Preliminary Fall 2020 Planning Report for Chancellor Subbaswamy

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June 8, 2020

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Chancellor Kumble R. Subbaswamy

Planning for Fall 2020

June 8, 2020

To the Extended Campus Community:

As we weather the coronavirus crisis and turn our attention to the fall, I am writing to provide you an update on the university's preparations and to seek your input as we finalize our plans to reopen campus.

I offer my deepest appreciation for all that you are doing to advance our educational mission and for your ongoing commitment to the health and well-being of our community. As we engage in this critical planning process, it is important we continue to operate in a manner that is transparent and collaborative. For only through a widely shared understanding of our objectives and goals will we succeed. This approach has served us well in the past and it will guide us through this challenge.

In May, I charged six administrative working groups, under the direction of Provost John McCarthy, with presenting to me a set of recommendations for our fall 2020 reopening process. What follows is their **Preliminary Planning Report**, drawn from the extensive research and engagement of approximately 100 faculty, staff, and students who served on the groups, as well as my **Chancellor's Preliminary Assessment** of our path forward.

These materials are posted publicly at www.umass.edu/coronavirus. We welcome your input, which should be submitted by Friday, June 12 at fallplanning@umass.edu. In addition, we have been conducting a series of Virtual Campus Forums to answer questions and share our thinking. This feedback will inform both my review of the recommendations and the overall decision-making process. **Our final plan for fall 2020 will be completed and shared with the community by June 30th.**

Preliminary Assessment

UMass Amherst is primarily a residential campus. Students who choose to attend UMass do so not only for the quality of the faculty and the academic programs, but also for the immersive experience, which offers a wealth of co-curricular and extra-curricular opportunities for enrichment that can be undertaken with a diverse group of peers.

The number of students we admit annually (around 5,200 first-time undergraduates, about 1,100 new transfer students, and 1,300 or so graduate students) is normally based on the availability of both on-campus and off-campus living accommodations, and the capacity of classrooms, labs, studios, etc. Similarly, the size of our faculty (approximately 1,500) and staff (approximately 5,000) is determined primarily by this capacity. As such, we are the second largest employer in Western Massachusetts.

As we plan for fall 2020, the coronavirus pandemic poses a continuing threat to every assemblage of people, university campuses included. In the absence of a proven vaccine, social distancing is one of the essential behaviors needed to mitigate the risk of infection and spread of the virus. For fall 2020, the number of students we can have on campus is capped not by our campus capacity, but limited by social distancing norms (stated generally in terms of individuals being six feet apart).

To be clear, social distancing, along with good public hygiene practices like frequent hand washing and wearing a face mask mitigate, but do not eliminate, the risk of infection and its spread. Rules and guidelines from the federal Centers for Disease Control and the Commonwealth of Massachusetts do not give formulas by which the optimal population of students on campus can be determined. There is wide latitude for universities to determine their individual level of confidence in risk mitigation and tolerance for residual risk based on their own specific circumstances.

What follows are the specific recommendations the Fall 2020 Planning group formulated on how the university could conduct teaching, research and scholarship, and resume operations given these capacity limitations, mitigation strategies, and healthcare advice. The working groups have collected and analyzed necessary campus data, reviewed applicable guidelines, studied plans from other institutions, and provided the basis to make informed decisions about operating the campus.

Overarching Considerations:

1. Those students, faculty, and staff who are at heightened risk for developing COVID-19 disease (either based on pre-existing health factors or age) should avoid being on campus during fall 2020.

2. Extensive virological testing of those who stay on or travel to and from campus regularly is a critical element of risk mitigation. UMass already has considerable capacity for on-site testing, and has starting expanding that capacity. Similarly, adequate capacity for isolating individuals who test positive and performing contact tracing to contain the spread of the infection are essential tools. UMass has started training a cadre of staff and students to perform this function. All scenarios also build in a 200-room capacity for quarantining residential students who might test positive during the semester.

3. Once our students arrive on campus, we wish to minimize the risk of importing the virus from the outside community (e.g., via our students going home and returning, or via outside visitors, or via faculty and staff travel). Accordingly, we will adjust our fall 2020 academic calendar (e.g., start the semester one or two weeks earlier than normal, cancel certain breaks, and have students return home by November 20th and complete the rest of the semester in remote mode), and restrict non-essential travel and visitors. Some of these adjustments will need to be worked out with our labor unions.

4. Residence hall, instructional space, dining facilities, research space, and foot traffic pathways will need to be reconfigured to maximize adherence to social distancing norms. This involves, among other steps, eliminating all triple occupancy residence halls, and turning most rooms into single occupancy. We might consider some instances of double occupancy only for those who are known to each other and are willing to actively mitigate the potential additional risk of exposure. Additional risk-mitigation steps that are under consideration for residence halls, instructional and research spaces, and for common spaces are outlined in the full report.

5. Fall 2020 will require all of us to assume individual and collective responsibility for the common good. Committing to the expectations and responsibilities of following public health guidelines will be a teachable moment and a requirement for students to be on campus. To that end, our faculty and staff must lead by example. Extensive and repeated education, communication, and enforcement steps will be put in place to ensure that all of us assume responsibility for maintaining our own health and that of the community. The Student Code of Conduct specifically classifies "Endangering the safety of persons (self or others) or property" as an actionable offense, and will be strictly enforced.

6. It is unlikely international students (both incoming and returning) who aren't already in the U.S. will be able to come to campus in time for the semester opening due to travel and visa restrictions. Both for the sake of these students, and students who cannot or choose not to be on campus for fall 2020 due to health risk, every effort will be made to provide coursework both in face-to-face and remote modalities so all students can make progress towards their degrees. Similarly, given the lead time before fall begins, academic support as well as co- and extra-curricular enrichment to remote students will be enhanced compared to the spring semester.

7. The most vulnerable among our students whose life and safety are at risk if they couldn't stay in university housing (e.g., foster care status, those facing homelessness due to family situations, those in need of disability accommodation, etc.), continuing international students who have remained on campus through the summer, student employees in mission-critical roles, etc., will be accommodated on campus on a priority basis.

8. As per normal pattern, we expect that a majority of our juniors, seniors, and graduate students have leased off-campus apartments and dwellings in Amherst and surrounding towns, and are likely to be here in the fall. These students will also be screened for the novel coronavirus, and are expected to follow public health guidelines both on and off-campus. They are reminded the Student Code applies to them as well: "The University reserves the right to take action based on any student conduct, regardless of location."

9. As of this planning timetable, we expect to return to normal campus operations in Spring 2021.

   I hope it is clear from the above that the campus cannot operate at full residential capacity due to health and safety concerns. The Preliminary Report outlines models for de-densifying the campus in a responsible and fair manner that accommodates those students who have the greatest need to be on campus during fall 2020 in order to make timely academic progress. It also addresses detailed steps for safely reopening the university's research operations, outlines human resource factors, and assesses financial considerations affecting a de-densified campus. Finally, in light of the extraordinary mental stress associated with the pandemic and attendant life changes, the report presents a comprehensive Plan for Wellbeing, which we will implement both for those on campus and those studying and working remotely.

   We ask for the indulgence of our entire community as we navigate these challenging circumstances. Let us work together to make sure that when the campus returns to normal operations, it emerges even stronger as a community.

   Kumble R. Subbaswamy
   Chancellor

Charge

The Fall 2020 Planning Group was charged with formulating specific recommendations related to how the university could conduct teaching, research and scholarship, and resume operations in the COVID-19 environment.

To that end, six working groups were formed to examine possible scenarios for Academic Year 2021 (Fall 2020). The working group reports can be found herein. They are:

- Teaching and Learning, Undergraduate & Graduate
- Student Engagement and Residential Life
- Research and Libraries
- Healthy Fall
- Financial Planning
- Workforce

In addition, the Fall 2020 Planning Group recognizes that the COVID pandemic has likely increased the levels of distress among all sectors of our campus community. Indeed, maintaining mental health and wellbeing is directly related to student retention and success. We recognize that mental health support and wellbeing plans for students, faculty, and staff are also vital to ensuring the success the health, safety and fundamental wellbeing of the campus community. The UMass Amherst Plan for Wellbeing can be found in the addendum.

Teaching and Learning:
Undergraduate and Graduate Working Group

The university's priority is to provide students with a high-quality educational experience that enables them to continue their academic progress with minimal delays or disruptions. We are committed to providing a robust curriculum as well as advising and other academic supports to facilitate students' academic success.

We also seek to provide faculty with the instructional technology resources and guidance they need to teach in fully online or hybrid formats. Whether in large lectures, smaller seminars, or studio- and lab-based classes, faculty interactions with students are a key element in students' engagement with the course material and their sense of connection to their classmates, professors and the campus community.

While the pandemic has changed the ways faculty and students interact, it has not altered our commitment to academic excellence and diversity, equity and inclusion. We are hopeful that both faculty and students will find meaningful ways to continue the shared experience of teaching and learning.

Recommendations:

1) **Academic calendar:**
   a. **Proposal #1:**
      Start classes one week early, Tues., Sept. 1st
      Observe Labor Day (Sept. 7th) but students not allowed to leave campus
      Do not observe Columbus Day (Oct. 12th)* or Veterans Day (Nov. 11th)*
      Friday, Nov. 20$^{th:}$ Thanksgiving break begins after last class with students moving out of residential halls
      Monday, Nov. 30$^{th:}$ Classes resume fully online
      Monday, Dec. 7$^{th:}$ Last day of classes
      Final Exam Week: Dec. 9-15
   b. **Proposal #2:** Start classes two weeks early, Monday, Aug. 24th
      Do not observe Labor Day (Sept. 7th)*, Columbus Day (Oct. 12th)* or Veterans Day (Nov. 11th)* [Classes, instruction take place on these days allowing for 13 MTWThF semester instructional days prior to Thanksgiving break]
      Friday, Nov. 20th: Last day of classes with students moving out of residential halls
      Final Exam Week: Nov. 30-Dec 4 (after Thanksgiving Week break)

c. **Proposal #3:** Start classes three weeks early, Monday, Aug. 17th
Do not observe Labor Day (Sept. 7th)*, Columbus Day (Oct. 12th)* or Veterans Day (Nov. 11th)* [Classes, instruction take place on these days allowing for 13 MTWThF semester instructional days]
Friday, Nov. 13$^{th:}$ Last day of classes
Saturday, Nov. 14th and Sunday, Nov. 15$^{th:}$ Reading Days
Final Exam Week: Monday, Nov. 16 – Friday, Nov. 20
Friday, Nov. 20$^{th:}$ Semester complete and students move out of residential halls
*Need to confirm classes/instruction can continue on these days, staff allowed to take vacation per their CBAs?

2) **Class sizes and class meeting times:**
   a. Class sizes will be adjusted to allow for appropriate physical distancing. Proposed class sizes include a 50-66% reduction in section sizes, or splitting up a section into 2-3 smaller sections depending upon facility/lab/room in which the course is offered. An alternative would be to move the class at current capacity to a larger room to accommodate social distancing requirements.
   b. 15-minute breaks in between class meeting times will be extended to 30 minutes to allow for necessary cleaning to take place in between classes and extended time for student pedestrian flow across campus.
   c. Fully online classes and face-to-face/blended courses, either synchronous or asynchronous, will help to accommodate facility/classroom constraints presented by above class size and class meeting time changes.
   d. Class days may need to be extended with more courses scheduled in the evenings. Weekend courses should also be considered to accommodate class size and class meeting time changes.

3) **Class offerings on campus:**
   a. Combination of face-to-face/blended or fully online. To be able to accommodate all students, course lectures will be either fully online or face-to-face/blended with essential labs, studios and performance offerings conducted face-to-face. Courses will need to have the ability to provide asynchronous opportunities to accommodate students and faculty in vulnerable health populations or other factors impacting their ability to participate in on-campus teaching and learning.

4) **Faculty, instructor and TO/TA assistance and support:**

   a. Faculty, instructors and graduate teaching assistants will be provided with guidance on recommended best practices for teaching in face-to-face/blended and fully online contexts (both synchronously and asynchronously) with a specific focus on content delivery, enhancing student engagement, faculty-student communication, effective planning for discussion sections and an emphasis on designing and implementing assessment strategies appropriate for face-to-face/blended and fully online instructional approaches including, as needed, the use of online proctoring software.

   b. Faculty assistance will also include the use of the instructional technologies and tools to support face-to-face/blended and fully online teaching in ways that maintain a safe and positive classroom climate providing safeguards from Zoom bombing and other online disruptions.

   c. Professional development and training resources will be provided through multiple delivery options: asynchronous self-guided tool user guides (IT), academic integrity (Library), course design planning modules (CTL) and Moodle/Blackboard-based online instructional modules (IDEAS) and synchronous options for individual and departmental consultations and drop in Help sessions.

   d. Faculty will be directed to these resources through direct enrollment of all faculty in a professional development Moodle/Blackboard course, through regular email communications jointly sent by IDEAS/CTL/IT/Libraries and through a collaboratively maintained central portal for all instructional resources and supports. IDEAS/CTL/IT/Libraries will also work with the identified college point person and faculty ambassadors as well as department heads and chairs as needed to facilitate faculty assistance.

5) **Graduate student research needs beyond traditional course instruction should be addressed by the Research and Libraries Working Group.**

6) **Each Dean should identify a curriculum, teaching and learning point person to coordinate curriculum delivery, and teaching and learning planning, serving as a conduit between faculty and CTL/IDEAS/IT/Libraries assistance being provided.**

Curriculum and Mode of Instruction

1) **Blended De-densified campus**
   a. Curriculum:
      - The Working Group requested that the schools and colleges put forward lists of essential face-to-face UG and G courses to be delivered on campus this Fall semester. As part of this data collection, the schools and colleges were also asked a number of questions to assist us in our data review and analysis. These questions included: whether the course is a requirement in the major/college, a prerequisite course, or an elective; if the course is required for licensure or accreditation purposes; the traditional level of student taking the course (e.g., senior, junior); and if they were unable to teach the course in a face-to-face capacity in the fall what would their backup plan be (e.g., offer remotely, cancel in fall and offer in spring, etc.); among others.
      - Under a highly densified campus, the Working Group looked at these above factors to determine the recommended courses to be offered for on-campus delivery. A de-densified campus scenario allowed for all of the essential face-to-face courses identified by the schools and colleges to be accommodated on campus. This analysis resulted in a total of ~4,500 UG & G students taking classes on campus. A further breakdown shows:
        i. 4,060 UG students in 143 courses (474 sections)
        ii. 439 G students in 73 courses (123 sections)
      *Data based on F'19 data as F'20 course enrollments have yet to be completed
      - Many of these identified face-to-face courses involve labs or studios that will require breaking up the section size into 2 to 3 smaller sections to accommodate appropriate social distancing.
      - In increasing the campus student population toward a less de-densified campus the Working Group recommends bringing to campus first-year students with a projected enrollment of approximately 5,200-5,300 (approximately 350-400 international students will be unable to physically come to campus leaving 4,850-4,900 first year students residentially on campus). The Working Group felt this cohort of students needs targeted support to facilitate their successful transition to college, which will be important for yield and retention efforts. This cohort should be supported to succeed in their remote instruction experiences (which may be occurring in some of their courses) and should have access to both on-campus and online support resources and mechanisms.
      - Additional student cohorts to consider would be the rest of the Senior class not included in the essential face-to-face course list provided under the de-densified campus model, as well as weaving in graduate students into on-campus courses when/how appropriate.

      i. An additional 5,000 seniors with an expected graduation date by May 2021 are not captured in the above highly densified model (~2,000 seniors captured already in these identified essential face-to-face courses).

      ii. Many of these seniors may already be back in the area in apartments so we would like to recommend offering a face-to-face classroom experience on campus if possible (i.e., senior required course).

      iii. More exploration on the number of graduate students and graduate courses would also need to occur.

      iv. Additional consultation and collaboration with the Research & Libraries Work Group will be critical to identifying and accommodating graduate students whose academic progress entails on-campus research and access to the libraries but not coursework.

- Another student cohort the Working Group discussed would be transfer students and in particular first-time transfer students. Depending upon major, some transfer students may be included in above identified essential face-to-face courses. More analysis needed here.

b. Mount Ida Campus and Springfield Center

- The Springfield Center is used predominantly by the College of Nursing and requires additional analysis regarding course instruction delivery on-site if appropriate.
- The Mount Ida Campus in Newton currently houses the Vet Tech program that should continue to be delivered on-campus under an appropriate health and social distancing protocol.
- Students performing fall internships (even remote internship offerings) could be identified as a Mount Ida student cohort in which additional courses can be offered to those students to provide them with a full semester curricular experience (internship credits combined with course offerings).
- The Mount Ida Campus may also be appropriate for a cohort of students with essential face-to-face courses that cannot fit on campus in Amherst but could be provided at Mount Ida under a residential model for these students.
- Since ~70% of in-state undergraduate students live in Eastern Massachusetts, we should explore how the Mount Ida Campus may be beneficial to them for on-site course offerings, on-site test taking, etc. in a commuter model.

2) **Completely Remote/Online**
- All courses would be delivered in a fully online context.
- All faculty would need to work this summer to change their course to a fully online offering.
- Will need to work with schools and colleges on essential face-to-face labs, studios, performance courses identified on how these can shift to fully online instruction or need to be delayed until Spring semester.
- In addition, assistance will be provided to individual faculty in accessing appropriate pedagogical supports and supplemental course materials (e.g. lab kits for STEM and Arts based studios, virtual lab simulations, etc.) and technology assistance (including VDI software solutions).
- Recommend breaking up larger course sections into smaller sections so these are more manageable to the faculty member teaching the course and from a student engagement experience.

Student Engagement and Residential Life Working Group

Assumptions

- We will keep health, safety, and well-being of the community at the forefront of our work using state and federal guidance.
- We have sufficient testing, monitoring, and contact tracing plans in place for students, faculty, and staff.
- Single occupancy for students is the primary residential offering, with an approach to allow some combination of known roommates/suitemates based on their known relationships and personal/medical needs.
- Individuals will be responsible for providing their own facemasks. The campus will have supplies for PPE for individuals requiring additional protection due to their work or academic responsibilities.
- Athletics will follow NCAA guidance, planning with Environmental Health & Safety, Mullins Center, Fine Arts Center and other public facing services on how to manage any events that could welcome the public. Student athletes can be accommodated as a priority group for on-campus housing as their in-season status dictates.
- The Teaching and Learning Working Group recommends the academic prioritization (e.g., face-to-face instruction, labs, research, etc.) for the on-campus housing assignment to be redone in mid-July, if needed.
- Dining and Food Operations will follow prescribed guidelines for preparation, service, and social distancing when serving students, faculty, and staff. Consideration should be made on how parents, families, and other guests are served.
- Points of contacts and face-to-face services on campus (e.g., offices, classrooms, dining service lines, direct service points) will be shielded and/or modified for safer transactions/interactions.
- Success of any form of on-campus experience is dependent on shared behavioral change—**all members** of the community must following guidance and take responsibility for the health and safety of themselves and the rest of the community.

Scenario 1: Normal Operations

The working group believes this is an unlikely scenario for fall 2020 as we will not return to pre-COVID-19 this quickly. *The feedback below represents some of what we will likely have to respond to in any scenario.*

- Although concern about college students suggests skepticism about full compliance with behavioral norms, with clear social norming guidance, signage, communication, and education we believe the vast majority of on-campus students will be responsible — practicing social distancing, good hygiene, and wearing facemasks.
- We will educate students on what a residential/campus-based experience looks like and require them to commit to these expectations and responsibilities in order to return. Success is dependent on shared behavioral change — **all members** of the community following guidance and taking responsibility for the health and safety of themselves and the rest of the community.
- This change in human behavior will require time and resources to educate, train and deliver clear and transparent communication with the goal of encouraging community members to protect themselves and those around them.
- High-risk groups of the UMass Amherst community and those who are ill should remain at home and stay away from campus. In fact, flexibility to campus community members will be critical to adoption and success of university efforts.
- With behavioral changes expected of the entire campus community, health and safety changes to university policies would be implemented; the *Code of Student Conduct* will not have to be revised as University policies are included.

The following portion of the *Code of Student Conduct* would allow for adjudication of violations:
- *Jurisdiction: "The University reserves the right to take action based on any student conduct, regardless of location"*

These existing policies would be applicable:
- **Reckless Behavior:** Endangering the safety of persons (self or others) or property.
- **Failure to Comply:** Failure to comply with the directions of university officials, including law enforcement or security officers, acting in the good faith performance of their duties. This section is not intended to prohibit the lawful assertion of an individual's Fifth Amendment right against self- incrimination.
- **Disruptive Behavior:** Conduct that disrupts the academic and social environment of the campus or surrounding areas. Examples include, but are not limited to, disorderly conduct, public intoxication, loitering, disturbing the peace, noise disturbances on or off campus, and/or willful disregard of the university bathroom policy.

- o **Unauthorized Access/Presence/Use of Property:** Unauthorized access, presence in, or use of facilities or property. This includes unauthorized use, distribution, duplication, or possession of any key or other access device issued by the University.
  - o **Violation of University Policies and Regulations:** Violation of any university policy and/or procedures of University of Massachusetts Amherst, including those established by Student Engagement & Leadership and/or those established by academic departments/units.
- If the campus returns to normal operations, outreach, compassion, and comfort will need to be offered to the UMass Amherst community and to those who were directly impacted since the beginning of the pandemic. Consider relaunching UMATTER: Care, Compassion, and Community campaign.
- Campus administration will need to be watchful and remain responsive to the following:
  - o Student, staff, faculty, and community activism regarding economic hardship, death rates in poor communities, and communities of color.
  - o Food and economic insecurity among student populations because of the impact on employment and the possible shortage of food and other necessities.
  - o Increased demands for direct economic relief from undergraduate and graduate student groups and unions.
  - o Agitation and concerns will mount as the 2020 election commences in the fall.
  - o Expect increased anonymous bias and hate incidents on campus and in the community.
- All university response structures should be updated to respond and address climate issues and communication and response protocols should be examined.
- Expect ongoing demands for recognition of bias and hate incidents, as well as increased pressure for equity in response from the community.

Scenario 2: Blended Operations

Summary

The **on-campus student population** is reduced by some percentage, and in addition to the academic prioritization, the campus has already identified students that may need assignments in residence halls. In addition, appropriate isolation and quarantine space will be identified to factor in the availability of beds for the assignment process.

The **off-campus student population** needs specific consideration as many students have committed to leases and will likely be in the Amherst area no matter what re-densification scenario is selected. Off-campus students regularly interact on campus; for instance, in a typical academic year, 50 percent of off-campus students maintain meal plans. The planning group also wants to emphasize that there is a larger number of students living off campus with high economic need and many students live in spaces that exceed the four residents allowed according to town regulations.

Specific outreach emphasizing safety, resources, and community expectations and impact will be themes to explore. For instance, the university can have a role in:

- Education regarding town by-laws where students live.
- Education about the possible conflict between leases and social distancing guidelines. A lease may allow more people to be present in a living unit than are allowed by state law related to social distancing.
- Guidance on living off-campus in the time of COVID-19. Provide students direction on effective cleaning, trips to grocery store, and keeping their household safe, among other topics.

Students who are engaging in remote learning should be intentionally included and thoughtfully brought into all campus community events, traditions, and ways to connect. The Mount Ida campus is another location to consider in maintaining connections with students via meet-ups, for appropriate small events, and/or marking a UMass tradition.

On-Campus Living and Residence Hall Operations

A subgroup examined health and safety recommendations and the University of Kentucky Campus Restart Report and applied current criteria to our on-campus residential facilities. From there, we estimated space for those students housed in spring 2020 to estimate availability for students who have academic priority.

- The group used the working assumption of 50% occupied or 1 student per room (singles) for a total of **7,433 available beds.**
- The group recommends using a combination of assignment styles, single rooms, some double occupancy rooms and suites where people are known to each other, and are comfortable with the risk of sharing a space.
- The group has identified a number of student populations outside of the academic prioritization process who will need to be considered for priority housing. The total estimate for these students approaches **800 assigned beds** and includes:
    o Vulnerable student populations: (e.g., homelessness, foster care status, economic hardship, students with disabilities/health accommodations, etc.)
    o International students
    o Student employees in mission-critical roles
    o Student athletes (as dictated by NCAA guidance)
    o Seniors graduating in December 2020 (with prior housing contract)
- Others for priority consideration would be first-year students.
- Create and communicate to students and families the daily life/lived experience in residence in advance of the new sign-up process.
- The residence hall move-in process will be spaced out over at least a three-day period with very few early arrivals. Move-in dates can be adjusted if there is an in-person fall orientation or testing protocols require a more spaced-out and methodical process.

The Minute Mover process will be adjusted; while available to help, they may not go into rooms, and there are only 700 bins (that will require disinfectant in-between moves).

- Specific move-in directions will need to be developed for students and families including:
    - All participants are responsible to bring a facemask and gloves.
    - Only one COVID-19 tested family/friend (helper) per student will be allowed.
    - Students will be directed to pack a lot less for their residence hall room and to estimate for 12-14 weeks of residency rather than whole year.
- Provide a healthy living starter kit that includes items such as: hand sanitizer, wipes, UMass-branded facemasks, etc.
- Residence Hall Services and Service Desk operations will have to be adjusted and definitive level of services made visible to students and families. Service areas can be restructured (including separation barriers) to facilitate safe interactions with students for packages, keys, etc.
- A no guests allowed policy would be enforced.
- We will recommend students only order essential packages (e.g., books and medicine).
- Bathroom cleaning schedules will be managed very differently. This will include frequent deep cleaning, establish student bathroom schedules, and limited numbers of students allowed in bathrooms at any given time (signage posted).
- Posted occupancy and directives for elevators.
- Redesign pedestrian flow through residential areas to minimize contact.
- Create residential specific signage that communicates health and safety protocols.
- Educate residence hall staff on state/CDC health and safety guidelines.
- Residence hall staff will have to reduce face-to-face contact, and use Zoom and Microsoft Teams as options for in-person meetings and collaboration with residents.

Student and Campus Culture Change

A second subgroup examined ways to inform and bolster students' willingness and commitment to the safety protocols established for the community.

- An overarching campus policy and guidance issued from the campus that is applicable to **all members** of the UMass community, including visitors (if allowed). Policy should address:
    - Social/physical distancing guidelines
    - Gathering limits
    - Visitation/access to campus
    - Personal protective equipment (facemasks)
    - Expectation regarding COVID-19 checklist
    - Travel restrictions

- Establish a modified orientation/on-boarding module for new and returning students that details individual and community safety practices, change in policies, expectations for community living with COVID-19, etc. Consider videos with current students explaining the change and expectations for the UMass community.
- Create community agreements that students will sign and acknowledge before they return to campus.
- Provide an information guide for parents on what steps the university is taking to safeguard the community and what the institution expects of students and others.

On-campus/residential considerations
- Restrictions on residence hall and dining access by non-residents, including outside guests, non-residential staff, and others. These restrictions may not apply to some people, such as medical personnel, emergency first-responders, and personal care assistants for those with documented accommodations.
- The Residence Hall Guest Policy should change to eliminate guests from visiting buildings (until further notice). A guest is defined as someone who does not live in the residence hall.
- The Residence Hall Room Capacity Policy should be changed to reduce the limit to four people allowed in a room.
- We recommend a no-alcohol policy for all residence halls during the COVID-19 pandemic.
- The Residence Hall On-Call/Duty and Residence Hall Emergency procedures should be revised and include clear response protocols to protect responding staff (including appropriate PPE).
- With guidance, establish number of students allowed in laundry rooms.
- Restrict or limit student access to shared spaces in residence halls (e.g., lounges, kitchens, etc.)
- Specific student group policies/guidance should be developed. Use COVID-19 campus guidance to safely host events and practices for student groups (GSOs/RSOs), club sports, intramurals, membership recruitment, meetings, events, travel, etc.

Off-campus considerations
- Students without a residence hall address will be expected to include their address in SPIRE to facilitate university contact and identify close contacts (if contact tracing is required).
- The Office of Fraternity and Sorority Life should review guidance and expectations for fraternity and sorority houses and partner with national organizations to assure COVID-19 guidance and university compliant.
- Share guidance with Hillel & Chabad House to help guide these off-campus residential communities; share guidance with local property owners for their individual application.

Accountability

An overarching goal is to communicate rights and responsibilities, what students CAN DO, not just policies and "do-nots." Continually reinforcing how to be COVID-19 safe in all settings (on and off campus) should be a major overarching theme.

The university should focus on policy and guidance that applies to the entire university community. Topics to be addressed in campus policy and guidance may include the following:

- Any member of the university community physically coming to campus should formally agree to participate in a manner to protect the health and safety of the university community.
- Expectations for individual behavior should include, at a minimum: use of face coverings, maintaining social distancing, good hygiene, etc.
- Completing a COVID-19 symptom checklist before leaving home/residence hall and staying home if one has a symptom. We recommend that members of the community will need to report in or electronically complete their checklist daily (an application could be used to accomplish this requirement).
- Establish clear expectations for all campus gatherings. For example, how many people can gather, (reduced) capacities of common spaces, expected use of outdoor space on campus, only university-affiliated attendees allowed, pre-registration for attendance required, and registration of any in-person events.
- Establish clear expectations for all university-related travel. For example, travel restrictions (limit distance from campus), expectations for self-quarantine if one leaves the area, and expectations for use of public transportation (PVTA).
- Residential students would be expected to remain in Amherst or Hadley through November 20, 2020 to limit community spread of the virus. Any travel beyond the area would need to be reported and the student would self-isolate upon return.
- Adhere to expectations for testing, contact tracing, isolation, and/or quarantine. Expect all members of university community to keep track of and report contacts if they test positive for COVID-19.
- Limit non-essential visitors to campus and limit non-essential presence of UMass community members on campus.

The working group recommends that procedures be developed for the adjudication of expectations and, in particular, identify the behavior(s) that would result in a student being required to leave campus. Build in the flexibility to engage family members, convert a student experience to remote learning (including vacating the residence halls) if necessary, and the forfeiture of related fees. Policy enforcement should be support-based and outcomes should be tiered dependent upon levels of severity of violation, repeated offenses, or intent.

Student Engagement: Programming and Support

The third subgroup examined the need to: maximize meaningful connection with students; engage student leaders and groups; and leverage the programming talent of staff members as the semester progresses so student ideas can be explored and implemented, while adhering to COVID-19 safety measures. Create co-curricular programming that can be virtual, to be inclusive of remote students, to reinforce social distancing expectations, and increase efforts to utilize online engagement.

- Review and revise student organization policies/guidance to support campus operations. For instance, clarify parameters for recruitment, expectations for events, and guidelines for spending, travel guidelines/restrictions.
- Establish campus-wide program protocols, update contracts to include new COVID-19 related expectations, set parameters with off-campus vendors, posting of safety signage, and consider no food at social events until further notice.
- When planning events and programs, capitalize on pre-existing communities and sub-communities to create opportunities for meaningful online engagement. Examples include:
  - Designated residential communities
  - Cultural centers and identity groups
  - Academic groups such as Residential Academic Programs (RAPs), First Year Seminars (FYSs), and academic majors cohorts
  - Resident assistant and peer mentor engagement with residents
- Offer small indoor programs (e.g., leadership development programs, dialogues, student meetings) with no more than 10 people; enforce substantial social distancing, deep cleaning, and use of facemasks.
- Offer more outdoor programs as weather permits, adhering to guidance on group gatherings.
- Incorporate engineering controls such as physical barriers where possible, reconfigure spaces to enable people to be separated (ideally, at least 6 feet) for smaller indoor programming and/or meetings.
- In smaller facilities (e.g., Stonewall Center, Student Veterans Resource Center) social distancing becomes difficult, but staff can schedule appointments with students while practicing social distancing and increased hygiene precautions. Many staff can continue to utilize Zoom and Microsoft Teams to engage with students safely as well.
- Emphasize and utilize online event registration, to meet in-person and to manage event capacities.
- Consider online/virtual student employment such as online student ambassadors and influencers.
- Engage all student government (GSS and SGA) and student organization leaders and groups on the COVID-19 realities, including:
  - No student travel, including club sports

- Limit registered student organization meetings to a virtual format to include remote students.
- Any in-person meetings must be approved in advance and meet specific social distancing and safety guidance.
- Innovate student programming and engagement: Lunch and learn for small groups (could include faculty, staff, alumni); yoga/campus recreation outdoors; podcasts for specific student communities (first-generation); painting/crafting/cooking parties; movie watching; journaling groups; live music with distancing protocol.
- Create cohort groups of first-year and transfer students and assign to faculty/staff volunteers (possibly co-facilitated by a student peer). The faculty/staff members would maintain communication with the cohort throughout the semester deploying lesson plans that focus on connection, transition to the university community, and well-being.
- Create online cultural programming such as virtual concerts, livestream gatherings, and partnership with the Fine Arts Center.
- Create multi-communication strategies by leveraging multiple social media platforms (e.g., UMass YouTube channels and coordinated Instagram) and explore opt-in texting (move beyond email communication).

Scenario 3: Completely Remote

This scenario represents, most closely, the working experience of this sub-group since March 13, 2020.

- Implement the same housing procedures used for approval to stay in spring 2020.
- The working group has identified student populations, outside of the academic prioritization, who will likely need housing. A total estimate for these students approaches **800 beds**:
  - Vulnerable student populations: (e.g., homelessness, foster care status, economic hardship, students with disabilities/health accommodations, etc.)
  - International students
  - Student employees in mission-critical roles
  - Student athletes (as dictated by NCAA guidance)
  - Seniors graduating in December 2020 (with prior housing contract)
- Re-design the in-person aspects of fall orientation for new students and any new students who we are required to have on campus.
- Re-imagine fall campus traditions (e.g., Homecoming, Parents and Family Weekend).

Resources

ACUHO-I: COVID-19: Future of Housing

American College Health Association

Centers for Disease Control: Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission Background:

CICU: Creating Safe and Resilient Campuses: Suggestions for Reopening and Reimagining Colleges and Universities in New York

George Mason University: Patriot Tiger Team Report on Fall 2020 Options.

Johns Hopkins Bloomberg School of Public Health: Public Health Principles for a Phased Reopening during Covid-19: Guidance for Governors

NACA: Thinking Ahead for Fall Programming

Reopening Massachusetts

Report of the Connecticut Higher Education Subcommittee: Reopen Connecticut

University of Kentucky: Campus Restart

Research and Libraries Working Group

Based on the state plan and requirements for Reopening Massachusetts, UMass Amherst will reopen research labs, onsite library services and access, and other facilities for research and creative activities. This reopening will take place in stages, beginning as soon as the university can certify that the Sector Specific Safety Standards for Laboratories and Office Spaces are met. Success will require the engagement of faculty, students, and staff in our shared efforts to protect health and safety while resuming our important research activities.

The Research and Libraries Working Group (RLWG, see attached), informed by national best practices, is working on more detailed guidance to meet these standards. Reopening will require **Research and Library Operating Plans** proposed by faculty and approved by departments and deans, in coordination with the office of Research and Engagement.

1. Consistent with Reopening Massachusetts, activities should continue remotely as much as possible. Note that the state has issued a "Safer at Home Advisory" including guidance that "People over the age of 65 and people who have underlying health conditions – who are at high risk for COVID-19 – should continue to stay home except for essential errands such as going to the grocery store and to attend to healthcare needs." Individuals who are at high risk can contact Human Resources via COVID19HR@umass.edu if they are requested to work on campus and are unable to do so. Graduate students can also contact the designated person in their school or college dean's office.

2. We expect to provide some limited space on campus for researchers without adequate IT infrastructure at home.

3. The Libraries are developing a phased plan for restoring in-person services and onsite access to collections. Prior to reopening library facilities, on-site staff will provide access to materials through its Library Express service, and scanning some materials (with restrictions).

4. Activities currently approved under a Research Lab Continuity Plan (RLCP) may proceed according to those plans; please check to see that they continue to meet current EH&S guidance. Continuity plans were put in place to enable the minimum level of activity necessary to avoid a catastrophic loss of research results, materials, or infrastructure. In contrast, the Research & Libraries Operating Plans (RLOP) will enable a higher level of activity and participation. The operating plans will replace continuity plans and researchers are asked not to submit new or amended RLCPs unless there are significant extenuating circumstances so that resources can be devoted to the operating plans.

5. Because faculty and other researchers have the best information on the facilities, the program, and the participants, they are best positioned to propose the RLOP. The RLOP must also be consistent with state and university health and safety requirements, so will require institutional review and approval.
6. Requirements for social distancing, by both physical and temporal means, are critically important. In many cases, this will mean a lower occupancy in spaces and staggered shifts of personnel consistent with the safety standards.
7. In addition to social distancing within individual laboratories, it is important to avoid overcrowding in public spaces such as restrooms, eating areas, elevators, etc. Therefore, information on the number and timing of personnel for each floor and in each building from the individual RLOPs must be aggregated and individual plans may require revision to avoid overcrowding.
8. The Vice Chancellor for Research and Engagement will provide a Kuali form to submit the RLOP and will provide aggregated information from the proposed RLOPs to deans and departments. We expect the Kuali form to be available early in the week of 6/1/2020.
9. Once the RLOP is submitted, labs can begin operations by meeting the conditions in the COVID-19 Interim Operating Plan (Word) and with the approval of the department, dean and center/institute director (where applicable).

Work on the RLOP can proceed as follows.

All researchers intending to use laboratories should:
- Complete the UMass Amherst Lab Restart Checklist If necessary, one faculty member or their designee and a second person if needed for safety, are now approved to go to the lab for this purpose.
- Complete the Covid-19 Laboratory Training,
- Review the Returning Safely to UMass video, and follow all of the health and safety guidance there including the COVID-19 Daily Self Checklist,
- Review the Cleaning Procedures for Labs and Offices , and
- For more information visit here.

Faculty should use the following prompts in anticipation of the RLOP preparation.

- What activities cannot be done remotely; which are most-time sensitive, e.g., seasonal work, thesis or postdoctoral research close to completion; projects with a large impact on tenure and promotion; sponsored projects with upcoming deadlines; timely access to special library collections, studio space.

- Who must be in campus facilities to conduct the activities? Are the individuals able to do so at this stage and on what schedules?

How will plans protect early-career researchers, graduate students' programs of study and postdocs training and mentorship? Undergraduate researchers should not be included unless they have substantial prior training and experience. How will our campus values of diversity, equity, and inclusion be reflected? Note: Sponsorship of international visitors is currently suspended until last least 9/1/2020.

- Given your use of facilities, how will the health and safety of research teams be protected? For instance, how will physical distancing be accomplished within the research space? As a first estimate, 113 square feet per person (6-foot radius) is recommended to determine an occupancy that allows for appropriate social distancing (FEMA). However, this does not account for the details of fixtures, furnishing, and equipment or, most important, for the movement within the spaces. So, we expect that the operational maximum occupancy for a space will be significantly less than the maximal occupancy based on this first estimate. In a separate message, we will provide instructions on accessing data on square footage by building and room as well as floor plans which may be used to make more detailed estimates of the operational maximum occupancy.

- If the space available cannot accommodate all researchers, what subgroups of people (teams) should access the facilities at different times? Separate teams without shared membership enhances social distancing and diminishes the chances that an entire lab group might need to self-isolate for an extended period. What sort of time blocks are required – several days a week for different shifts, or different blocks each day? Note that enhanced cleaning between time blocks and time to exit and enter buildings without overcrowding is necessary. Please consult with your team members on their views and home responsibilities (e.g., high risk, childcare, elder care, etc.).

- What kind of other shared spaces (besides restrooms, elevators, and eating areas) are needed, e.g., access to Library materials not available online (please visit the Libraries' Remote Services page for updates), Core Facilities, shared cell culture rooms, autoclaves, etc.?

- Core Facilities operational status is variable, subject to staff availability. Access and level of service is at the discretion of the Core Director or the Director of Centralized Core Services.

- Will you need campus support services to operate successfully and safely (e.g., CEMS or package deliveries)?

- EH&S requests that if part of your research safety requirement includes personal protective equipment (PPE), such as gloves, N95 masks, please email askehs@umass.edu and include your name, laboratory location and PPE needs. A limited supply is currently available and EH&S will work on a centralized procurement of additional items if necessary.

- To ensure availability of cleaning supplies, Physical Plant Custodial will provide hand sanitizer, disinfectant, paper towels, soap, and tissues for your laboratory. When your plans are set, please email Pam Monn at psmonn@facil.umass.edu with your name, contact information, and the location where you would like it dropped off. In the future to request additional supplies, please email Pam Monn.

Resources
- Environmental Health & Safety lab checklist, https://ehs.umass.edu/lab-restart-checklist
- Reopening Massachusetts Full Report, May 18, 2020
- ACHA Guidelines: Considerations for Reopening Institutions of Higher Education in the COVID-19 Era, May 7, 2020
- University of Washington School of Medicine Guidelines for COVID-19 Prevention While Working in the Laboratory, May 7, 2020
- Council on Governmental Relations (COGR) Institutional and Agency Responses to COVID-19 and Additional Resources
- The Association for Biosafety and Biosecurity SARS-Cov-2/COVID-19 Toolbox

Healthy Fall Working Group

The Healthy Fall Working Group was charged with using the best science and public health information available to determine the optimal path to re-populating the campus. It focused on special preparations and changes in traditional practices that will be required for the protection of our campus community.

Key Planning Considerations for Reopening in the Fall

The [Commonwealth of Massachusetts Reopening Massachusetts Plan](#) has four phases with each phase lasting a minimum of three weeks. We are currently in Phase 1: Start, which allows higher education to repopulate research laboratories and restart functions necessary to prepare campuses to reopen. The university is looking to reopening in a measured stepwise fashion. We understand the reality that all plans must remain flexible to adapt to any changes that may arise as the pandemic continues to impact the nation, state, local towns and the campuses. Before detailing the specific recommendations and steps we are proposing, it is important to highlight underlying key planning principles.

1) We anticipate that SARS CoV2 (the causative agent of COVID-19) will continue to be present in the UMass Amherst campus community. Most faculty, students, and staff will not yet have acquired natural immunity to infection, and it is not likely that there will be a vaccine or treatments for 18 months. Even with measured precautions, it is not possible to eliminate transmission of the virus on and off campus; our efforts will be focused on managing the spread of infection and mitigating the impact of COVID-19 on the quality of the educational experience and on the health of our students, faculty, staff, and communities.

2) Attention should will be given to individuals identified by health authorities as "high risk" to COVID-19, and reasonable accommodations will be made to the extent possible consistent on campus.

3) As a baseline, the University of Massachusetts Amherst will operate in accordance with the requirements set forth by the Commonwealth of Massachusetts.

4) Cases on campus and in adjacent communities remain fairly limited; they are likely to increase with an influx of students, faculty, and staff. Anecdotally, many students intend to return to live in the Town of Amherst and other towns close to campus, regardless of teaching modality. This will potentially increase local community transmission and create a need for complex and extensive case investigations, as well as follow-up activities across jurisdictions.

5) Although the long-term risk to most who acquire COVID-19 is low and many will be asymptomatic, health effects on individuals are somewhat unpredictable, regardless of

underlying health conditions. While there are vulnerable people on our campus, much of the population on the campus is under age 30 and at significantly lower risk of hospitalization or death from COVID-19.

6) Evidence shows COVID-19 community spread occurs most readily through sustained (15 minutes or more) contact of less than 6 feet with no other mitigation strategies.

7) Due to the need to reduce the density of people on campus, faculty and students involved in any remote classes should be strongly encouraged to conduct these activities without using physical locations on campus. Similarly, faculty, staff, and students who can conduct their research remotely should be encouraged to work remotely, when possible, to reduce density on campus.

Scenarios for the Fall

The three scenarios that the Healthy Fall Working Group reviewed were a) remote instruction; b) intermediate re-densified campus – combination on-campus and remote learning; and c) full re-densified campus. The recommendations below apply to all three scenarios. The difference will be the amount of supplies, personnel and modifications that will be needed based on the re-densification population.

Steps to Reopen the Campus in the Fall

The steps for reopening the campus in the fall will need to be consistent with the Commonwealth of Massachusetts, but not faster than the phases outlined by the Commonwealth. The following steps will evolve over the course of the summer and fall, and we will adjust as needed.

- **Step 1:** Onsite personnel only to support campus critical operations, includes critical research (current step).
- **Step 2:** Reopen research operations (planning currently under way)
- **Step 3:** Increase staff to support preparations for the fall semester
- **Step 4:** Student re-population in the fall

Recommendations

The recommendations are based on the hierarchy of controls, which is a concept used by the National Institute for Occupational Safety and Health (NIOSH) as a framework for identifying controls for potentially harmful workplace hazards. These principles are useful for assessing the effectiveness of controls for COVID-19 and for understanding the range of impacts those measures can have on decreasing the likelihood of transmission of COVID-19. The NIOSH hierarchy of controls structure was adapted by Johns Hopkins in the Public Health Principles for a Phased Reopening During COVID-19 and we have adapted this structure for re-densification for fall 2020.

UMass Control Method Definitions for COVID-19

- **Elimination To the Maximum Extent Possible:** Eliminating exposure to the hazard. This is the most effective control. Our focus is on a UMass community-based risk assessment, testing and case management (tracing, support services, isolation and quarantine). Once a vaccine becomes available, the campus would stand up mass vaccination centers.
- **Substitution**: Replacing a hazardous exposure with something less hazardous. In the case of COVID-19, this is not applicable.
- **Engineering Controls**: Isolating the person from the hazard through physical or mechanical means. Our focus includes modifying classrooms/offices, re-designing dining services, increasing air exchanges, and placing physical barriers in strategic locations.
- **Administrative Controls:** Changes made to the way that people live, work, learn and conduct research. Our focus includes staggering work and class schedules, daily self-check, repeated SARS-CoV-2 testing and the keeping of testing outcome logs, and enhanced cleaning.
- **Personal Protective Equipment (PPE)**: Equipment worn by the person to protect themselves from real or potential hazards, e.g. gloves, lab coats, safety glasses, respirators, etc. Our focus includes providing the proper PPE to all UMass community members in need.
- **UMass Community Supplies**: Equipment worn by a person to prevent community spread from an asymptomatic carrier of COVID-19. This is the last line of defense and its effectiveness depends on community use and their ability to adopt disinfection, distancing, and hygiene practices. Our focus includes providing UMass Community supplies to faculty, staff and students.
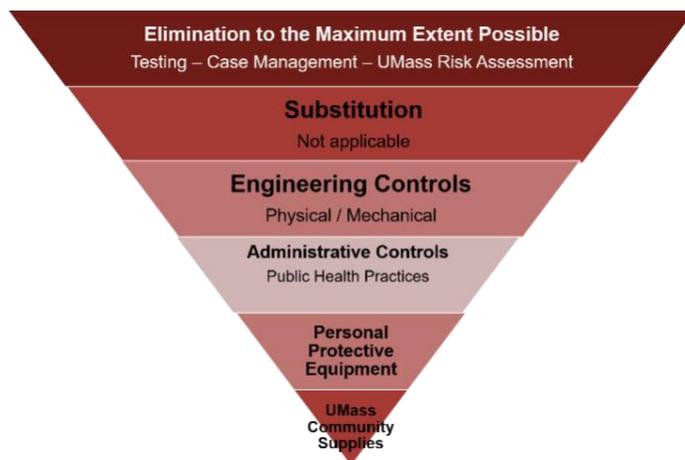
Elimination

Testing
Recommendation: Testing of students just prior to arrival whenever possible and/or upon arrival campus. Additionally, repeated testing thereafter to be done in a staggered manner dependent upon resources.

Sentinel or mass testing done through UMass, with Institute of Applied Life Sciences (IALS) support, will include these requirements:

- Increased staffing of:
  - CLIA certified laboratory technicians; cross training of IALS staff possible.
  - Specimen collection staff consisting of certified medical assistants (CMAs) and registered nurses (RNs). If testing utilizing self-collected swabs is available, this will decrease some nursing staffing needs.
  - University Health Services (UHS) registration and billing staff.
  - UHS providers such as dedicated NPs to order, review and report results.
  - For every 500 tests per day, add one CLIA certified lab tech, once CMA, one RN or NP/PA to order, review and report tests. Surge testing requires staff to supervise self-collection, label and order tests, obtain billing information and report results to patients.
- Additional capacity could be made available through CLIA certification of research platform and space at IALS.
- Additional surge capacity exists by use of commercial labs such as LabCorp, with results in 1 – 2 working days.
- Large surge testing will require an outdoor or large indoor venue, which allows for 6-foot physical distancing, scheduling and appointments.

Recommendation: Students, faculty, and staff with even minimal symptoms should be promptly tested through UHS clinical laboratory. Asymptomatic individuals who have had close contact exposure to any COVID-19 positive individual should be also promptly tested. This may result in testing of multiple students during cluster investigations if they share classes or living quarters.

Currently available* and planned test platforms at UHS:
1. Abbott rapid test, 20-50 tests per day, rapid nucleic acid test.
2. LabCorp reference lab RT-PCR, 1- to 2-day turnaround anticipated.*
3. Hologic Panther high throughput PCR, 500 specimens per shift, scalable with up to two shifts per day for 1,000 tests per day. Anticipated to have no supply chain issues, not dependent on additional VTM or swabs. University could scale up this platform by purchasing another machine. Greater than one machine and one shift per day will require additional lab personnel. Results by next day (4-hour test cycle).
4. Under discussion, in addition, is the possibility of a research laboratory-developed test. The goal of this would be to augment testing capacity, boost surge capacity, and provide other supply chain options in case commercial supply chains become more limited in the future.

Recommendation: UHS needs expanded space for social distancing, increased laboratory testing, respiratory unit and usual non-COVID health care operations.

Considerations to include close proximity to UHS, multiple small rooms with doors, approximately 20,000 square feet additional space.

Recommendation: Do not use antibody testing as means for campus-based strategies.

1. At present, antibody tests for immunity are not sufficiently accurate nor widely available enough to be considered a part of campus-based strategies. This has potential uses but no clear FDA or DPH approved role in population management at the present time.
2. BioMedomics (or other brands, under evaluation) antibody testing, rapid test, 20-50 tests per day, but no routine use case has been established.
3. Abbott high-throughput antibody test, 200 tests per day, but as above, routine use case has not been established.
4. LabCorp ELISA antibody test, as above, no routine use case has been established.
5. Reconsider the use of 'Neutralizing Antibody Testing' as FDA-approved tests become available.

Ongoing Community Assessment

Recommendation: Create a dedicated, real-time public health surveillance team to serve the entire community.

To make the most accurate decisions for the campus, we recommend the development of UMass community specific metrics and a daily (7-day-a-week) situation report that provide a focused and user-friendly overview and analysis of all current relevant data for rapid decision-making.

 The resources required include:

- One full-time community health surveillance officer with data analysis skills
- One back-up community health surveillance officer
- Computer science support staff for automated data scraping and report generation
- The team would report to the Emergency Operations Center Team.

Case Management/Contact Tracing

Recommendation: Expand the current case management team on campus. Case management includes contract tracing, support services, and coordination of quarantine and isolation.

The team will focus on the development of a central tracking database, exploring the feasibility of a symptom or exposure reporting app for student use and possibly for faculty/staff to use. This would create recognizable phone numbers for case managers and tracers to facilitate the chances that the call will be answered; it would also utilize campus population activity/density data as provided from cell phone analysis. All faculty and staff will need to be registered, with health insurance information entered into the UHS EMR system during the summer to facilitate summer and fall testing and contact tracing of employees.

Case management for Hampshire College is also a function of UMass Amherst public health, as they are a satellite clinic of University Health Services. Hampshire College will manage their own isolation and quarantine needs.

The presidents of Smith, Amherst and Mt. Holyoke colleges decided to collaborate on contact tracking through the Five College consortium. UMass will take the lead on the development of protocols, training and support. The four colleges are required to identify a minimum of three staff members to work with lead UMass case manager.

Recommendation: Pilot a sentinel contact tracing project.

This is a proactive approach to estimating social networks of students (# of contacts). Over the summer the case management team will contact a sample or subset intended or actual campus population, by asking the basic questions of contact type, duration, frequency, relationship and age. This will provide an opportunity to educate, answer questions, clarify existence and scope of UMass Public Health, and promote UMass as a health conscious campus.

Isolation and Quarantine

Recommendation: Expand the current isolation and quarantine team.

Isolation and quarantine space will be required for ill or exposed on-campus students and potentially some off-campus students. Reserve 200 spaces on campus (subject to change based on the number of students returning in the residential halls). This means one large- to mid-size residence hall for quarantine (and potentially at the Campus Center Hotel or an area hotel, requiring a 1-1 bathroom ratio); and one mid-size to small residence hall for isolation. Designate approximately half the Campus Center Hotel rooms for this type of space. The campus will need more quarantine spaces as compared with spaces for isolation. Cohorting is potentially feasible for isolation of confirmed cases but not for the quarantine of exposed individuals. Expand current Isolation and Quarantine Teams to coordinate and manage requirements: care coordination, food and essentials delivery, support housekeeping and waste management activities.

Engineering Controls

Engineering controls are controls that either change the environmental conditions or place a barrier between the individual and the virus. These recommended engineering controls are also directed to remove and/or reduce the droplet-aerosol spread of viral particles. They are not dependent on a person's knowledge, practice, or compliance; therefore, they reduce the opportunity for error.

Modified Occupancy

Using the CDC's 6-foot separating criteria as basis for COVID Modified Occupancy for spaces on campus, to simply calculate the area of a circle with a radius of 6 feet, which is equal to approximately 113 square feet per person. This represents a conservative approach that accounts for instances when people might be standing along a wall or might not be standing in the center of a circle. The following are guidelines for calculating COVID Modified Occupancy for each of the space types. A rough baseline is provided for each occupancy type. This is intended only for initial planning and should never be used to calculate the final COVID Modified Occupancy.

Classrooms

Recommendations: Utilize a 6-foot physical separation to maintain social distancing as the basis for classrooms

- **For classrooms and lecture halls with moveable seating and/or tables:** Excess seating is removed until only enough seats remain to achieve the required social distancing. The resulting number of seats plus the instructor is the Modified Occupancy, and excess seats and tables must be removed and stored.

- **For lecture halls with fixed, auditorium style seating**: Limit the use of this space. The typical configuration is that every other row must be kept empty and in the occupied rows only two out of every three seats may be used. An alternative is to use every row but stagger the seats to achieve 6 feet of space diagonally. In either case, the resulting number of useable seats plus the instructor is the Modified Occupancy and "unusable" seats will need to be marked.

Recommendation: Form an Academic Space Planning Team consisting of representatives from the Provost's Office, Environmental Health and Safety, and Facilities and Campus Services to develop a checklist/guidance for each class. This will include seating, entry and exits points. These decisions will be based on spacing, within room flow, and entry and exit considerations.

Recommendation: Large lecture style classes should be offered through on-line instruction or re-imagined with alternating schedules for in person instructions.

Recommendation: Utilize non-traditional spaces for classrooms to increase physical separation to maintain social distancing. This would include facilities such as the Campus Center Auditorium, Campus Center lower-level conference rooms, Totman Gym, Curry Hicks Gym, Boyden Gym, Recreation Center, Champions Center and Mullins Center.

Research Laboratories

Recommendation: Utilize a 6-foot physical separation to maintain social distancing as the basis for research laboratories.

The number of workstations that can be occupied at one time while keeping occupants 6 feet apart, plus the instructor/principle investigator. Keep in mind that social distancing requirements apply not only to adjacent workstations on the same bench, but also those behind and across from a given workstation. These decisions will be based on spacing, within room flow and entry and exit considerations.

Residential Life

Recommendation: Students should primarily live in single rooms, with flexibility based on prevailing tranmission trends and plausible assumptions about on-campus activities.

Dining

Recommendation: Modify dining operations to meet Commonwealth restaurant requirements.

Plan to focus on utilization of dining commons, the Campus Center and retail dining cafes to increase throughput of meals and all items served. Key strategies include full utilization of sneeze guards or plexiglass barriers; prepackaged options; fixed price, build-to-order menu concepts; extended Grab 'N' Go hours of operation through late night; queues created to promote social distancing markers; serviced beverage lines spread throughout to increase throughput; seating capacity dictated by state Reopening Phase; and modification of current meal plans to allow all access.

Meeting Rooms

Recommendation: Utilize a 6-foot physical separation to maintain social distancing as the basis for meeting rooms.

Remove enough chairs around conference tables so that the remaining chairs are at least 6 feet apart. If the table is too narrow to provide 6 feet of distance across a table, then seating must be staggered to maintain this distance diagonally. The resulting number of seats is the COVID occupancy for the room, and the locations of the chairs should be marked on the table. Such meetings will be strongly discouraged when remote options are available.

Individual Workplaces (i.e. private office)

Recommendation: Other than very large offices, individual workspaces (as defined by having a door and walls with a single desk) should be limited to a single occupant. Visitor chairs should be removed. Any meetings should be conducted in a designated meeting room or preferably online.

Shared Workplaces (i.e. open office)

Recommendation: Utilize a 6-foot physical separation to maintain social distancing as the basis for shared workspaces.

Determine if existing desks/cubicles can be configured to provide at least 6 feet of social distancing between workers. If so, the Modified Occupancy is the number of workstations (i.e., no visitors.) If workstations need to be modified or reduced to meet social distancing requirements, then the resulting number of workstations is the modified occupancy number.

Recommendation: Develop COVID-19 room occupancy numbers.

Recommendation: Review and adjust as necessary Heating, Ventilation and Air Conditioning (HVAC) controls to maximize fresh air and to increase air flow.

Recommendation: Identify opportunities to implement non-touch controls: bathroom doors, etc.

Recommendation: Identify locations where tape, arrows or physical barriers (e.g., plastic sheeting, tape) may be necessary either in hallways, office locations, etc.

Administrative Controls

These controls are focused on policies, procedures, training and campus practices.

Administrative

Recommendation: Utilizing the structure of the Emergency Operations Center Team, form a COVID-19 Action Team. The COVID-19 Action Team would be responsible for tracking, coordinating and providing updates on all of the recommended implementation activities for the fall.

Departments from across the campus would have an identified lead and would produce weekly reports to the COVID-19 Action Team. The COVID-19 Action Team would be the central coordinator and repository of all information.

Recommendation: Limit off-campus visitors and guests as much as possible. Require them to review the Daily COVID-19 Checklist prior to arriving to campus.

Recommendation: Students living on campus should be encouraged to remain on campus for as much as possible during the academic year.

Recommendation: Departmental COVID-19 coordinators should be determined to institute all recommendations, monitor compliance challenges and report needs to the COVID-19 Action Team.

Recommendation: Identify a lead department to develop the reopening plan for the campus. Following the Governor's framework for reopening colleges and universities, the plan at a minimum must include the following: a) phased repopulation of the campus; b) monitoring health conditions to ensure detection of infection; c) containment to prevent the spread of the disease if detected; and d) scaling back operations if necessary.

Co-Curricular Programs and Campus Activities

Recommendation: Campus Recreation Center will be open so long as students and members will be able to use all physical distancing and cleaning best practices in all designated areas. Recreational programming such as group exercise classes, club and intramural sports competitions should be limited based on campus physical distance guidelines and pre-approved by the Vice Chancellor for Student Affairs and Campus Life.

Recommendation: Develop a safety planning template that students must submit to hold an event and require pre-approval by Student Affairs and Campus Life.

Recommendation: All campus-sponsored student, faculty and staff events, including Registered Student Organizations (RSO) and programs must be pre-approved at the Vice Chancellor or designated senior officer level.

Recommendation: Any event with food service should avoid buffet style and instead leverage individually packaged meals.

Face Coverings

Recommendation: Strongly recommend or require face coverings to be worn indoors or outdoors if a 6-foot distance cannot be maintained

Communication/Education Programs

Recommendation: Continue to provide frequent communication updates to the campus community, and provide and post easily translated and understandable posters/infographics around campus and on the web.

Cleaning

Recommendation: Continue to provide enhanced cleaning across campus and adjust current cleaning protocols to allow more time to focus on high-touch surfaces. To allow more time for maintainers to focus on high-touch surfaces, adjust cleaning protocols, such as reduce vacuuming and have everyone take their trash to a central place within a location.

Recommendation: Create a checklist for all common areas and provide a sufficient amount of supplies at the locations to encourage faculty, staff and students to wipe down surfaces frequently. Provide ample cleaning supplies for students, faculty and staff to clean work and classroom spaces throughout the day, and between professional cleanings conducted.

Students

Recommendation: A social contract should be developed for students that provides an opportunity for them to agree to practice behaviors and abide by policies designed to decrease the risk of transmission. The contract will also include language on isolation and quarantine requirements for ill or exposed students.

A realistic view is that the learning and social experience will be very different. Face coverings and physical distancing will be required, COVID-19 testing will be required, and calls from UMass Public Health must be promptly answered. Students should be actively recruited to a safety-oriented campus experience, emphasizing safety benefits and generating either positive buy-in or informed deferral of campus learning for the semester.

Recommendation: Develop COVID-19 training, focused on information from the social contract and require all incoming students to complete it.

Recommendation: Group together nursing students or other similar majors according to area of study. Attempt to have housing and dining services close to classrooms.

Recommendation: Following best practices from the NCAA, institute proper health and safety protocols to allow student athletes to come back to campus beginning July 13th to prepare for the fall season.

Classes

Recommendation: Track in-person attendance, and no eating and drinking in class.

Recommendation: Implement staggered schedules and standard class times that are spaced further apart to reduce density of students.

Recommendation: Identify Deans area COVID-19 coordinators, who will be responsible for serving as the point of contact for the Deans areas to discuss guidelines and address COVID issues.

Recommendation: Provide hand sanitizer and sanitization wipes inside each classroom, and require individuals walking into the classroom to use it before sitting down. This would also include the Libraries.

Recommendation: Five College consortia educational opportunities should be done remotely to decrease travel between campuses and the mixing of student groups.

Research
Recommendation: Identify research COVID-19 coordinators (most likely lab safety coordinators), who will be responsible for serving as the point of contact for the department to discuss guidelines and address issues.

Residential Life
Recommendation: Stagger return to campus for students to allow for health screening; sentinel contact interviews or surveys; testing; and, if needed, isolation and quarantine in more manageable blocks.

Recommendation: Reconfigure common areas.

Health
Recommendation: Mental health and social support will need to increase and include new programming to expand screening and referral, peer-to-peer support and specialized curriculum in resilience, and training and support for faculty and staff.

Recommendation: Strongly encourage or require flu vaccination for all on-campus students, faculty, staff. Medical exemptions will apply. This would decrease the incidence of influenza while the risk of COVID is likely ongoing.

Off Campus

Recommendation: Develop signage and other materials to educate and encourage off-campus students to follow safe public health guidelines. This includes limiting the size of social gatherings, wearing marks, social distancing, etc. Work with the Off Campus Student Center, SGA and GSS, Team Positive Presence, and External Relations to help reinforce the messaging.

Workplace

Recommendation: All faculty and staff should complete training on COVID-19 and policies regarding return to work on campus.

Recommendation: Continue use of the Daily COVID-19 Checklist as the self-screening tool for faculty and staff, and educate students upon arrive in the fall. Build out the capacity for increased volume as the campus' on-site presence grows.

Recommendation: Remote work should be expected for all faculty and staff when feasible.

Recommendation: At-risk individuals should explore alternatives to being on campus such as teaching or working remotely. For faculty unable to work remotely or utilize online methods due to the nature of the instruction, such individuals should consider not teaching this year or adopting creative scheduling for assignments. For staff, alternative work assignments should be considered if regular work activities cannot be done remotely.

Recommendation: Limit travel opportunities for students, faculty and staff for fall 2020. Consider not allowing any university sponsored travel.

Recommendation: Continued modification of absentee policies for employees will continue. No health note will be required for students, faculty or staff unless it is an extended illness.

Emergency Operations Team Center

Recommendation: Expand the Emergency Operations Center Team structure to include the following:
- COVID-19 Action Team: Tracking, coordinating and implementing activities for fall.
- Academic Space Planning Team: Develop a checklist/guidance for each class and review and make space modifications.
- All Space Planning Team: Develop a checklist/guidance for each facility and review and make space modifications.
- Public Health Surveillance Team: Gather UMass-specific public health data to make informed decisions.
- Testing Team: Develop a plan for testing for the fall.

- Case Management Team: Develop the plan for case management for the fall.
  - Isolation/ Quarantine Team: Develop plan for isolation and quarantine.

Personal Protective Equipment

Recommendation: Identify resource needs for the fall, based on occupancy and identify a central point of contact for departments to make any requests for PPE.

UMass Community Supplies

Recommendation: Develop welcome back kits for students that include face coverings, hand sanitizer and safety protocols.

Recommendation: Continue to distribute health kits to departments that include hand sanitizer and disinfectant wipes.

Health and Well-Being Measures

Provided are the core health and well-being measures for the fall.
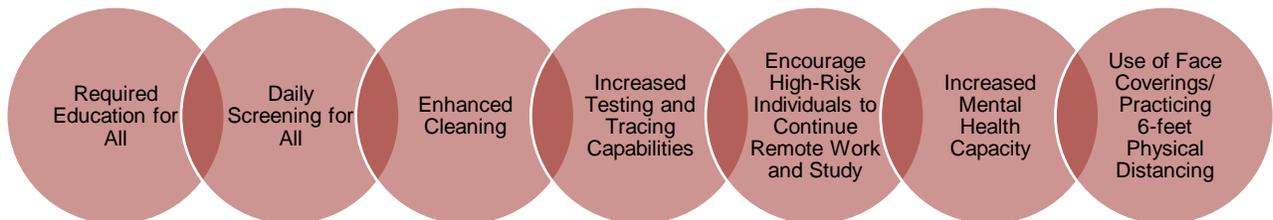
- Required Education for All
- Daily Screening for All
- Enhanced Cleaning
- Increased Testing and Tracing Capabilities
- Encourage High-Risk Individuals to Continue Remote Work and Study
- Increased Mental Health Capacity
- Use of Face Coverings/Practicing 6-feet Physical Distancing

Financial Planning Working Group

To appropriately assess the financial impact of the various scenarios of on-campus or remote instruction and research, the Finance Working Group has begun accumulating revenue and expense information from the four operations work groups: Teaching and Learning, Research & Libraries, Student Engagement & Residential Life, and Campus Health & Safety.

Our focus has been on a hybrid model, which envisions bringing back a yet-to-be-determined ratio of students to campus in residence halls, dining programs, research labs and classrooms. The finance work group analysis is largely focused on the main revenue and expense variables as follows:

a. **Enrollment Assumptions**
   i. Enrollment modeling that predicts melt for students unwilling to continue in remote learning modes by residency (in-state, domestic, out-of-state and international).
   ii. Increased financial aid costs offset by reductions in commuter-based cost of attendance.

b. **Teaching & Learning**
   i. No tuition differential for remote versus face-to-face learning.
   ii. Increased resources for revised modes and delivery of instruction:
      1. Teaching load with increases in number of sections
      2. Cleaning classrooms
      3. Weekend classes
      4. Additional TA support for faculty
      5. Increased technology needs
      6. Faculty support for online course design

c. **Dining Programs**
   i. UMass Dining will focus on safety, value and quality. The program envisions operating all four DCs, the Blue Wall and Harvest, Roots and the food trucks. This would allow social distancing for students, faculty and staff as well as running the most efficient food production. All other 20+ dining operations will be closed.
   ii. Meal plan operations to include residential and off-campus commuters.
   iii. Personnel to be right-sized to reflect staffing levels needed for operations.
   iv. Operational expenses that vary with different modes of delivery: examples include food costs, utilities, waste, etc.
   v. R&R and debt service have remained level to support upcoming new debt for Worcester Commons.

      vi.   Increases in cleaning and other costs to ensure a safe environment for the delivery of food service.

d. Residential Life Programs
      i.   The Student Engagement and Residential Life Working Group is projecting capacity significantly lower than maximum.
      ii.   Residence Hall Services and Service Desk operations will have to be adjusted and restructured to facilitate safe interactions with students for packages, keys, etc.
      iii.   Bathroom cleaning schedules will include frequent deep cleaning, establishing student bathroom schedules, and posted approved numbers of students that can be allowed in bathrooms at any given time.
      iv.   Provide healthy living starter kit that includes items such as hand sanitizer, wipes, UMass-branded facemasks, etc.

e. Athletics
      i.   If there are no athletic competitions during the fall semester, cost savings would include team travel, game guarantees, and event-related expenses offset by reductions in ticket sales, conference distributions and other revenues.
      ii.   Athletics staff and student athletes utilize several high-density facilities including locker rooms, weight rooms, shower/bathroom areas and practice/competition venues where normal social distancing protocols will be difficult to achieve without incurring additional expenses. Athletics is working with members of the Healthy Fall Working Group to determine appropriate protocols and associated expenses.
      iii.   Athletics is also working on venue specific plans such as ingress/egress, social distancing compliant seating charts, hand sanitizer and mask distribution, etc., to ensure the safety of patrons.

f. Health & Safety
      i.   Potential resources as needed to provide health and safety needs for campus such as:
            1.   Case managers/contact tracers
            2.   Surveillance, informatics, database and technology support staff
            3.   Database tracking system
            4.   Occupational Health NP
            5.   Liaison officer role for the five colleges and back-up assistance available through MDPH and the Contact tracing Collaborative.

ii. Isolation and quarantine space will be required for ill or exposed on-campus students and potentially some off-campus students. Reserve spaces on campus (subject to change based on the number of students returning in the residential halls) – one large to mid-sized residence hall for quarantine (and/or potentially at the Campus Center Hotel or area hotel) and one mid-size to small residence hall for isolation. Designate approximately half the Campus Center Hotel rooms for this type of space.

iii. Review and adjust as necessary heating, ventilation and air conditioning (HVAC) controls to maximize fresh air and increase air flow.

iv. Identify opportunities to implement non-touch controls, bathroom doors, etc.

v. Continue to provide enhanced cleaning across campus and adjust current cleaning protocols to allow more time to focus on high-touch surfaces.

vi. Provide a sufficient amount of supplies in locations to encourage faculty, staff and students to wipe down surfaces frequently.

Workforce Working Group

Principle 1: The health and safety of our faculty and staff must be a top priority

- Decision-making processes should consider the needs and unique challenges faced by UMass Amherst faculty and staff.

- Special consideration should be given to those at most risk for exposure, such as those in high-risk categories or those whose jobs cannot easily accommodate social distancing.

- Campus must ensure flexible policies to allow individuals to quickly call out or leave work if feeling ill.

- Maintaining the wellbeing of our campus requires the collective effort of all community members. The university should explore ways to foster intergroup connection, support efforts to promote wellbeing, and celebrate the diverse ways that our campus community contributes to the wellbeing of all.

Principle 2: For the safety of all community members, the university must adopt a culture of health and safety-based compliance

- All employees must be given training on appropriate health and safety standards in the workplace.

- Space-specific guidance should be provided for classrooms, offices, labs, and common areas to reinforce social distancing and other safety norms.

- The university should be explicit in the expectations for all community members and the consequences for not meeting expectations.

- The university should promote a culture of collective accountability for the health and safety of ourselves and each other.

Principle 3: For Fall 2020, flexibility for employees should be preserved

When possible:

- Alternative work arrangements should be made for those in high-risk categories, such as those 60 years or older or those with certain health conditions.

- Employees who can successfully work from home should, in order to further limit the re-densification of campus.

- Employees who cannot successfully work from home and have child-care or other family-care needs should be given access to paid leave options, such as the Families First Coronavirus Response Act.

Principle 4: Re-examine all campus business practices to account for social distancing

When possible:

- Offices with face-to-face customer service functions should develop virtual options.

- Campus should continue its practice of virtual meetings, as:

    - Virtual meeting encourage social distancing

    - Virtual meetings accommodate individuals still in a remote work status

- When remote work is not possible, units need to consider how to keep the density of specific areas low through alternative work schedules, adjustment of work spaces, etc.

Principle 5: In the face of financial challenges in FY21, campus should be thoughtful in its approach to personnel costs

- Make permanent job loss (layoffs) a last resort; prioritize voluntary actions when possible, such as:

    - Conversion from 52 to 43/35 week appointments

    - Movement from full to part time

- Work with union partners on alternatives, communication, etc.

- Consider university goals of equity and inclusion in decision-making process

- Look for efficiencies in shared services, reorganizations, and other structural changes

Principle 6: The campus should commit to continuous improvement and ongoing assessment of all COVID-19 return-to-campus work plans.

- Decisions related to the resumption of campus work activities should take into consideration guidance from public health officials and the best available to date scientific information.

- There should be proactive and ongoing communications to the campus workforce about improvements and ongoing assessment of return-to-work plans, changes to health and safety standards, and campus expectations.

Addendum A

UMass Amherst Plan for Wellbeing
## Student Affairs and Campus Life

Assumptions

- **Maintaining Mental Health and Wellbeing is Related to Student Retention**. "The Healthy Minds Network Research Brief (2013) details several studies across a range of institutions finding that students with significant mental health problems are double the risk for departure from the institution." Return on investment calculators developed by the Healthy Minds Institute at the University of Michigan suggest that minimal dollars spent in mental health programming and resources produce a $500,000 return on investment. https://healthymindsnetwork.org/wp-content/uploads/2019/08/Investing-in-Student-Mental-Health.pdf

- **COVID Pandemic Has/Will Increase the Levels of Distress Among All Sectors of Campus**. A recent survey of college students by the national student mental health organization, Active Minds, found that 80% of students say their mental health is being negatively impacted by the pandemic. In mid-May, the director of the World Health Organization's mental health department, Devora Kestel, stated that an upsurge in the amount of mental health crisis is expected to be substantial and that governments should put mental health at the "front and center" of their responses. All individuals within our UMass community are facing a "rolling crisis" fueled by uncertainty, increased anxiety, physical health concerns, financial concerns, isolation, and grief/loss not only of their expected experiences but also literally in terms of loss of life.

- **Call for a Public Health, Strengths-Based Strategy**: Given the context of this unprecedented situation, the most effective and least stigmatizing response acknowledges, at its base, that distress is a normative response to a situation marked by social distancing, large-scale uncertainty and risk. Early indicators of rates of distress require a public health approach that has the capacity to:
    - screen students for concerns
    - deliver wellbeing messaging broadly
    - enhance connection and community support in whatever ways possible
    - provide education and skill development to all members of the community
    - provide direct mental health intervention to those in the most distress

- **Support Faculty and Staff**: Staff from Wellbeing, Access and Prevention are collaborating with offices on campus that support the wellbeing of faculty and staff, in order that we operate from similar paradigms and deliver consistent messaging. Faculty and staff must be offered the same type of skill-building resources and direct services offered to students. They must be provided with training and resources to help them function effectively as referral resources. We cannot have a well campus if we only attend to student wellness. The offices working in collaboration to develop training and messaging include:

- o Workplace Learning and Development
- o Partnership for Worker Education
- o Center for Teaching and Learning
- o Office of Faculty Development
- o Faculty and Staff Assistance Program

- **Utilizing the Jed Campus Strategic Planning Model**: Programs and Interventions will the Jed Campus Comprehensive Planning Model of Mental Health Promotion. UMass is in year 1 of the 4-year Jed Campus strategic plan. Our Jed Campus Committee began in fall 2019, meets 2-3 times a semester and is currently 50 members strong (see attached list). Members of the Jed Campus Committee will be utilized as collaborators in enacting the Wellbeing Plan.

SPECIFIC LEVELS OF THE WELLBEING PLAN:

Stepped Options for "Intervention"

SBIRT - MI

HUMAN Reach Out
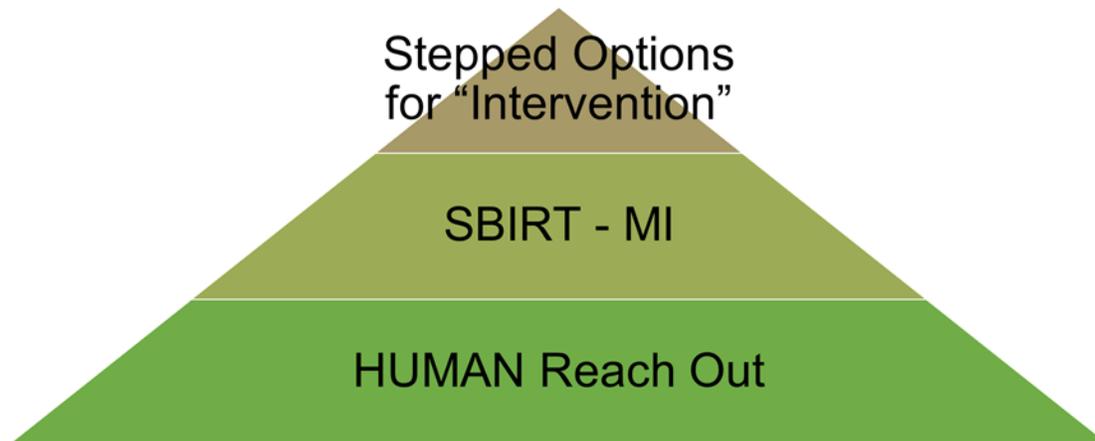
- o **LEVEL I: DEVELOP COMMUNITY-LEVEL "REACH-OUT" CAMPAIGN**
  - **Peer-to-Peer Support:** A campus-wide, peer-buddy program where students will be paired to offer one another support. This initiative may be based within affinity groups including departments, registered student organizations, residential areas, alumni volunteers, etc. Peer networks such as the Student Wellness Advisory Board (SWAB), SGA, and student athletes, will be utilized to spread important health and safety messages through social media. We will explore also asking alumni networks to reach out to current students. This level of intervention is designed to reduce isolation and create a caring community. No specialized training is required. It is designed to mimic the informal connections that might naturally happen on campus.
    - o **COJOURN:** Students have also reported widespread motivational concerns. A special peer-accountability program known as CoJourn has been piloted among staff in spring 2020, and reviewed by students in the Isenberg School with recommendations for marketing the program. CoJourn will be made available as an option to all students, and especially students enrolled in the "Reach Out" program.
  - **Public Service Announcements and Passive Education:** WAP will collaborate with peers and partners across campus to develop an informational campaign related to wellbeing strategies and resources. "Infomercials" and introductory slides will be prepackaged and delivered to faculty to be used optionally at the start of lectures. Peers will be martialed to utilize social networking to deliver similar messaging.

- o **LEVEL II: SCREENING AND REFERRAL TO RESOURCES/TREATMENT**:
  - **SBIRT (Screening, Brief Intervention and Referral to Treatment):** The Wellbeing, Access and Prevention Cluster, and associated campus-wide interdisciplinary work groups including the JED Campus Committee, will launch a broad-based screening of student wellbeing based upon the validated and well-known public health model known as SBIRT (Screening, Brief Intervention and Referral to Treatment). We are exploring a digital, campus-wide assessment delivered in the format similar to Alcohol.edu. This assessment will address several aspects of wellbeing but focus specifically on development of positive

coping and resilience. Students will be offered a wide array of resources to address any identified areas for support. Faculty, staff and peers can use this Wellbeing Assessment as an anchor to guide conversations.

- **Training and Support for Faculty and Staff**: Under the umbrella of UMatter, and in cooperation with the offices that support faculty and staff listed above, WAP cluster staff will be designing and delivering training for faculty and staff that includes a focus on
  - resilience and self-care strategies
  - understanding of how to listen, validate and respond empathically and supportively to all members of the UMass community
  - identification and response to crises
  - knowledge of where to find resources that support wellbeing on campus

- **LEVEL III: STEPPED OPTIONS FOR INTERVENTION**
  - **Skills Training in Resilience: Changing Minds, Changing Lives:** Changing Minds, Changing Lives, a curriculum developed and tested by Dr. Ginny Chandler from the School of Nursing, focuses on building upon strengths, mindfulness, focused writing and group support for resilience strategies. A broad, 2-hour introduction to the course will be offered to any member of the campus on June 23, 2020. Departments will be solicited to send representatives to this introduction, and to then consider bringing this program to their communities. Departments will be asked to volunteer 1 willing staff to be trained in the delivery of this model in FA20, and to then deliver the 1-credit course in spring 2021, similar to that offered to students in Nursing, Engineering and student athletes.
  - **Continued Promotion of Center for Counseling and Psychological Health Services (CCPH):** The Center for Counseling and Psychological Health will continue to evolve an array of services designed to specifically address individualized and group needs during the time of COVID. These include groups, workshops, individual therapy, psychiatry all delivered in multiple modalities including via telehealth for those students engaging remotely.
  - **Support for Students in Recovery:** Students struggling with substance abuse or addiction issues will be supported by the continued offering of the "Fresh and Sober" programs, online Alcoholics Anonymous meetings, and BASICS education sessions via the staff at the Center for Health Promotion.
  - **Expansion of Campus Recreation Offerings:** Virtually and insofar as allowable, in-person programs by Campus Recreation will promote physical exercise and group activity as a frontline response to management of the number one mental health concern of students in the wake of COVID anxiety.

APPENDIX A: JED CAMPUS COMMITTEE MEMBERSHIP

First Name	Last Name	Title	Department
Patrick	Archbald	Deputy Chief of Police	UMPD
Matt	Bachmann	Director of Student Veteran Resource Center	AISP
Danielle	Barone	Asst. Director of Residential Education Learning Initiative	ResLife
Carolyn	Bassett	Assoc. Provost of Student Success	Undergraduate Student Success
Ann	Becker	Lecturer	College of Nursing
Genny	Beemyn	Director of Stonewall Center	AISP
Eleanor	Beerch-Heyman	Psychiatric SW/ Crd Comm Outreach	CCPH
Dawn	Bond	Director of Residential Life Operations	ResLife
Rose	Boulay	Director of Family Services	New Student Orientation
Katrina	Camerato	Residence Director	ResLife
Tommy	Claire	Health Promotion Specialist	CHP
Marcy	Clark	Director for Assessment and Technology	SACL
Elizabeth	Cracco	Executive Director of Wellbeing, Access, and Prevention	SACL
Wilma	Crespo	Director, CMASS	AISP
Jonathan	Crowley	Director Dev Acad and Student Affairs Program	Development Office
Kathleen	DeLosSantos	Clerk	Center for Teaching and Learning
AnnMarie	Duchon	Interim Co-Director Disability Services	Disability Services
Pamela	Dutta	Assoc. Director of International Student/Scholar Success	IPO/SACL
Diane	Fedorchak	Interim Director of CHP	CHP
Kelly	Gray	Asst. Dean and Executive Director of SBS Adv.	Advising Center, College of SBS
Claire	Hamilton	Assoc. Provost and CTL Director	Center for Teaching and Learning
SuEllen	Hamkins	Asst. Director Psyciatric Service	CCPH
Jason	Incorvati	Assc. Director Campus Rec Prog/Stdnt	Campus Recreation
Gretchen	LaBonte	Assc. Dean of Students Student Life	DOSO
Dan	LaBonte	Training and Dev Specialist	ResLife
Michelle	Letendre	Health Promotion Specialist	CHP
Sally	Linowski	Assc. Dean of Off Campus Student Life	DOSO/Off Campus Student Center
Hind	Mari	Program Director, Women of Color Leadership Network	CWC/AISP
Amanda	McEnery	Staff Psychologist	CCPH
April	McNally	Health Promotion Specialist	CHP
Marco	Monoc	Executive Director of Foundation Relations	Foundation Relations

Samantha	Myburgh	Administrative Assistant	SACL(WAP/AISP)
Dave	Neely	Director of Diversity Education and Training	AISP
Katherine	Newman	Team Positive Presence/Walk This Way Graduate Assistant	Off Campus Student Center
Crystal	Nieves	Asst. Director, Stonewall Center	AISP
Martha	Patrick	Associate Ombudsperson	Ombuds Office
Mike	Pease	Health Promotion Specialist	CHP
Shelly	Perdomo	Asst. Vice Chancellor of Advocacy, Inclusion, and Support Programs	SACL
Paula	Rees	Asst. Dean, Engineering	College of Engineering
Melissa	Rotkiewicz	Interim Assoc. Director Clinical Services	CCPH
Jeanne	Ryan	Assoc. Director UHS Clinic Operations	UHS
Karin	Sanieski	Academic Advisor, CNS	College of Natural Sciences Advising Center
Tricia	Serio	Dean CNS, and Professor of Biochem	College of Natural Sciences
Sharon	Shevelin	Director of SAITS and RL Tech Services	ResLife/SACL
Becky	Shneider	Academic Advisor, CNS Life Sciences	College of Natural Sciences Advising Center
Jeff	Smith	Senior Assoc. AD Internal Operation	Athletics
Pete	Smith	Director of SACL Comm. and Prof Development	SACL
Ken	Toong	Executive Director of Auxiliary Enterprises	Auxiliary Enterprises
Michael	Wiseman	Director Greek Affairs	Student Engagement

Addendum B
Fall 2020 Planning Group and Working Groups

Planning Group
John McCarthy, Chair

- Carol Barr, Senior Vice Provost and Dean of Undergraduate Education
- Bill Brady, Vice Chancellor and Chief Human Resources Officer
- Rolanda Burney, Chief of Staff to the Chancellor
- Steve Goodwin, Deputy Chancellor
- Jeff Hescock, Executive Director of Environmental Health and Safety and Emergency Management
- Barbara Krauthamer, Dean of the Graduate School and Senior Vice Provost for Interdisciplinary Programs
- Brandi Hephner LaBanc, Vice Chancellor for Student Affairs and Campus Life
- Mike Malone, Vice Chancellor for Research and Engagement
- Andy Mangels, Vice Chancellor for Administration and Finance
- John McCarthy, Provost and Senior Vice Chancellor for Academic Affairs
- Erica White, Chief of Staff to the Provost (staff)

Working Groups

Teaching and Learning (Undergraduate and Graduate)
Barbara Krauthamer and Carol Barr, Co-Chairs

Overview and Goals: The Teaching and Learning Working Group and Sub-Group will focus on matters concerning: (not an exhaustive list but a starting point to our work):
1. Teaching and Learning:
a. Identification of courses where face-to-face instruction is essential (for identification of students invited back to campus under re-densification scenarios).
b. Develop training and assist faculty this summer in structuring their course for remote, "light" multi-modal delivery in the fall.
c. Ramp up CTL, IDEAS, IT assistance provided to faculty to improve on remote course delivery.
d. Review technology platforms being used and problems experienced this semester with them. Correct, improve technology challenges or choose an alternative approach (another technology?). Have time for this exploration over the summer. Some of the issues experienced this spring include: Zoom bombing, Zoom accessibility and closed captioning

shortfalls, test taking capabilities, test proctoring capabilities and expensive possible solutions, Moodle limitations versus cloud-based platforms, etc.

e. Impact on graduate education, course delivery, curriculum approaches

Working Group Members (responsible for recommendations)
- Carol Barr, Senior Vice Provost and Dean of Undergraduate Education
- Joye Bowman, Associate Dean, College of Humanities and Fine Arts
- Claire Hamilton, Associate Provost and Director of the Center for Teaching & Learning
- Cynthia Jacelon, Dean, College of Nursing
- Barbara Krauthamer, Senior Vice Provost; Dean of the Graduate School (incoming Dean of HFA)
- Tricia Serio, Dean, College of Natural Sciences
- Heather Sharpes-Smith, Executive Director, Online Education Technologies
- Russ Tessier, Associate Dean, College of Engineering
- Allison Vorderstrasse, Incoming Dean, College of Nursing

Students: Jessica Guertin, undergraduate student in Psychology; Jennifer Le, undergraduate student in Microbiology; Cedar Robidaux, Ph.D., Anthropology; Jessica Scott, MFA Art

Working Sub-Group (informed and consulted and invited to some meetings)
- Betsy Cracco, Executive Director, Wellbeing Access and Prevention
- Matthew Dalton, Chief Information Security Officer
- Jeff Hescock, Director of Environmental Health and Safety and Emergency Management
- Chris Misra, Vice Chancellor for Information Technology
- Kalpen Trivedi, Associate Provost, International Programs
- John Wells, Senior Vice Provost, University Without Walls
- Tilman Wolf, Senior Vice Provost for Academic Affairs

Student Engagement and Residential Life
Shelly Perdomo and David Vaillancourt, Co-Chairs

Overview and Goals: The charge is to develop operational plan recommendations for FY21 that will address the immediate and urgent priorities for the student engagement and residential life (SACL and key campus partners). These outcomes will be reviewed and integrated into a larger campus strategy recommendation that will be approved by the Chancellor.

Working Group Members (responsible for recommendations):

- Carolyn Bassett, Associate Provost for Student Success
- Dawn Bond, Director of Residential Life Operations
- Patricia Cardoso-Erase, Associate Dean of Conduct and Compliance
- Mari Castañeda, Associate Dean for Equity and Inclusion
- Diane Fedorchak, Interim Director, Center for Health Promotion

- Sidonio Ferreira, Special Assistant to the VC for Student Affairs and Campus Life
- Brandi Hephner LaBanc, Vice Chancellor for Student Affairs and Campus Life, ex officio
- Sally Linowski, Associate Dean for Off Campus Student Life
- Jean MacKimmie, Director of Residence Education
- Shelly Perdomo, Associate Vice Chancellor, Advocacy, Inclusion and Support Programs
- Johnny Tooson, Executive Director of Student Engagement and Leadership
- David Vaillancourt, Associate Vice Chancellor, Student Affairs and Campus Life
- Student: Justin Burch, President, Graduate Student Senate
- Student: Rachel Ellis, President, Student Government Association
- Student: Mariam Rashid, Vice President, Graduate Student Senate

Research and Libraries
Mike Malone, Chair

Overview and goals: The charge to this Research & Libraries Working Group (RLWG) is to advise on the plans, priorities and implementation of steps to reopen on-campus activities in research and library spaces, and also including university owned, leased or controlled spaces located apart from the main activities on the Amherst campus, such as field stations, farms, and the spaces in Springfield and Newton. This includes all physical spaces such as laboratories, as well as studios, performance spaces, etc.

There is a lot of activity nationally on this topic, including a very active group at the APLU Council on Research. We are also in touch directly with a number of other institutions as I am sure some of you are in your areas. I am also in regular touch with the chief research officers at the other UMass campuses, as well as Harvard, MIT, BU and Northeastern for the Massachusetts context. The most popular and best developed information is probably the work in progress begun by Randy Katz, VPR at UC Berkeley, which now has contributions from other UC Campuses, University of Washington, Stanford, and various other APLU institutions. That document has been updating on Friday at noon PST and can be accessed here: https://docs.google.com/document/d/1sOn1N6IN6hj6FNVDMOomMKisPxcBWViCdHCKPgzMykM/edit.

Working Group Members
- Marjorie Aelion, Associate Vice Chancellor, Research and Engagement
- Wayne Barnaby, Ph.D. candidate, Neuroscience and Behavior
- Joe Bartolomeo, Associate Dean, College of Humanities and Fine Arts
- Michelle Budig, Vice Provost, Faculty Development
- Jen Donais, Assistant Vice Chancellor, Research and Engagement
- Lori Goldner, Physics, Research Council Chair
- Steve Goodwin, Deputy Chancellor
- Jody Jellison, Director, Center for Agriculture, Food, and the Environment; Associate Vice Chancellor, Research and Engagement
- Mike Malone, Vice Chancellor for Research and Engagement

- Simon Neame, Dean of Libraries
- Martina Nieswandt, Associate Vice Chancellor, Research and Engagement
- Sanjay Raman, Dean, College of Engineering
- Peter Reinhart, Director, Institute for Applied Life Sciences
- Sanket Sabnis, Ph.D. candidate, Chemical Engineering
- Tricia Serio, Dean, College of Natural Sciences
- Rachel Walker, Nursing, Research Council
- Tilman Wolf, Senior Vice Provost, Academic Affairs

Ad Hoc and Consulting Participants
- Bill Brady, Vice Chancellor and Chief Human Resources Officer
- Paul Brozek, Senior Research IT Specialist, Research and Engagement
- Brad Cohen, Research IT Software Systems Specialist, Research and Engagement
- Shane Conklin, Associate Vice Chancellor, Facilities and Campus Services
- George Corey, Executive Director, University Health Services
- Betsy Cracco, Executive Director, Wellness Administration
- Joe Hession, Assistant Director, Administration Systems, Administration and Finance
- Beth Jakob, Associate Dean, Graduate School
- Paul Kelley, Director, Research IT, Research and Engagement
- Kristi Ohr, Chemical Safety Services Manager, Environmental Health and Safety
- Ian Raphael, Director of Research Project Management and Training, Research and Engagement
- Kalpen Trivedi, Associate Provost, International Programs
- Andrew Vinard, Director, Core Facilities
- Jacqui Watrous, Executive Director, Administration Systems, Administration and Finance

Subcommittees and Chairs
- Libraries: Simon Neame
- Human Subject Research: Martina Nieswandt
- Agriculture and Extension: Jody Jellison
- Core Facilities: Andrew Vinard and Peter Reinhart
- International Research, Students and Visitors: Kalpen Trivedi and Beth Jakob
- Implementation and Compliance: Jen Donais

4. Healthy Fall
Steve Goodwin and Jeff Hescock, Co-Chairs

Overview and Goals: The Healthy Fall Working Group is one of six working groups established by the Chancellor to support planning and make recommendations for the Academic Year 2021 related to COVID-19. We anticipate that this fall, SARS CoV2 (the causative agent of COVID-19) will continue to be present in the UMass Amherst campus community. Most faculty, students and staff will not have acquired a natural immunity to infection, and it is not likely there will be a vaccine available. Special preparations and changes in traditional practices will be required, for both the protection and the psychological comfort of all involved. The goal of the group is to use the best science and public health information available to determine the feasibility of re-densifying the campus for Fall 2020. Recommendations will be made to campus leadership.

Working Group Members (responsible for recommendations):
- Ann Becker, Public Health Nurse, University Health Services
- Dawn Bond, Director, Residential Life Operations
- Shane Conklin, Associate Vice Chancellor, Facilities and Campus Services
- George Corey, Executive Director, University Health Services
- Betsy Cracco, Executive Director, Wellbeing Access and Prevention
- Garett Distefano, Director of Residential Dining
- Steve Goodwin, Deputy Chancellor
- Jeff Hescock, Executive Director, Environmental Health and Safety and Emergency Management
- Kevin Kerwood, Senior Director, Human Resources
- Andrew Lover, Assistant Professor, Biostatistics and Epidemiology
- Tyrone Parham Associate Vice Chancellor and Chief of Police
- Peter Reinhart, Director, Institute for Applied Life Sciences (IALS)
- Prashant Shenoy, Associate Dean, College of Information and Computer Sciences
- Wilmore Webley, Associate Professor, Microbiology, Faculty Health Council Representative
- Student: Emma Bendall

Financial Planning
Andy Mangels, Chair

Overview and Goals: The primary role of the Financial Planning group will be to prepare revenue and expense scenarios in line with the recommendations of the other working groups. The group will provide a proforma with estimated revenues and expenses as well as suggestions to close any net operating losses. Key elements of the planning group will include:

- Enrollment projections for fall and spring semesters

- Net tuition, including financial aid adjustments and other tuition discounting for undergraduate, graduate, remote and UWW (on-line) instruction modes
- Room and board, conference services and other auxiliaries revenues and expenses
- Athletics operations, including various scenarios for reduced or postponed activities
- Operating expense reductions that would accompany reduced activities on campus
- Recommendations for closing remaining operating deficits

Capital planning will be addressed separately as part of the campus capital plan. All of the working groups will work closely with CPARC over the next few weeks to present information and receive feedback.

Working Group Members (responsible for recommendations):
- Andy Mangels, Vice Chancellor for Administration and Finance
- Lynn McKenna, Budget Director
- Debbie Gould, Associate Provost for Administration and Finance
- Margaret Curtis, Financial Director, Student Affairs and Campus Life
- Frank Sousa, Controller
- Claudia Brown, Director of Finance and Business Services, Auxiliary Services
- Doug Wright, Budget and Revenue Manager, Facilities and Campus Services
- Sean Quinn, Associate Director of Athletics, Finance and Administration
- Bill Brown, Associate Dean, Isenberg School of Management
- Student: Derek Dunlea

Workforce
Bill Brady, Chair

Overview and Goals: Provide recommendations as to how to manage the university workforce's back-to-work transition to meet summer and fall needs. The group will examine (1) overall staffing levels for each possible fall 2020 scenario; (2) specific staffing scenarios to support key pedagogical, research, and operational infrastructure; and (3) strategies to effectively meet appropriate staffing levels.

Working Group Members (responsible for recommendations)
- Helen Bowler, Manager of Employee Relations
- Bill Brady, Vice Chancellor and Chief Human Resources Officer
- Kelly Ives, Director of Human Resources, College of Engineering
- Kevin Kerwood, Deputy Chief Human Resources Officer
- Rachel Rosenfeld, Director of Human Resources, College of Natural Sciences
- Sara Littlecrow Russell, Executive Director, Organizational Development and Efficiencies, Student Affairs and Campus Life
- Karen Schoenberger, Assistant Dean, College of Social and Behavioral Sciences
- Jocelyn Tedisky, Assistant Provost for Academic Labor Relations
- Ruth Yanka, Executive Director, Administration and Finance Operations