



Senate Education Committee

Senator Wayne Langerholc, Jr.

Chairman

Room 187 Capitol Building, Senate Box 203035, Harrisburg, Pennsylvania 17120-3035 • (717) 787-5400 • FAX: (717) 772-0573

Public Hearing Impact of COVID-19 on Higher Education in PA

Tuesday, June 9, 2020

Senate Chamber

10:00 am to 12:45 pm

10:00 – 10:10

Opening Remarks

Senator Wayne Langerholc, Jr.
Senator Andrew Dinniman

10:10 – 10:30

Pennsylvania Department of Education

Pedro Rivera, Secretary
Noe Ortega, Deputy Secretary, Higher Education

10:30 - 10:50

PA State System of Higher Education

Dr. Dan Greenstein, Chancellor

10:50 - 11:55

State Related Universities and Private Schools

Dr. Patrick Gallagher, University Chancellor, University of Pittsburgh
Dr. Brenda Allen, President, Lincoln University
Dr. Eric Barron, President, Pennsylvania State University
Dr. Richard Englert, President, Temple University
Tom Foley, President, Association of Independent Colleges & Universities of PA

11:55 – 12:30

Community Colleges & Colleges of Technology

Elizabeth Bolden, President and CEO, PA Commission for Community Colleges
Dr. Davie Jane Gilmour, President, Pennsylvania College of Technology

12:35 – 12:45

Closing Remarks

Senator Wayne Langerholc, Jr.
Senator Andrew Dinniman

Preliminary Guidance for Resuming In-Person Instruction at Postsecondary Education Institutions and Adult Education Programs

Introduction

The spread of COVID-19 disrupted the core operations of more than 300 postsecondary institutions in the Commonwealth of Pennsylvania (PA). These institutions were forced to scale down non-life sustaining operations and make a sudden pivot to distance and remote delivery of instruction to ensure continued learning for students. The field responded commendably to the aggressive mitigation efforts of the commonwealth and prioritized the health and safety of their students, faculty, and staff over continued routine operations.

The Pennsylvania Department of Education (PDE) recognizes the role that postsecondary institutions play in the educational, economic, and social well-being of the commonwealth and is committed to supporting institutions as they transition back to in-person instruction while putting measures in place to protect their campus communities. PDE further recognizes that any determinations made about instruction, regardless of the modality, must acknowledge the interconnectedness of learning with the variety of operations, services, and activities that occur on campus. This includes the need for residential and student life facilities conducive to creating healthy, safe, and inclusive learning environments.

With this commitment in mind, PDE has developed guidance for safely resuming in-person instruction at colleges, universities, seminaries, trade schools, and adult basic education programs across PA. It considers the diversity of providers in the postsecondary sector and allows local, institution-led response teams to develop and coordinate each institution's unique path forward. The guidance includes general considerations to support healthy, safe, and inclusive learning environments when resuming in-person instruction, operations, services, and activities. Institutions should carefully review this guidance and determine the best strategies for their campus community.

This preliminary guidance is informed by what is currently known about COVID-19 and incorporates existing federal and state public health and safety recommendations directed at postsecondary institutions. It should also be noted that this guidance may change as new information becomes available. Lastly, it is imperative to point out that the PA guidance was informed by input and feedback from institutional leaders representing all sectors and regions of the commonwealth's postsecondary landscape.

SECTION I: Phased Reopening and Planning to Safely Resume In-Person Instruction

Plan For PA: Pennsylvania's Reopening and Recovery Plan

[Pennsylvania's reopening and recovery plan](#) is based on the designation of counties as red, yellow, and green. Each color designation signals how counties may implement social distancing and establish restrictions on work, instruction, non-essential operations, social interactions, and gatherings. Red, yellow, and green designations are data-driven and based on the following criteria established by the commonwealth¹:

1. Decrease in the Number of New Cases
2. Availability of Testing
3. Robust Surveillance and Monitoring Infrastructure
4. Adequate Health Care Capacity
5. Sufficient Supply of Personal Protective Materials

While the future of COVID-19 remains uncertain, decisions about designating counties as yellow or green and resuming non-life sustaining business operations are anchored in the principles of public health, safety, and economic vitality for all Pennsylvanians. With these principles in mind, the commonwealth continues to plan a path forward that will not only safely return its residents to work, but to a more resilient Pennsylvania.

Applying the Phased Reopening Plan to the Operations of Postsecondary Institutions

The red phase of the PA plan represents the most restrictive and aggressive mitigation efforts of the state and has the sole purpose of minimizing the spread of COVID-19 through aggressive social distancing, closure of non-life sustaining businesses, and building safety protocols. During the red phase, there is no provision for in-person instruction at postsecondary institutions in PA, with the exception of certain medical, nursing, and allied clinical health training programs. [Access information on these programs.](#)

In the yellow phase, limited in-person instruction may resume at institutions in PA. Additionally, clinical training and field experience for all individuals preparing for licensure and certification are also permitted. However, before resuming in-person instruction, operations, services, and activities, institutions must plan and implement strategies to support healthy, safe, and inclusive learning environments informed by guidance from the [Pennsylvania Department of Health](#) (DOH) and [Centers for Disease Control and Prevention](#) (CDC).

¹ As new evidence and research emerge about the infectious and lethal nature of COVID-19, the commonwealth will assess these findings and adjust the gating criteria accordingly.

Procedures to increase personnel on campus who are essential to the provision of in-person instruction and other related operations are permitted as counties move across the various phases of the PA reopening plan. Figure 1 provides a list of allowable instruction, operations, services, and activities for postsecondary institutions and adult basic education programs that are organized within each of the three colored phases of PA's plan.

While institutions may choose to resume some level of in-person instruction and operations in the red, yellow, or green phases of the PA plan, the decision is ultimately an institutional one. Postsecondary institutions must consult state and federal guidance to inform their decision. It is possible that counties may transition from red, to yellow, to green, and back to yellow and red. Institutions should prepare for this possibility.

Figure 1. Overview of Allowable Instruction, Operations, Services, and Activities at Postsecondary Education Institutions and Adult Basic Education Programs by Phases Corresponding to Pennsylvania’s Phased Reopening Plan

Red Phase

- Telework required for all non-essential staff.
- Virtual-only instruction permitted.
- Clinical training and in-person instruction permitted for **selected programs** preparing individuals for licensure and that adhere to proper **social distancing guidelines**.
- Large gatherings are prohibited.
- Continue to adhere to **CDC**, **DOH**, and **PDE** guidance.
- Monitor **public health indicators** and adjust plans as necessary.

Yellow Phase

- Telework should continue for faculty and staff where feasible, especially for populations at higher risk for COVID-19.
- Limited in-person instruction that adheres to proper **social distancing guidelines** is permitted.
- Clinical training and field experience allowed for all individuals preparing for licensure and certification.
- Restrict gatherings of non-instructional activities to no more than 25 people.
- Continue to adhere to **CDC**, **DOH**, and **PDE** guidance.
- Monitor **public health indicators** and adjust plans as necessary.

Green Phase

- Institutions may more fully resume in-person instruction and other routine operations.
- Restrict large, non-instructional gatherings to no more than 250 people.
- Continue to adhere to **CDC**, **DOH**, and **PDE** guidance.
- Monitor **public health indicators** and adjust plans as necessary.

Considerations for Planning and Resuming In-Person Instruction

Pennsylvania's decisive action to respond aggressively to COVID-19 has reduced the spread of the virus and positioned the commonwealth to launch a measured and strategic approach to safely resuming in-person instruction and other routine operations on campus. However, any decision to resume the provision of these operations and services should mitigate risk to ensure a healthy, safe, and inclusive learning environment and mitigate community spread.

With this precaution in mind, **effective June 5, Pennsylvania will permit colleges, universities, seminaries, trade schools, and adult basic education programs in counties designated as yellow to resume limited, in-person instruction and other related operations**, provided they consult with the relevant guidance included in this document and informed by the [Pennsylvania Department of Health](#) (DOH) and [Centers for Disease Control and Prevention](#) (CDC).

Postsecondary education institutions choosing to resume any of the in-person operations permitted during the various phases of PA's reopening plan are required to create their own Health and Safety Plan, or its equivalent, and make that plan available to the public before proceeding to resume in-person instruction, operations, services, and activities. The Health and Safety Plan must also be communicated to students, faculty, and staff. The plan should address, at minimum, the following set of strategies²:

- A strategy on how the institution will coordinate with local public health officials, or the equivalent of;
- A strategy to safely resume in-person instruction;
- A strategy to monitor health conditions on its campus community;
- A strategy to [mitigate and contain the spread of the virus](#) on campus, and to inform the DOH in the event that transmission occurs at the institution; and
- A strategy to communicate accurate and timely information to students, faculty, staff, and the communities it serves.

Additionally, the institution's plan should further address the following public health and safety measures³:

- Reinforce practices related to hygiene, sanitation, and face coverings on campus;

² Given the uncertainty related to the changing levels of community transmission of COVID-19, the commonwealth has initiated discussions with public health officials and other stakeholders about resurgence planning. The findings and determinations that emerge from these continued discussions will inform planning at all levels (i.e., state, county, local, etc.). Additional criteria to inform planning at the postsecondary level is forthcoming.

³ Specific guidance and considerations associated with each of these public health and safety measures are provided in Section II of this document.

- Implement social distancing interventions and make the necessary modifications to facilities that may create an environment conducive to healthy, safe, and inclusive learning;
- Review and adjust attendance requirements, absentee policies, and non-essential travel for students, individuals at high risk of COVID-19, and personnel; and
- Modify course modalities, schedules, and academic calendars to adapt to changing transmission levels and community spread of the virus.

The commonwealth will set the conditions necessary for institutions to resume in-person operations safely by committing to the following:

- Developing guidance and considerations for institutions;
- Requesting that local public health and emergency management officials collaborate with postsecondary institutions and adult basic education providers in developing and implementing their plans, if possible; and
- Aligning commonwealth resources and technical assistance to support institutional planning efforts.

Considerations for Resuming In-Person Instruction on Campus

The infectious and lethal nature of COVID-19 requires a well-researched and detailed plan prior to resuming in-person instruction and other related operations and services on campus. While the commonwealth has responded to requests for guidance that will allow institutions to resume some level of in-person instruction during the red or yellow phases of the reopening plan, such decisions ultimately rest with the institution.

The process for making this determination must begin with an assessment of institutional preparedness to mitigate risk and ensure a safe, healthy, and inclusive environment for students, faculty, and staff. Once preparedness has been determined or established, then the institution can make a decision about the level and capacity in which it can safely resume in-person instruction and other related operations on campus.

In an effort to assist postsecondary institutions in their planning, PDE has developed a checklist (see Figure 2) to assist institution-led response teams and administrators in assessing their preparedness, risks, and capacity to resume some level of in-person instruction and other related operations and services during the COVID-19 pandemic.

Figure 2. A Checklist to Assist Postsecondary Administrators and Institution Response Teams in Determining an Institution’s Ability to Mitigate and Manage Risk and the Level at Which it May Resume In-Person and Other Related Operations on Campus

STEP 1: DETERMINE YOUR INSTITUTION’S PREPAREDNESS TO MITIGATE AND MANAGE RISKS	STEP 2: DETERMINE YOUR INSTITUTION’S CAPACITY TO RESUME IN-PERSON INSTRUCTION
<ul style="list-style-type: none"> ✓ Is the decision to resume in-person instruction consistent with state and local orders? ✓ Have you developed a plan consistent with the minimum requirements and expectations put forth by PDE? ✓ Have you begun to coordinate with local public health or emergency management officials? ✓ Do you have a strategy for the monitoring health conditions on your campus? ✓ Are you able to communicate accurate and timely information on COVID-19 related developments to staff, faculty, and students? ✓ Does your plan include a strategy for quarantine and isolation in the event transmission occurs on your campus or the county is designated as being in the red phase? 	<ul style="list-style-type: none"> ✓ Do you have a plan and adequate supplies to reinforce practices related to hygiene, sanitation, and face coverings on campus? ✓ Have you begun to implement necessary social distancing interventions needed to safely resume in-person instruction and other related operations on campus? ✓ Have you made the necessary modifications to your facilities to help create an environment conducive to healthy, safe, and inclusive learning? ✓ Have you reviewed and made adjustments to attendance requirements, absentee policies, and non-essential travel for students, individuals at high risk for COVID-19, and personnel? ✓ Have you modified course modalities, schedules, and academic calendars to adapt to the changing transmission levels and community spread of the virus?
<p>If YES to all, your institution is prepared to consider resuming in-person instruction and other related operations as permitted by the Governor’s orders.</p>	<p>If YES to all, your institution is prepared to make determinations about the provision of in-person instruction and the possible number of students you can accommodate on your campus.</p>

Note. Guidance and general considerations associated with some of the items in the checklist are provided in Section II of the *Preliminary Guidance for Resuming In-Person at Postsecondary Education Institutions and Adult Education Programs*.

Section II: Considerations for Resuming In-Person Instruction and Other Operations at Postsecondary Institutions

This section provides a set of considerations to assist institution-led response teams in developing plans for resuming in-person instruction, operations, services, and activities in accordance with [Pennsylvania's phased reopening plan](#). These considerations are informed by guidance provided by the [Pennsylvania Department of Health](#) (DOH) and [Centers for Disease Control and Prevention](#) (CDC) and organized around a set of general considerations related to the following⁴:

- Reinforcing practices related to hygiene, sanitation, and face coverings on campus;
- Implementing social distancing interventions and the necessary modifications to facilities to create an environment conducive to healthy, safe, and inclusive learning;
- Reviewing and adjusting attendance requirements, absentee policies, and non-essential travel for students, individuals at high risk for COVID-19, and personnel;
- Modifying course modalities, schedules, and academic calendars to adapt to changing transmission levels and community spread of the virus; and
- Establishing mitigation and containment protocols to reduce the spread of the virus if transmission occurs on campus.

Evidence pertaining to the infectious nature and severity of COVID-19 continues to emerge. Institutions must determine their best path forward amid this uncertainty. PDE recognizes that there is no one-size-fits-all approach to resuming in-person instruction and postsecondary education institutions each possess their own unique set of circumstances. While the PA reopening and recovery plan allows for local, institution-led response teams to develop and coordinate each institution's path forward, this guidance provides general considerations to support healthy, safe, and inclusive learning environments when resuming in-person instruction, operations, services, and activities. Institutions should carefully review this information to determine the best strategies for their campus community.

Institutions can expect to begin planning at different starting points—red, yellow, or green phases—of commonwealth's reopening and recovery plan. However, yellow or green does not mean that there is no cause for diligence to keep students, faculty, and staff on campus safe from this virus. It is important for institutions to consider their reopening priorities as people-first. Collaboration will be key to developing a plan for keeping campus communities safe from this virus, and institutions are expected to collaborate with public health officials and experts, if possible, and other available networks for resource sharing. PDE will continue to support the postsecondary community when planning to reopen higher education institutions.

⁴ DOH and the CDC have various infographics, signs, fact sheets, and flyers that may also serve as useful resources and are available on the [DOH COVID-19 resource page](#). These [materials are also available in Spanish, French, Chinese, and Nepali](#).

In closing, PDE encourages all postsecondary institutions to continuously monitor federal and state guidance and adjust their operations and planning to reflect updated guidance. Any future updates and changes to policy, guidance, or considerations will be available on [PDE's website](#).

Hygiene and Sanitation Protocols

Hygiene, Sanitation, and Face Coverings on Campus

Public health experts continue to emphasize the importance of personal hygiene, cleaning protocols, face coverings, and personal protective materials (when warranted) as a way to reduce the spread of COVID-19 and health and safety risks on campus. PDE recommends the following guidance and practices related to hygiene, sanitation, and face coverings to help inform institutional planning.

- Provide students with hygiene information and clearly post information in places that have high student traffic on campus.
- Place signs in key areas and reminders in restroom facilities to encourage handwashing.
- Supply appropriate hand sanitizer, hand wipes, or hand soap for students, staff, and visitors.
- Conduct regular cleaning and disinfecting of surfaces and objects that are frequently touched. This includes cleaning objects or surfaces not ordinarily cleaned regularly (e.g., doorknobs, light switches, classroom sink handles, countertops, etc.).
- Disinfectant supplies should meet [EPA's criteria for use against SARS-CoV-2 \(COVID-19\)](#).
- Follow additional [CDC guidance for cleaning and disinfecting community facilities](#).

Face Coverings and Personal Protective Equipment (PPE)

- Face coverings should be worn by all students, faculty, and staff in all classrooms, public shared spaces on campus, or in areas where social distancing cannot be observed.
- Institutions may require students to provide their own face coverings but must make their best effort to ensure an adequate supply of face coverings. The [DOH has provided guidance on how to make a homemade mask](#).
- Individuals unable to wear face coverings due to a health condition or disability should be encouraged to be extra cautious about maintaining proper social distance and observing all other hygiene protocols.
- Communicate face covering and hygiene practices to individuals on campus.
- When warranted, ensure the availability of personal protective materials, such as masks, face shields, or gloves required for a specific program or co-curricular activity.
- Institutions can acquire personal protective materials using the [Pennsylvania COVID-19 PPE & Supplies Business-2-Business \(B2B\) Interchange Directory](#).

Implementing Social Distancing Interventions and Modifying Facilities to Create an Environment Conducive to Safe, Healthy, and Inclusive Learning

Postsecondary institutions are places of congregation that assemble both large and small cohorts of students. Nearly half of all PA postsecondary institutions have residential programs and most all enroll students who commute or live off-campus, complicating risk management. COVID-19 requires that postsecondary institutions rethink the ways in which they conduct learning and other activities on campus. Therefore, PDE recommends the following guidance and practices related to social distancing, structural modifications, and repurposing of facilities to help inform institutional planning.

Social Distancing

- Students, faculty, and staff should maintain a safe social distance of at least 6 feet apart when feasible. This includes offices, classrooms, laboratories, hallways, restrooms, common areas, and outdoor spaces.
- Install plastic partitions or barriers into places where social distancing cannot be observed (e.g., student service counters, cash registers, dorm spaces, bathroom sinks, etc.).
- Provide guidance such as tape on floors or sidewalks to enforce social distancing.
- Limit appointments with student service offices (e.g., financial aid, registrar, etc.) to scheduled appointments for non-emergency issues.
- Encourage alternative methods of contact such as email, chat, and telephone calls.
- Other social distancing strategies include grouping students into cohorts that live on campus, use shared facilities, and attend courses together to minimize the frequency of contact.

Limit Large Non-Instructional Gatherings or Congregation in Communal Spaces

- While large gatherings are prohibited in the red phase, non-instructional gatherings should not exceed more than 25 people in the yellow phase and 250 in the green phase.
- Reduce common seating areas on campus, in classroom buildings (including the library), and in dining facilities.
- During periods of increasing or high community transmission, schools should consider further restricting gathering size of spectators for large events such as athletic games, socials, parades, homecoming activities or festivals.
- Student groups should be advised to host remote group events, gatherings, or meetings, to the extent possible.
- Stagger the use of gyms, game rooms, and lounges, and restrict the number of people allowed in at one time to ensure safe social distancing. Clean and disinfect between uses.
- Guidance on collegiate sports is forthcoming.

Limit Number of Students in the Classroom

- Consider limiting class size to accommodate appropriate social distancing of 6 feet between individuals when feasible or implement other social distancing strategies that reduce risk of transmission between students in the classroom.
- Consider taping off seats or rows to ensure social distancing.
- Consider holding smaller classes in larger spaces.
- Consider repurposing spaces such as gyms and large ballrooms as classrooms or labs to facilitate social distancing.
- Consider holding classes outside.

Control Entrance and Exits to Buildings

- Consider providing touchless entry to buildings where possible.
- Consider designating limited entrance points without prohibiting access for students and staff with disabilities.
- Post and communicate changes to building entrance procedures.

Space Accommodations

- Consider limiting occupancy in buildings to enable social distancing.
- Consider reconfiguring dining facilities and operations to ensure that students are 6-feet apart or that partitions are in place that provide added protection. Further, consider reducing seating and offering carry out and delivery options.
- Ensure that strategies and interventions implemented do not prohibit access for students with disabilities, including physical locations/spaces, instruction, student services, and activities if they are limited.
- Ensure all space accommodations follow ADA laws and regulations.

Residence Halls

- Develop guidelines for the use and cleaning of residence halls consistent with [CDC guidance](#).
- Decisions about residence hall capacity should be made in the best interest of the health and safety for students and in consultation with public health officials, if possible. Follow the [guidance provided by the CDC for Living in Shared Housing](#) to inform your planning.
- Encourage social distancing and urge residents to wear face coverings in any public shared spaces, except for roommates in individual dorm rooms.
- Communicate regularly with residents on the seriousness of COVID-19 and make them aware of institution policies and protocols related to COVID-19.
- Remind students not to congregate in communal areas.
- Consider any special needs or accommodations for special needs populations or populations most at-risk for COVID-19 who need to take extra precautions.
- Limit visitors and non-essential staff entering living quarters.

- Consider reserving a residence hall, a portion of a residence hall, or some other housing to quarantine exposed individuals or confirmed cases.
- Develop protocols for quarantine and containment for students living in residence halls.

Ventilation

- Ensure that ventilation and exhaust systems are properly operating and increase circulation of outdoor air as much as possible.
- Open windows if possible.

Bathroom Facilities

- Develop guidelines for the use and cleaning of bathrooms consistent with [CDC guidance](#).
- Practice 6 feet of social distancing, or other physical distancing strategies, when using bathroom facilities, including showers, sinks, toilets, and urinals.
- Consider separating shower stalls with physical barriers, where feasible, and clean regularly. If no barriers are in place, consider other social distancing practices like using every other shower stall or limiting the number of students at any given time.
- Consider assigning students to bathrooms and other facilities by zones, or other criteria, to limit cross contamination and to control traffic flow.

Clinical Health Services

- Plan to enhance your provision of health services, if possible.
- Campus health personnel and administrators should establish a protocol for reporting exposures, cases, and outbreaks of COVID-19 on campus to DOH.
- Encourage faculty and staff to access health services with their health care provider.
- Establish and publicize COVID-19 specific protocols.
- Establish protocols for limiting in-person visits and transitioning to telehealth when possible.

Mental Health Services

- Provide regular mental health services to students. Encourage faculty and staff to access mental health services through their health care provider.
- Establish and publicize provisions for walk-in emergency situations.
- Reinforce and update training for staff as needed, including residence hall advisors and resident assistants.
- Provide reminders of Employee Assistance Program (EAP) benefits for faculty and staff or consider signs for the national distress hotline: 1-800-985-5990 or text TalkWithUs to 66746.
- Promote wellness strategies to ensure all individuals on campus have opportunities to support their physical, emotional, and mental health, including eating healthy, exercising, getting sleep, and finding time to unwind and relax.

- Encourage everyone to take breaks from watching, reading, or listening to news stories, including social media, when they are feeling overwhelmed.

Counter Stigma

- Self-reporting of symptoms and exposure by students, faculty, and staff is imperative to contain an outbreak of COVID-19 on campus and stigma can discourage self-reporting and self-quarantining.
- [Establish efforts to counter the stigma of getting the virus and self-quarantining](#). This could include posters, reminders by faculty in classes, and electronic communication.
- Develop policies that support self-quarantine and mitigate any negative impact of quarantine on grades, tenure, promotion, or employment status.

Accommodations for Faculty, Staff, and Students

As institutions gear up to bring more students and personnel back to campus, it remains critical to keep the workforce safe and mitigate fears they may have regarding getting sick or transmitting the virus to members of their family. Where possible and feasible, personnel should be allowed to telework or to combine telework with on-campus presence. The needs of vulnerable populations and the mental health of personnel should be considered when establishing return-to-work protocols. PDE recommends that plans developed by postsecondary institutions to resume in-person instruction and services adhere, to the extent possible, to the following standards, practices, and guidelines for personnel.

Vulnerable Populations

- Consider policies and practices to provide accommodations for individuals at higher risk of COVID-19 and individuals with disabilities.
- Ensure any accommodations for people with disabilities are consistent with ADA laws and regulations.
- Consider providing opportunities to telework for employees over 60, employees with underlying health conditions, or for employees who are experiencing a mental health crisis as a result of COVID-19.

Teleworking

- Continue telework whenever possible, even when in-person instruction, operations, services activities continue.
- Consider rotating schedules of employees on campus to limit the number of personnel on campus at one time.
- Consider implementing flexible attendance and leave policies.
- Avoid non-essential travel for students and employees.

General Considerations for a Phased Return to Campus, Course Modifications and Accommodations to Academic Calendars

PDE recognizes the challenges institutions face in balancing the continued learning and development of their students with the changing circumstances and disruption of the virus. The inability to provide students with opportunities to complete their programs will have lasting effects on the social and economic well-being of Pennsylvania.

Moreover, institutions rely heavily on clinical experiences and internship opportunities that require in-person instruction and training experiences. Institutions must balance decisions to resume in-person instruction and services with the need to ensure a safe learning environment. Institutions should consider a phased approach to repopulating the campus and incorporate varying levels of flexibility to account for changes in rates of local transmission of COVID-19 or concern by students and faculty about being on campus due to unique circumstances that are cause for concern.

Therefore, PDE recommends postsecondary institutions' plans to resume in-person instruction and other related services adhere, to the extent possible, the following best practices and standard related to returning to campus, course modifications, and accommodations to academic calendars.

Phased Return to Campus

- Consider a phased-in return to campus for students, faculty, and staff to meet the educational needs of students.
- Consider student cohorts (e.g., first-year students, living/learning communities, etc.) when bringing students back.
- Consider majors and disciplines for a phased-in restart (e.g., healthcare students, those with clinical requirements, etc.).

Course Modifications and Adaptations

- Identify opportunities for course modifications and adaptations conducive to various learning modalities and remote platforms.
- Consider varying in-person vs. remote learning course offerings creating options for those who need to be on campus and those who can continue remote learning for some portion of their credential.
- Consider hybrid models of teaching.
- Consider aligning practicum, clinical, field experience, and other forms of applied learning with changing opportunities as a result of COVID-19.
- Consider opportunities for synchronous learning through remote platforms at co-locations.

Accommodations to the Academic Calendar

- Consider an early term start and an early completion.
- Consider avoiding breaks in the middle of the term.
- Consider modules (2 eight-week models).
- Consider adjusting hours of operation (such as staggered start times).

Expectations Surrounding Voluntary Reporting and a Protocol for Handling a Confirmed Case on Campus

As campuses resume their operations by bringing back faculty and staff to campus and gear up for in-person instruction, postsecondary institutions must remain diligent regarding the presence of COVID-19 on their campus communities and the potential for a resurgence of the virus in the future. It is important that campuses continue to monitor the spread of the virus, and should someone on campus become infected, it is important to have a protocol in place contain and minimize the effects to others. PDE recommends that plans developed by postsecondary institutions to resume in-person instruction and other related services adhere to the following standards, practices, and guidelines for implementing mitigation efforts and containment protocols.

Monitoring, Surveillance, and Voluntary Reporting

- Students, faculty, and staff should report if they have visited an area of high prevalence (domestic or international) in the previous 14 days.
- Students, faculty, and staff should report if they know they have been exposed to anyone who has tested positive for COVID-19.
- Institutions should screen for [symptoms of COVID-19](#), including temperature checks, where high volumes of students reside, where prior COVID-19 exposure has occurred, or when levels of community spread increase. Individuals exhibiting symptoms:
 - Must not be permitted to enter campus buildings.
 - Must self-quarantine on campus, if possible, or at home.
 - Must not report to work, class, clinical assignments.
 - May not participate in any institution-sponsored events or activities.
 - Should consult with their medical provider about options for testing and necessary treatment.
- Institutions and individuals can utilize the [CDC's "Self-Checker"](#) to assist in making decisions in regards to seeking medical care.
- If a student, faculty, or staff has been exposed, they should be asked to self-quarantine (on campus, if possible, or at home) for 14 days and to follow additional [state guidance](#).

Protocol for a Confirmed Case on Campus

- Notify DOH or local health officials and emergency management personnel.
- Determine if a temporary suspension (2-5 days) of in-person instruction is warranted.

- Clean and disinfect all areas thoroughly per [CDC guidance](#).
- Communicate case or exposure information with students, staff, and faculty.
- Ensure continuity of education and research for all those impacted by any temporary suspension of in-person operations.
- Ensure continuity of safe housing for affected students.
- If individuals were in close contact with someone who became infected with the disease, follow [CDC guidance](#).
- Work with local public health officials, if possible, to determine when routine operations can resume on campus.
- [Access additional CDC guidance on dealing with confirmed cases on campus.](#)



State System Response to COVID-19

Chancellor Dan Greenstein
June 9, 2020



Pennsylvania's
STATE SYSTEM
of Higher Education

Spring 2020 Overview of Response

- COVID-19 teams activated in the OOC and at all 14 universities; daily updates provided across the system
- Employees were advised to follow county-level restrictions established by the Commonwealth; guidance provided for implementing emergency telecommuting/remote work; use of paid administrative leave implemented where appropriate;
- Chancellor directed that all universities suspend in-person instruction and experiential learning; all universities transitioned to remote instruction for more than 90,000 students systemwide
- Universities provided prorated refunds to students for fees related to services that were suspended due to the pandemic
- Chancellor provided a directive regarding post-pandemic financial strategy planning efforts
- Universities received and began distribution of CARES act funds to students
- Universities have begun planning for fall re-opening

Financial Impacts (through Summer 2020)

This accounts for financial impacts thus far; it does not account for continuing financial impacts for the rest of the calendar year.

Pennsylvania's State System of Higher Education Fees Refunded in FY 2019-20 Due to COVID-19 and Funds Received Through CARES Act

Fee Refunds Provided to Students

University	E&G-Related Fee Refunds ¹	Auxiliary-Related Fee Refunds ²	Housing Fee Refunds ³	Dining Fee Refunds	Total Fee Refunds
Bloomsburg	\$517,625	\$948,469	\$4,815,094	\$2,888,339	\$9,169,527
California	69,349	1,133,140	1,769,705	1,039,367	4,011,561
Cheyney	0	0	353,597	197,451	551,048
Clarion	0	361,638	2,099,604	856,243	3,317,485
East Stroudsburg	892,862	411,192	816,163	1,569,761	3,689,978
Edinboro	233,375	435,096	1,780,910	694,148	3,143,529
Indiana	548,719	0	477,774	3,305,422	4,331,915
Kutztown	51,767	1,094,354	5,427,815	2,859,860	9,433,796
Lock Haven	11,159	257,147	1,281,835	710,260	2,260,401
Mansfield	339,694	184,461	1,284,590	579,918	2,388,663
Millersville	608,740	1,259,100	514,510	2,111,300	4,493,650
Shippensburg	0	1,155,481	3,459,603	2,817,690	7,432,774
Slippery Rock	965,769	1,088,107	640,854	2,354,022	5,048,752
West Chester	1,842,052	1,992,011	2,937,694	3,504,877	10,276,634
Total	\$6,081,111	\$10,320,196	\$27,659,748	\$25,488,658	\$69,549,713

CARES Act Funds

Emergency Aid for Students from HEERF	Institutional Share of HEERF	Strengthening HBCUs	Strengthening Institutions Program (SIP)	Coronavirus Relief Funds	Total CARES Act Funds	CARES Act Funds for University Use (less Emergency Aid)
\$3,953,393	\$3,953,393	\$0	\$0	\$2,720,924	\$10,627,710	\$6,674,317
2,156,294	2,156,294	0	211,486	2,142,544	6,666,618	4,510,324
331,808	331,808	975,252	0	193,525	1,832,393	1,500,585
1,612,138	1,612,138	0	157,969	1,472,726	4,854,971	3,242,833
3,234,662	3,234,662	0	316,494	1,945,888	8,731,706	5,497,044
2,090,843	2,090,843	0	205,106	1,454,876	5,841,668	3,750,825
5,025,231	5,025,231	0	494,133	3,330,619	13,875,214	8,849,983
3,712,483	3,712,483	0	0	2,567,483	9,992,449	6,279,966
1,697,923	1,697,923	0	166,388	990,167	4,552,401	2,854,478
966,059	966,059	0	94,103	527,025	2,553,246	1,587,187
2,808,651	2,808,651	0	0	2,447,861	8,065,163	5,256,512
2,718,100	2,718,100	0	0	1,908,937	7,345,137	4,627,037
3,677,035	3,677,035	0	0	2,757,562	10,111,632	6,434,597
5,996,058	5,996,058	0	0	5,539,863	17,531,979	11,535,921
\$39,980,678	\$39,980,678	\$975,252	\$1,645,679	\$30,000,000	\$112,582,287	\$72,601,609

HEERF = Higher Education Emergency Relief Funds

¹ Examples include, but are not limited to, Health Center, Parking, and Transportation Fees.

² Examples include, but are not limited to, Student Union and Student Recreation Center Fees.

³ Some universities did not report refunds associated with affiliates (privatized housing and student activity fees).

The State System Approach to Fall 2020

- University presidents will determine whether, how, and to what extent their universities will engage in face-to-face instruction in Fall 2020 and will utilize guidance from federal, state, and local authorities and the State System in developing those plans.
- University plans for fall 2020 will be made available publicly on the university's website.
- University plans for fall 2020 will be developed by university presidents in consultation with local stakeholders, with the presidents of other State System universities, and with the Chancellor's office.
- State System universities' plans will differ in ways that reflect the universities' unique local circumstances and the particular needs of the students and communities they serve.
- Despite differences, the plans of every State System university will:
 - Support all students' progress towards their degrees while mitigating health and safety risks that exists for students, employees, and our host communities;
 - Adhere to health and safety standards provided by federal and state agencies, and comply with guidelines from the Pennsylvania Department of Education; and
 - Include contingency plans for alternate modes of operation should the pandemic evolve in such a way to require it.
- University plans for fall 2020 will comply with the State System's collective bargaining agreements and with its academic, operational, and other policies and procedures. They will also comply with any new guidelines that are developed in consultation with the universities to take account of unique circumstances occasioned by the pandemic.

Overview of University Approaches

While universities are considering different models, a number of commonalities exist:

- Enable social distancing during face-to-face instruction e.g., by providing students with flexible (face-to-face and synchronous and asynchronous online access to instruction), inviting specific student cohorts to campus while asking others to remain remote
- Introduce flexibility into the approach in case the university needs to convert to remote instruction mid-semester
- Support faculty in effective delivery of remote instruction
- Modify the academic calendar to distribute students differently across the curriculum, and/or curtail the semester for potential increase in flu and COVID-19 outbreaks over winter months

Most universities will announce their preferred approach no later than early July.

Accelerated System Redesign

- For the past 18 months, our System Redesign effort has focused intensively on building a “sharing system” as a means of affordably and sustainably extending educational opportunities across the Commonwealth. That work was accelerated by the financial pressures created by the pandemic.
- Universities are identifying and conducting initial diligence on a variety of high-potential opportunities for combining business, administrative and other operational functions, staff lines, and academic programs across two or more universities. That includes exploring opportunities that result from operationally and academically integrating institutions while each maintaining their identity.
- This process is being led by the Executive Leadership Group (chancellor and 14 presidents) and is deliberately exploratory and pre-decisional in nature. The outcome is expected to be a series of options that may be discussed with the Board of Governors at its meeting in July 2020—options that are meant to ensure greater financial sustainability.
- Any such discussions would seek Board direction and would launch an extensively consultative planning process to inform any decisions that would need to be taken by the Board at a future meeting.

Dr. Patrick Gallagher
Chancellor, University of Pittsburgh
Testimony Before the Senate Education Committee
Tuesday, June 9, 2020

In a recent letter to the University of Pittsburgh community, I committed to sharing details of our ongoing planning activities by early June. As we have reached this first milestone, I'd like to share our progress before the efforts of the various task forces and working groups are complete. This testimony outlines what our planning process aims to accomplish and what we can expect in the coming weeks as the details of this process begin to emerge.

The University's long-standing pandemic emergency plan—which outlines our response to the threat of a new infectious disease—has served us very well over the last few months. We have used this plan to guide our crisis response as the COVID-19 outbreak started to spread across the globe and around our campus communities.

Most emergency plans are impermanent. Typically, an organization works to maximize safety and contain threats—a phase called crisis management—and only returns to normal operations once the threat is removed. The crisis created by the novel coronavirus is different. Since COVID-19 will be part of our lives for the foreseeable future, the end of the crisis phase isn't defined by the end of the virus, but rather by our ability to adapt to its ongoing presence in our operations. This means that we are not currently developing an emergency plan, but rather a plan to integrate a risk management program for the pandemic into all of our activities. This reality shapes our approach in several ways:

- **We can't wait this out.** Pitt's mission is essential and time critical. Our students can't put their education and lives on hold, and our researchers and scholars can't sit on the sidelines until the threat dissipates. Instead, we must adapt. We must figure out how to forge ahead while also fulfilling a new responsibility to help control the spread of the virus and manage the risks it poses to our community and society. Come fall, we will be open—but we will have to change how we carry out our activities in the presence of the novel coronavirus.
- **We're aiming to excel—not just get by.** A great university solves great challenges. It also prepares students to succeed in life, including when their playing field tips uphill. To this end, we must move beyond just accommodating requirements. Instead, we must look to evolve and thrive while embracing these requirements and be open to discovering better modes of teaching, research and community service

along the way.

- **We must manage the risk of infection.** Without effective treatments for COVID-19 or an effective vaccine to induce immunity, our best tool is to control the spread of infection of the virus. Not everyone gets sick to the same degree from this virus, so our health risks are highly variable. Our strategy must systematically lower the risk of infection, not only to protect ourselves but everyone around us, and we must take special precautions for those who face a greater health risk from the virus.

The complexity of these planning efforts is rooted in the fact that we need to build a risk management program and integrate it into all University operations. Key factors covered in our plan will include:

- **Infection prevention and control efforts:** Managing the risk of infection may be a familiar part of running a hospital, but it is new to us. At Pitt, we have a unique advantage: a deep reservoir of world-class health sciences expertise. We are harnessing this talent to establish an infectious disease prevention and control program and to promote the safety and well-being of our campus communities in the presence of the virus. We will be integrating these efforts into all of our programs and activities.
- **Operating postures and standardized responses:** The threat posed by the virus depends on many external factors, so our planning will have to adjust. Are there new outbreaks? New public health restrictions? Is testing widely available? Are hospitals at capacity? Our Emergency Operations Center, aided by health officials and University leadership, will set the University's operating posture based on the level of risk. Each discrete posture will enact a specific set of actions, expectations and restrictions designed to support the continued success of our community and our mission. These shared standards will outline how we will generally reduce risks of spreading the virus and how we will pinpoint a specific risk and prevent it from threatening others. This approach—utilizing a standardized response for each operating posture—will enable us to quickly and effectively manage risks across an array of different individuals, activities and environments.
- **Universal approach to infection prevention and control:** To the greatest extent possible, the features of our infection prevention and control program will apply to all activity areas. Examples of this include:
 - Modifying building use.
 - Creating targeted training, communication and educational materials.

- Expanding our environmental, health and safety program.
- Acquiring the technology needed to conduct remote and on-campus work.
- Adjusting work responsibilities, schedules and academic calendars.
- Supporting supervisors and other leaders in navigating any new responsibilities.
- Developing approaches for recognizing risks (e.g., testing, symptom tracking, temperature monitoring, etc.) and performing contact tracing.
- Maximizing access to the medical care and support services needed to maintain health and well-being.
- **Tailored approaches in each activity area:** While our plan will utilize universal standards and guidelines, the University’s mission also demands flexibility. This means that much of the control over specific areas of activities—including instruction, research, housing, food services, conferences, travel, administration and more—must be managed locally, at the level of the activity. Accordingly, our plan will give supervisors and other leaders the authority to properly evaluate and approve activities in their area.
- **Individual accommodations:** The risk of falling seriously ill from the novel coronavirus varies significantly according to both known factors (such as age and medical history) and unknown factors. As a result, our plan will aim to offer each member of our community some control over the risks they assume on behalf of the University. This will require us to understand the risks involved, make informed decisions and remain flexible so that individuals can perform their work while managing their individual risks accordingly.
- **Posture-independent options:** While our plan will leverage agility, agency and localized decision-making, it will also utilize approaches that *don’t require changes* when the institution’s operating posture changes. Doing so minimizes disruptions as we shift to a different operating posture. One example: Our housing and residence life teams are actively pursuing approaches that would allow students to safely remain in University-owned housing under all operating postures—even throughout a “stay-at-home” order.
- **Separate planning by activity areas:** A university is a large collection of separate activity areas. When one activity area doesn’t assume too much from other areas, our plan is more resilient. For example, our teaching task force is prioritizing instruction approaches that work regardless of who is physically present in the classroom. This flexibility allows our teaching activities to be planned and carried out regardless of access to classrooms, restrictions on gathering size, or an individual’s

need to remain in isolation or under stay-at-home orders.

- **Flexibility and innovation:** We all want more certainty during these uncertain times, and it is tempting to ask our plan to stipulate every possibility. However, we are in uncharted waters, and we are learning more every day. Adaptation requires the freedom to be creative, and this will result in some levels of uncertainty. This is OK. With clear standards and enough flexibility, we will not only adapt but also evolve to excel within this new environment.

At a time when there is much public debate over the extreme and false choice between being “locked down” or “back to normal,” we are seeking to adapt to a new reality: performing our vital mission and protecting our community in the midst of a pandemic.

This approach of replacing a “crisis” with a “modified normal” will be complex. Each of us will be asked to learn some new skills and practice new behaviors. But we can be a safe place—and a responsible player in the global public health effort—while advancing teaching, research and service. And, while many once-familiar features of working or studying at Pitt will change, the most important parts will remain. In fact, I am confident that our plan will allow us to be the very best university we can be, even in the presence of the novel coronavirus.

It’s a strange new world. But I remain extremely proud to be your colleague and incredibly optimistic as we set out to tackle this next transition together.

The Impact of COVID-19 on Lincoln University of Pennsylvania

**Testimony before the Commonwealth of Pennsylvania Senate Education Committee
Senator Wayne Langerholc, Jr. - Chairman**

Pennsylvania State Senate

Tuesday, June 9, 2020

Senate Chamber

10:00 am to 12:45 pm

Dr. Brenda Allen, 14th President of Lincoln University

Thank you for this opportunity to present testimony before the Pennsylvania State Senate Education Committee. In response to the COVID-19 pandemic, Lincoln University placed top priority on (1) the health and safety of students, faculty, and staff, and (2) continuity of instruction.

Lincoln University suspended all face-to-face classes for the remainder of the spring semester beginning March 11, 2020, making it among the first institutions of higher education in the southeastern region of the state to do so. Students were given until Sunday, March 15, 2020, to vacate the campus. Soon after, all nonessential employees were asked to work remotely. In order to provide adequate time for faculty to move from face-to-face to alternative modes of instructions, courses resumed beginning March 30, 2020. The modalities for instruction utilized included; Zoom meetings, YouTube, instruction through Moodle, email, and telephone instruction where needed. All faculty received support from Lincoln's Center for Education and Teacher Learning (CETL) and assistance from staff across the area of Student Support Services to ensure that all students could be contacted for follow up on any issues regarding the alternative modes of instructions. Our students were offered the option to choose a letter grade or pass/fail for any course to limit any negative impact of the instructional response on their GPA.

The administration, faculty, staff and students met throughout the spring semester and continue to meet extensively via Zoom and teleconference to discuss processes and programs in place, evaluate actions taken to ensure the viability of the University through these unprecedented times and into the future, and to gather input on the way forward in this age of COVID-19.

Operating the campus in the age of COVID-19 requires that we all enter into a "social exercise" to design a "new normal" for engagement both inside and outside of the classroom. The current draft reopening plan that we are working on for Lincoln University-Main Campus is designed in concert with several guidelines and best practices provided by various sources during the continued threat of the COVID-19 virus. Primary are the guidelines put forth by Tom Wolf, Governor of Pennsylvania and the CDC. These emerging guidelines, precautions and best practices are being used to inform how Lincoln University repopulates its main-campus and designs protocols to monitor and contain any potential COVID-19 outbreaks.

Lincoln's top priorities for reopening are ensuring the health and safety of the Lincoln University community and providing continuity of education including maximizing the student experience. Our plan seeks to build in the flexibility, precautions and social responsibility needed to offer a great academic experience in spite of COVID-19's threats.

In order to develop a comprehensive plan for reopening the campus, we have formed working groups of faculty, students, and staff to devise protocols and policies based on best practices for managing the continued public health concerns. Discussions regarding the academic calendar and delivery of instruction are also taking place with faculty, as well as academic and student success administrators and staff. These plans are contingent upon continued reductions in the spread of COVID-19 and the state support required to mitigate, monitor, and contain any health risks to our community. We are also putting alternative plans in place for providing continuity of education for our students should we receive guidance dictating the need to continue remote instruction.

The University's plan for continuity in the delivery of classroom instruction begins with a slightly altered schedule designed to mitigate the threat of a second wave of the COVID-19 impacting campus life. Many believe that a second wave is most likely during the height of the influenza season, namely late November through the month of February. In devising our plans, we have been informed that we must work within our current two-semester structure. One option under discussion is to adjust the academic calendar so that students are not present on campus during peak influenza season, yet it still considers the importance of offering campus life when the threat of the virus is lower. This would include scheduling on-campus instruction until the Thanksgiving break and then delivering instruction via alternative modes through the end of the fall semester while students remain at home. A similar schedule would be followed for the spring semester. I am pleased to report that the University has recently contracted with Canvas, a Learning Management System (LMS), to provide enhanced delivery of online course work and instruction.

We have also created the LU COVID-19 Taskforce of faculty, students and staff to plan for the return of students. Members of the Board of Trustees have also been invited to participate in this planning process as part of the Taskforce. The Taskforce is working collaboratively across the campus areas to establish protocols and processes to:

- Reduce the threat of a COVID-19 outbreak on campus
 - Cleaning protocol for campus facilities
 - PPE protocol
 - Social distancing protocol
 - Repopulating campus strategy
- Monitor the threat of COVID-19 outbreak on campus
 - Daily health checks
 - Periodic monitoring
- Contain the threat of COVID-19 outbreak on campus
 - Test-Trace-Isolate protocol

- Reporting and updating on containment efforts

To date the Taskforce has accomplished the following to assist with its mission:

- Identification of Contact Tracing Course for students, staff, and faculty
- Received a \$7,000 grant from Honda for COVID-19 testing efforts
- Identified potential COVID-19 rapid testing materials

The University's office of Human Resources has also developed guidelines for faculty and staff as they return to work on campus. The guidelines include:

- Guiding principles
- Health and safety protocols
 - At home health screening
 - Employees who need to take extra precautions
 - Physical distancing

Lincoln University, as are other institutions of higher education, is committed to working in concert with the Commonwealth during this pandemic to create best practices and policies to continue to lower the spread of COVID – 19 and prepare for any flare-ups or outbreaks of COVID-19 on our campuses. We are committed to doing what is necessary to continue to provide quality educational experiences for our students.

I want to close by saying that, unfortunately, the COVID-19 Pandemic has hit African-American communities especially hard. As the nation's first degree-granting Historically Black College and University, Lincoln University is committed to leveraging its credibility and stature within African American communities throughout the Commonwealth to inform and educate this sector of the population of the PA Department of Health's efforts to implement the Commonwealth's contact tracing program.

I will be pleased to answer any questions and provide any details you would like regarding the plans and protocols outlined above.



Navigating a Pandemic
Penn State’s Response Prepared by President Eric Barron

Thank you for your ongoing support of The Pennsylvania State University, especially as we have needed to shift nearly every aspect of our operations due to the COVID-19 pandemic. We greatly appreciate all the efforts by the Commonwealth to protect the health, safety, and economic interests of Pennsylvania communities. We continue to rely on the guidance of the Pennsylvania Department of Health and the Pennsylvania Department of Education in concert with Governor Wolf’s recommendations. These have been the backbone of our decisions throughout the spring as well as our planning for the next academic year.

In this summary report, I will provide a brief overview of our response to the pandemic as well as our plans for moving forward. This spring has seen unprecedented challenges globally. Although Penn State was able to adapt our operations to provide the high-quality teaching, research, and service that characterize a Penn State education, there have been and continue to be significant financial and operational challenges. As we prepare for the new academic year, we will adopt a phased approach that addresses students, faculty, staff, and community members—across all of Penn State’s 24 campuses. A key factor supporting Penn State’s robust planning process has been the legislature’s commitment to full-year funding, despite the impact of COVID-19 on the Commonwealth. The annual appropriation is essential for determining resident tuition, conducting critical agricultural research, continuing workforce training, and providing medical services to those who need them most. In this time of great uncertainty, we are extremely grateful for your support of our annual appropriation.

Spring 2020: Onset of COVID-19

Penn State began to closely monitor the new strain of coronavirus in January. At that time, we restricted University-affiliated student travel to China and recommended against any travel to China based on international travel guidance from the U.S. Department of State, Centers for Disease Control, World Health Organization, and the United Healthcare Global World Watch Intelligence database. On campus, University Health Services began screening and precautionary measures for those with respiratory symptoms and fever.

By February, it was clear that COVID-19 posed a significant threat to the global community. In response, Penn State began offering affected student communities on campus support and assistance. We launched a dedicated COVID-19 website to provide regular updates, and Penn State joined the global effort for open access to emerging coronavirus research. Penn State also tightened travel restrictions. By mid-March, we had canceled or suspended faculty-led programs and required students studying abroad to return home. In addition, we recommended a

14-day quarantine for travelers from China, Iran, Italy, and South Korea.

During the first week of March, we formed 12 task groups to help Penn State shape our response. The task forces focused on (1) communications; (2) campus health preparedness and response; (3) study abroad and support of international students; (4) general emergency preparedness and response; (5) community interaction and coordination; (6) semester/summer course delivery and enrollment management; (7) commencement; (8) summer and emergency accommodations; (9) general business continuity; (10) research support; (11) athletics, camps and other large events; and (12) academic issues.

By mid-March, we made the decision that there would be a significant health risk if our students, faculty, and staff returned to our campuses after spring break. All staff that were able to perform their work remotely began telecommuting, and we transitioned all courses to synchronous remote learning, with courses meeting on Zoom during their regular schedule. We determined that a synchronous learning environment would provide a familiar structure for students, allow for a continued sense of community, and offer faculty the ability to visually “check-in” on their students and identify any who were struggling. Fortunately, Penn State has a long and distinguished history of teaching and learning using an asynchronous online modality, especially through the World Campus, which consistently ranks among the top online undergraduate programs in the world. I’m very proud of how our faculty and staff worked together, so that on the first day of remote classes (March 16th), 63,000 students were online by 10AM. To enable faculty to provide highly interactive synchronous instruction, Penn State launched [RemoteTeaching.psu.edu](https://remote.teaching.psu.edu) with tips, training and FAQ. To ensure that students were able to adapt to the remote technology format, we asked the faculty to alert advisers about students who stopped attending classes, and we provided additional support through counseling services, career services, and the student engagement network. We also provided students with alternative grading options for spring semester.

Once our courses were underway, we needed to address the financial implications for our community members as well as the institution. We provided prorated on-campus housing and meal plan reimbursements, and focused attention on the student support emergency fund through a targeted fundraising effort (now \$589K thanks to 2,921 donors). We announced that the university would cover all worker salaries through April 30; from May 4-June 30 employees unable to do their jobs on campus have received 50 percent of their salary and retained healthcare insurance and other benefits. The Penn State workers most affected have been in the Office of Physical Plant, Housing and Food Services, Hospitality, Conferences and Institutes, and Auxiliary Services. With Pennsylvania’s shift to green status, by June 15th 82 percent of the Office of Physical Plant will have returned to full employment.

As one of the leading research universities in the world, Penn State joined the fight against COVID-19. Faculty across the university quickly pivoted to the study of coronavirus. Huck Institutes of the Life Sciences provided \$2.25 million to 47 teams of researchers from three

campuses, 10 colleges and more than 25 departments to conduct COVID-19 research. Penn State Extension stepped up to disseminate information and findings through coronavirus-related resources. Registrations for online courses and webinars topped 137,000, and there were overall 1.5 million users and 6.5 million pageviews.

Penn State is very grateful for the \$55 million stimulus allotment by the U.S. Department of Education as well as the flexibility for how universities use these funds. The funding was designated as follows:

- ***\$27.497M for students.*** For all intents and purposes, the university is basically a pass-through of federal funding for cash grants to students.
- ***\$27.497M directly from the federal government for institutional use;*** key to employee support and meeting federal guidelines for the funds.

Communication has been a crucial element of every part of the process. We held virtual town halls for students and families, faculty and staff that had more than 30,000 unique views. Emails, blog posts, and other direct communications have kept the community apprised of our decisions since COVID-19 was first identified as a threat.

Planning for Summer and Fall

Given the financial and social disruption caused by COVID-19, we have been watching the summer and fall admissions figures very closely. Summer melt remains a major concern as we look ahead to the fall.

On April 1, Penn State established a major task force to look at scenario planning. The result was three possible scenarios:

- **Best Case:** Largely back to operations with tuition revenue down about 5%.
- **More Likely Case:** Could be hybrid remote/residential instruction with tuition revenue down about 10%-12% (acknowledges financial impacts of the crisis on families and students).
- **Worst Case:** Fully remote instruction in the fall with tuition revenue down about 30%-35% (acknowledges likely postponement/deferrals of starting at PSU for first-year students, impacts on retention of current students).

We are moving forward based on the “most likely” budget scenario and have continued our collaborative, systematic approach to planning for summer and fall. We established three forward-looking task forces to address: 1) Scientific Underpinning and Health Considerations (led by experts at Penn State); 2) Return to Work (faculty/staff-focused); and 3) Return to Campuses and Communities (student-focused). We extended the remote delivery of courses into summer and reduced tuition for Summer session in recognition of the challenging economic circumstances of many families. We have implemented hiring restrictions and are planning for a zero General Salary Increase (GSI) for faculty and staff. We are requiring a three

percent cut in units' education and general fund budgets for fiscal year 2020-21. We are implementing capital cost saving measures that include several delayed or deferred capital projects. And most importantly, with the support of the Board, Penn State plans to freeze 2020-21 tuition to help ease COVID-19 hardships.

On June 15 Penn State will announce our decision about the status of the fall semester. We are closely following guidance from the Pennsylvania Department of Health and the Pennsylvania Department of Education in concert with Governor Wolf's recommendations. Kevin Black, interim dean of the College of Medicine, is overseeing the effort for testing and contact tracing. Vice President for Student Affairs Damon Sims is leading the effort for our students to return to our campuses. Vice President for Human Resources Lorraine Goffe is overseeing the return to the workplace. And Executive Vice President and Provost Nick Jones is overseeing all aspects of the delivery of our education, which will maintain the high-quality families expect from Penn State. The "most likely" scenario has us optimistic that we will open in the fall with a mix of in-residence, online, remote, and hybrid modalities for learning across all Penn State campuses. This could change if conditions or federal and state guidelines do not permit opening. In addition, our strong virtual learning capabilities can enable international students for example, to take courses remotely until travel restrictions are lifted, when they can return to campus. Our fundraising success will continue to play a vital role for the University as the economy recovers. And our research enterprise is continuing to show a solid trend in generating competitively awarded grants and contracts.

Clearly COVID-19 has and will have a significant impact on Penn State's financial picture. We have considerable uncertainty about the size and character of the new and returning student population. Our spring net losses topped \$77 million, not including Penn State Health and Penn College, and our projected education and general budget deficits for Summer and Fall range between \$30 million and \$400+ million. This deficit doesn't include the losses in our auxiliary operations, including the give-back of food and housing dollars to students. Penn State has implemented salary freezes, looked for new sources of savings, and implemented across-the-board cuts. While Penn State maintains strategic reserves, which can be used to help manage the deficits if revenue losses exceed our best estimates, we will likely have to borrow funds to fill the gap. We are looking ahead to the logistical challenges and financial impact of testing, contact tracing, and acquiring an adequate supply of personal protection equipment (PPE). We are also planning for the challenges of student compliance and community reaction to the reopening of our campuses, and we must anticipate liability exposure.

Thank you for the opportunity to share our efforts to address the impact of COVID-19 as we plan for a healthy future. Your partnership enables us to fulfill our land-grant mission and to serve the great Commonwealth of Pennsylvania.

**Senate Education Committee Public Hearing
Impact of COVID-19 on Higher Education in Pa.
June 9, 2020**

Opening remarks by Temple University President Richard M. Englert

Chairman Langerholc, Chairman Dinniman and members of the Senate Education Committee:

I want to thank you for the support you have shown us in the past, as we work together to keep our communities safe, educated and successful. And I want to thank you for your support for the non-preferred appropriation approved two weeks ago.

We are making excellent progress in our plans for the summer and fall, and could not have done so without the Commonwealth's support, advice and partnership. I especially want to thank you for this opportunity, because it offers me the chance to look back on this extraordinary time, to consider where we are today, and to articulate our plans for the summer and the 2020-21 academic year.

It seems hard to believe, but the first message we sent to the Temple community about COVID-19 was on January 30, just a few weeks after classes for the spring semester went into full swing. At that time, we were carefully tracing the impact of the virus on our study abroad students and on our very active campuses in Rome and Tokyo. As we watched the Asian and European nations cope with the virus, it became clear that those of us in the United States would not be immune from its impact. So we started planning for how we would handle a pandemic in the United States.

Early on, we developed a set of guiding principles that have endured as we shifted from an in-person teaching environment to an alternative teaching one.

First, we must do everything we can to ensure the safety of the students, faculty and staff of the Temple community. Even in the early days, when there were many things about this disease that were unknown, it was clear COVID-19 was deadly and dangerous.

Second, we needed to make sure that our students continued their academic progress. Our students deserve to keep their education on track and on time. We also needed to ensure that the many student services that are basic to a contemporary education continue, from emotional health counseling to career advising.

Third, we committed to refunding students the money they had paid for services they no longer could use. For most students, this meant the costs of student housing, meal plans and monthly parking fees. Temple was one of the first schools in the Commonwealth to complete this process.

Finally, our healthcare enterprise needed to prepare for the impact the pandemic would have on Philadelphia, and especially its most vulnerable residents, many of whom live in the area

around our North Philadelphia campuses. Our hospitals geared up like never before to prepare for the heavy patient load. We also shifted our research focus to finding the most effective means to treat the virus and help in any way we could to find a cure.

The big news for us came March 11, when we announced the shift to remote learning. Temple University's U.S. campuses ended in-person instruction on Friday, March 13. We began online and alternative learning methods on Monday, March 16. Because we had already gone through this transition at our Japan campus, we were able to implement many lessons learned. Faculty did an amazing job of bringing their classes online with three weeks' notice. Our students were able to complete their spring term studies, and last month we had our largest graduating class ever, more than 10,400 graduates.

During this time, we never completely shut down our campus. More than 200 students remained in Temple housing, largely because they had nowhere else to go. We fed them, cleaned their rooms and the entire group remained healthy and successfully completed their classes.

Not long after the move to alternative learning, the city of Philadelphia asked us for help in establishing a temporary hospital to handle the potential overflow of patients from the city's hospitals. We immediately agreed and within weeks a 180-bed surge hospital was established in Temple's Liacouras Center basketball facility. At the same time, Temple established one of the first drive-up testing facilities in the region at our Ambler Campus.

While the city's hospitals were hit hard with COVID-19 patients—and Temple University's Hospital handled the highest number of patients in the region—great planning by all the hospitals in our region prevented the medical nightmare that hit many other cities around the world.

Even as we were handling the challenges of the spring semester and the height of the medical cases, we knew we needed to look forward. We established a team of professionals from around the campus to prepare for the summer and make plans for the fall. That effort has involved more than 120 members representing all of our schools, colleges and medical expertise as we established plans for our return.

The same guiding principles that helped us through our successful transition in the spring are being used to plan for the summer and fall terms: Keeping our community safe, ensuring the continuity of student learning, keeping our education affordable, and continuing research.

We've built a phased plan that emulates that of the Commonwealth. This step-by-step approach allows us to assess the effectiveness of each phase and make the needed adjustments before we move to the next phase. Attached for your information is a set of slides that provide details on our plans for returning to campus, including the phases that lead to the fall semester return.

Right now, we are planning for a pilot program to bring a select number of students back to campus for the Summer II session which begins June 23. They will be the first to experience in-person classes and the four pillars to a healthy campus:

- The use of face coverings.
- Frequent hand washing.
- Maintaining a safe distance.
- Monitoring their own health on a daily basis.

Protocols for everything from how to deep clean a bathroom to safety measures for researchers “at the bench” are being created and communicated each week. Plexiglass is going up at counters where employees interact with the public, hand sanitizer dispensers are being installed, and signs are going up and distancing and directional markers are being laid on ground.

Students returning to their off campus housing will mark the start of phase four on August 1.

Our final phase will begin as students move into university residence halls in mid–August on dates as they are assigned, followed by fall semester classes beginning on Aug. 24. We will offer a blend of in-person and online instruction.

Very large classes will occur online and in various break-out sessions. Other classes will occur in person and in hybrid fashion. While our campus will look different, we do believe a campus presence is not only possible, but can be done safely.

We’ve made plans to handle students who become ill without shutting down, as many schools experienced in the spring. We’ve also adjusted our fall calendar so students will go home the week before Thanksgiving and stay there to complete classes and finals. Doing this will offer several advantages, not the least of which is giving us an opportunity to assess the fall semester’s success, minimize the possibility of a recurrence and finalize plans for the spring 2021 semester.

As you can see, this effort is extensive, data- and science-based, and is founded on the principles which helped us with a successful end to the spring semester. While we are confident of moving forward, we also know that COVID-19 can surprise us. We have all learned to be nimble when it is necessary to preserve the health and safety of our community. We will be ready to pivot to primarily online instruction at any point during the fall semester should it be required.

I also want to emphasize that we have taken multiple steps to lessen the financial burden of attending college for our students and their families. We will hold tuition flat for the coming year for all undergraduate and graduate students. This will mark the second consecutive year of flat tuition undergraduates who are Pennsylvania residents. In addition, we were one of the first universities to put in the hands of students the emergency CARES funds, totaling over \$14 million. We also continue to invest in student financial aid and in counseling services to keep student debt as low as possible.

Yet, the COVID pandemic has produced great financial strain on the university in the tens of millions of dollars, and we enter next year with a budget gap of over \$50 million, which we are addressing through budget reductions and enhanced revenue even as we face the uncertainties that COVID could bring.

I want to close as I began, by thanking the Commonwealth of Pennsylvania's leadership for its guidance and support over the last six months. We hope we've earned your ongoing confidence as we move through the summer and look forward to the best fall semester experience we can offer.



The Return Team

Moving Forward to Fall 2020

May 17, 2020

Executive Summary

Temple University's plans to re-open campus operations.

The current context

The world is now engaged in a battle with SARS-CoV2, the virus that causes COVID-19 disease.

As the global scientific community increasingly gains insights into this novel coronavirus, Temple University is prepared to contribute to that charge, while educating the next generation of critical thinkers and experts. We know that viral spread, the load on our local healthcare system, and government mandates and guidelines will all influence our ability to return to campus operations. Temple is ready to safely resume operations in a phased approach and with great care to safeguard the health of our population and the surrounding community.

We are part of the solution

Temple University is designated by the Carnegie Classification of Institutions of Higher Education in the "highest research activity" category and is a university with boundless educational opportunities for nearly 39,000 students. As an economic powerhouse for Southeastern Pennsylvania, Temple's contribution to the region's economy is inarguable.

In the fight against COVID-19, Temple brings many resources to the table: Expertise in diseases, a respected healthcare enterprise, world-renowned leaders in the scientific community, and a cohort of talented and experienced practitioners. We are healers and researchers who are determined in our fight against this pandemic.

We are equally well prepared to re-open campus operations. Temple is prepared to mitigate risks, provide a quality education, and offer safe housing to our students.

Temple's motto is Perseverance Conquers. That's the drive we bring to this effort.

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Our Goals



SAFEGUARD LIVES



SAFEGUARD THE
INSTITUTION



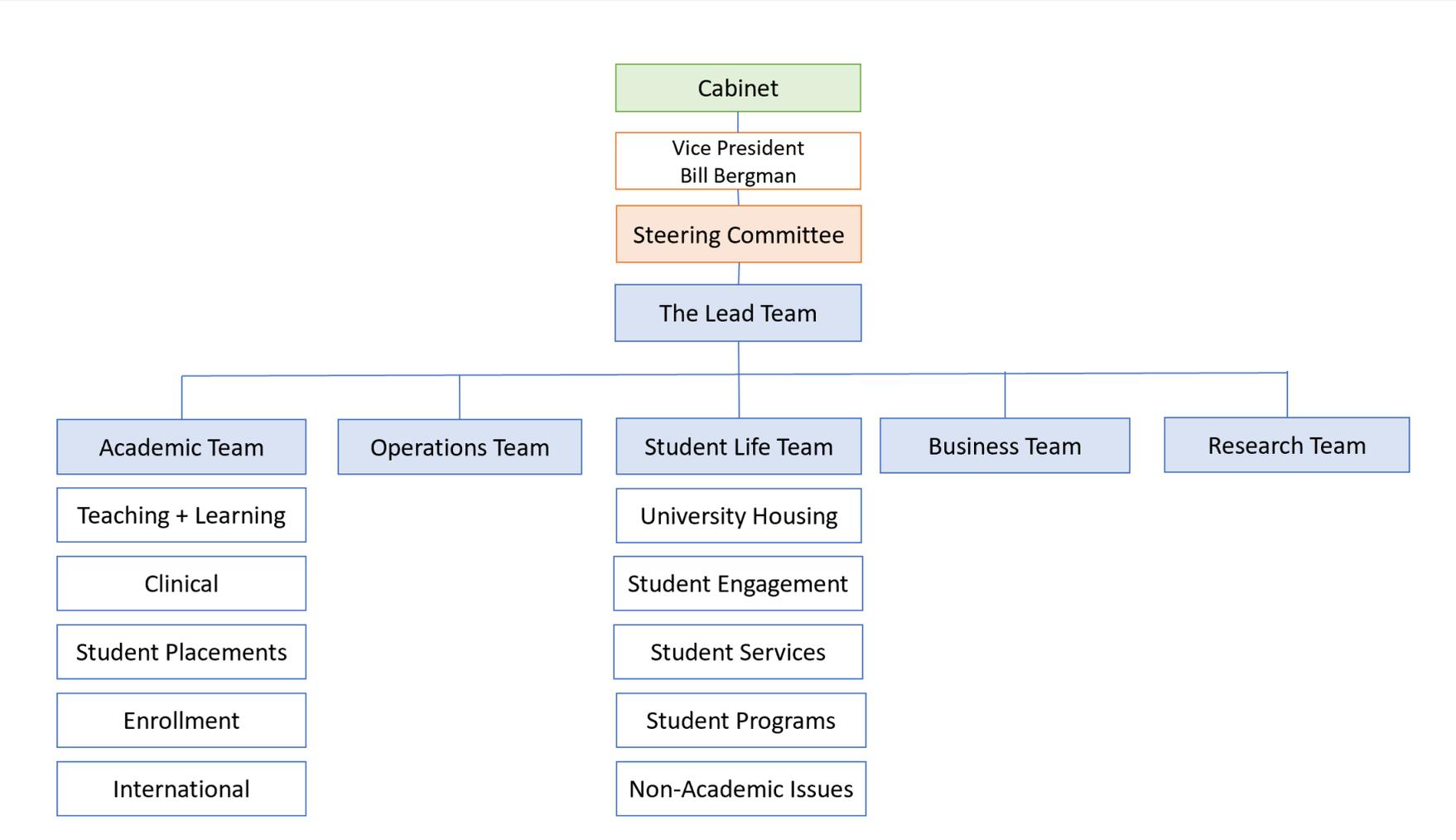
PROVIDE QUALITY
EDUCATION



Our Planning Structure

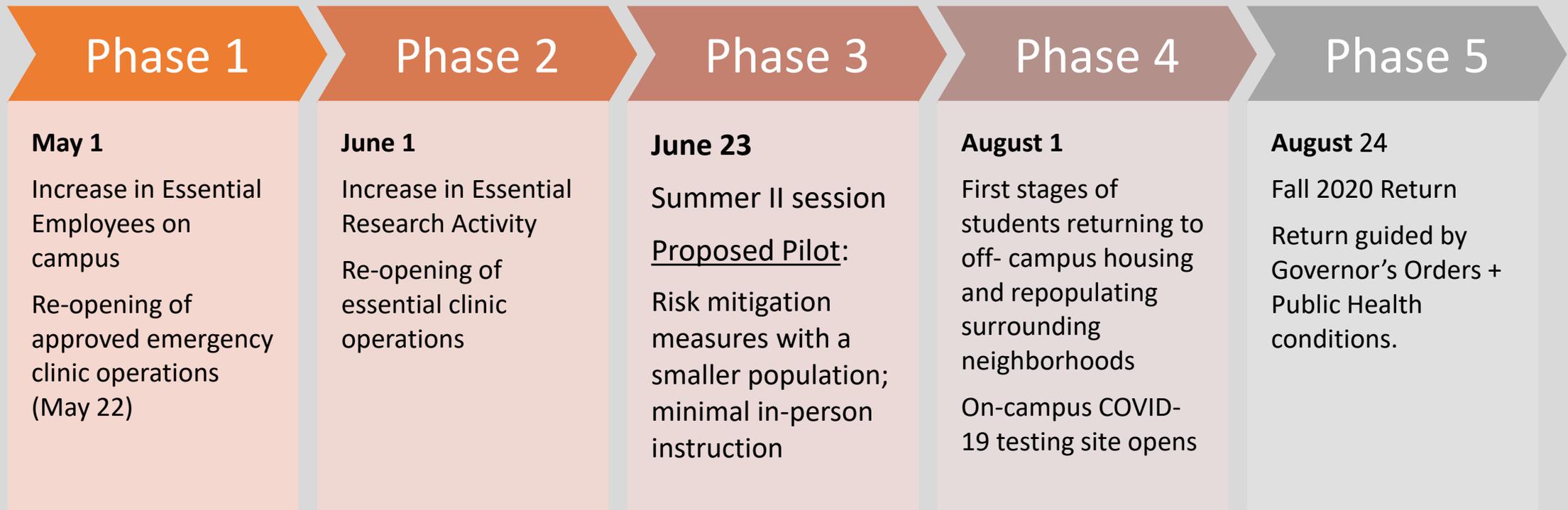
More than 120 people are engaged in planning for a safe return to Temple's campuses. We are fortunate to have infectious disease, epidemiology, public health and emergency medical care experts from our health system, schools, and colleges to help inform and guide decision-making.

All mission-critical functions of Temple are represented in the planning effort. Through extensive modeling, collaboration, and coordination, we are building plans for the best-case scenario and all possible futures.



The Return Team: Temple is united in building a comprehensive plan

Planning a Phased-in Return to Campus Operations



There is tremendous value in **taking small steps** to ensure the safety of the Temple population and surrounding community. Temple plans to approach return to campus operations in phases, starting with essential personnel and research, then moving towards only those classes that must be conducted in person, such as medical school and nursing training. From there we will increase in-person instruction, if and when possible and permissible.

In this way, we will learn from our risk mitigation strategies, step-by-step, to ensure a safe environment.

We've learned a lot about COVID-19 at Temple

The City's Office of Emergency Management needed a facility and Temple immediately stepped up to provide the space and support.

Mark Denys, Senior Director of Health Services at Temple, was instrumental in creating a COVID Surge Facility (CSF) at our Liacouras Center.

In partnership with experts at Temple University Hospital, Mark gained deep insight into operations, policies and procedures specific to COVID-19 care. He managed professional staffing, housing, pharmacy, radiology, laboratory, and security operations for the site. Mark worked with experts in infectious disease and emergency response, and the site became a model for the nation.

From the first day of planning, the CSF was ready to receive patients in only 15 days.

Mark is an example of the wealth of experience being brought to Temple's phased return plans.



The Liacouras Center CSF Site.

6 patient units of 36 beds each

180 Beds with oxygen supply

100 Staff

16 Days of Operation

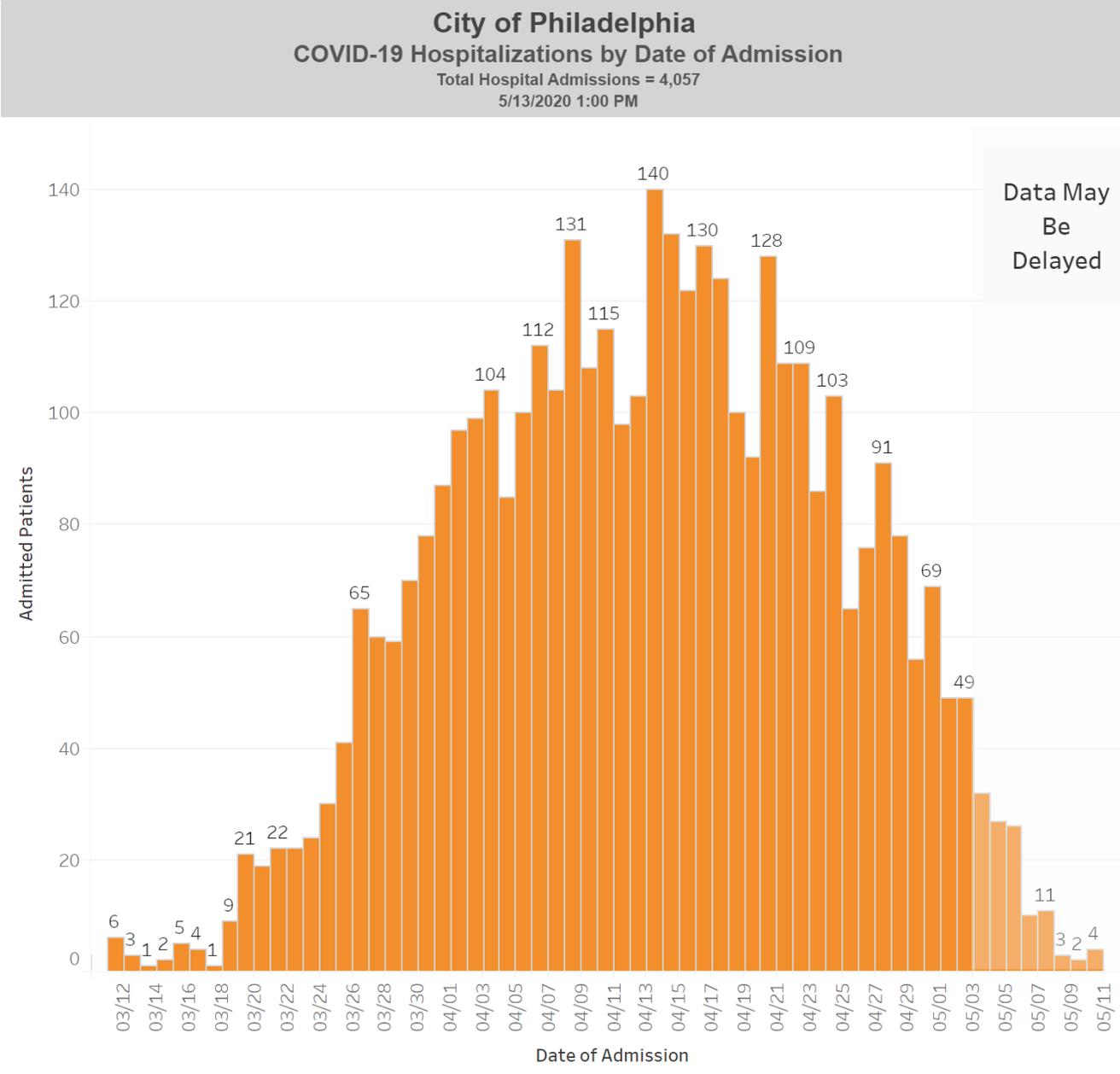
Philadelphia must remain prepared.

We know what metrics to watch. We have learned that new hospital admissions and the percentage of ICU assets in use are key determinants for the region’s readiness for return operations. The good news is that our great city is already showing a decline in hospitalizations that is forecasted to continue into the days and months ahead.

We have built alliances across the city. Temple has a strong partnership with Philadelphia Department of Public Health (PDPH). Last year's campus mumps outbreak brought us into alliance with PDPH to create a mass vaccination clinic, with live vaccine from the nation’s Strategic National Stockpile.

Having already invested years in public health preparedness and planning efforts with PDPH, and with at least fifteen years of partnership with the current team in Philadelphia’s Bioterrorism & Public Health Preparedness Program, Temple was ready for mumps.

Now Temple is ready for the hard work that lies ahead.





Government

- Protect and restart the economy
- Mandate specific public health measures
- Coordinate response
- Enforce policies



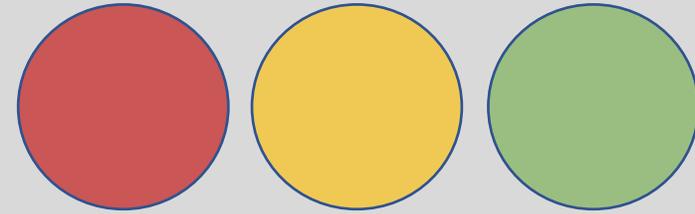
Public Health

- Contain viral spread
- Test, Trace, Treat
- Distribute vaccine
- Protect the public
- Guide government actions



Universities

- Provide a quality education
- Resume sustainable operations
- Protect employees + students
- Ensure a safe environment
- Follow government mandates
- Follow public health recommendations



Planning must align with public health guidance and government directives.

As we consider the safest scenarios for students, employees and the community, we must also abide by the authorities who govern our operations.

Scenario Planning allows us to consider a portfolio of options to use, depending on where we find ourselves at any given point in Gov. Wolf's formula for reopening Pennsylvania – Red, Yellow, or Green

Governor Wolf's Plan for re-opening: <https://www.governor.pa.gov/plan-for-pennsylvania/>

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Four Pillars: Public Health Precautions



Facial
Coverings



Social
Distancing



Hand
Hygiene



Health
Monitoring



During a public health emergency, **Prevention, Detection, & Response** are necessary for success. We are focusing on these broadly applied measures to prevent the spread of COVID-19 within our population. As a baseline, and in conjunction with other measures, these four pillars are essential for all operations until a vaccine is available. Personal responsibility to the greater community is an intrinsic element, and as a university – and as a nation – we depend on one another to protect those most at risk.

Additional Public Health Precautions

COVID-19 Testing Center

Contact Tracing Unit

Serological Testing

Isolation + Quarantine for Housing

Building Safety

Travel Restrictions

Occupancy Restrictions

COVID-19 Testing Center

University Health Services is in the process of creating a new COVID-19 Testing & Treatment facility that is separate from its normal operations. Staffed by experienced clinicians, this center will be coordinated with efforts at Temple Hospital and testing clinics operated by the city.

Visits will be by appointment only, and pre-screening will be conducted via telemedicine. Health Services has been testing staff and students continuously since February and is working to bolster rapid-testing capabilities in the weeks ahead. Additionally, Temple Hospital has capacity to test 10k people per day.

Contact Tracing Unit

Because of its critical value as a containment measure, Temple is partnering with Philadelphia Department of Public Health (PDPH) to develop an internal Contact Tracing Unit. The unit will be responsible for identifying those who test positive for COVID-19 and determining with whom they have had close contact.

Our College of Public Health is developing a training program that will benefit the university and the commonwealth, as other, similar units could be likewise trained. A collaborative survey between CPH and PDPH has identified 400 interested volunteers.

Isolation & Quarantine

Providing safe and supportive on-campus housing for our students is a crucial part of our mission. Those who test positive for COVID-19 in university residence halls will be placed in quarantine for a 14-day period. High risk contacts may be asked to isolate in separate housing for a period to monitor their health for the emergence of symptoms.

Members of the contact tracing unit will provide case management for those who are quarantined and isolated, including daily check-ins to assess physical and mental health.

Building Safety



Social Distancing
Barriers

Hand Sanitizer

Signage

Touchless
Features

Floor Decals

Enhanced
Ventilation



The Key to Our Success

We believe that a **combination** of precautions will help us meet with **success**, including:

- Protective public health measures
- Physical safety tools, including social distancing **barriers** and floor **decals**
- Changes to our facilities, including **touchless** faucets and door openers, **contactless** ID card readers, and automatic water bottle fillers.
- Enhancements to **internal building systems**, such as upgrades to HVAC filtration and modifications to ventilation
- Ramped up **disinfection &** housekeeping protocols
- And a **concerted effort** to build a **culture** of **communal protection** and community care

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Scenario Planning approach

One of the best strategic approaches to making decisions in a time of heightened uncertainty is to explore scenarios of what must be true for us to operate and what might be true regardless of our wishes. It is **our intention** that **we will return** to some level of campus-based operations for our Fall 2020 semester.

Scenario planning provides us with a portfolio of options to meet that goal. Exploring all possible variables allows for new policies, communication strategies, and action steps that we can take.

Using scenario planning, we will prioritize our efforts – and as we monitor local public health conditions and government directives – work towards a safe, healthy “new normal” for the Temple community.

Scenario Planning Framework



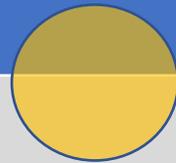
Reasonably Normal

- In-person classes
- Face coverings
- Residents in UHRL
- No mass gatherings
- No large lectures
- Recreation with extra cleaning
- NCAA sports



Restricted Semester

- <50 people per space
- No sports & recreation
- Restricted housing
- Some in-person classes
- Take-out meals
- NCAA with restrictions



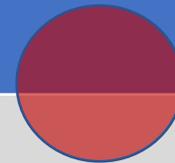
Essentials Only

- <25 people per space
- No sports & recreation
- More restricted housing
- In-person classes heavily restricted
- Take-out meals only
- No NCAA sports



Comprehensive Remote

- <10 people per space
- Essential employees
- Planned Online Instructional Design
- Emergency Housing
- Research prioritization
- Strategic Decisions about classes
- Enhanced supports for staff, faculty & students



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Academic quality in the time of COVID-19

- Regardless of what circumstances arise by late August, quality instruction and meaningful educational experiences are crucial. Although we are proud of how successfully we moved online this spring and learned from that experience, we know that **planned, intentional and flexible instructional design** and pedagogy are necessary for all courses.
- This spring and summer, we have been focused on teacher training. The Center for the Advancement of Teaching (CAT) and schools and colleges are hard at work developing new programs.
- We will continue to provide **outstanding on-line and in-person education** to all of our students. As a SARA (State Authorization Reciprocity Agreement) participant, Temple is authorized to provide quality online education throughout the country in accordance with the *Interregional Guidelines for the Evaluation of Distance Education*.
- Assuming that the spread of COVID-19 will place at least some restrictions on our ability to conduct in-person coursework, we are preparing for all options.



All Capacities

	M	T	W	R	F
800	57	91	61	89	53
810	57	91	61	89	53
820	57	91	61	89	53
830	59	94	62	91	55
840	59	94	62	91	55
850	17	86	19	85	16
900	144	91	154	87	140
910	139	91	148	87	134
920	162	22	171	19	157
930	169	231	172	226	162
940	165	221	168	216	162
950	51	249	51	245	44
1000	219	257	224	252	210
1010	219	257	224	252	210
1020	216	245	220	239	209
1030	195	244	198	238	187
1040	213	243	212	238	208
1050	48	37	46	36	38
1100	239	249	240	242	220
1110	238	249	240	242	220
1120	237	250	239	244	220
1130	238	221	239	215	219
1140	232	256	233	251	219
1150	25	241	24	237	14
1200	188	245	186	243	172
1210	188	245	186	243	172
1220	180	50	179	53	172
1230	187	238	183	243	173
1240	179	238	175	243	173
1250	48	232	41	236	37
1300	212	241	209	240	196
1310	193	241	190	240	178
1320	210	199	207	197	198
1330	210	230	208	229	198
1340	201	229	197	227	196
1350	46	45	44	43	41
1400	192	241	199	238	159
1410	192	241	199	238	159
1420	188	241	195	238	159
1430	166	242	175	237	139
1440	174	242	183	238	154
1450	53	232	56	228	40
1500	147	240	150	232	98
1510	146	207	150	199	97
1520	138	23	144	16	96
1530	146	227	149	207	100
1540	135	227	137	207	100
1550	51	224	51	205	26
1600	117	226	123	204	53
1610	115	226	121	204	53
1620	104	211	112	197	52
1630	107	212	110	200	48
1640	97	212	98	200	49
1650	58	54	59	43	24
1700	56	48	58	42	17
1710	49	19	49	14	11

Academic Scheduling

The University is mindful of the complexities of scheduling courses in a way that enables both **safety & quality**. We must strike a balance that prioritizes both the health of our whole population, including those most at risk, and the learning experience afforded to all of our students. Some of the complexities we face include:

- Complex registration grid: **603** programs, **5500+** course sections; **195,000+** individual course registrations
- Concentration of class meetings on Tuesday and Thursday from 10am to 2pm.
- Most students (except freshmen) are already registered, so changing the schedule in substantive ways for fall 2020 will cause disruption. We can, however, work now to make innovative scheduling changes. For spring 2021, this might include “stretching the grid” to add more class times or weekend days.
- Other options for fall 2020 include: prioritizing classes that must take place in person to be successful – such as science labs, studio art, and musical performance; creating hybrid classes, including in-person small group sessions in concert with online lectures; rotating groups of students in a class between online and in-person participation; and considering new technologies & practices to enhance online learning experiences.

In-Person

Hybrid

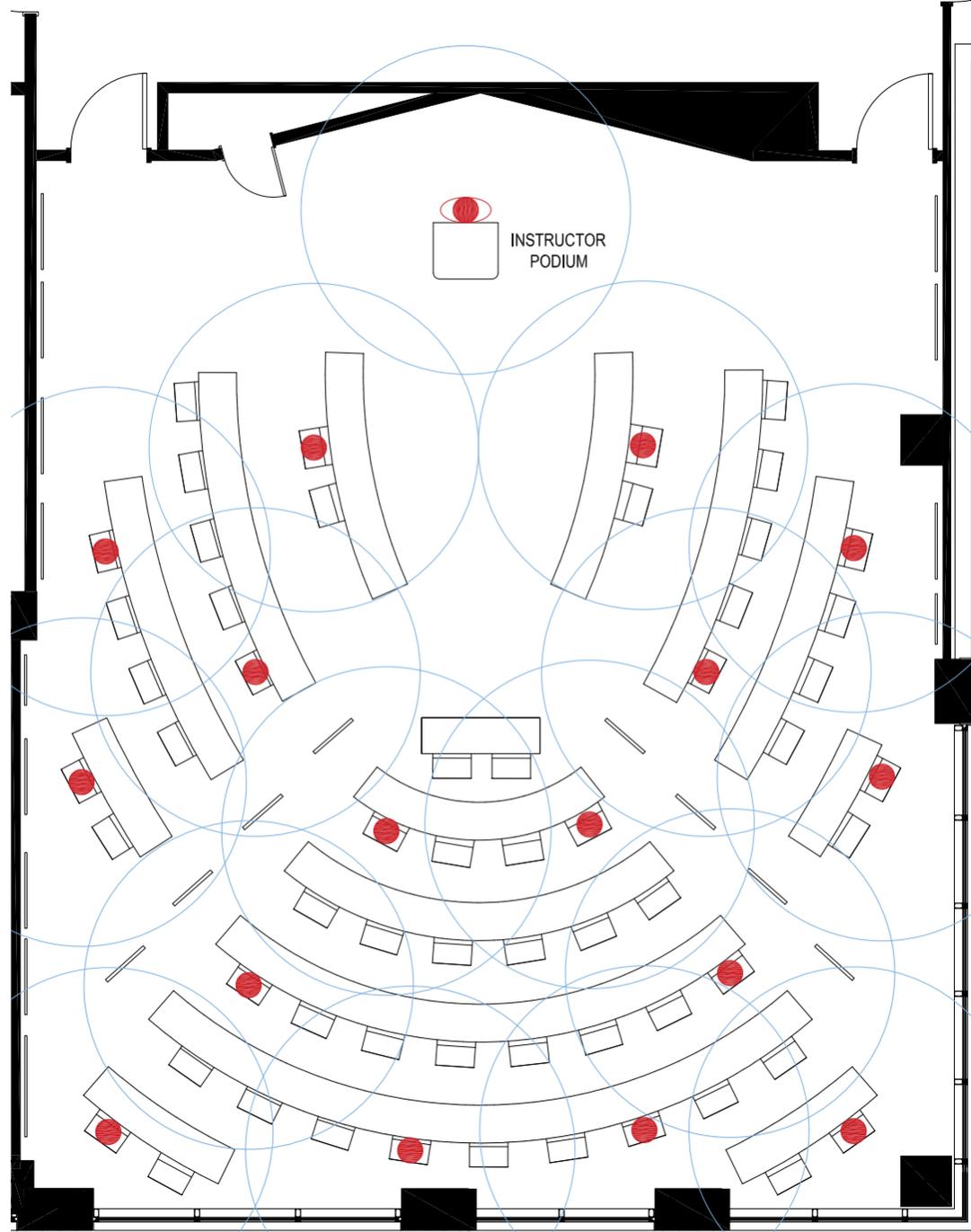
Online



Our goal is to provide rich academic learning opportunities within the wider student experience.

Social Distancing Measures & Classrooms

- 6 feet of space between students
- Reduction of available classrooms
- Cleaning + Disinfection Protocols
- Retain quality instruction
- Tech solutions = Alternative learning options
- Considerations for those most vulnerable to COVID-19



Academic Life goes hand in hand with Student Life



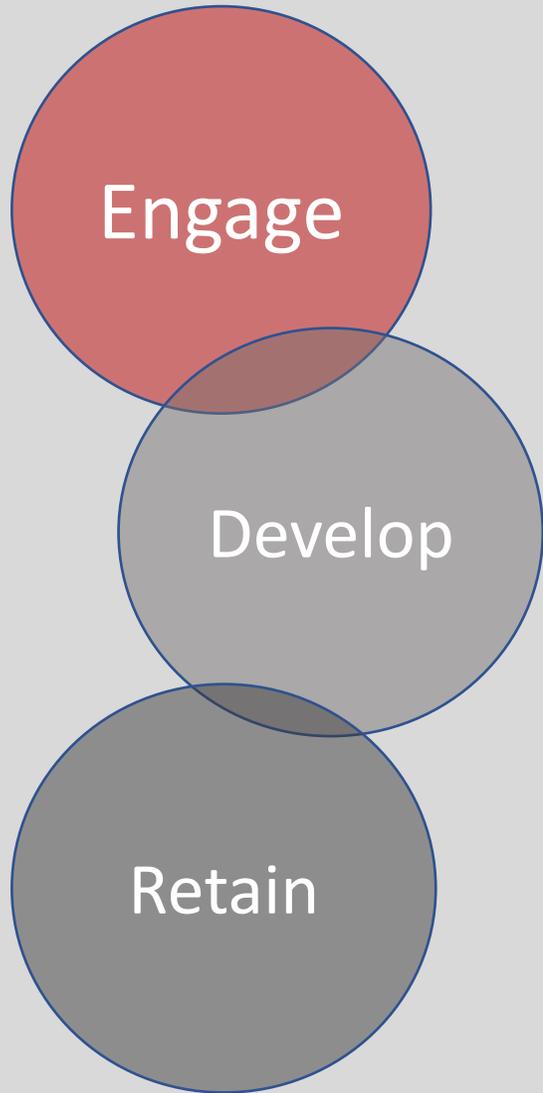
Academic

- What *must* be done on campus?
- How will we maintain social distancing?
- What about ***experiential learning?*** i.e. lab science; research; performance in dance, theater, music; art studios; internships and placements, including student teaching and clinical rotations



Student Life

- How do we create a ***meaningful, connected experience*** while still engaging in proactive, public health measures?
- What programs, services, and activities can reasonably be offered in person and/or virtually?
- In what way can we provide safe dining options?
- How can we promote safe and compliant student behavior on and around campus?



Student Life

Now, more than ever, we see the value that students place on a vibrant, on-campus experience where there are opportunities to develop the skills necessary to thrive in life. Students learn to become leaders, foster lifelong relationships, and develop the emotional and social intelligence needed to make them successful in work and life.

Our task in a COVID-19 world is to continue to create connection and meaningful experiences with more limited in-person interactions.

We must continue to provide vital services to students, whether through safe in-person interactions or via the Zoom platform. We've already developed HIPAA telemedicine solutions for Tuttleman Counseling and Student Health Services, and we continue to serve our students' wellness needs every day.

In our efforts to address food insecurity and other financial needs, we've created food pick-up stations, bolstered our emergency fund for students, and considered the complex needs of the thousands of students who live off-campus.

Creating new ways to Engage, Develop, and Retain our students will continue to be the primary focus of Student Affairs.

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Housing

University Housing and Residential Life (UHRL) seeks to cultivate responsible community members by developing inclusive living and learning environments.

Housing our students during a global pandemic involves the same challenges faced by any communal living environment right now: how do we protect our residents, build a culture of responsible, communal protections, and care for those most vulnerable and at-risk to COVID-19.



**Occupancy
density**



**Isolation +
Quarantine**



Contact Tracing



**Vulnerable
Populations**



**Grab & Go
Dining**



Risk Mitigation

Housing

- We normally have 5,262 beds available.
- Most rooms are multiple occupancy
- Because 2 of our residence halls have communal bathrooms, we will move to single occupancy rooms in those buildings to reduce density and facilitate cleanliness.
- 6 feet is always provided between beds.
- Room selection has been live since April 1

Density of
Residential
Space

Richness of
Experience

We must ethically
and safely achieve a
“new normal”

Student retention &
academic success is
linked to 1st year
residential experience

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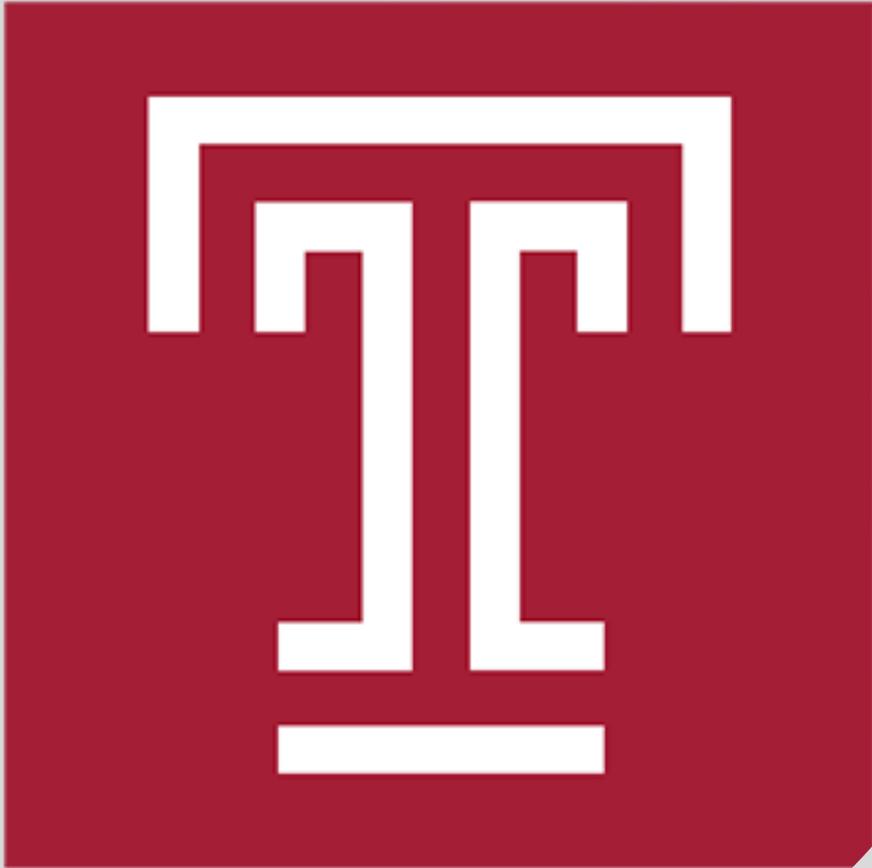
06

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Campus**

Our Workforce

We are making every effort to consider the health & safety of our workforce. We must accommodate those at highest risk while continuing to fulfill our mission. Workspaces are being altered to meet the needs of our employees. Policies are being drafted. We are ready.

On-Site, Essential	Includes employees who must do their work on our campuses, including facilities maintenance, campus safety operations, essential researchers, and clinicians
On-Site, Flexible	Includes employees who need to be on campus some of the time, but where flexible scheduling can be used for only certain hours of the day or certain days of the week
Remote, Flexible	Includes employees who are able to continue to perform high-quality work performance remotely but can effectively operate in any location.
Remote, Complete	Includes employees who may be at higher risk and need to continue to work remotely until there is a vaccine or effective antiviral for COVID-19 that is widely available.



Culture & Education Campaign

We are developing a university-wide social marketing campaign to enhance community, foster compliance with public health measures, and emphasize our responsibility to one another. In this way, we hope to fight COVID-19 together while continuing to achieve our goals in education, research, and service.

Temple Strong, Temple Proud.



We know it won't look like it did before the global fight against COVID-19, but our community is **ready** to achieve our goals, **together.**



Temple
University

PERSEVERANCE
CONQUERS

PERSEVERANCE CONQUERS

Senate Education Committee
Hearing on the Impact of COVID-19 on Higher Education in PA
Testimony of Tom Foley, President
Association of Independent Colleges and Universities of Pennsylvania (AICUP)
June 9, 2020

On behalf of the 92 independent nonprofit colleges and universities that the Association of Independent Colleges and Universities of Pennsylvania (AICUP) represents, thank you for all you have done to combat this pandemic and to keep Pennsylvanians safe. As you know, our institutions were one of the first to respond to this crisis, quickly pivoting to remote learning formats while putting the health and safety of students, staff, faculty and our local communities first.

COVID-19's immediate impact on our schools was financial. We looked at that impact in two ways – actual spring losses and estimated future impact. We collected real time data from our schools (and continue to update) and calculate current real losses at \$426 million just for spring semester – please see **attachment A** for detailed breakdown of that number. This estimate does not include most summer or all fall losses. At the end of the day (which means well into next fall enrollment season), we expect the overall cost to these 92 institutions (and the communities in which they are embedded) to be in the billions of dollars.

- ✓ These institutions have already lost 10-12% of revenues in this fiscal year, from both lost income (room and board, clinical fees, etc.) and new expenses (for distance learning, student transportation, enhanced safety, etc.).
- ✓ They have lost summer and auxiliary revenue as well, which--for many of our smaller schools--is the only way they get to a balanced budget each year. Contrary to some impressions, almost none of our most vulnerable schools have anything in the way of endowments (which have their spending restrictions by covenant or by law).
- ✓ The triple whammy on finances will be decreased fall enrollments (every student survey to-date predicts at least a 15% decline in enrollment across the board, some as high as 25%, as people react to pandemic concerns). We estimate those losses at well over a billion dollars.

As the virus and its implications progress and change, these independent nonprofit schools are working to implement plans to return to campus while still maintaining safety. These universities are vital to the future economy of the state and nation—1) they train our workforce and 2) they are the lifeblood of the communities in which they are embedded. A few words about each.

First, our schools train the workforce of tomorrow, educating right now over 290,000 students. In order to get the economy back on track these schools need to continue their mission to educate:

- ✓ 51% of all four year college degree-seeking students in PA
- ✓ 50% of all minority students seeking bachelor degrees
- ✓ 49% of all non-traditional students
- ✓ 46% of all bachelor degree-seeking STEM students
- ✓ 44% of all low income students seeking bachelor degrees.

67% of all those 290,000 students are pursuing majors in career-directed fields, training that leads directly to careers in business, IT, education, health care and many more. 54 of our 92 schools have health science programs, and produce a huge percentage of all the people who work in health care in this state.

Second, the AICUP Schools are also longtime community partners, averaging 134 years embedded in over 60 PA towns and communities. They are among the top 25 employers in 30 counties, the top 10 in 15 counties, the number one employer in three counties (including in our most populous). They are bedrock economic contributors providing:

- ✓ \$24 billion in PA GNP economic impact each year (double including our hospital systems)
 - ✓ 195,000+ jobs in the state
 - ✓ \$1.1 billion in state and local taxes
 - ✓ \$3.3 billion in additional spending in the communities where they thrive and
 - ✓ Five million plus hours of volunteer service in 67 counties last year.
- [\(Independent Economic Impact Study attached\)](#)

They are keystone contributors to the economic fortunes of our Commonwealth, and we are grateful for your recognition of that fact in your recent decisions about the budget, about the use of COVID-Relief funds, and about PHEAA.

All of the AICUP schools are working on innovative ways to successfully deliver education to their students while balancing the health and safety guidelines around a return to campus. One size does not fit all and it is imperative that guidance for reopening maintains enough flexibility for these schools to determine the best way to provide education. The current Pennsylvania, CDC and DOH guidance allows for just that, which is key for success. Many schools are adapting their programs, facilities and policies. Some approaches include:

- ✓ Calendar and Curricular options
 - Splitting into smaller segmented sessions
 - Starting earlier and not returning at all after the Thanksgiving holiday
 - Staggered return times
- ✓ Teaching modality and method of participation options
 - Expanded remote learning--hybrid, hyflex, hybride
 - Asynchronous instruction
 - Remote learning post-Thanksgiving and finals

We welcome the recent PA Preliminary Guidance for Resuming In-person Instruction at Postsecondary Schools. Several barriers remain:

1. **Liability**—because of their role in the economy and in developing the future workforce, it is imperative that these institutions get back to in-person instruction. But we all recognize there is much about this virus which we do not yet understand, and that our national and state efforts to develop affordable, widely available testing and tracing options (let alone a vaccine) are still in process. Just as for our for-profit partners in the business community, it is essential that there be a safe harbor, time and cause limited, to both permit reopening and to protect institutions who follow the guidelines.
2. **Testing/PPE/Contact Tracing**—Beginning in August, we will have literally thousands of education entities--from the dozens of buildings that comprise just one of our 501 school districts, to the tens of thousands of post-secondary and adult education buildings we have in this Commonwealth--all attempting to reopen safely. Access to PPE/testing/contact tracing resources remains difficult in most areas of the state, with additional cost and availability barriers at this time. Add to that the fact that many of our institutions donated their existing PPE stock to local front line responders. By prioritizing institutions of higher education for these resources, they will be better equipped to implement plans conducive to safety. This will allow us to get back to business sooner, which will help us to help you

repair the damage done to our economy. This will also allow us to ensure a safer and more stable environment for students, faculty, staff and community as they return to school.

3. **Laws and regulations**—as schools move forward with modifications to their campuses and programs, they continue to work with the relevant certifying state and national boards and organizations. The challenge is to ensure that the correct modifications are concurrently made in program certifying requirements and regulations. This includes PHEAA and their student aid program requirements, the various licensure boards (especially those requiring in-person clinical training) and PDE/State Board of Education (for administrative regulations and teacher certification requirements). We will need to be able to move with agility, with your help, as new challenges present to those regulatory entities in the coming months.

Thank you for protecting the higher education dollars that enable the dreams of low-income and first generation students in the 2020-2021 state budget. Through level-funding and distributing COVID-Relief dollars to the PHEAA programs, students will be able to start or continue their education through the Grants to Students program. These grants not only give students vital funding upfront for their education, it has been shown that they reduce overall student debt. AICUP schools educate 44 percent of all PHEAA four year direct grant students.

Again, thank you for hosting this hearing to shed some light on the impact that COVID-19 has had on our postsecondary institutions and thank you for your support through the budget of PHEAA programs. We look forward to continuing our work with you.

To: AICUP Presidents
From: Tom Foley/Ron Uroda
Date: May 20, 2020
Re: Actual and Projected financial losses

This memo is an update of the April survey of 92 independent non-profit schools in AICUP. Almost 70 schools gave us live data on their losses so far this semester; a smaller number gave us on their projected losses from some cancelled summer classes and other lost auxiliary income this summer. These losses make clear that the CARES Act dollars, while very much appreciated, fall far short of filling these real time gaps--CARES Act Institutional Aid will cover less than 20% of estimated losses to date. Those gaps, unless filled, will result in severely diminished student (and other) services—the very kind of services that help AICUP students achieve the highest on time graduation rates in the PA higher education landscape, and with lower overall debt than their publicly funded counterparts.

Losses to date

Our current estimate of the actual and expected expenses of AICUP schools responding to the COVID-19 crisis is \$426 million. This includes increased expenditures and revenue losses from operations:

Expenditures and revenue losses from operations:

\$254 million in reimbursements to students for room/board

\$6 million in expenses to assist students forced to leave campus housing

\$122 million in lost revenue from cancelled facility rentals, sporting events, cultural events, closures of clinics

\$3 million in other COVID-related expenses

Expected losses for summer session

\$42 million expected loss of revenue from cancelled summer courses and reduced summer enrollment

The \$426 million DOES NOT include revenue losses over all AICUP schools for fall 2020 if fewer undergraduates enroll or current students do not return. Estimated additional revenue losses:

Fall projected losses

Below are estimates of lost revenue for AICUP colleges and universities if enrollment declines this fall because of COVID-19. *We asked each school to tell us their financial loss if 25 fewer students return or enroll—so these estimates below are based on real data, not estimated losses per institution.* From that, we graphed up to reflect projected losses in numerous studies published to date, which range from a minimum of 10% overall decline in enrollment to a high of 32%.

Here are estimates of revenue losses over all AICUP schools for fall 2020 if fewer undergraduates enroll or current students do not return:

Enrollment drop of 5% = \$311 million

Enrollment drop of 10% = \$622 million

Enrollment drop of 15% = \$933 million

Enrollment drop of 20% = \$1.2 billion

If schools experience similar drops in both undergraduate and graduate students (highly likely as a significant percentage of grad students are international), the revenue losses are:

Enrollment drop of 5% = \$365 million

Enrollment drop of 10% = \$731 million

Enrollment drop of 15% = \$1.1 billion

Enrollment drop of 20% = \$1.5 billion

These fall revenue losses would be in addition to the \$426 million expenditures and losses above. It is also important to note that some institutions would suffer far greater losses and will be at existential risk without significant financial help.



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June 9, 2020

Virtual Public Hearing | Senate Education Committee

Ms. Elizabeth A. Bolden, President & CEO, Pennsylvania Commission for Community Colleges

The Pennsylvania Commission for Community Colleges appreciates the invitation to participate in this virtual public hearing regarding the impact of COVID-19 on higher education. The Commission is the voluntary membership organization that represents the interests of Pennsylvania's 14 community colleges established under Article XIX-A of the Pennsylvania Public School Code.

Community colleges are essential to Pennsylvania, offering a broad range of educational opportunities to all Pennsylvania residents. Collectively, the Commission's member institutions educate nearly 300,000 students annually and are the largest provider of public postsecondary and workforce education in the Commonwealth. Pennsylvania's community colleges serve more low-income and first-time college students than any other sector of higher education. In 2017-18, more than 56,000 community college students, or 40 percent, received nearly \$190 million in Pell grants. More than 65 percent of first-time, full-time credential-seeking community college students are from households earning less than the median household income level in Pennsylvania.

The economic impact of Pennsylvania's community colleges is also significant. In 2016-2017, the 14 Pennsylvania community colleges and their students added \$13.6 billion in income to the Commonwealth's economy, approximately two percent of the total gross state product. This impact is nearly as large as the Accommodation & Food Services industry. The colleges are also major employers, employing nearly 25,000 individuals statewide prior to the start of the pandemic.

Collectively, the colleges work with more than 1,800 workforce partners across the Commonwealth to identify gaps in skills training and develop programs that prepare workers for these in-demand, family-sustaining careers. In 2017-18, Pennsylvania community colleges awarded over 75 percent of the associate degrees earned in Nursing within the Commonwealth. In addition, community colleges train the Commonwealth's emergency services workforce, including fire, police, and other emergency services personnel.

For every \$1 a student invests in their education at a Pennsylvania community college, they see a return of \$3.50 in increased future earnings. This investment in their education yields students an average annual return of 13.8 percent, outpacing the 30-year average annual return on the S&P 500.

For transfer students pursuing a four-year degree, research indicates that community college graduates outperform students who began their higher education journey at a four-year college or university. The 30,000 annual transfer students save at least \$20,000 on the cost of higher education by starting at community college. More than 75 percent of these community college alumni transfer to a Pennsylvania institution, providing a consistent source of enrollment to baccalaureate-granting institutions.

Spring 2020 Summary

It has been more than two months since the first cases of COVID-19 were identified in the Commonwealth and the threat of contracting the coronavirus became real for Pennsylvanians. Since then, life has changed dramatically. Higher education institutions, including Pennsylvania's 14 community colleges, have been considerably impacted.

Community colleges are agile, built to respond quickly to local and regional needs. During this unprecedented global pandemic, Pennsylvania community colleges did what they have been doing for 50 years – they adapted instructional delivery methods, supported the communities they serve through donations, and launched newly-identified programs to meet workforce needs.

The community college student-centric model – which has always emphasized flexibility, particularly in course design, delivery and schedule – is well-suited to weather the current pandemic and help propel the Commonwealth into economic stability in a post-pandemic world.

Yet even before the virus required the colleges to operate remotely, Pennsylvania's community colleges were on the cutting edge of online learning. In the 2018-19 academic year, more than 85,000 students enrolled in at least one online course and community colleges collectively offered approximately 175 programs that could be completed entirely online.

As the pandemic spread, the colleges quickly expanded on this well-built infrastructure, transitioning to remote delivery of all possible instruction and services. Community college faculty and staff rose to the challenge by embracing change and transitioning course content to a remote format. They offered students a glimmer of normalcy and leadership, even as life became more turbulent. Colleges reached out to students individually to identify their needs, distribute laptops, internet hotspots and webcams to students without the resources to continue their education. Colleges developed tutorials to assist students in using new technology and continued to provide support services to help students succeed.

As most community college students are non-traditional learners and the rapid changes significantly impacted their careers, families and daily lives, many community colleges considered or proceeded with modifying grade systems in response. Partnering with other public institutions in Pennsylvania, the Commission and college staff worked to ensure that temporarily adopting a pass/fail model would not create complications for students who later attempt to transfer the credits for further study.

Even as community colleges pivoted nearly every facet of their institutions, they extended vital emergency assistance funds for students who were struggling with food and housing insecurity, job loss or other crises. This emergency assistance was especially critical for students whose income had been disrupted by COVID-19, threatening their ability to continue their education. The Community College Research Center at Columbia University indicates that, nationally, 80 percent of community college students are also active members of the workforce, with almost 40 percent working full-time; many of these students depend on part-time employment at their community college or within the service industry for income. When campuses, hotels and restaurants closed to mitigate the spread of COVID-19, the emergency assistance offered by their college was a godsend that allowed them to stay afloat financially and continue their education.

Also recognizing that more than half of community college students are considered low-income, the colleges maintained access to food pantries, expanded student services and increased access to mental health resources. Administrators trained faculty on available services and initiated outreach that informed students of the new assistance.

Upon passage of the federal CARES Act and receipt of federal funds, the colleges began to distribute the \$34 million in federal CARES funding allocated to eligible community college students who experienced disruption in their education due to the pandemic. The funds were used by students for critical expenses such as food, housing, course materials, technology, healthcare and childcare.

However, the resources offered by community colleges during these uncertain weeks extended well beyond their student recipients to the regions they have enriched for decades. In response to the critical shortage of personal protective equipment (PPE), community colleges across the Commonwealth supported Pennsylvania healthcare professionals – many of whom are community college alumni – with the donation of medical supplies. The nursing, allied health and other relevant programs loaned ventilators, contributed supplies of gloves and lab coats, and used on-site equipment to produce much-needed N95 and other masks based on guidelines provided by the U.S. Centers for Disease Control and Prevention (CDC).

The spring semester has concluded at all Pennsylvania community colleges. Graduation ceremonies were held virtually or postponed indefinitely. Spring 2020 community college graduates are now launching careers in essential and in-demand industries across Pennsylvania. Many of these newly minted alumni will serve on the front lines of the COVID-19 pandemic as nurses, allied health professionals, paramedics and EMTs; while others will ensure the delivery of vital goods, maintain power distribution, or provide essential law enforcement or fire services. These individuals are the pillars of our economy.

The colleges have reviewed data from multiple sources to understand state and local labor market trends and workforce needs in their communities and across the Commonwealth. According to data by EMSI, several of the top 10 occupations in Pennsylvania with increased job posting activity through May 2020 include nursing and industrial truck and tractor operators. Accordingly, the colleges petitioned the Wolf Administration to allow them to resume training in these essential occupations.

The data has also led to the development and launch of new programs that align with emerging and traditional workforce needs. These programs include training, certificates or degrees in Contact Tracing, Electrician, Assistive Technology, Actuary Science and Data Analytics, Diagnostic Medical Sonography, Business Analytics, Data Science and Microsoft Office and Customer Service Certificate to name a few. As they have for the past 50 years, the colleges will continue to monitor labor demands and adjust course offerings based on industry need.

Summer 2020 Status

Community Colleges are year-round institutions, even in the face of a worldwide pandemic. For summer 2020 coursework, community colleges continued to offer primarily remote instruction. As the Commonwealth began a phased reopening, and where limited face-to-face instruction is permitted by CDC guidelines and other limitations imposed by accreditors and other authorities, the colleges are prioritizing instruction and assessment for students whose education was disrupted and need to complete coursework in order to enter the workforce. Furthermore, the colleges have focused on opportunities for face-to-face instruction in programs such as Nursing, CDL, Allied Health, Emergency Services, Fire and Emergency Services and other essential industries.

Fall 2020 Plans

Committed to their role as community anchors and economic engines, community colleges are planning to continue their long-held tradition of offering affordable, accessible, high-quality education and workforce development programs. While educational delivery will continue to evolve, the core mission of community colleges will remain unchanged. These accessible institutions of higher learning will continue to provide quality, affordable educational opportunities, relevant workforce training for family-sustaining careers and holistic supports to students. Community colleges will further leverage technology to build quality programs and engage learners, while being responsive and adaptable to additional change.

Community colleges have sought advice from experts, consulted guidance from the state and federal government and surveyed faculty, staff and students to develop plans for fall 2020 and beyond. Although plans vary by institution, they prioritize health and safety and include contingency plans in the event of a resurgence or a positive case of COVID-19 among students, faculty, staff or another individual on campus.

Some colleges will primarily offer remote instruction for the fall 2020 semester, with limited face-to-face instruction in programs that require it. Others are planning to resume face-to-face instruction in compliance with CDC guidelines. Every college is committed to mitigating the risk of exposure and spread of COVID-19 to all individuals who come to a community college campus. Plans are continually reviewed to ensure they are aligned with the most recent information available and consistent with best practices.

However, implementing social distancing and risk mitigation on a college campus is challenging. College campuses are designed for collaboration and teamwork led by faculty and staff who regularly

interact with each other, students, and visitors to campus. Current protocols require these activities to take place in a remote format and/or while adhering to social distancing. Therefore, the colleges need to reconfigure everything on campus, including work schedules, traffic flow, student schedules, student services and course delivery.

The colleges are also mindful that some students, faculty and staff may have concerns about returning to campus, pre-existing medical conditions that puts them at greater risk, or have family members that are in an at-risk population. Accommodating these needs is a priority for the colleges, even as it complicates the resumption of face-to-face services and programs at the colleges.

Challenges

While community colleges are eager to continue serving students, regions and the Commonwealth, significant challenges remain, including substantial financial uncertainty caused by:

Enrollment Disruptions

Enrollment for the 2020-2021 academic year will be difficult to predict. For some students who attend or planned to attend community college, financial instability may delay their enrollment. Others may no longer be able to afford tuition due to recent unemployment. Although history indicates community college enrollment trends positive during difficult economic times, enrollment at some Pennsylvania community colleges could decline dramatically. Regardless of whether enrollment ultimately surges or plunges, both scenarios produce major financial strain for community colleges as they struggle to maintain affordable tuition rates and provide support to students who need it.

Unexpected Costs

In mid-March when the pandemic first forced the closure of businesses, venues and schools across the Commonwealth, community colleges spent millions to transition to remote learning. Expenses from upgrades to learning management systems, support and training for faculty and new software were unexpected and considerable. Within six weeks of the national emergency declaration the community colleges spent more than \$6 million to help students and staff transition to remote instruction, reduce the financial impact on students and begin the cleaning protocols recommended by state and national agencies.

The colleges are working diligently to develop comprehensive re-engagement plans for upcoming semesters. Redesigning classrooms and other college spaces to adhere to social distancing guidelines; securing and distributing PPE to students, faculty and staff; regular site disinfection; revamping or adding campus signage; and student, faculty and staff temperature monitoring or COVID-19 testing will all require substantial investment. These plans are being developed to align with CDC and other guidelines and mitigate exposure risk for all individuals who visit community college campuses.

Because 60 percent of the counties with a community college campus are considered at least a

medium-high COVID-19 Health Risk, proper measures to mitigate the virus spread are paramount. However, many of these costs are recurring. To adhere to CDC guidelines community colleges will have to follow new and evolving protocols for the foreseeable future at considerable cost to their institutions.

✦ **Lost Revenue**

The financial costs endured by the community colleges pale in comparison to the damage they will sustain from lost revenue. The pandemic has forced colleges to cancel cultural arts performances, campus events, fundraising opportunities and non-credit programming. The closure of dining areas and bookstores, plus the loss of other anticipated auxiliary revenue, will exacerbate the budgetary strain. However, the most significant injury will be lost revenue due to enrollment disruptions. Community college leadership estimates that \$5 million in revenue has already been lost. Additional projected lost revenue from all sources collectively totals approximately \$55 million through the end of the calendar year.

✦ **Legal Risk**

The colleges are developing extensive plans to foster the health and safety of their campus communities. However, even as the Commonwealth proceeds with its phased reopening, concerns remain about potential liability that could result from resuming on-campus operations. Temporary and targeted legal protections to insulate the colleges from lawsuits related to COVID-19 exposure would be extremely helpful and offer some reassurance to leaders.

Conclusion

In just 50 years, community colleges have transformed Pennsylvania's higher education landscape and are now proud to be the largest provider of public postsecondary education and training in the Commonwealth. In the post-pandemic world, the responsive, quality education and training offered by community colleges will be more important than ever. The affordable transfer programs and career-focused courses that community colleges offer will be essential to Pennsylvania's economic recovery. Community colleges are key to retraining and upskilling the 1.9 million individuals who filed for unemployment since March 15, 2020.

Thank you for the opportunity to provide testimony. We hope that the Senate Education Committee and all members of the General Assembly recognize the importance of supporting community colleges as they navigate these turbulent, uncharted waters. As one of the keys to economic recovery in Pennsylvania, an investment in community colleges is an investment in Pennsylvania's long-term fiscal vitality and strength. The Pennsylvania Commission for Community Colleges and its member institutions look forward to working with the Chairmen, and Members of the Committee to chart a course towards the Commonwealth's prosperous future.

**STATEMENT BY
DAVIE JANE GILMOUR
PRESIDENT OF PENNSYLVANIA COLLEGE OF TECHNOLOGY
JUNE 9, 2020**

With an overall graduate-placement rate of 97.3 percent that reaches 100 percent in many of our majors, Pennsylvania College of Technology delivers an educational model that is being emulated by more and more colleges and universities. We already knew that technology education, with its dependence in-person instruction on state-of-the-art equipment, is inherently more expensive to deliver than a liberal arts education, and we deeply appreciate the support of this body in that regard.

But remote delivery of that model has been another challenge altogether for our 5,000-student, open-enrollment, hands-on institution. Our academic approach is rooted in real world experience and a heavily lab-based curriculum that evolves just as quickly as the industries our students study; further, in many cases, program accreditation is based upon this standard.

During the challenging times this spring, the irony was never lost on us that across our 100 certificate, associate, bachelor's and master's degree programs, all were directly aligned to essential, life-sustaining services, and that more than 80% of our graduates remained in Pennsylvania, largely working in fields considered essential during pandemic.

COVID-19 Actions, Spring 2020

As it became apparent in late February that COVID-19 was spreading from Asia and across Europe, Pennsylvania College of Technology started planning for multiple contingencies and began communicating with students, parents, faculty, staff, and stakeholders for the College's ongoing response to the pandemic.

Initially, before there were confirmed COVID-19 cases in Pennsylvania or Lycoming County, the College moved to cancel Global Experience student/faculty trips to countries substantially affected by coronavirus and began communicating those actions directly to those involved.

In early March, as Spring Break (March 8) approached, the College began sending email communications on a regular basis to students, parents, and the College community from Student Affairs, Academic Affairs and the President's Office. The messaging offered information from the health agencies (the Centers for Disease Control and Prevention, the Pennsylvania Department of Health, and the World Health Organization), as well as the U.S. Department of State regarding travel advisories, coronavirus symptoms and FAQs, disease precautions, guidelines to prevent the spread of infection, and more. Posters and signage with similar information were posted campus-wide.

Also in the first week of March, the College launched a COVID-19 [website](#) and linked to it from a banner on the home page of the College website. This site features the latest (and a full archive) of our COVID-19 response updates, as well as a full menu of information and resources for coronavirus, including enhanced cleaning/disinfecting protocols from our General Services department and instructions about how to proceed if someone is presumed or confirmed to be infected.

Later, this site was supplemented with a [COVID-19 Student Resources Page](#), where students can find answers to their questions about how COVID-19 is affecting academics, financial aid, student life,

scheduling, commencement, and other aspects of the college experience. We also communicated information and provided responses to questions on our various Penn College social media platforms, including a particularly active parents group on Facebook.

On March 11, the College communicated to students planning for remaining Global Experience trips, that all College-sponsored international travel had been canceled through July 1. Later that same day, the College, in an abundance of caution, extended Spring Break – which was to have ended March 16 – to March 23. Career Fair, a recruiting event featuring hundreds of employers on campus March 17-18, was canceled. Any students or employees traveling to affected countries over the break were directed to self-quarantine for 14 days upon return. And, taking a cue from other colleges and universities, the College initiated training sessions for faculty on strategies to move content to remote platforms; most had never taught online before.

On March 13, the College canceled its Spring Open House event, scheduled for March 28. That same day, when Governor Wolf ordered the closure of K-12 schools statewide for 10 business days, the College communicated with employees impacted by childcare issues and addressed provisions for them to participate remotely in meetings on campus to balance work and family obligations. Similar remote provisions were implemented for student advising and scheduling.

When subsequent word was received that colleges were also to close until April 6, Academic Affairs communicated that most coursework would be delivered remotely from March 23 to the end of the Spring 2020 semester and asked for everyone's cooperation and patience as plans were developed and implemented by Academic Affairs.

At that time, the College still planned to resume in-person lab and clinical instruction on April 6 for courses that required it. Following the Governor's guidance that non-essential business operations be limited throughout the Commonwealth, the College moved to minimize on-campus operations to essential services only, while making provisions for most employees to work remotely during the period.

A video communication from the Office of the President to the Campus Community on March 17 urged everyone to cooperate with guidelines and remain safe, and addressed a moral obligation to reduce the curve of COVID-19 spread, an ethical obligation to provide the best possible educational outcomes for our students and their families, and a professional obligation to provide future workforce leaders to the Commonwealth and our industry partners. This became a recurring theme in much of our subsequent messaging.

On March 31, based on the latest guidelines from President Trump, Governor Wolf and the appropriate health agencies, the College announced May 4 as the date when those select students still requiring lab and clinical instruction to complete their coursework would return to campus, with that cohort's semester extended until May 29. The message added that Spring Commencement was postponed until August, and summer sessions were being moved to remote delivery announced initial refunds for room and board costs, and offered Pass/Fail grade options.

On April 21, when the governor announced that his stay-at-home order was being extended statewide until May 8, our target date for the return of students in need of in-person labs or clinical experiences to complete coursework was moved once again – to May 11.

By this point, the College completed 93 percent of Spring coursework remotely, a remarkable feat for a college of technology whose hallmark is hands-on learning and in-person instruction. Still, the labwork and clinicals that were unable to be completed – but are required in order for the institution to give academic credit – fall across a spectrum of degree programs, from nursing to dental hygiene to welding, and from automotive to baking and pastry to aviation maintenance.

On May 7, when it became clear that we would not receive state approval for our plans to return that group of approximately 500 students to campus as planned, we notified the affected students directly that course-by-course completion plans would be forthcoming. And on May 14, the College announced its plans to finish Spring 2020 makeup, in-person coursework – tailored by specific program – later this summer.

In addition to coursework, a variety of resources were delivered remotely to students, including those from Career Services and the Academic Success Center. Human Resources regularly updated employees on work expectations, and professional development was offered to assist workers in adapting to remote operations and interactions. Massive and burdensome procedural changes had to be developed for vouchers, withdrawals, academic review, scholarships, Dean’s List, and many other student-focused activities.

No employee furloughs or layoffs were undertaken during this timeframe, and employees continued to be paid.

Going forward – Fall 2020

As announced on May 29, and absent direction to the contrary from state government, we will reopen July 27 for students returning for three weeks of makeup, in-person instruction. On August 3, students needing two weeks of makeup, in-person instruction will return. On August 10, students needing one week of makeup, in-person instruction will return to campus, along with any returning students wishing to refresh/supplement their lab skills (voluntarily, at no cost) before the start of the Fall 2020 semester. On August 17, the Fall 2020 semester (with in-person instruction fully anticipated) begins for all first-year and returning Penn College students. Our messaging around this important step was sent to and formed the basis of an [op-ed](#) published in the *Williamsport Sun-Gazette* on May 30.

In this messaging, we emphasized that adaptability remains a Penn College trademark, and we will keep everyone as safe and protected as possible in these fast-changing times. Beyond conforming with the latest guidance and protocols set forth by the Centers for Disease Control and Prevention and the Pennsylvania Department of Health, there are additional institutional characteristics that clearly distinguish Penn College in regard to health and safety. These are crucial, because we know that students are expecting us to provide a secure environment in which to pursue their studies and career aspirations. We know that their parents are seeking the same assurances.

First and foremost, we will comply with – and clearly communicate – the most up-to-date government and health agency directives for social distancing, masking, enhanced cleaning protocols (for facilities and equipment), classroom and lab sizes and capacities, and much more. Our [COVID-19 website](#) will provide details, serving as repository and archive for all pandemic messaging, and a [COVID-19 Student Resources page](#) continues to direct students to various sources of practical information.

Penn College is extremely fortunate to have a premier health-system resource like UPMC Susquehanna, a frequent partner with us for various initiatives, located virtually in our “backyard” in Williamsport. UPMC offers access to robust COVID-19 testing, contact tracing, pandemic guidance, and much more.

Additionally, we have a considerable number of Penn College faculty and staff who are health-care and/or emergency management professionals, we provide a College Health Services facility on campus, and we can offer quarantine facilities as needed.

Some other factors that enable us to mitigate risk and offer safe interaction on campus:

- Our rural location affords a higher level of protection than colleges in larger metropolitan settings.
- The size of our campus/physical plant allows for more optimal spacing of people, offices, classrooms, labs, and facilities.
- Our industry-standard labs are expansive, offering ample spacing opportunities.
- Our average class size (16) facilitates social distancing.
- Blended coursework offers additional classroom-scheduling and spacing flexibility.
- Our industry partners are able to offer solutions that have worked for them in real-world settings.

Above all else, our response must provide a safe haven for those who have entrusted us with their education. But we are mindful, as well, of our commitment to provide students with the type of instruction for which we are renowned, and of our responsibility to fulfill the needs of employers, who desperately need our skilled graduates to continue operations in uncertain economic times.

I welcome your questions and comments.



**Testimony of the
Pennsylvania State Education Association (PSEA)**

**Public Hearing Regarding
Impact of COVID-19 on Higher Education
In Pennsylvania**

**Submitted to the
Senate Education Committee**

June 9, 2020

By

Richard Askey

PSEA President

&

Michael Hricik

**President of PSEA's Dept. of Higher Education
English Professor, Westmoreland County Community College**

On behalf of PSEA's 180,000 members, including nearly 1,500 employees of higher education institutions, thank you for your continued efforts to support public education during this pandemic. Maintaining level funding for one full year for K-12 and higher education in the FY 20-21 budget provides some level of much needed stability to both school districts and institutions of higher education as we continue to navigate this completely uncharted territory.

Last month PSEA testified before this committee about the urgent need for additional federal funding and supports for Pennsylvania's K-12 public schools to enact essential safety measures. That reality has not changed for those schools, but it may be even more dire for our colleges and universities. The size of their campuses, the numerous points of access to and from facilities, and the multitude of interactions that occur every day with other public and private partners from the community requires even more expansive supports to protect employees and students.

Unfortunately, however, the US Senate has still not taken any action to adopt a much-needed federal relief package for state and local governments and public education.

Our public colleges and universities are facing significant financial challenges requiring them to consider enacting severe cost-cutting measures and dipping into already reduced endowment funds (if they have any left). This only serves to further hamper and impair their ability to open safely as originally scheduled in the fall. Congress must step up and help bridge the existing funding gap between what can reasonably be provided at the local and state government level and the costs of what is essential to not further expose students, staff, and their communities to the deadly coronavirus.

Therefore, we urge the Committee and other state policymakers to advocate for additional federal funds to safely reopen our colleges and universities and ensure they *can remain open*. And, when Congress ultimately does step up and provide funding relief for public education, we ask that you work with key public higher education stakeholders to identify the most effective and prudent utilization of the dollars within the federal guidance – such as ensuring a portion of the funding is used for personal protective equipment, cleaning supplies, and essential student and staff support programs as you did with preK-12 federal funds in the recently adopted FY 20-21 state budget.

Without question, additional federal funds are critical to address the short-term needs of current students and faculty and ensure campus safety. But it also clear that investing in public higher education is the key to rebuilding PA's workforce and future economy. Our community colleges and public institutions of higher education are vital to the economic growth of the commonwealth, especially in times of economic downturn such as we are experiencing now. Community colleges, in particular, provide critical services helping workers build new skills, enhance existing ones, and transition back into the labor force. And, our community colleges will provide even more valuable resources during this time of economic insecurity when so many parents and adult students struggle to afford the cost of higher education. However, with an increase in demand comes additional challenges, and new protocols to keep students and employees safe.

Now, more than ever, PA must continue to invest in and build the capacity of our public system of higher education, especially to help meet the needs of workers suffering the effects of job loss and economic dislocation as a result of COVID-19. This includes essential supports for increasing access to high-quality broadband. Our community colleges are already leading the charge for ensuring equitable access to free Wi-Fi with various investments made from mapping parking lots to using limited endowment funds to purchase mobile access equipment for students. But this is only a band-aid. To ensure students remain enrolled and continue to progress towards the workforce, Pennsylvania must do more to enhance its broadband infrastructure.

And while our institutions are doing all that they can with limited resources to provide connectivity and high-quality online learning to students, faculty and students are eager to reopen their physical campuses given the valuable role campus connections play in the learning and success of students. Teaching and supporting students in person is the ideal for many of our students and faculty - but only if done in a way that does not temporarily - or worse, permanently - remove the teacher or student from the classroom due to COVID exposure.

The student-faculty relationship is important, but also all of those who have direct student interaction each day are as vital. Residence life, student services, financial aid, counseling services, and so much more are especially essential to our students.

In order to protect against expanded risk exposure, it is essential that PA's institutions of higher education have consistent and effective protections in place *before* sending faculty and other student-facing staff – many of whom are considered in higher-risk given their age – into the admissions offices, dining halls, classrooms, lecture halls, small seminar rooms and other common spaces of our campuses.

PSEA offers the following recommendations from our higher education members for the Committee's consideration as you continue to navigate this complex issue -

Facilities, Supplies, and Personnel

- Adequate financial support to obtain, administer, and process diagnostic tests
- Adequate financial support for supplies and staffing for screening faculty, staff, and students regularly
- Adequate supply of personal protective equipment for all staff
- Adequate capacity for contact tracing
- Adequate financial support to reconfigure and retrofit (i.e. plexiglass barriers) campus spaces such as classrooms, dining halls, auditoriums, dormitories, and more for effective physical distancing
- Adequate cleaning supplies; time for deep cleaning; and sufficient staff for completing the essential regimen

Teaching, Learning, and Student Services

- Supports for virtual learning – including devices, WiFi access, pedagogy, content and curriculum
- Needs for telework for employees
- Professional development, IT resources and supports

Ongoing Communication and Engagement

- Continuous engagement with key stakeholders – particularly faculty and staff
- Continued needs assessment around virtual learning and telework and what that could mean for policies and practices
- Consistent communications with stakeholders and impacted parties, within applicable law and privacy policies

PSEA stands ready to work in collaboration with you and other stakeholders on the development and implementation of evidence-based, health-centered strategies tailored to keep each of our college campus communities safe.