

Resources and Recommendations for Safe Return to College Research Spaces

Campus Resources
Members of the College and respective Units can refer to the following campus guidelines and resources provided by the Office of the Vice-Chancellor for Research & Innovation (OVCRI) and the Division of Research Safety that outline general information on the necessary and minimum protocols needed for conducting research:

- OVCRI website (https://research.illinois.edu/return-onsite-research-and-scholarship)
- Division of Research Safety website (https://drs.illinois.edu/Page/COVID19CampusSafety)

College Resources
As part of the College process for obtaining safety plans for our spaces and overseeing the return to onsite research and scholarship operations, the committee distributed a survey to faculty and staff who lead research groups or projects to start preparing for their group's return to on-campus operations. While the committee strongly encouraged those who can effectively and efficiently continue to work remotely to continue to do so until at least July 12th, we considered that it might be necessary or highly desirable for some activities to resume in the College of Education facilities. Therefore, a policy was developed for faculty or staff responsible for any return to on-campus operations to complete and have approved by the appropriate Department/Unit Head/Chair and the Dean's Office a safety plan before any member of their group can return on campus. These plans addressed CDC and IDPH guidelines for safety, such as wearing masks, social distancing, and cleaning surfaces. Guidance for developing the plan was included in the email requesting the plans that was sent to the College June 22. The plan approval form was implemented as a form on the College website (https://go.education.illinois.edu/safety-plan).

Committee Recommendations
The following recommendations are provided to help ensure equitable access and outcomes for the

whole College community related to research activities, including visitors to the COE from surrounding communities. First, PPE such as face masks should be provided at no cost for those who require them; and options should be available for complimentary COVID-19 testing, screening, and additional PPE on campus.

Second, targeted supports for faculty, students, and staff should be provided when possible in situations where research *requires* collaboration in close, physical proximity and where social distancing rules of at least six feet separation impair successful research activities. In such cases, researchers can modify the COE's Safety Plan form and include specific details of the types of resources and supports needed. These resource requests will be reviewed by unit executive officers and the Dean's Office.

Third, in efforts to safeguard the protection and safety of vulnerable populations when conducting in-person research, good faith efforts will be provided to secure spaces within the College buildings to enhance maximum outcomes within all protocol measures.

Resources and Recommendations for Conducting Remote/Online Research

The pandemic has severely curtailed means of conducting research in face-to-face and observational environments of human activities. For some, this includes canceled and postponed travel to international sites in underserved and impoverished communities where access to resources, including internet, was already hampered prior to COVID-19. For others, face-to-face research with older adults with chronic illness and other vulnerable populations is not a safe option during the pandemic. Even though some in-person activities are resuming on campus as the State enters Phase 3 and Phase 4 of the Governor's "Restore Illinois" plan and OPRS has developed guidance for resuming in-person human research protocols, the campus IRB is still discouraging in-person research activities in the interest of safety for both researchers and community participants. While there is no replacement for conducting research prior to this moment, the subcommittee has identified ways to provide modifications and alternatives to research in terms of remote data collection and data sources, as well as identifying means of ensuring equity and support for graduate students and early career faculty.

Campus and External Resources
Several units on campus provide resources for conducting research using remote data collection methods such as Zoom, Skype, or other video-based platforms on the web, and/or conducting research that leverages existing data sets. Guidance and recommendations for conducting research using such methods can be found at:

- https://oprs.research.illinois.edu/oprs-covid-19-response-update

Units across campus and beyond have also devoted significant effort to developing infrastructure supported by advances in data science for large-scale data collection, curation, and analysis, which provide great potential for supporting a wide range of research projects in our College. Leveraging these resources will also encourage collaborative research between the College and other campus units. These resources include:

- *I-School/Hathi Trust* (https://ischool.illinois.edu/research/projects/hathitrust-research-center-new-opportunities-through-computational-analysis)

- *Midwest Big Data Hub* (http://midwestbigdatahub.org/). This NSF-funded network of partners in the Midwest region addresses increasing challenges in collecting, managing, mining, and analyzing increasingly complex data to create actionable knowledge and guide decision-making. It is headquartered on campus at NCSA.
- *Illinois Library Research Data Service* https://www.library.illinois.edu/rds/
- *Research IT at Illinois Technology Services* https://researchit.illinois.edu/
- *External resources*:
    - Illinois Board of Higher Education (IBHE) data: https://www.ibhe.org/#. IBHE is interested in working with faculty or graduate students in analysis of their data sets, especially with regards to the impact of COVID on educational activities and outcomes
    - National Center for Educational Statistics: Datasets from NCES: https://gseacademic.harvard.edu/~willetjo/nces.htm

College Resources

The Bureau of Educational Research (BER) has been developing and consolidating resources for conducting remote/online research related to successful practices for conducting interviews, surveys, experiments, and other forms of research. Their goal is to help consolidate, leverage, and expand the growing expertise in the College related to research methodology and data science.

- *The BER Keep Researching page* (https://internal.education.illinois.edu/bureau-of-educational-research/ber-covid-19-research) offers information and links to help researchers navigate the current uncertainties related to conducting research and scholarship, including the use of research management tools, conducting virtual research activities, and identifying the most relevant Campus resources , such as the Office for the Protection of Human Subjects (OPRS), Technology Services, and Research IT.

Committee Recommendations

The following recommendations will help build on the campus and College resources identified above to further strengthen our ability to conduct alternative forms of research during the pandemic (and beyond). First, workshops on innovative research approaches that leverage advances in mobile technology should be conducted to the extent resources allow. Second, seed funding could be provided to support nascent projects that leverage cutting edge tools and data sources to conduct remote forms of research. Third, data science efforts and expertise that are now distributed across the College (e.g., National Institute for Learning Outcomes Assessment, Early Childhood Collective and TIER-ED), could be leveraged and supported to help a coordinated data science initiative in the College to cultivate innovation in research method and data analysis approaches that can respond quickly and robustly to a wide range of challenges.

The committee also recommends ensuring equity in opportunities and outcomes related to alternatives to in-person research for faculty on the tenure and promotion clock and graduate students nearing completion of their degree program.

For early- and mid-career tenure track faculty, the following recommendations could be considered:

- Expand availability of software or hardware licenses with special attention to unique software or hardware needs where data may require stronger accommodations due to the transition to remote/online research

- Provide support for faculty who may need to enroll in research methods/online data collection training workshops due to the transition to remote/online
- Centralize support for early and mid-career faculty for programs such as grant writing and manuscript writing where their P&T timeline may have been delayed through a course release, for example. Additionally, COE-led efforts to facilitate virtual writing retreats or sessions would be warranted
- Leverage the university's membership in the National Center for Faculty Development and Diversity (https://www.facultydiversity.org/) to enroll in associated bootcamps and workshops at a substantial discount

There exist many unique situations when it comes to graduate student success and matriculation, especially in terms of time-to-degree. While the committee recognizes those factors, and each student's work with their advisors, the following helps foreground the needs of students during this time and for the College to respond accordingly:

- Assess students' access to Wi-Fi, Broadband, VPN, and mobile hotspots to gauge ability to conduct research, and the degree to which their research has been delayed; and then provide resources, preferably at low or no cost to access with campus support
- Provide supports to those who may need to enroll in research methods/online data collection training workshops due to the transition to remote/online
- Conduct College-wide professional development and mentoring workshops for graduate students, particularly students of color, interested in entering the professoriate
- Encourage each department to distribute their Graduate Student Mentoring Guideline, as established by the Graduate College, to each faculty member in their unit and to maintain regular communication with their advisees on research progress
- Work with the Graduate College to enhance extensions to time to degree without additional petition requirements

Resources and Recommendations for Conducting School- and Community-based Research

The COVID-19 pandemic poses special challenges to faculty, students, and staff who conduct research in school- and community-based research because of the closure of schools in the community last spring and the continuing uncertainty about the extent to which, and how, schools will re-open in the fall. The continuity of research data and access to classrooms for educational purposes have long-term implications on ongoing efforts to strengthen communities and improve outcomes for K-12 students, as well as to maintain the College's robust portfolio of funded school-based research. In this section, guidance and recommendations are provided for conducting community and school-based research in the face of the challenges posed by the pandemic.

A statement from the Governor and the State Board of Education has provided the following guidance for safe re-entry of schools:

- Require use of appropriate personal protective equipment (PPE), including face coverings
- Prohibit more than 50 individuals from gathering in one space

- Require social distancing be observed, as much as possible
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings.

Committee Recommendations for Conducting On-site Research in Schools

District administrators have indicated that they will do their best to accommodate research this coming school year, but they recommend as much research as possible use virtual or online data collection formats due to the need to keep school population densities as low as possible. While general guidance has been released by the State Board, many of the specific details are being left to individual school districts. At the time of this report writing, the districts in proximity to Champaign-Urbana have not yet released plans for re-opening. Until these plans are made public it remains unclear in what capacity districts will be able to support research.

The committee makes the following recommendations for conducting onsite research in schools to the extent possible. First, the College should continue to work with campus to encourage the Governor and the Illinois State Board of Education to designate university researchers, including faculty members and students, as essential personnel in back-to-classroom planning. This should significantly increase the chance of carrying out scholar-based research projects. Gabrielle Allen, Associate Dean for Research, has been working with others in the university to accomplish this goal.

Second, faculty and graduate students should work closely with school districts early in the research process to develop research studies that address pressing needs identified by schools and districts this coming year because school districts will be strongly focused on addressing lost instructional time as well as, likely, a focus on social justice and racism.

Third, additional considerations should be given to conducting face-to-face research within school buildings, including the following:

- Need for supplying increased research materials
  - Due to physical distancing requirements students will be unable to complete group work or share materials such as manipulatives, devices, or supplies. In addition, any such materials will need to be cleaned after each use.
  - In the event of a blended model of in-person and online learning, careful attention should be payed to the learning schedule to ensure the correct students are in the classroom on research days.
- Plan as much as possible for research disruptions:
  - Students and staff who show Covid-19 symptoms will not be able to return until they have met the criteria for return which may be as long as ten days.
  - Any area of the school used by a sick person will need to be closed off and disinfected after a 24-hour waiting period. This could result in lack of access to research materials in the classroom for 24 or more hours.
  - Anyone with close contact with a sick person (within six feet for 15 or more minutes) should self-isolate and monitor for symptoms for 14 days.
- Non-classroom school-based studies may be highly impacted:

- o It is possible students will eat lunch in their classrooms due to the need to keep gatherings fewer than 50 people, thus there will not be typical lunchroom activities or interactions.
  - o "Specials" (I.e. PE, Music, and Art) may be highly impacted by the restrictions on sharing of materials, use of face masks, increased spread of Covid-19 through singing and yelling, etc. Research based on these subjects maybe be more highly impacted (especially at the elementary level).
- Interaction with highly vulnerable individuals may be restricted in the coming school year:
  - o Students or staff with underlying conditions or those for whom wearing a mask is medically impossible may require extra precautions or may not be able to take part in research studies.

Committee Recommendations for Alternative Forms of Research
The Committee also considered how to conduct alternative forms of research when onsite school research is not possible or advisable. These types of research experiences are especially important considering that districts are still considering how much, and how, they will open for onsite instruction. The State Board of Education provides guidance that helps researchers considering this path forward: https://www.isbe.net/Pages/Data-Analysis-Reports.aspx

First, consider conducting remote interviews, surveys, and other kinds of studies involving students, using Zoom, Skype, Apple FaceTime, or other video-based platforms. The campus IRB has provided detailed guidance for how to use web-based tools to conduct remote forms of research (https://oprs.research.illinois.edu/oprs-covid-19-response-update).

 Second, there is great potential for leveraging existing databases with demographic, academic achievement, and other educational variables at the national (e.g., NCES) and the state level (e.g., IBHE) to conduct educational research that does not require access to schools. Third, access to state-level data can be obtained through FOIA requests that can be submitted here: https://www.isbe.net/foia

Conclusions: Strengthening our Research Capabilities and Opportunities for a Resilient Future
We believe that how the College adapts to the present challenges in order to sustain our research mission can provide the foundation for building stronger, more robust, and resilient research and scholarship in the future in several ways. First, we can consolidate existing expertise in data science currently spread across units in the College and integrate it with the rapidly growing data science capacities in the social and health sciences across the University, State, and Nation. Second, the dramatic and rapid shift to online forms of instruction, engagement, and research in response to the pandemic provide compelling opportunities for collaborative and interdisciplinary scholarship that further integrate these College missions. Online instruction can benefit from research that analyzes learning in diverse online contexts to improve online learning processes and outcomes. Research in turn can benefit from online instruction methods that suggest more effective forms of remote research. Third, creatively and collectively meeting the challenges of ensuring equitable opportunity and outcomes in this rapidly evolving crisis will help the College to more effectively address the land grant mission of the university.

Accomplishing these goals while responding to the challenges of the pandemic may require re-envisioning and streamlining some parts of the College. For example, existing College-supported centers

and programs could be more explicitly aligned with College strategic goals, resulting in higher impact at lower cost. For example, The Forum on the Future of Public Education and the Center for Education in Small Urban Communities should be important College resources to address current and future research needs from a P-20 environment with relevant research reports and policy briefs, and incorporate the latest data science techniques that engage in equity frameworks. The Office of Online Learning could incorporate "Research" in its title to be the central hub where College faculty whose research address all aspects of online teaching, learning and research can be easily identifiable. The center for Culturally Responsive Evaluation and Assessment (CREA) could extend its existing foci to include professional development and skills access for graduate students interested in centering their work on minoritized populations in times of growing global inequities.

A bold recommendation for the College would be to transform one or more of these areas to a new strategic center on anti-racism and equity in education and the workforce from multidisciplinary frameworks involving faculty from all departments and respective College units and including both basic research and scholarship and its application to positive outcomes. The glaring inequities in schooling, now heightened by COVID-19, exist in historical contexts where access to education, the workforce and healthcare are all conjoined in this moment. Such a center would also contribute to combatting racism and improving equity through partnering with other UI initiatives such as IDEA in the College of Engineering, as well as system-level programs including DPI and IIN.

We hope the resources and recommendations outlined in this subcommittee report enables faculty, students, and staff in the College to meet the challenges to conduct a wide range of research during the pandemic and beyond. We believe that leveraging existing resources and developing new strategies will enable the College to continue the impactful research that it has long conducted in its laboratories and in the schools and community. More importantly, our College community will lead in efforts to re-envision research for the new reality now upon us.

COMMUNITY & PUBLIC ENGAGEMENT SUBCOMMITEE
RECOMMENDATIONS AND RESOURCES

Executive Summary

The Community and Public Engagement Subcommittee's objective was to produce an easy-to-use set of guidelines to aid the College of Education community in decision-making about attending, hosting, and engaging in face-to-face activities within the context of vigilantly mitigating the spread of the COVID-19 virus. What follows are general recommendations and guidance for continued interaction with groups within the College of Education, the campus, and the larger community.

When drafting these recommendations, we organized the report by meeting format and drew upon current guidance from campus, the CDC, Champaign-Urbana Public Health District, and the phased-approach of Governor Pritzker's Restore Illinois Plan. The sections of our report include:

1. **Strong Commitment to Continued Public Engagement**
2. **Online Meeting Option as a Component of All Meetings, Events, and Engagement**
3. **Considerations Prior to Attending In-Person Meetings**
   a. **On Campus Meetings, Events, and Community Engagement**
   b. **College of Education Meetings, Events, and Community Engagement**
   c. **Off Campus Meetings, Events, and Community Engagement**
4. **Considerations Prior to Hosting an In-Person Meeting**
5. **Considerations Prior to Hosting an Online Meeting or Event**

Once approved, we plan to translate these recommendations to an online checklist tool—again, organized by meeting format—and provide links to recent examples of and resources for transitioning your in-person community and public engagement activities to online modes.

Thank you in advance for your attentiveness to these recommendations. Public engagement is an essential component of our work in Education and continuing to safely connect with and serve our communities is needed now, more than ever.

Best Regards,

Gabrielle Allen, Associate Dean for Research and Research Education
Emily Stone, Research Development Manager of Community-Academic Partnerships for Health
Lisa Denson-Rives, Assistant Dean for Advancement
Ashley Lawrence, Assistant Director of Marketing and Communications

Strong Commitment to Continued Public Engagement

Public engagement is an essential part of the university's land grant mission, and the College of Education has a long and rich history of engagement with local, regional, national, and global

communities. Today, our College's programs and initiatives serve to lead the way in creating transformative experiences both for students and the communities they serve. Public engagement efforts are a critical part of the work of our faculty, staff, and students and must continue during this challenging time. Communities need our support in response to the COVID-19 pandemic, and our teams are expertly equipped to provide help. Our university's broad strengths in collaboration and innovation translate to tools like *LearnAway*, an online resource helping educators in remote teaching; to developing emergency ventilators and making hand sanitizer; to offering tele-health screenings and assessments for those struggling to work and "attend" school from home.

We strongly encourage faculty, staff, and students to continue participating in public engagement activities. There are many ways that we can shift to engage remotely—community meetings have transitioned online, some of the support needed by organizations during COVID-19 can be provided remotely. In some cases, engagement must take place in the same room, and this can be done safely by following social distancing practices.

Online Meeting Option Now a Component of All Meetings, Events, and Engagement

Moving forward, **an online participation option or component should be created and made available for all meetings, events, or community engagement activities**. Providing an opportunity to be part of the activity remotely not only ensures the safety of our community during pandemic conditions (especially for those in high-risk groups or with underlying health conditions), but provides accessibility for nearly all geographical, financial, and wellness obstacles or concerns.

These online options for connection and participation should be provided via Zoom, Skype, MS Teams, Facebook Live, or other online video conferencing platforms. A call-in number should be provided for those with limited internet connectivity and bandwidth. The online options should meet the college's commitment to be at the forefront of access and equity for all members of our community.

Other Accessibility Considerations

When hosting an online or in-person meeting, include a field in your registration form requesting that attendees inform the host of any accessibility needs. You can add the following accessibility to a Zoom meeting if needed: Closed captioning, keyboard accessibility, automatic transcripts and screen reader support. Further information on these features can be found here.

Recording Sessions

Whenever possible and appropriate (i.e. meetings that are open to the community) plans should be made to record all in-person and online events and meetings. After the activity, the recording should be posted in an accessible file format and online location for all community members to hear and view.

Considerations Prior to Attending In-person Meetings

On Campus Meetings, Events and Community Engagement

- All campus units, including the College of Education, are following these guidelines:
    - https://coronavirus.illinois.gov/s/restore-illinois-phase-3
    - https://coronavirus.illinois.gov/s/restore-illinois-phase-4
    - Meetings of fewer than 10 people only during phase 3 and 50 people in Phase 4.

- Social distancing measures including masks worn, handwashing available, surfaces sanitized after each meeting)
        - https://coronavirus.illinois.gov/s/restore-illinois-phase-3

- Units/facilities vary in terms of:
    - Distance between participants
    - Size of rooms and hallways
    - Restroom practices
    - Ventilation

RECOMMENDATION: If not specified, contact the meeting host to determine if you are comfortable with the unit's practices. Participants will need to make decisions based on their personal level of comfort.

College of Education Meetings, Events and Community Engagement

- If you have questions about College of Education practices, visit this website for detailed information or contact facilities@education.illinois.edu if not covered.

Off Campus Meetings, Events and Community Engagement
Before attending an off-campus meeting, you should consider the following safety measures:

- Is this event fewer than 10 people (Phase 3) or fewer than 50 people (Phase 4)?
- Will the meeting host have social distancing practices in place (e.g. six feet distancing between attendees, masks must be worn, hand washing or sanitizing options available) and followed?
- Has the meeting host outlined environmental specifics, such as:
    - Distance between participants
    - Size of rooms and hallways
    - Restroom practices
    - Ventilation

RECOMMENDATION: If not specified, contact the meeting host to determine the meeting practices and environment. If these practices do not meet university guidelines, attend remotely if possible.

Considerations Prior to Hosting an In-person Meeting

Prior to hosting a meeting or event, College of Education organizers should be aware of the current state-wide "Restore Illinois" Phase level. The current phase will dictate the level of compliance that organizers will be required to maintain to hold the event.

- Phase 3 limits gathering to less than 10 people
- Phase 4 limits gatherings to less than 50 people
- Phase 5 fully re-opens Illinois populations to return to on-site gathering and events. This phase will most likely not take place until such time that a treatment or vaccine is widely available.

During Phases 3 and 4, social distancing will continue to be practiced. Attendees will need a room large

enough to maintain six feet distance between participants during all portions of the event and masks must be worn. In some instances, attendees may not be able to tolerate the wearing of masks. Those participants should be encouraged to participate using an online option.

Once determined, the following guidance will need to be met for each event or meetings:

Venue
If weather permits, events should be held outside the building if possible, to encourage social distancing and limit the number of people within a restricted space. If an outdoor event is not possible, the meeting venue must be large enough to maintain proper social distancing throughout the event. For instance, an event held in a room with a normal 50-person capacity will now need to be reassessed and held in a larger space with the ability to maintain adequate distancing.

Whenever possible, the organizer should establish one-way traffic as attendees enter and exit the event space. To help maintain this, directional signage should be in place clearly marking traffic flow. When establishing traffic patterns for events, be sure to accommodate attendees with mobility issues. Questions to consider could include: Can these attendees access the space with one-way traffic? Will seating be available for hearing impaired attendees while still maintaining social distancing?

Invitations/Event Postings
Invitations and information for events should clearly identify the need to wear masks within College of Education facilities or at events hosted by the College. The invitation should explain that social distancing will be practiced at the event, as well as one-way traffic flow to enter and exit spaces. The following is sample language to ensure people understand the precautions being taken to meet established guidelines:

In compliance with standard practice during COVID-19, we ask that you wear a face mask for the duration of the event and that proper social distancing be maintained.

and

One-way traffic will be in place for this event.

and

To maintain safety for those in attendance please enter through the south entrance to College of Education and exit using the north entrance.

Catering
Upon the State's entry into Recovery Phase 4, events with up to 50 persons in attendance will be permitted.

RECOMMENDATION: If hosting an in-person event that requires food and/or drink, we strongly recommend working with a local licensed caterer to ensure that the highest levels of health and safety are maintained.

Considerations Prior to Hosting an Online Meeting or Event

Many meetings, conferences, and other events can be hosted online. All university faculty and staff have access to a Zoom license that can host up to 300 people in a Zoom meeting. There are also options available in Zoom for 500 person meetings and Webinars of up to 3000. Please contact Education IT Partners for more information. There are several Zoom features that promote online engagement in large meetings. We have outlined the features that you should familiarize yourself with prior to hosting a large gathering through Zoom.

Before hosting an online meeting, consider who your audience is and determine whether they will need additional support and tutorials in order to access and engage in Zoom.

Helpful Tools in Zoom for Hosting Large and Interactive Meetings

Waiting Room

The waiting room feature allows the host and cohost to control when they admit participants into the meeting. This allows the hosts protected time to test features in their meeting room without participants joining. Participants can be admitted at any time, and the waiting room can be disabled at the start of the session to allow participants to join the room directly.

Polling

The polling feature for meetings allows the host to create single-choice or multiple-choice polling questions for your meetings. You can launch the poll during your meeting and gather the responses from your attendees. You can make the results viewable to all attendees in real-time, or view and analyze the results after the meeting. You may launch multiple polls throughout the meeting to maintain engagement.

Muting Sound and Videos of Attendees

The host and cohost have the ability to mute the sound and video of attendees. For a very large meeting, you can have all guests muted throughout and use the chat feature for questions, or selectively unmute during Q&A.

Spotlight Video

Spotlight video puts a participant as the primary visible speaker for all participants. All participants will only see this speaker as the active speaker. This feature is often used to spotlight a keynote speaker.

Breakout Rooms

Breakout rooms allow the host to split a Zoom meeting into a maximum of 50 separate sessions. The meeting host can choose to split the participants of the meeting into these separate sessions automatically or manually and can switch between sessions at any time.

Cohosts

You can invite cohosts in advance of the meeting using the Zoom web portal. Cohosts can assist with managing most features of the meeting. Cohosts cannot create control breakout rooms, only the host can create breakout rooms, send attendees to breakout rooms and move freely between the breakout rooms.

Password Protection

The default setting when scheduling your meeting is to password protect your meeting room. We encourage you to provide this password only to registered attendees. This decreases the risk of uninvited guests and pranks.

Consider Assigning a Team Member to Each of These Roles

Technology support

Provide a contact phone number for guests who are struggling to access the Zoom meeting or having issues with the video and audio portions of the meeting.

Recording

Consider whether recording the meeting is necessary and/or helpful, inform guests of this decision, and assign a cohost the responsibility to ensure that the recording is started and ended appropriately.

Chat monitor

You may disable the chat feature in Zoom meetings, but it can be helpful as an engagement tool for participants to be make comments and ask questions throughout. Assign a cohost the responsibility of monitoring this content to collect questions and ensure professionalism.

Event moderator

Assign a minimum of one event moderator in advance of the meeting to welcome attendees, introduce guests, and control the flow and time of the event. We recommend that this person not be responsible for technological support, so that they can focus on the flow and content of the event.

Find further Zoom resources and trainings [here.](here)

Additionally, at the Back to Campus website we will list several examples of COE in-person events that were successfully transitioned to online during Spring and Summer 2020. Please refer to these as models when planning your own online event.

Conclusion

Public engagement is a core value in the College of Education. The work that we do informs the way students learn, teachers teach, mentors guide, administrators lead, and communities grow. Many of the changes that COVID-19 has introduced may become permanent alternative solutions. Other changes have laid bare long-simmering issues of injustice and inequity. This presents an ideal time for the College of Education to engage with our campus, local, and statewide communities to transform into a more-effective engine of change.

With our strengths in educational technology, online pedagogy, and more, we are uniquely positioned to be a resource for educators and students. College of Education faculty, staff, and students can help teachers, schools, and districts navigate this unprecedented educational climate. The *Learn Away website* was created as a resource for educators trying to quickly switch to online teaching. We are also uniquely positioned to be a resource for students. We can provide new ways to apply their skills through virtual engagement, to replace in-person volunteerism wherever possible. The new *We CU Program* offers virtual volunteer opportunities to undergraduate and graduate students across campus. The pandemic also presents new opportunities for engaged research. Researchers can explore the effectiveness of online teaching methods and tools, and more.

CONCLUSIONS

The College of Education is well-known for its commitment to the land grant mission of the university. It leads in interdisciplinary, collaborative research on critical issues in education at the intersection of the humanities, social sciences, educational practice and learning sciences. Education at Illinois innovates in preparing teachers and education leaders, guided by advances in research and many years of experience in classroom and online teaching and instruction. It serves the campus, the local community, the State of Illinois and the nation through many forms of engagement, including preparing students to be productive members of society. Across the College, diverse faculty, students, and staff have worked together to further this mission in ways that promote equitable access and outcomes in education.

The current COVID-19 pandemic threatens the health and safety of members of campus and the College. Like climate change and other large-scale challenges to society, it has also exacerbated the fault lines of inequity across society. We are committed first to maintaining our commitment to the university's land grant mission in the face of the challenges during the pandemic. Equally important, we hope to strengthen our ability to advance research, instruction, and engagement in education through our innovative responses to the current threats.

The present report provided detailed guidance, recommendations, and resources that enable members of the College to accomplish the following: 1) Safely return to onsite operations in the College; 2) Effectively resume instruction in the fall semester (and beyond) despite persistent uncertainty about the extent of face-to-face instruction; 3) Continue and expand research and scholarship in the community, the schools, and elsewhere, in part by leveraging our expertise in online communication and instruction to expand our repertoire of research methods; and 4) Maintain and strengthen our ability to engage the community and public.

Here are key ideas to remember as we return to the College this fall.

1) Safe return expectations. Please remember that return to on-site work will not mean *business as usual*. Instruction will lean more heavily to online delivery and face-to-face classes will be in smaller groups. Support staff and graduate students will be largely working remotely. Meetings will primarily be conducted using video conferencing. For the health and safety of our entire community, it is essential to minimize face-to-face activity and building congestion.

2) Resuming instruction. Effectively resuming instruction in the College this fall has required considering three models of instructional delivery to meet campus expectations. These delivery models include 1) fully face-to-face (this mode is not recommended and may only be offered if required), 2) fully online, and 3) a hybrid model. In addition to considering how to balance the use of these models for instructional delivery, the committee addressed the impact of COVID-19 on the clinical placement requirement in many of our degree programs. Various resources have been suggested to support instruction and clinical placements to maintain the levels of rigor. A critical concern is addressing how we provide ALL students with the "Illinois Experience". We are making every effort to ensure students, faculty and staff are embraced in the College of Education community, even in these unique times.

3) Supporting research and scholarship. Research in the College can be supported by following CDC, IDPH, and campus guidance on safely conducting face-to-face research in College research spaces, the schools,

and the community. School-based research will require close collaboration with districts and schools to identify critical educational issues to address. Campus and college resources can be leveraged to expand options for conducting remote forms of research when face-to-face opportunities are not possible or advisable, including using internet-based platforms for collecting data as well as mining and analyzing existing data sets. Such adaptations to the pandemic can also spur more robust and resilient research and scholarship in the future. For example, consolidating and leveraging expertise in data science across the College can strengthen our interdisciplinary scholarship in education. The sudden shift to online forms of instruction and research in response to the pandemic also provides compelling opportunity for further integrating the instruction and research missions of the College.

4) Strengthening community and public engagement. Studies have shown the vast health and psychological benefits of maintaining connection and volunteerism through online, virtual means during times of isolation. This is an ideal time for the College of Education to broaden access to current engagement opportunities by making our activities available online or adding a virtual option to in-person events. We are also uniquely positioned to initiate new channels and platforms for community and public engagement. We have the resources and know-how to safely engage with our campus, local, and statewide communities to transform into a more-effective engine of progress, support, and equity.