



COVID-19 Planning and Process Changes

Institutional Response

Institution: University of Wisconsin - Green Bay City, State: Green bay, WI

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Please complete the following questions based on the institution's response to the COVID-19 pandemic. The prompts below are intended to help institutions articulate to peer review teams adaptations made in response to COVID-19. Understandably, some prompts may not be relevant to all institutions; in such cases, simply indicate so. By focusing institutional adaptations in this form, institutions can provide information to peer teams about how they are handling the pandemic, while retaining the Assurance Argument's traditional focus on long-term, non-pandemic operations. The COVID-19 Institutional Response should not exceed 10 pages. Upload the form in the Forms tab of the Assurance System prior to the institution's lock date.

Questions

Criterion 1. Mission. Please answer the following questions describing any changes the institution implemented related to Criterion 1.

- What, if any, program changes has the institution implemented (e.g., program hiatus, closure, launch) this fall? How do these service changes align with the institution's mission?

No academic programs were put on hiatus or closed in fall 2020 or spring 2021.

A wide array of programs were implemented in fall 2020, including an [Accelerated AAS degree](#), the [Rising Phoenix Early College High School AAS degree](#) at the Manitowoc campus, the reorganization of four program emphases into BBA degrees ([Finance](#), [Human Resources Management](#), [Management](#), and [Marketing](#)), a BA in [Audio Production](#), an [MBA](#), an [MS in Exercise, Sport, and Performance Psychology](#), a collaborative [MS in Cybersecurity](#), the extension of various programs to additional locations (Electrical Engineering Technology in [Marinette](#), Nursing in [Marinette](#), Mechanical Engineering in [Sheboygan](#)), and extended our [MSW to Wausau](#), WI in collaboration with UW Stevens Point.

All of these programs had been in preparation for several years by the time the pandemic hit and were largely ready for implementation at that point. The programs are all in alignment with the University's [Select Mission](#), which provides "problem focused educational experience that promotes critical thinking and student success" and promotes "access, career success, cross-discipline collaboration, cultural enrichment, economic

development, entrepreneurship, and environmental sustainability” as well as “community-based partnerships, collaborative faculty scholarship and innovation”. This may be seen in the emphasis on STEM, Health, and Business programs as well as community partnerships at all of our campuses as well as Northeast Wisconsin Technical College and the Manitowoc Public School District.

- How has the institution’s commitment to the public good been maintained during this period? What was the pandemic’s impact on its civic engagement/community-based work?

UW-Green Bay not only maintained its commitment to the public good during this period, but it also expanded that commitment in ways that directly served our communities and health care partners, positively supported the health and well-being of residents in the region and assisted small businesses with economic recovery.

Commitment to the Public Good

Consistent communication to the campus community beginning in March 2020 emphasized the role each of us played in lowering the spread to the broader community, through social distancing, hand washing, masking and Safer at Home orders.

UW-Green Bay further supported the public good in the early months of the pandemic through aggressive efforts to ensure CARES Act and PPP funding reached those in need quickly and efficiently. The University administered the distribution of CARES Act funding to bring financial relief to students, and ensured the money was in students’ hands as soon as possible. Highlights:

- Amount of funds received: \$1,752,466
- Amount of funds expended: \$1,752,466 (all funds awarded)
- Activities/Items covered (Emergency Grants to Students):
 - o 1,360 applications received and 1,339 batch awards, totaling 2,699
 - o 865 applications approved and 1,339 batch awards, totaling 2,204
 - o 725 individual students receiving funds and an additional 1,294 students receiving batch awards, totaling 2,019 individual students receiving support

When local small businesses and entrepreneurs needed help navigating the pandemic, the Small Business Development Center (SBDC) of UW-Green Bay [answered the call](#)—literally—serving remotely, 591 distinct businesses with disaster consultation since March 15... the most of any state center (Madison was second with 163 businesses served). Highlights of the SBDC community outreach:

- Clients consulted since January 1, 2020: 350 (goal for 2020 = 351)
- Non-clients consulted since March 15, 2020: 507
- Total small businesses served since January 1, 2020: 857
- Consulting hours for non-clients: 318.70
- Consulting hours for clients: 608.90
- Total consulting hours by SBDC since January 1, 2020: 927.60
- In addition to consulting, the entire team attends multiple weekly federal and state webinars and trainings for consulting clients.
- Disaster 2020 consulting: The Green Bay Center is #1 in the state by serving 591 distinct businesses since March 15th. (Madison is #2 at 163 businesses).

Serving Our Communities and Healthcare Partners

By June 2020 it was clear the University’s response to the pandemic was going to continue into the next academic year. The University continued its efforts to protect the University community (and in turn the greater community) in Summer 2020 with the establishment of the [Office of Covid Response](#), creation of a permanent, comprehensive [Phoenix Forward Covid Response website](#) which included a [reporting dashboard](#) and return to campus [pledge](#) for the next academic year.

By September 2020, UW-Green Bay, in partnership with local health care system, Prevea, stood up an [aggressive on-campus covid testing and quarantine program](#) for residential students with a continued goal of stopping the spread of the virus on campus and throughout the greater community. On campus testing expanded in November when the University's main campus became a host site for a community [rapid covid testing program](#) that tests an average of 400 people per day. Testing subsequently expanded to campuses in Marinette, Manitowoc and Sheboygan in early 2021. Per UW System's request, UW-Green Bay will be extending the community surge testing at the Weidner Center through May 28. The county incidence rate of COVID-19 monitor along with the testing demand will continue to be monitored at the site for consideration of an extension. The county is currently in the moderate transmission range, and the site continues to process more than 200 tests per day. To date, 25,711 tests have been given at the Weidner Center site.

In late January 2021, UW-Green Bay's commitment to the public good expanded yet again when the University became a host site for a [community vaccination clinic](#), again in partnership with Prevea. Vaccination clinics subsequently opened on campuses in Marinette, Manitowoc and Sheboygan. As of April 19, 2021, 105,000 doses of vaccination have been distributed to date on the Green Bay campuses.

The University's nursing students have also stepped up to assist on the front lines and in support of the public good. To date, nursing students have provided **700 hours** vaccinating and educating at COVID vaccination sites in February and March alone. Additionally, nursing faculty have contributed 77 hours toward vaccination efforts during this period. Nursing students are eager to be involved in this important public health initiative. Nursing students and supervising nursing faculty have assisted at 13 vaccination sites including at the Marinette School District, Watertown City Health Department, Sheboygan County Health and Human Services, Kewaunee County Health Department, Green Bay Correctional Institution, Lawrence University, and National Guard/Menasha City Health Department. Additional sites include Lakeshore Community Health Center, Veterans Administration Clinic and Aurora BayCare.

- Has the institution adjusted its recruitment, enrollment, and support strategies to serve traditionally underserved students? If so, how?

UW-Green Bay has diversified and increased its outreach and service to future and current students during the COVID-19 pandemic. We continue to in-person appointments and visits to campus while following the CDC guidelines. We also offer a host of virtual, phone and email services, such as Financial Aid, campus visits, Academic Advising and Career Services appointments. Our [Green Bay One Stop Shop](#) (GBOSS) has also provided evening hours to answer phones and emails during the pandemic. A collaborate team across Enrollment Services and Student Affairs also partnered to do outreach to students to encourage registration for courses during every registration period. Both Academic Advising and Admissions employed texting as a part of their outreach efforts. Faculty, Instructors, and Staff across campus used [Navigate](#) to implement an Early Alert and Progress Reports for enrolled students during the fall and spring semesters. Information Technology provided 125 hot spots to students to help them access their courses and support services. UW-Green Bay also strongly advertised and disbursed [Emergency Grants](#) across our four locations from multiple funding sources including the Packers, CARES Grants, and institutional funds in an effort to remove the financial barriers students and families were experiencing due to the pandemic. Admissions also used private donations to pay the undergraduate application fee for future students until there was a UW system decision to not require application fees for participating campuses. UW-Green Bay no longer requires the application fee for undergraduate students.

Criterion 2. Integrity: Ethical and Responsible Conduct. Please answer the following questions describing how the institution maintained integrity, as outlined in Criterion 2, as it implemented changes to regular campus practices during this period.

- Has the institution altered any existing policies or procedures (e.g., admissions, grading, registration, etc.) in response to the pandemic? If so, please describe them. Will these changes remain in effect, or will they revert to the original policy after the pandemic has subsided?

Third-party use of UW-Green Bay buildings was suspended and will not resume until at least May 15, 2021. (Normal usage will resume post-pandemic.)

Capacity limitations were imposed on campus gatherings: people were not to gather indoors in groups larger than 10 and for a duration of no longer than 30 minutes. (Restrictions will lift post-pandemic.)

Residence Life altered down its existing Visitation Policy in such a fashion that residents could only host other UW-Green Bay students in their campus rooms/apts, could only have one guest at a time per residence hall room and two guests at a time per apt, all guests and hosts must remain masked for the duration of the visit, guests could only be hosted for a maximum of 3 hours at a time between the hours of 9 AM-Midnight, and there were to be no overnight guests. (This policy will revert back to the original policy at the end of the pandemic.)

- Has the institution made changes to any contractual agreements during this period that have a bearing on educational activities? If so, please describe them.

The University modified many contractual provisions as a result of the COVID-19 event, but few of those modification impacted directly educational activities. The University suspended all domestic travel through July 1, 2020 and all student travel for University programing through June 30, 2021.

The University suspended its International Education Program for outgoing programs through May of 2021, which resulted in the tolling of some tours contracts and other exchange programs. The University worked with individual students in the modification of contractual obligations which they had entered into which required termination based on the COVID-19 event and the need for the student to return to the United States.

The University did engage in negotiation with its food service provider (Chartwells) and Bookstore (Follett) to effect modifications in the reduction of residence students, face to face courses and accessing learning materials through Follett. In all cases the vendor was receptive and willing to work with the University. Food services at the additional locations were suspended during the pandemic.

- How did the institution communicate with students, staff and other stakeholders about any relevant operational changes during the pandemic?

The University used all available internal and external communication channels to communication operational changes to stakeholders including students, faculty, staff, parents of new, incoming students and the general public. New channels were also created. Efforts included:

- Website alert (link) <https://www.uwgb.edu/>
- Robust email communications (daily/as needed) from University leaders
- New Covid Digest email (initial cadence of M, W, F publication adjusted as communications swell lessened)
- Phoenix Forward Website <https://www.uwgb.edu/phoenix-forward/>
- FAQs: <https://www.uwgb.edu/phoenix-forward/faculty/faqs/>

- Campus Snapshot (what’s open, what’s not by operational area): <https://www.uwgb.edu/phoenix-forward/campus-snapshot/>
- Covid dashboard: <https://www.uwgb.edu/phoenix-forward/dashboard/>
- [Return to Campus Phoenix Forward Plan](#)
- [Campus marquee signs](#)
- [In building signage, floor graphics, etc.](#)
- Organic and paid social media messaging on flagship accounts to amplify key decisions (move to online, rescheduling of commencement, plan for fall, etc.)
- Media relations/local news coverage
- Leadership videos to share important information and maintain personal connections (professionally and iphone self-produced)
- [Why Covid Matters](#) Video series
- “Nix the Vid” slogan and masks
- Employee Workplace Expectations
- Classroom Guidelines
- Supervisor Guidance

- How has the institution’s board been involved in monitoring potential disruptions to the institution’s enrollment or financial stability?

The Board of Regents of the University of Wisconsin System (BOR) was active in providing guidance and assistance to the comprehensive Universities, including UW-Green Bay at the outset of the COVID-19 event and continuing through the Fall 2020 Semester. The BOR implemented several [policies](#) which allowed the individual institutions the ability to access state and federal resources and also the necessary autonomy to respond to the local health conditions in the Counties in which the campuses were present. Specifically the BOR issued an emergency policy governing the resources that were available to return and support students studying abroad ([SYS 100-Interim 01](#)); an extension on eligibility for the Lawton Grant Program ([SYS 100-Interim 04](#)); and expanded the availability of non-resident tuition for those students in Veteran Status ([SYS 100-Interim 05](#))

The BOR also directed the University of Wisconsin System Administration to facilitate access and use of federal resources under the Coronavirus Aid Relief and Economic Security Act (CARES) through [SYS 300-Interim 03 A](#). The BOR also assisted with preparing and responding to revenue shortfalls resulting from refunds to students for housing and board plans. In June 2020, each institution commenced the submission of quarterly summaries to UW System Administration for the amount of COVID related expenses incurred and the estimated lost revenues. This information was summarized for all UW Campuses and presented to the UW Board of Regents who will make adjustments in future budgetary allocations.

Criterion 3. Teaching and Learning: Quality, Resources and Support. Please answer the following questions and describe the institution’s ability to provide quality education, teaching and academic support services during this period.

- Which delivery modalities will the institution employ during the 2020-21 academic year? Check all that apply.

- On-site classroom teaching, with social-distancing measures within the classroom

Fall

Spring

Summer

- On-site classroom teaching, with fewer students in larger classrooms

Fall Spring Summer

- Hybrid models, with some learning in a classroom and some learning online

Fall Spring Summer

- 50% models, with one-half of students in the classroom and one-half present by video conference for each session

Fall Spring Summer

- Synchronous classes, offered online for all students during the regularly scheduled class time

Fall Spring Summer

- Fully online classes, offered using an LMS integrated with regular student/teacher contact

Fall Spring Summer

- Other—Please describe:

Summer in the above list indicates Summer 2020. As the summer session starts our academic year, Summer 2020 is included in the 2020-2021 academic year.

In Summer 2020, we did offer a few individualized courses such as internships, independent studies, thesis development, and research projects. We also offered a few courses in our College Credit in High School that were offered “in person” at the high school in question.

For summer 2021, we will offer courses in all of the modalities listed above.

- What type of training did the institution provide for its faculty members on distance learning/hybrid formats to prepare them for this work? Check all that apply.

- Training for all faculty, delivered virtually
- Individual training with IT professional on the campus
- Access to online training on distance delivery offered by an outside provider to all faculty
- Individual training/coaching offered by experienced online faculty members on campus
- Department-level, department-specific training by subject area
- Recorded or live webinars/resources offered by outside providers
- Recorded or live webinars/resources offered by the LMS provider
- Other—please describe:

Criterion 4. Teaching and Learning: Evaluation and Improvement. Please describe how the institution maintained the evaluation and improvement, as outlined in Criterion 4, as it implemented changes to regular campus practices during this period.

- How has the institution's ongoing student assessment changed since the COVID-19 disruption? If the institution altered the regular assessment program or processes, what has the institution implemented instead to assess student outcomes during this period?

The assessment of student learning outcomes on an institution-level had been halted since 2018 due to the [UWCX Restructuring Project \(Project Coastal\)](#) between UW Green Bay and the three location campuses. Prior to that restructuring, the UW Colleges had a robust institutional assessment program, as had UWGB, with [annual assessments of learning outcomes](#) and publication of that data on the assessment website. Restructuring necessitated an initial holistic assessment of curriculum and learning outcomes before official learning outcome assessment could resume for the newly integrated institution. Therefore, during 2018-2019 academic year, the Associate Provost for Academic Affairs asked each department to undergo curriculum mapping to integrate courses from the previous UW Colleges' curriculum into the departmental curriculum at UWGB as necessary and to create departmental curriculum discussions that lead to a full integration of locations faculty into the departmental ethos. The following year, 2019-2020, the departments were asked to engage in learning outcome revision to ensure that all departmental outcomes are measurable and again enabling departmental conversations that encouraged more faculty cohesion. In the fall of 2020, a new [Assessment Coordinator](#) was hired and a new assessment program initiated. In spring of 2021 institutional assessment resumed, with all General Education courses undergoing learning outcome assessment and all upper-level and graduate courses assessing the first institutional learning outcome. We will have data from this assessment by summer and will use it as baseline assessment to compare to the learning outcome assessment and institutional learning outcome assessment cycles that will commence in fall of 2021. Moving forward, courses will assess programmatic learning outcomes in the fall and institutional learning outcomes in the spring on three-year cycles. In addition, a new [University Assessment Committee](#) (UAC) has been created to assist the Assessment Coordinator and oversee the University's assessment efforts.

While institutional learning outcome assessment had been halted, programmatic review was never discontinued, and each program was required to include a section related to assessment of programmatic learning outcomes that included its own independent assessment of its program and student achievement of learning outcomes. In addition, in 2020-2021, the institution undertook a [Comprehensive Program Review](#) that reviewed all undergraduate academic programs.

- How has the current disruption affected the institution's or individual departments' ability to integrate assessment data into ongoing program improvement? Note successes, as well as gaps.

While learning outcome assessment did not take place from 2018 through fall of 2020, curricular mapping and learning outcome revision enabled the departments to consider the needs of their students holistically and helped the institution to grasp the change from a singular campus to a multilocation one. Prior to the merger, curriculum, programmatic learning outcomes and [Institutional Learning Outcomes](#) at the GB campus and the locations differed, as the locations were institutions of access, and UW-Green Bay only became one after the merger. Therefore, it was essential for the departments to engage in conversations that allowed the locations faculty to discuss the curricular needs for the students at the different locations. Now that the departments have mapped their curriculum and revised their learning outcomes, they are prepared to engage in institutional learning outcome assessment to inform curricular decisions. Prior to the resumption of institutional assessment in spring of 2021, departments made curricular decisions based upon the information obtained as a result of

curricular mapping, student need by location, and availability of staff to teach in diverse modalities, and then added, deactivated or revised courses and course load accordingly.

- How have the institution's retention, persistence and completion initiatives been affected by the COVID-19 pandemic?

We continued our rollout of [Navigate](#), migrating our early alert system from SIS to Navigate in order to coordinate support for student success across the institution. This step required on-boarding additional offices, including support services in Student Affairs, and creating a workflow for managing support for students. Academic Advising leveraged the platform's communication tools both to stage interventions and to keep students on track for registration requirements and deadlines. We also utilized the student-facing app to share this type of "just in time" information with students and to equip them to make appointments with advisors and Learning Center tutors.

While our work on integrating high-impact practices into the curriculum slowed between March 2020 and January 2021, we were able to hire a new [High-impact Practices \(HIPs\) coordinator](#) to help scale our efforts to ensure student access to and success within high-impact practices across the institution. In Spring 2021, the [Center for the Advancement of Teaching and Learning](#) (CATL) organized a [series of workshops](#) and an online resource in Canvas to support faculty and staff developing [HIPs](#), and we have organized a group to create institution-wide quality definitions of high-impact practices to support integrity and fidelity to research supporting their effectiveness.

After a one semester delay (Fall-Spring), we have piloted a community of practice with STEM instructors who working to promote greater and more equitable retention rates in gateway and introductory courses and access to STEM pathways. We invited national experts to our institution who promote inclusive teaching practices in such courses, looking specifically at reducing equity gaps in completion and DFW rates. The resources from this group will be shared broadly as we work to take this to scale in the coming years.

CATL was able to run its annual [Instructional Development Institute](#) (IDI) in January 2021, with a particular focus on equity. The UW System Conference on Teaching and Learning was cancelled in March 2020, as was its Faculty College in May 2020, but it hosted a free virtual conference in April 2021 and opened up the [Virtual Faculty College](#) in May 2021 to anyone in the System.

Criterion 5. Institutional Effectiveness, Resources and Planning. Please describe how the institution maintained effectiveness, resources and planning, as outlined in Criterion 5, as it implemented changes to regular campus practices during this period.

- How has the COVID-19 pandemic affected enrollments? For each term in the upcoming academic year, please indicate an approximate percent increase or decrease.

○ Fall 2020

Increase Decrease No change

Percent change:

Less than 5% 5% to 10% More than 10%

○ Spring 2021

Increase Decrease No change

Percent change:

- Less than 5% 5% to 10% More than 10%

○ Summer 2021

- Increase Decrease No change

Percent change:

- Less than 5% 5% to 10% More than 10%

○ Other: Please describe any other COVID-19 enrollment impacts:

- What is the likelihood that funding sources other than tuition will be unable to provide the funds budgeted? If likely, how much of a budget cut does the institution expect?

Not likely - Despite the COVID pandemic UWGB has not seen a dramatic decrease in enrollment and are anticipating our tuition collections to remain steady in fiscal year 2021. However, UW Green Bay was assessed budget lapses from the State of \$1.2M in for the 2019-20 academic year, and \$1.34M in the 2020-21 academic year. In June 2020, UW Green Bay lost funding for a portion of the employee pay plan, resulting in a base State GPR cut of \$218,152.

The campus also received the following funding from the Federal CARES Act:

CARES Student Emergency grants: \$1,752,466
CARES Institutional Funds: \$1,752,465*
CARES – HEERF Strengthening Institutional Position Funds: \$174,690
State of Wisconsin Higher Education Financial Assistance Funds: \$703,005*
State of Wisconsin Cost Tracker Funds: \$95,837*
State of Wisconsin Testing Funds: \$329,415*
HEERF 2 - CRRSAA Student Emergency Grants: \$1,752,466
HEERF 2 - CRRSAA Institutional Funds: \$5,017,208

*These funds were used for purchasing various technology, software, and equipment for online learning, preparing the campus for safe return of students and staff, COVID testing, contact tracing costs, reimbursement for housing and dining plans from Spring 2020., etc.

- What measures is the institution taking to address any budgetary issues for the current fiscal year?

UW Green Bay implemented several cost saving measures including:

- Targeted furloughs in May and June 2020 to reduce salary costs as a result of decreased revenues and closure of the campus.
- Tiered furloughs were assessed across the entire campus from July 2020 to December 2020. A portion of the campus workforce was reallocated to COVID testing and tracing, resulting in some cost savings.
- Reduction in travel expenditures due to a campus imposed travel ban.
- General spending decrease on supplies and expenses due to decreased number of staff and students on campus.

Residential students were allowed to cancel housing contracts without question for any Covid-related reason, resulting in not only housing lost revenue but also dining. No third-party rentals were allowed in university facilities. Size restrictions on in-person gatherings (no more than 10 people for no more than 30 minutes) were instituted.

- What interim steps has the institution taken to deal with temporary financial shortfalls?

UW Green Bay implemented several cost saving measures including:

- Targeted furloughs in May and June 2020 to reduce salary costs as a result of decreased revenues and closure of the campus.
- Tiered furloughs were assessed across the entire campus from July 2020 to December 2020 to reduced costs. A portion of the campus workforce was reallocated to COVID testing and tracing, resulting in some cost savings.
- Reduction in travel expenditures due to an institutional travel ban.
- General spending decrease on supplies and expenses due to decreased number of staff and students on campus.

- What emergency policies or procedures, if any, has the institution invoked because of the COVID-19 pandemic?

In response to the COVID-19 event, UW-Green Bay has implemented the [Phoenix Forward](#) plan which provides for additional safety requirements; establishing limits on staffing and hours of operations; and sets individual activity requirements as a contingency for presence on campus. As part of this plan, the University established [classroom guidelines](#) which modified occupancy and activity for each face to face course. The University also established COVID-19 [workplace expectations](#) for those employee who requested or were required perform work in an in person setting. Students were required to affirm their understanding of the [Phoenix Forward Pledge](#) if they were participating in face to face courses or maintain residence in a residence life building.

In conjunction with the University of Wisconsin System, UW-Green Bay implemented restrictions on building access; issued face covering and social distancing requirements; and implemented testing requirements for residential students, and later all students and staff which had contact with any University building. The most recent version of the Interim Building Access Policy can be found [here](#). Consistent with this policy, any individual who accesses a University Building was required to perform a [daily assessment](#) prior to entering the building. In December of 2020, the University of Wisconsin System implemented [SYS 600](#) which required that any individual who had contact with any University building once or more per week would be required to have tested negative for COVID-19 not less than 14 days prior to the contact. All students and staff were now eligible to obtain an antigen test at the applicable campus testing center, notably testing was made available at all three additional locations for students and staff. As a reiteration, the University has expanded the requirement for use of face coverings in a [Chancellor Interim Order](#) which requires the use of face coverings during transportation facilitated by the University and in specific external areas of campus. For the Fall of 2020, the residence life contract was amended to require weekly [surveillance testing](#) to be completed as a condition of maintaining residence. Residence Life established isolation units which would allow up to 10% of all residence life students to be placed in isolation based on infection or close contact.

In July of 2020, the University opened its [Office of COVID-19 Response](#). The Office was staffed by reassigned employees and performed contact tracing for students; monitored the daily assessments; received data from the testing center; monitored infected and contact traced students; worked in conjunction with

Human Resources to oversee the isolation and contact tracing of employees; and acted as a liaison with local County Public Health Departments and our medical service partner Prevea Health.

A group of Subject Matter Experts (“Bunker Team”) commenced meeting daily in March of 2020 and have continued meeting weekly since January 1, 2021. This group which includes members of the Chancellor’s Cabinet, representatives from Prevea Health, the Director of Residence Life, Human Resources and Risk & Compliance review the daily / weekly statistics both from each campus as well as the counties in which those campuses are located; review policies and practices; and discuss future planning. This group met daily from March 16, 2020 through December 20, 2020, and then moved to a weekly meeting.

- How have these changes affected institutional budgets for educational programs, support services and cocurricular activities?

Student Affairs experienced significant revenue loss:

- Residence Life
 - Refunded unused portion of 2019-2020 University housing contracts at beginning of Covid when UWGB first moved to all virtual modality
 - Loss for Green Bay campus = \$408,307
 - Loss for Marinette campus = \$19,808
 - Lost 937 of the 2020-2021 academic year contracts due to Covid-related cancellations
Estimated loss = \$3.9M
 - Impact: The impact on the provision of support services and cocurricular activities will be minimal in the coming year. However, the real impact will be felt by not being able to advance capital improvement projects. All funding will be maintained to ensure the students have a robust co-curricular experience.
- University Recreation/Kress
 - Loss of community fitness center memberships, third-party rentals, swim lessons, vending/concessions, and equipment rentals
Estimated Loss = \$250,000
 - Impact: Much of the money utilized for maintaining the ‘student experience’ will still be available and daily users of the Kress will likely not see a difference in services. Again, the impact will be greatest in the area of capital improvements, as many of those projects will have to be delayed until revenue streams can be restored or other funding sources can be identified.
- University Union
 - Lost the ability to host third-party rentals
Estimated Loss = \$20,000
 - Impact: No impact to student co-curricular experience
- University Dining
 - Numerous meal plan cancellations resulted in the inability to meet terms of dining vendor contract
Estimated Loss = \$500,000
 - Refunding unused portion of 2019-2020 meal plans when UWGB went virtual last spring
Estimated loss = \$629,000
 - Impact: Dining services have had to be scaled back in regard to scope of service and hours of operation. One dining location (Garden Café) had to be closed entirely.
- Student Life
 - No loss of revenue. However, almost all student events/activities had to be moved to a virtual modality, thus negatively impacting attendance and willingness to be involved.

- As noted above, federal CARES funding was used to maintain instructional costs and to purchase technology, software, and equipment needed to increase online course offerings.
- The campus budget office reduced departmental budgets for the estimated savings related to the travel restrictions.

- What type of pandemic-related planning is the institution doing for Academic Year 2021–22?

The above reference Bunker Team continues to review planning for both the Summer of 2021 and the 2021/2022 academic year. The [Phoenix Forward](#) continues to be reviewed and modified to reflect an expansion of on-campus activities being available at all four locations. As the administration of vaccines continues to expand and students and staff receive the vaccinations, we are confident that we will be able to continue to “open up” campus for face to face activities and offer courses in person.

The University intends on maintaining the several COVID-19 protocols including the use of face coverings and modified social distancing until additional guidance is provided by our Community Health Partners and the CDC. In the summer of 2021, the [classroom guidelines](#) will be specifically reviewed and revised to establish any occupancy and activity restriction which may continue to be needed. The University is currently in the process of reviewing is telecommuting policy and will revise the COVID-19 [workplace expectations](#) for employees who work in an in person setting.

The University intends on maintaining all recommended COVID-19 protocols specifically as they pertain to the use of face covering and social distancing and the use of surveillance testing requirements consistent with [UWSA SYS 600](#). Until further guidance from the CDC, the University will maintain the performance of a [daily assessment](#) prior to entering the building. In addition, the University will maintain the [Chancellor Interim Order](#) of face covering until further guidance from local health officials. .

The residence life contract will continue to have the requirements for all students to participate in weekly [surveillance testing](#) and the University is currently exploring a vaccination exemption for this requirement. Residence Life will continue to have designated isolation units but the amount of those units will be reflective of the usage and need as established by the data provided from Fall of 2020 and Spring of 2021.

The [Office of COVID-19 Response](#) will continue in operation to provide contact tracing, and also as a clearing house for vaccination information should the University and CDC recommend any exemptions from COVID-19 Protocols for those who have received vaccinations. Guidance from local County Public Health Departments and our medical service partner Prevea Health will be sought prior to the closing of this Office.

The Bunker Team will establish a Fall 2021 protocol, in the hopes that once completed that this group can move to an ad hoc status. At that point it is hoped that we can close the Continuity of Operations action and determine that we have moved out of emergency management and returned to planned operations.