

Fall 2020 Scenario Planning Work Groups

# COMPREHENSIVE REPORT AND RECOMMENDATIONS



OHIO  
UNIVERSITY

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## INTRODUCTION

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*“As part of the state of Ohio’s phased reopening, we are preparing to welcome students back, while also recognizing that we are living in a new normal. We must deliver on our academic mission and foster engaging campus life but also protect the health and safety of our students, faculty, staff, and surrounding communities in the midst of a global pandemic. That will mean teaching and learning differently and interacting in new ways across our co-curricular activities. I believe we can meet this challenge. I also recognize that it is an unprecedented task that will require significant collaboration, leveraging our vast expertise across the University in everything from public health to innovative curricular design to research and experiential learning in a world of social distancing.”*

*—President M. Duane Nellis (June 5, 2020 University Communication via email)*

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Ohio University’s mission of teaching, research, and engagement is more urgent now than ever. Although our rapid shift to remote teaching and learning in the spring was necessary, we learned that the digital divide is real: even with access many students are disadvantaged by a fully online experience. Indeed, critical elements of many programs cannot be delivered remotely. Nevertheless, Ohio University is still known for its deeply personal, high-contact, and high-engagement educational programs, where connectivity to people, place, and purpose is what matters most to our students. In addition, we are an institution of higher learning capable of fluency in science-based, medical-informed practice. COVID-19 represents a serious public health threat. Public health guidelines and strategies available to us informed by those guidelines support a responsible phasing in of university operations even as we seek to resume activities that support a full, on-campus experience for students on all our campuses.

Maintaining our mission calls upon each of us to adapt, to prepare, and to commit to doing our part to minimize the risk to one another. We seek to reengage with one another on our campuses while protecting the vulnerable in our communities and embracing the ideal that we are all in this together.

The following goals have guided this process:

1. Ensuring students receive the highest possible quality education that is enriching, engaging, intentionally contemplative of the swift pace of change in our current world situation, and supports on-time progress towards degree;
2. Resuming research and creative activity that increases knowledge and expression in a world that remains in critical need of both;
3. Providing faculty and staff with all the support and resources possible to ensure a research and teaching environment that cultivates the student-centered experience for which Ohio University is known and valued;

4. Accommodating as much as possible the needs of individuals who are personally at high-risk or who live in a high-risk household;
5. Focusing on risk mitigation as a realistic mode of operation, in recognition that total risk elimination is impractical.

We recognize that Ohio University's typical and traditional operations are disrupted by the existence of COVID-19. As we implement the foregoing principles and recommendations, we embrace a culture of care for another, acknowledging that while COVID-19 presents a real threat to the health of all, individuals are impacted differently by both the threat to health and our operational changes. We seek to interact with one another in a caring, respectful manner and with an overarching desire to help our community remain safe and connected to one another while fulfilling the mission of Ohio University.

The principles and recommendations reflect the work of eight distinct groups representing faculty, staff, and students from across the system. The work of these teams was informed by, and to the extent possible incorporated, the statewide collaborative effort of the IUC Reopening Committee. We offer a high-level synthesis of 15 principles that include 72 high-level recommendations. Appendices contain full reports from each group and additional, operational-level recommendations including timelines for completion of recommendations.

## I. CAMPUS SAFETY

### *Addressing public health concerns and protecting one another*

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**Principle 1:** The success of returning to and staying on campus is highly dependent on widespread adoption of public health recommendations, especially by the student body. While traditional college-aged students are typically at lower risk, we recognize that students are of all ages, and that faculty, staff, and our campus communities include higher percentages of individuals with increased risk-factors.

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The Center for Disease Control and Prevention has articulated [Considerations for Institutes of Higher Education](#). “Guiding Principles to Keep in Mind” include that “[t]he more an individual interacts with others, and the longer that interaction, the higher the risk of COVID-19 spread.”

IHE risk categories, as defined by CDC:

- **Lowest Risk:** Faculty and students engage in virtual-only learning options, activities, and events.
- **More Risk:** Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full-sized in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

**Recommendation 1.A.** In order to achieve the educational expectations of our students, provide access to education in alignment with guidance from the State of Ohio, and to balance campus activities with the safety of Ohio University’s students, faculty, staff, and communities, our campuses will adopt the CDC “More Risk” approach, which means resuming activities through a phased-in approach and with rigorous attention to safety protocols. [\[See Appendix A: Public Health\]](#)

- The risk of infection will not be zero and new positive cases will likely emerge on campuses and in the communities around them.
- Mitigation strategies will be a focus of the plan with rapid identification and management of COVID+ and exposed individuals.
- Promoting behaviors that prevent spread, maintaining healthy environments and operations will be critical to safety of all people on campus.

**Recommendation 1.B.** Prioritize education and training for employees and students to better understand COVID-19, the policies and principles to help ensure their safety and continued health, preventative measures, and initial actions to be taken if disease is suspected.

- Develop a comprehensive Covid-19 Playbook as a, first-stop resource for patient care policies, procedures, protocols that includes a flow from initial phone call to screening to placement in isolation to release to full activity. [\[Appendix A: Public Health\]](#)
- Leverage social media and marketing, social norming, peer education training, health education programs.
- As recommended by several work groups, develop and implement training materials for students, faculty, staff, student employees, and visitors. [See e.g. [Appendix A: Public Health](#); [Appendix C: Student Experience/Student Life](#); [Appendix G: Back to Work Safely](#)]

**Recommendation 1.C.** Require face coverings on campus and for all “face to face” activities (e.g., to enter a building, in a classroom or laboratory, in public places like Libraries, when using campus transit).

- Continue following Center for Disease Control and Prevention (CDC) and Ohio Department of Health (ODH) general guidelines.
- Communicate and enforce other public health practices including physical distancing, hand hygiene, and wearing of masks in all campus locations including classrooms and meeting rooms.  
[Appendix A: Public Health]
- Communicate the value of supporting the health and wellness of our university community.

**Recommendation 1.D.** Testing, tracing, and quarantine plans must be in place prior to resuming significant activity on our campuses, to address potential outbreaks of COVID-19 infection.

**Recommendation 1.D.i Testing** [Appendix A: Public Health p. 4 ]

- Require testing of symptomatic and suspected infected individuals using local healthcare at all campus locations.
- Require testing of anyone “exposed,” in contact less than 6 feet apart for at least 20 minutes with an infected individual, as the risk of transmission from pre-symptomatic and asymptomatic individuals is high (He, et al. 2020; Oran & Topol 2020)
- Mass Screening Tests – Do not currently recommend mass screening, based on current understanding of disease progression and multiple sessions with OhioHealth and Athens County Public Health Department unless future evidence supports
- Antibody - Do not currently recommend screening antibody testing unless future evidence supports

**Recommendation 1.D.ii Testing** [Appendix A: Public Health p. 5 ]

- All faculty, staff and students must have emergency contact information in the University’s system (e.g. cell phones, email).
- Establish role clarity for each of the partners with Ohio University including public health authorities in counties/cities where our campuses are located.
- Ohio University will provide name, phone number, email, and address of individuals in the University community believed to have been exposed by a positive test case individual who would not have the contact information to pass on to the county health department (e.g. other students in class, all students sharing a bathroom in a residence hall, etc.)
  - OhioHealth/Campus Care are responsible for testing and student health services on Athens campus.
  - Local health systems are responsible for testing and student health services on regional campuses
- Rapid Response and COVID case management: Ohio University should develop “Rapid Response Teams” to provide rapid, clear and screened information to public health for tracing and take initial management steps (i.e. isolation, referral for testing).
  - On regional campuses personnel from at least three functional areas should be part of the campus team – student affairs, facilities, and health
  - Utilize technology to provide integrated information for tracing – phone number, email, residence hall roster, class schedule, etc.
- The Public Health Work group does not recommend app-based tracing due to low adoption in early trials and it would need to be voluntary; instead, should investigate utilizing currently available IT data to trace.

**Recommendation 1.D.iii. Quarantine** [[Appendix A: Public Health](#) pp. 5-6]

- Residence Hall Students
  - Create separate residence hall space for students that cannot go home to isolate or quarantine. Need one residence hall for isolation and another for students that need to be quarantined. (Note: initial review indicates that there would be more than sufficient residence hall space, 300 beds, to provide these separate spaces. Capacity will need to be monitored closely in the event of significant outbreak of COVID.)
  - If the University desires to have off-campus space available for on-campus students to utilize for quarantine and/or isolation, enter into contracts before the students return to campus to have this resource in place.
- Off-Campus or Commuter Students
  - Have future discussions with Athens County Health Department and local county public health for regional campuses regarding the potential of quarantine space for off-campus or commuter students who are exposed (e.g. could use hotels or return to permanent residence, if appropriate).

**Recommendation 1.E.** Develop a process for case management for those in isolation/quarantine housing to include psychological support, support for basic needs, ongoing monitoring, medical care, and return to full activity. This program should rely on health care providers and public health services.

**Recommendation 1.F.** Develop a program to protect and continue education and remote engagement of susceptible individuals and those who cannot return to campus for issues of safety and wellness.

[See [Appendix A: Public Health](#); [Appendix G: Back to Work Safely](#)]

- Susceptible people include (but are not limited to) those who have pre-existing conditions including immunosuppression, respiratory problems, cardiovascular disease, or diabetes, as well as individuals who are older age or are healthcare workers (Driggin, Madhavan, Bikdeli, et al., 2020; Rothan & Byrareddy, 2020); individuals who smoke (Patanavanich & Glantz, 2020), and individuals who are obese (Kass, 2020).
- Implement and educate all campus populations to ensure high risk students, faculty and staff are aware of processes to request and receive remote education or work from home in advance to determine whether to return to campus.
  - When an accommodations request falls under the Americans with Disabilities Act (ADA), follow already existing accommodations processes for students, faculty and staff.
  - Develop a process for students, faculty and staff who are high risk but do not qualify as having a disability under the ADA to receive remote education or work from home, such as individuals with additional risk factors such as chronic medical conditions, age, or who live in a household or are caregivers for person(s) who are at high-risk.
  - Develop a process for students, faculty and staff to receive remote education or work from home if living with sick or high-risk individuals in their household.
- Use existing FMLA process for employees who are ill or who serve as caregivers for infected qualified family members.
- All programs should be evaluated in advance for University, degree and accreditation requirements to determine impacts on education if learning remotely.

**Recommendation 1.G.** For all members of the campus communities, require Social Compacts that acknowledge the safety protocols adopted by Ohio University and affirms willingness to abide by the protocols. [[Appendix A: Public Health](#) p. 7]

- Develop “Ohio University Social Compact” with formal adoption by all key groups (i.e. all senates) and request of support/adoption by all campuses. The five Ssenates of Ohio University should be engaged to participate in creation of a compact. The purpose of the social compact is to acknowledge the disruption of COVID-19 and to assist all constituencies on our campuses to strengthen and clarify how we support one another’s health, teaching, learning, and creative activity.
- This could be included with training modules and signed electronically.
- Community Compact: Develop “Athens Business Community Compact” with formal adoption by all key groups (i.e. Uptown Business Association/Chamber) and request of support/adoption by all. Engage in similar conversations with local governing bodies for regional campuses towards development of local agreements.

**Principle 2:** Ohio University must be prepared to change and respond rapidly as new and clearer information becomes available.

- COVID-19 is a “novel virus” and as such is not completely understood. Evidence is continuing to accumulate and in turn expert medical and disease prevention and mitigation recommendations evolve rapidly.
- There may be future large outbreaks which would require the ability of individuals and the larger university to rapidly respond and adjust operations, especially if thresholds of management are exceeded (e.g. number of tests available, space to quarantine is at maximum, virulence of disease increases, etc.).

**Recommendation 2.A.** Monitor emerging state and public health guidance, epidemiological data, and medical best practices to determine critical decision-making points for responding to escalation of infection and/or hospitalization to prevent overwhelming local healthcare.

**Recommendation 2.B.** Revise and maintain Public Health Working Group to monitor and inform leadership regarding the need to respond to emerging crises.

**Recommendation 2.C.** Revise and maintain academic work groups to identify and nimbly respond to emerging issues in academic, student life, and experiential learning activities that may require changes to academic policy or practice.

**Principle 3:** Ohio University’s educational delivery model for academic year 2020-21, beginning in fall semester, must be adaptive, reduce overall density on our campuses, and anticipate the potential for increased infection.

**Recommendation 3.A.** Ohio University will operate in a reduced density model with a revised academic calendar that is intended to reduce “churn” between hometown and campuses. [See [Appendix F: Academic Policy and Procedure](#)]

This model includes:

- On-schedule start in August (for most programs);
- Elimination of Fall Break;



- Early departure from on-campus activities the weekend before Thanksgiving break (November 20, 2020, last day on campus) to allow the weekend before the holiday for a paced exit from campus;
- Labor Day and Veterans Day are retained as holidays; Office of Campus and Community Engagement has agreed to plan and promote these as days of service to further reduce churn;
- Remote closure of the semester with one week of instruction and one week of final examination/assessment conducted remotely (Weeks 14-16).

**Recommendation 3.B.** While Ohio University seeks to minimize campus density to prevent spread of infection, it will prioritize space for classes, individual and group learning/study activities, and selected co-curricular experiences.

- Follow CDC guidelines for hybrid educational model including small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects (i.e., hybrid virtual and in-person class structures and/or staggered/rotated scheduling to accommodate smaller class sizes).

**Recommendation 3.C.** All administrative or academic support services that can be provided in a remote/online environment should continue to be provided through this modality.

- Return to campus only those employees and faculty whose work is essential to in-person service or whose work may not be completed remotely; consider each part of positions to determine if partial remote may be possible; as potential risk reduces, plan to return employees whose work may be more efficiently or effectively performed on-site, provided they are able to safely return.

**Recommendation 3.D.** Adopt or revise final examination/culminating experience policies that address potential conflicts between asynchronous and synchronous final examinations, clarify existing policy when more than three final examinations/culminating experiences are due on the same day, and strongly encourage adoption of asynchronous exams, unless otherwise required by program accreditation. [See proposed revision in [Appendix F: Academic Policy and Procedure](#)]

## II. ACADEMIC PROGRAM DELIVERY

*Ensuring robust learning experiences for our students*

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**Principle 4:** Ohio University students must be able to take high-quality courses in modalities that are appropriate to core learning outcomes, adapt to varying learning styles and abilities, and prioritize learning space availability. (pg.16)

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**Recommendation 4.A:** Classes for undergraduate and graduate students are the top priority for space utilization for those classes that require elements of face-to-face learning. [See [Appendix C: Student Experience/Student Life](#)]

- Maximize each campus's space portfolio to support academic requirements.
- Optimize space for courses regardless of facility primary department.
- Follow public health guidelines for safer density, resulting in new classroom capacities for scheduling courses; re-assign courses to appropriate spaces.
- Transition high enrollment courses to a different delivery model (blended, digital delivery, additional smaller sections, etc.).

**Recommendation 4.B:** Reduce maximum occupancy of all occupied learning spaces including classrooms, laboratories, studio/creative activity spaces, workshops, practice rooms, and group learning/study rooms (e.g. conference or seminar rooms) to ensure safe distancing.

- Address lab courses by discipline to creatively meet course requirements.
- For courses that require in-person engagement, assess space types for specific guidance for room function (Ex: dance studio spaces, science labs).
- Type of activity (clinical skills may require partnering, musical ensembles may require greater distancing, etc.).

**Recommendation 4.C.** Academic units should target a goal that 50-60% of courses include a face-to-face component. [See [Appendix B: Academic and Curriculum Scenario Planning](#) Sect 4.B.2]

- Implementation: Departments/schools in consultation with their college leadership should decide the format for individual course delivery that is optimal for their faculty and students. This process will need to factor in student learning outcomes, self-identified health sensitivities, and risk factors and availability of face-to-face instructional space.
- All fall 2020 offerings must be categorized as one of the following:
  - Course is taught in entirely online format, in either synchronous or asynchronous manner.
  - Course is taught in entirely face-to-face format, with some adjustments as needed to conform to social distancing protocols.
  - Course is taught in modified face-to-face format, such as High Flexibility, weekly flip, daily flip, or online lecture + face-to-face discussions.
  - High Flexibility (hy-flex) approaches allow for both in-person and remote participation by students and faculty, with the expectation that some percentage of the course would be entirely online (whenever appropriate) and that remote students would be able to participate in face-to-face sessions via video-conferencing technology. The availability of such technology is currently limited across instructional spaces.

- For modifications adopting “flips”, face-to-face attendance is staggered to allow for social distancing whenever possible (for example, half the class might meet in person early in the week and the other half meet later in the week).

**Recommendation 4.D.** Reassign classrooms to optimize available space for those classes identified as needing face-to-face learning modalities and ensure necessary technology and equipment are available. [See [Appendix C: Student Experience & Student Life](#) p. 4]

- Validate list of available spaces to be used for classes (e.g. Baker Ballroom, Baker Auditorium, Walter Fieldhouse) and ensure adequate space is accounted for other university needs (e.g. appropriately distanced student informal, study and dining areas).
- Ensure the descriptive data about learning spaces is current, (e.g. technology; physical features, such as maps, pianos, chalk boards with staff lines, etc. are in each learning space).
- For newly identified learning spaces ensuring that the room has appropriate technology for the faculty.
- Develop accompanying protocol to:
  - Provide guidance for cleaning and sanitation of learning spaces.
  - Establish ingress and egress patterns for buildings.
  - Develop new room layouts/Determine how to update learning spaces to ensure students and faculty are socially distant, i.e., remove chairs, mark off seats, etc.
- Establish an Implementation team to guide and oversee the successful roll-out and consistency of space requirements and outfitting of spaces with necessary furniture and technology.

**Recommendation 4.E.** Department/unit heads will use the Learning Space Course Modality Decision Framework and the Department/Unit Planning Tool (see draft in [Appendix B: Academic and Curriculum Scenario Planning](#)) to collate recommendations and guide the planning process for curricular delivery in fall 2020.

- Department/unit heads will consult with Office of the Registrar and University Planning to clarify safe capacities for non-classroom instructional spaces like labs, studio and other specific types of instructional spaces that were not assigned new capacities based on university recommendations for health and safety promotion.
- A process for specific programs to request the continuation of in-person instructional activities for specific students or groups of students in periods where the university is reducing campus density should be developed to ensure that critical face-to-face activities can continue and that students can continue making progress to their degree. These include programs providing clinical experiences in the following programs: Nursing; Speech/Audiology; Physical Therapy; Music Therapy; Athletic Training; and the Physician Assistant Program.

**Recommendation 4.F.** Ensuring lower density classrooms will require some changes to class schedules. Any changes shall employ, as much as possible, a system-wide solution to minimize student disruption.

- Athens colleges and RHE will complete and submit a Course Change Request file and will provide their proposed changes using a consistent format that includes planned modality, meeting pattern, and instructor changes as well as information on special room requirements (e.g., lab, studio, others).
- Athens colleges and RHE will assign a point of contact who will solicit schedule change requests from the departments/faculty in their college or unit, submit one file for their college or unit, and respond to questions or concerns about their submission.

- All course change requests will be submitted to OneDrive no later than July 15, 2020.
- To limit disruption to students, students enrolled in courses that change format, meeting patterns, and/or locations will remain enrolled.
- On or around August 1, 2020, the Office of the University Registrar will email all students and instruct them to review their course schedule and look for changes.
- Each college and regional campus will email students after the Registrar message goes out and offer advising support for any student who is concerned about any changes to their schedule.
- Subsequent pre-fall messages from the Office of the University Registrar will remind students to review their course schedule for changes.

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**Principle 5:** The First Year experience is critical to continuing success of our students.

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**Recommendation 5.A.** Learning community seminars (UC 1900 and PSY 1090 sections) for incoming first-year students should be given priority for face-to-face or flexible delivery to assist first-year students in developing supportive and academically oriented networks.

**Recommendation 5.B.** Most courses with enrollment capacity above 70 should be taught entirely online, with some exceptions for large lecture courses with high enrollment of first-year students to be taught in modified face-to-face format, depending on classroom availability.

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**Principle 6:** Additional resources will be offered over the summer and throughout fall semester to support faculty and to provide the highest quality educational experience for students.

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**Recommendation 6.A.** In order to maximize the engagement of students and optimize available classroom and learning spaces, training and resources should be provided to assist faculty in developing a) “flipped” classroom methods; b) hybrid-flexible delivery methods; and c) online assessment and/or alternative assessment methods. Develop and offer instructor training on the Hybrid-Flex course development model that enables quick pivoting for modality changes and make such a workshop available over the summer. OII offers “flipped” classroom and other online teaching workshops and assistance this summer.

- Develop short, clear web pages explaining Hybrid-Flex options backed up by HELP-line expertise to provide self-driven and nimble training resources.
- Enhance the communication strategy for updating faculty on fall curricular planning, updates and decisions, and resources for faculty and staff. OII is updating the Keep Teaching site to provide such updates.
- Share recommendations for online or remote assessment using current tools or consider additional tools given faculty feedback on current tools. OII currently offers recommendations, best practices, and training for online assessment in courses. Consider expanding recommendations for larger in-person or blended courses.
- Solicit faculty feedback from spring terms about current tools for online test-administration to address concerns and issues using Proctortrack and investigate alternate test-administration options.
- Investigate providing students access to software required for courses typically available in computer labs if the university moves to remote-only instruction at some time during the term.



**Recommendation 6.B.** Recognizing the disparate manner in which some students may be impacted by any one modality, support must be provided to faculty to understand the potential impacts to students.

**Recommendation 6.C.** Develop a process for transitioning large courses to remote instruction with teams from the Office of Instructional Innovation (OII), Office of Information Technology (OIT), University Libraries, and Student Accessibility Services to assist faculty responsible for courses.

**Recommendation 6.D.** Provide a consultation/support team of OII and University Libraries experts to assist instructors with difficult courses for remote instruction (e.g. chemistry and ceramics) to investigate solutions and technology, build online approaches, etc.

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**Principle 7:** Ohio University will provide resources to students, faculty, and staff to facilitate the planned remote finish of fall semester, and to ensure continuity of education in the event of disease progression that necessitates early closure of a campus or location.

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**Recommendation 7.A.** All courses will use Blackboard to provide, at a minimum, posting of the course syllabus, instructor-provided course documents that would normally be distributed in a face-to-face class, and contact information.

**Recommendation 7.B.** Launch a Blackboard course template that allows Ohio University students to have a more consistent student experience and eases the burden on faculty for communicating general use of Blackboard for course management and/or remote instruction. \*

*\*OII, OIT and the Library are currently developing a template.*

- Expedite implementation of the Blackboard template and communicate expected date of Blackboard availability to fall instructors as soon as possible.
- When available, communicate the format, purpose, and content of this template as a resource for instructors.
- Make Blackboard courses available earlier for fall term. Provide easily accessible, Blackboard -knowledgeable HELP staff so students and faculty can quickly resolve Blackboard obstacles. Because of the tight timeline, we should focus on enhancing the smooth functioning of existing software rather than introducing new software and new platforms.
- Provide online Blackboard training for TAs/GAs, facilitators, staff, and faculty on Blackboard basics as well as quick instructions on tasks (e.g., making BB groups, adding users and roles for people who can alter content). OIT currently has these resources available. Communicate these opportunities to departments and instructors.

[See [Appendix B: Academic and Curriculum Scenario Planning](#) Sect. 4.D.1]

**Recommendation 7.C.** Develop academic department/unit-level “backup plans” that outline flexible contingency plans, should the need arise to shift to remote instruction at an earlier point of the semester than November 20, or in the event of instructor illness or required isolation/quarantine.

- Each academic department or school should develop back-up or coverage plans in the event an instructor becomes ill and/or goes through a period of self-isolation.
- Ensure that every class with face-to-face components should have a plan to shift to remote instruction, if necessary, if at an earlier point of the semester than November 20.

- Introduce department/unit-level re-evaluations of attendance policies in programs and departments in anticipation that more students will have illness-related absences. Encourage faculty to implement attendance policies that accommodate the needs of students who cannot attend class in person.

**Recommendation 7.D.** Faculty and academic advisors are encouraged to use Teams or other video-enabled technology to conduct virtual office hours and advising sessions with students as much as possible.

- Tutoring and other academic enrichment meetings are also encouraged to develop online or remote delivery options to enable face-to-face interactions while maintaining reduced in-person meetings.

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**Principle 8:** Ohio University will communicate and clarify expectations, resources, and responsibilities to students, faculty, and staff.

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**Recommendation 8.A.** Launch a comprehensive communication plan with targeted messages to prepare students, families, and instructors to expect that much Fall 2020 teaching and learning will happen online or in blended modalities.

- Enhance communication strategy regarding fall curricular planning, updates and decisions, and resources for students (e.g., Keep Learning). Maintain and refresh the Keep Teaching site.
- Recommendation 8.B: Require use of Blackboard for all first year Learning Communities and include instruction in the navigation and use of Blackboard for students.
- After development of common Blackboard shell, communicate this information to students directly in advance of the start of the fall term.
- Ensure maximum availability of Blackboard-knowledgeable HELP staff to address faculty, student, and staff concerns in a timely manner. HELP staff should be familiar with Blackboard implementation in all four major operating systems.

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**Principle 9:** Experiential learning experiences, such as internships, practica, and clinicals, are critical elements of many students' education, providing hands-on or culminating experiences for degree programs and access to professional networks. Lead faculty/administrators associated with specific programs must actively seek and analyze information to conduct ongoing risk assessment for all participants.

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**Recommendation 9.A.** Ohio University students engaging in learning activities away from our campuses should actively monitor and follow local situations and directives from local health officials. If there are situations in which local circumstances potentially affect planned learning experiences, students should contact their program administrator as soon as possible.

**Recommendation 9.B.** If a student is ill, demonstrating COVID-19 like symptoms, or diagnosed with COVID-19, they should report this to their placement employer/site and self-isolate. They should also inform their program coordinator/director and follow all University notification protocols. In such instances, students should contact their primary healthcare provider and the county department of health in the community in which they are self-isolating.

**Recommendation 9.C.** University personnel and students should limit travel between learning sites whenever possible to mitigate the possible risk of spreading infection.

**Recommendation 9.D.** Program administrators (a term that, for this purpose, represents anyone directing one or more students in experiential learning activity) should actively collect and document information about any students engaging in experiential learning through their program. Necessary information may vary, but should generally include the following:

- Name and contact information for student participant
- Location of learning activity
- Name and primary contact for host organization (if applicable)
- Identification of any COVID-19 policies, procedures, requirements, or recommendations specific to the location of the experiential learning activity. These could exist for the organization itself or may exist for the community/state.
- In situations where personal protective equipment beyond basic personal items (e.g., a non-medical grade facemask or face covering) may be required and the organization does not provide them, the program will be responsible for providing them.
- Because some students may interact with high-risk populations, program administrators should evaluate risks for students and consult with others (department chair, dean, etc.) to identify if additional measures should be taken. Each experience should be considered potential increased risk of COVID-19 exposure due to regional disease transmission trends, special populations experiencing increased prevalence of COVID-19 (nursing homes, prisons, ICUs), or other factors.
- More specific guidance is provided in [Appendix E](#) Attachment “COVID-19 Guidance for Administrators of Experiential Learning Programs.”

**Recommendation 9.E.** Consistent with education/training recommendations contained in Section I – Public Health, above, program administrators should ensure students are in-serviced/briefed/trained on COVID-19 related precautions, either by the University and/or their employer/site, prior to beginning and experiential learning activities.

**Recommendation 9.F.** A clinical instructor (or other University personnel) exhibiting symptoms and/or who tests positive for COVID-19 should self-isolate and follow health directives and other guidelines for when to safely resume any in-person activities.

**Recommendation 9.G.** Students participating in learning experiences situated in medical settings or other service-oriented settings are not to knowingly provide care to positive or suspected COVID-19 patients. Moreover, in unique settings where heightened levels of personal protective equipment are necessary, such equipment must be available to the student and Ohio University personnel (if applicable).

**Recommendation 9.H.** If students’ learning experiences are materially disrupted because of exigent pandemic circumstances, they should be offered a program approved alternative option for completing graduation requirements whenever possible. Waivers, exemptions, or alterations of requirements should follow state and/or accreditation recommendations when applicable.

**Recommendation 9.I.** Develop academic policies to facilitate completion of alternate course credit to address situations where learning experiences cannot be completed because of the pandemic but are required for graduation/certification.

**Recommendation 9.J.** If face-to-face learning transitions to remote learning prior to November 20, strong consideration should be given to permit students to continue in their experiential learning activities, both on and off campus, to complete curriculum requirements for the semester if possible. This includes also being able to remain in a residence hall and receive culinary services as applicable.

**Recommendation 9.K.** Implement a process through which approvals for high-risk learning experiences are granted or denied in situations identified by the program administrator as high-risk in comparison to the typical experiences of other students in the program or based upon local, state or CDC guidance. [See [Appendix E: Experiential Learning](#) - Attachment “COVID-19 Exemption Request for Experiential Learning Experiences”] In situations involving abnormally high risk, a program administrator must send requests to their dean for final determination.



## III. CAMPUS LIFE

### *Creating safe and engaging campus communities*

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**Principle 10:** As a means of maintaining a balance of safety and an interactive campus experience, students will use physical and virtual environments to connect with faculty, staff, and their community.

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- Offering more remote or blended modality courses allows students who seek a reduced-exposure semester the opportunity to remain enrolled at Ohio University.
  - Encourages balanced space use for coursework as well as other space needs to offer co-curricular activities, professional major/minor related organizations, clubs and social groups, guest speakers, and career-development activities.
- 

**Principle 11:** All students, whether living in residence halls, in off-campus housing, or commuting to a family or personal residence, are integral to maintaining safety and reducing spread of COVID-19 infection on our campuses.

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**Recommendation 11.A.** Create and disseminate educational materials about the personal responsibility for prevention of spread of COVID-19 including required use of face coverings and physical distancing strategies. Materials should be suited to the campus, building, and/or space.

- Provide physical guides, such as tape on floors to ensure that individuals remain at least 6 feet apart in lines and at other times. (CDC)
- Post signage to promote social distancing and public health behaviors.

**Recommendation 11.B.** Evaluate and reconfigure non-classroom learning spaces, such as study spaces, libraries and group work rooms to meet relevant public health safety protocols.

- Obtain occupancy max for designated study spaces and plan to reduce density to appropriate levels.
  - Utilize existing building use data (e.g., library gate counts) to inform number of spaces needed at peak times.
  - Ensure study spaces have proper air handling/venting.
  - Provide accommodations for those students who require face-to-face and/or virtual tutoring.
- 

#### **Commuter Students and Regional Campus students**

**Recommendation 11.C.** Identify locations on campus and configure appropriately for commuter students on all campuses to work individually or in work groups between classes and at appropriate-spaced physical distances.

**Recommendation 11.D.** Work in collaboration with Allen Student Advising Center to offer both academic and community support for commuter students on all campuses with their individual needs.

**Recommendation 11.E.** Seek out and support those students who have limited or no access to adequate computer equipment or internet connectivity through the university's laptop loaner program and by ensuring availability of safely distanced computer labs and lounges/workspaces with internet access.

**Recommendation 11.F.** Consistent with course delivery needs outlined above, ensure some allocation of space to ensure activities such as cultural events, guest speakers, and career/professional development activities on regional campuses, to be determined by a follow-up work group dedicated to prioritization of events and activities (July 2020).

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### Athens Campus Residential Students

**Recommendation 11.G.** Reduce density in most areas of residence halls on the Athens campus.

- Maintain doubles as double occupancy.
- De-densify triples by moving mutually matched groups of three students into quads and mutually matched roommate groups of four currently in quads into adjacent doubles to maintain matched roommate groups.
- For triples/quads in which students are not mutually matched, work with students to reassign a student from each room type.
- Reconfigure residence hall lobbies and study spaces by moving furniture to allow for physical distancing.

**Recommendation 11.H.** Create an application process for low-density housing and reassign students into singles giving priority to students who are immunosuppressed, followed by upper-class students and then first-year students.

**Recommendation 11.I.** Reinforce personal responsibility and prevention strategies for students to reduce exposure and infection.

- Install hand-sanitizing units at the main entrance door and program all exterior doors for egress only except for main entrance area.
- Create educational campaign and strategically place signage in common areas (lobbies, bathrooms, study rooms and laundry rooms) Create educational materials surrounding personal responsibility for prevention of spread of COVID-19 including required use of face coverings and physical distancing strategies.
- Install Plexiglas at staff offices and at the LLC.
- Consider providing free laundry to ensure that students are washing face coverings and clothing on a regular basis.

**Recommendation 11.J.** Modify student policies/expectations (e.g. room changes, guest policy) to minimize exposure.

- Redesign the move-in schedule to allow additional days for physical distancing strategies and create a centralized check in on each green to minimize exposure during check-in.
- Modify student staff duty schedule and expectations to minimize exposure.
- Prohibit guest or visitor access to student rooms.

**Recommendation 11.K.** Develop safety protocols, public service messaging, and/or alternative activities to replace traditional fall semester public gatherings and celebrations that are impractical or impermissible due to public health recommendations.

**Recommendation 11.L.** Work in collaboration with Athens City Mayor, Athens Police Department, other city officials, local landlords, and Dean of Students to determine expectations and strategies to minimize risk and develop a plan to support students impacted by COVID-19.

- Create a task force to discuss the objectives for educating students and strategies for ensuring health and safety during social gatherings. Partners should include Mayor, APD, City of Athens, local landlords, DOS, Health Promotions, and Student Senate to create a new set of social norms that will govern student behavior.
- Create educational campaigns and different methods of delivery, in partnership with SACM and UCM.
- Community Ambassador outreach to distribute educational/resource documents in areas of dense population and of historical social gatherings.

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#### Dining, water, and other food/cafe service:

**Recommendation 11.M.** Dining halls will offer carryout and to-go options initially with strategic introduction of dine-in options, as determined to be safe and appropriate.

- Culinary and retail venues transitioning cashless to expedite transactions and reduce contact.
- Removal of self-serve menu options.
- Inventory of touch-free water bottle filling stations on each campus, identify and install required number of touch-free stations to meet standard. Install signage to encourage proper water bottle sanitation.

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**Principle 12:** All students will be afforded safe opportunities for engagement with peers, faculty, and staff and to access services that are critical to academic success and mental/physical wellness.

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**Recommendation 12.A.** Develop cleaning protocols for user-cleaned spaces and communicate cleaning schedules by Custodial Services for all residential spaces.

- Ensure cleaning schedules of study spaces are heightened and within appropriate guidelines.
- Clean and disinfect frequently touched surfaces at least daily or between use as much as possible. Use of shared objects (e.g., lab equipment, computer equipment, desks) should be limited when possible, or cleaned between use. (CDC)
- Make cleaning supplies available for student use (e.g., wipes, spray bottles, hand sanitizer) in all study areas.

**Recommendation 12.B.** University Libraries will remain open to students, faculty, and staff with reduced in-person access and hours but with ongoing digital and online support.

- Alden Library will begin a phased-in physical reopening in mid-June. Regional campus libraries will phase in physical reopening in July or August.
- Limit non-staff occupancy to a few lower floors (Alden Library only).
- Provide swipe-card access only for university ID holders to limit occupancy.
- Install of Plexiglas shields at essential service points only, with an increased focus on self-service and user assistance via email, chat, Teams, telephone, and online information resources.
- Reduce occupancy in reservable study rooms and provide sanitizing products.
- Reduce number and adjacency of public computers to promote social distancing.
- Temporarily discontinue 24-hour service (Alden Library only).

**Recommendation 12.C.** Centers for Student Inclusion (e.g. Multicultural Center, Women’s Center, LGBT Center) and centers for specialty advising (e.g. Career Services) will continue to provide services to students, faculty, and staff using remote services to the fullest extent possible.

- Assure reception/customer service points and waiting areas meet University recommendations for safety.
- Reduce number of events to only the most essential (i.e. Majors Fair, Career Fair).
- Plan events in accordance with University established protocols regarding social distance, traffic flow, and capacity.
- Establish capacity and cleaning protocols for social gathering areas in line with University recommended standards.

**Recommendation 12.D.** Counseling and Psychological Services will continue a blended delivery of services including remote and face-to-face interactions, as appropriate on a case-by-case basis.

- Recommendation based on guidance provided by Association for University and College Counseling Directors (AUCCD).
- Use of Everfi mental health platform for self-use and training modules for students.
- Continue use of telehealth for scheduled appointments.
- Face-to-face for specific clients (i.e., crisis, specific diagnosis).
- Create therapy rooms on campuses for spaces where students can find privacy for telehealth services and/or who do not have privacy in their own residence.

For additional recommendations, regarding living and learning spaces, fitness, recreation, and personal time, including next steps and timelines, please see full report in [\[Appendix C: Student Experience-Student Life\]](#)



## IV. RESEARCH AND CREATIVE ACTIVITY

*Resuming critical work in labs, workshops, studios, stages, and other creative spaces*

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**Principle 13:** Research and Creative Activity are critical to the mission the University's faculty and students; Research and Creative Activity will resume as robustly as possible with enhanced safety protocols.

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**Recommendation 13.A.** Researchers and creative personnel who require use of on-site facilities to carry out their work may seek approval to safely resume activity using template forms that detail the nature of the work, personnel involved, location, and a detailed safety plan detailing implementation of CDC guidelines for minimizing transmission of COVID-19.

- The PI/ Lead Creative should complete and submit the Research/Creative Activity Restart Form to their Department Chair or School Director, who will review and upon approval submit to the appropriate Associate Dean for review. Upon approval, the Associate Dean will route to the Vice President for Research & Creative Activity and Laboratory Safety Officer for review and sign-off. Approval by the VPRCA constitutes authorization to proceed with the requested activity.

**Recommendation 13.B.** Approval of requests is occurring on a rolling basis with research and creative activity initiated on-site accordingly. The Safety Office will conduct audits of research and creative spaces according to standard procedures, with COVID-19 safety considerations included.

- The Research Division has coordinated with Purchasing for bulk orders of PPE that will be distributed at the college level.

## V. WORK ENVIRONMENTS

### *Promoting safe work environments on campus*

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**Principle 14:** Maintaining a safe work environment protects faculty and staff and student employees, and helps maintain educational and business continuity in the event of an outbreak on a campus location.

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**Recommendation 14.A.** Work duties, including teaching, academic support, maintenance of campus systems, and other administrative duties that can be effectively completed or provided in a remote environment should continue in this modality in order to reduce overall density of people on all campuses. [See [Appendix G: Back to Work Safely](#)]

**Recommendation 14.B.** Work duties, including teaching, academic support, maintenance of campus systems, and other administrative duties that cannot be completed or provided remotely will require employees to return to on-site locations. Units should consider each part of positions to determine if partial remote may be possible; as potential risk reduces, plan to return those employees whose work may be more efficiently or effectively performed on-site.

- Deans, chairs, school directors, or appropriate department head determine essential personnel and prioritize positions to return on-site.
- For administration and academic support positions, multiple back to work options, including phased in, staged, or staggered approaches should be considered. Information about managing these options will be shared by Human Resources with deans, vice presidents, department heads and supervisors to minimize risk associated with disease while fulfilling university objectives.
- Deans, chairs, school directors, or appropriate department heads will evaluate workspace and develop plans and where needed, identify physical modification needs.
- Chairs and school directors, college and departmental curriculum committees, and faculty should collaborate on decisions on which courses could be offered through remote modalities, mix-modalities, or required face-to-face modalities to ensure quality instruction and student experience regardless of modality. In alignment with principles and recommendations outlined in Section II, above, academic colleges will determine which classes need to be offered or which might be cancelled or postponed without impairing student progress and on-time graduation.
- Develop guidelines for supporting faculty who are at risk or care for/live with people at risk to allow flexibility for remote teaching vs. on-campus presence.
- Develop guidelines for faculty that allow flexibility for students who are at risk or live with people who are at risk to ensure their ability to progress toward to degree or graduation. Recommended list of work rules provided.

**Recommendation 14.C.** For faculty, staff, and student employees who must work fully or partially on-site, work safety rules shall be established, and information/expectations clearly communicated to all.

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#### **Selected Work Safety Rules\***

- Immediately prior to reporting to campus, employees shall measure their body temperature and self-evaluate to ensure there is no onset of illness. If employees become ill while at work, they should leave contact their supervisor and the work site. Leave policies and procedures shall be followed if unable to report to work.

- Employees shall practice social distancing by ensuring a 6-foot distance between people at all times.
- Employees shall wear a face covering when on campus, in a university building, or in a university vehicle/ piece of equipment unless exempted from doing so by their supervisor in accordance with the Ohio Department of Health regulations.
- Employees working alone in an office, space, or vehicle, or single operation of a piece of equipment (i.e. riding mower, back hoe, etc.) may remove the mask; however, the mask must be worn properly prior to entering any space where employees could potentially meet/come in contact with another person; including exterior campus spaces (i.e. walkways, parking lots, athletic fields, etc.).
- Employees or workers may seek an exemption from the requirement to wear a facial covering from their supervisors. If request is being made based on health reasons, employee's request should be accompanied by a doctor's note. Additionally, if an employee needs an accommodation in accordance with the American with Disabilities Act, please contact the Office for University Accessibility at 740-593-2620 or [access@ohio.edu](mailto:access@ohio.edu).
- Employees shall engage in regular handwashing and hand sanitizing.
- Employees shall frequently disinfect their personal workspace.

\*See full set of recommendations [[Appendix G: Back to Work Safely](#) Section IV Back to Work Safely "Suggested Work Rules" p. 6]

**Recommendation 14.D.** Mitigate risk of exposure from public by 1) evaluating processes to minimize or eliminate employee/customer face-to-face interaction; 2) determining physical capacities of reception/customer service/classroom spaces; and 3) identifying physical modifications required for public service points.

- As much as possible, employees should continue to collaborate and meet using virtual/online technology, including Teams, Zoom, etc.; For essential in-person meetings, assure sufficient space to provide physical distancing; determine cleaning protocols for shared/common spaces.
- Place work orders with Facilities Management to request physical modifications required for public service points. Consider options for "scheduling appointments" for necessary services to limit density in high volume areas.

**Recommendation 14.E.** Implement a communication plan with the goal of providing timely updates and resources for faculty, staff, and student employees who are working fully remotely, partially remotely, or fully on-campus. This plan should be inclusive of all campuses and locations.

- The plan will include a variety of tactics to reach targeted audiences, including but not limited to digital resources (Email, OHIO News, OHIO Employee News, [www.ohio.edu/coronavirus](http://www.ohio.edu/coronavirus) page and FAQs) to virtual open forums and signage on campus.
- The communications plan should be implemented as soon as possible and will span throughout the summer months and into early fall as we move through the various phases of resuming the on-campus experience.

**Recommendation 14.F.** Launch required E-learning training module including key back to work safely concepts such as physical distancing, enhanced cleaning, personal responsibility, new work rules and a knowledge assessment and completion acknowledgement will be developed and deployed prior to the open of fall semester.

- Training will be mandatory for all faculty, staff, and student employees.
- Training must include ability to track completion.
- Needs to be engaging and interactive, not just a slide read and list of work rules.
- Operable from mobile devices.

**Recommendation 14.G.** Specialized safety protocols for high-contact, intensive public-facing activities and services should be developed and recommended at the unit level for approval at the level of Dean (Academic) or Vice President (Planning Unit).

- Examples include but are not limited to Ping Center, Wellworks, Parking and Transportation, Campus Recreation, Aquatic Center, etc.
- Each College and administrative unit should develop a list of higher-risk activities/services with safety plan and timeline for implementation, in consultation with the Public Health Group.
- Safety plans and protocols for Athletics will be developed in compliance with NCAA, Mid-American Conference guidelines and in consultation with the Public Health Group.

**Recommendation 14.H.** Parking and Transportation will resume operation of transportation services in a limited capacity during initial deployment and will adjust service levels throughout academic year based on customer demand and operational capacity.

- Continue paratransit services (CatCab).
- Require vehicle operators and passengers to wear a face covering in university vehicles and on transit unless exempted from doing so in accordance with the Ohio Department of Health regulations.
- Install barriers/shields to ensure physical distancing between transit operators and passengers.
- Discontinue driver assistance with passenger loading activities (luggage, etc.). - exempting paratransit loading requirements.
- Eliminate shared ride requests (exempting paratransit personal care attendants) for door-to-door transit services and prohibit front seat passengers.
- Require daily disinfection of high touch/passenger contact areas in transit vehicles and routine cleaning/sanitization by service/fleet vehicle operators following use.
- Resume campus-parking and permit operations & reinstate permit fees as employees return to campus.

**Recommendation 14.I.** Launch a “Signage” group to develop location-specific signage to communicate rules, guidelines, physical direction, and other instructions.

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**Principle 15:** Ohio University will invest in necessary personal protection equipment (PPE), physical protection barriers, and cleaning supplies to support safety protocols identified by the public health recommendations articulated in Section I and to support best practices for centrally support cleaning and user-supported cleaning where appropriate.

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**Recommendation 15.A.** Due to market constraints around availability of PPE supplies, items will continue being procured in bulk for University-wide use/consumption to ensure availability for fall term opening. For the short term, the market demands that central purchasing of these supplies will need to continue.

**Recommendation 15.B.** PPE supply costs will, at a future point, move from central-funding and procurement to management and cost-absorption by departments. At some point soon, the market supply should be able to get caught up and products will be more readily available to procure by departments through the normal purchasing channels.



## VI. SUMMARY

In their totality, these recommendations reflect a comprehensive and coordinated approach to an on- campus fall semester modified to mitigate the risks of COVID-19. The working groups who developed the reports in the appendices are officially discharged. Co-leads may recommend, on an ad hoc basis, the creation of implementation teams to enact the approved recommendations. Upon approval of these recommendations, relevant functional leads are empowered to pursue implementation within their respective domains.

## WORK GROUPS AND MEMBERSHIP

We have convened eight work groups that include students, faculty, and staff focused on various planning aspects as we look toward fall. The co-chairs of each group, along with leaders from each of our five senates and functional managers across campus, are representing their areas on a Coordinating Council tasked with developing clear recommendations for our fall semester.

### PUBLIC HEALTH PLANNING (PHP)

The Public Health Planning working group serves as a liaison with community partners — engaging with community public health officials, communities, and CDC/state/federal for guidance, especially to understand capacity of local health institutions in case of a possible outbreak or surge. This working group is also responsible for communicating clearly with communities.

PHP will develop test, trace, and quarantine recommendations, working in conjunction with public health faculty, including Epidemiology faculty, the Dean of the Heritage College of Osteopathic Medicine, and Housing — if necessary.

#### Membership

- Ken Johnson - Executive Dean, HCOM; co-chair
- Jill Harris - Manager, Risk Management and Safety; co-chair
- Gillian Ice - Professor, COM-Social Medicine
- Jen Johnson - Legal Counsel, Legal Affairs
- Molly Johnson - Associate Professor, Nursing - Southern Campus
- Pete Trentacoste - Executive Director, Housing
- Steve Davies - OhioHealth

### PPE PLANNING AND PROCUREMENT (PPE)

The PPE Planning and Procurement working group includes all supply procurement, including medical supplies and PPE, as recommended in coordination with Public Health Planning, above.

#### Membership

- Julie Allison - Associate Vice President, Finance and Administration; co-chair
- Steve Wood - Chief Facilities Officer, Facilities Management; co-chair
- Janie Peterson - Student, Health and Safety Representative & Student Senate President
- Maxine Ramino - Student, Facilities Representative
- Jill Harris - Manager, Risk Management and Safety
- Erin Robb - Manager, Auxiliaries
- Michael Pidcock - Manager, Procurement Services
- Steve Mack - Interim Executive Director, Facilities Management
- Roxanne Male'-Brune - Director, VP for Research
- Glen Matlack - Associate Professor, Environmental and Plant Biology
- Douglas Clowe - Professor, Physics and Astronomy
- Adam Loukx - Legal Counsel, Legal Affairs
- Dusty Kilgour - Executive Director of Event Services, Student Services
- Pete Trentacoste - Executive Director of Housing and Residence Life, Housing

- Stacey Bennett - General Counsel, Legal Affairs
- Kristyn Bradenburg - Graduate Student

## ACADEMIC SCENARIO PLANNING (ASP)

The Academic Scenario Planning (ASP) working group is charged with planning for various teaching and learning modalities, working with colleges, departments/schools, and RHE to ensure coordination.

### Membership

- Sarah Poggione - Associate Professor, Arts and Sciences/Dean's Office; co-chair
- Joe Shields - Vice President, Research; co-chair
- Carissa Anderson - Associate Dean, Regional Higher Education
- Kelly Broughton - Assistant Dean, Library
- Geoffrey Dabelko - Director, Voinovich School
- Chris Hayes - Director, School of Music
- Sally Marinellie - Sr. Associate Director, Health Sciences
- Deb McAvoy - Associate Dean, Civil Engineering
- Wendy Merb-Brown - Assistant Dean, University College/Dean's Office
- Candy Morris - Associate Vice President, Instructional Innovation
- Greg Newton - Associate Dean, College of Communications/Dean's Office
- Beth Novak - Associate Dean, Honors Tutorial College
- Luke Pittaway - Professor, Management
- Connie Patterson - Assistant Dean, Counseling and Higher Ed
- Cat Cutcher - Assistant Director, International Studies
- Glenn Matlack - Associate Professor, Environmental and Plant Biology
- Richard Danylo - Student, Macro Planning Representative
- Liz Behage - Student, Macro Planning Representative
- Ellen Gill - Student, Academics Representative
- Debra Benton - Registrar, Strategic Enrollment Management
- Betty Sindelar - Associate Professor, Physical Therapy
- Stacey Bennett - Legal Counsel, Legal Affairs
- Haley Dushinski - Associate Professor, Anthropology
- Margaret (Peg) Kennedy-Dygas - Professor, Music

## STUDENT EXPERIENCES/STUDENT LIFE (SESL)

The Student Experiences/Student Life (SESL) working group is focused on safe use of student spaces — including libraries, housing, culinary facilities, classrooms, student centers, etc. — across all campuses, as well as planning for campus and public events (not including athletic spaces or events.)

### Membership

- Neil Romanosky - Dean, University Libraries; co-chair
- Gwyn Scott - Associate Vice President, Auxiliaries; co-chair
- Shawna Bolin - Associate Vice President, University Planning

- Carey Busch - Interim Dean, University College
- Jneanne Hacker - Director, Housing
- Beth Longenecker - Dean, College of Medicine
- Patricia McSteen - Associate Dean, Dean of Students
- Nicole Pennington - Executive Dean, Regional Higher Education
- Gigi Secuban - Vice President, Diversity and Inclusion
- Matthew Barile - Lecturer, Modern Languages
- Winfried Just - Professor, Mathematics
- Michele Morrone - Interim Director, Social and Public Health
- Mijeong Noh - Professor, Human and Consumer Sciences
- Diana Schwerha - Associate Professor, Industrial and Systems Engineering
- Debra Benton - Registrar, Strategic Enrollment Management
- Barb Nalazek - Legal Counsel, Legal Affairs
- Jen Johnson - Legal Counsel, Legal Affairs
- Danielle Klein - Student
- Nathan Doerfler - Student
- Genesis Shine Butler - Student
- Jeremy Paul - Student
- Jeremiah Oates - Student
- Jennifer Katterhenrich - Student
- Mitch Spring - Student
- Molly Stout - Student
- Denzel Daxon - Student
- Audrey Crawl - Student
- Makenna Tuttle - Student
- Harper J Reese - Student
- Demarje Hogan - Student
- Liam McSteen - Student
- Kait Hall - Student

## ACADEMIC POLICY AND PROCESS (APP)

The Academic Policy and Process (APP) working group is an existing shared governance group — a subcommittee of the University Curriculum Council for academic policy issues — and is responsible for coordinating changes in academic policy, process, and systems. APP will triage and coordinate other policy groups, departments, etc. as necessary.

### Membership

- Sarah Helfrich - Associate Professor, Teacher Education; co-chair
- Ben Bates - Professor, Communication Studies; co-chair
- Carissa Anderson - Associate Dean, Regional Higher Education
- Deb Benton - Registrar, Strategic Enrollment Management
- Candace Boeninger - Interim Vice Provost, Strategic Enrollment Management

- Bob Bulow - Associate Registrar, Strategic Enrollment Management
- Robert Callahan - Senior Director, Admissions
- John Cotton - Associate Professor, Mechanical Engineering
- Howard Dewald - Associate Provost, Provost's Office
- Katie Hartman - Associate Professor, Marketing
- Jessica Holliday - Associate Director, Admissions
- Jennifer Kirksey - Chief of Staff, President's Office
- Jody Lamb - Associate Dean, Fine Arts
- Sally Marinellie - Sr. Associate Dean, Health Sciences
- Val Miller - Director, Financial Aid
- Candice Morris - Associate Vice Provost, Instructional Innovation
- Robin Muhammad - Associate Professor, African American Studies
- Cherise Olmo - Associate Registrar, Registrar's Office
- Cornelia Patterson - Assistant Dean, Counseling and Higher Education
- Beth Quitslund - Professor, English
- Elizabeth Sayers - Executive Vice President and Provost, President's Office
- James Smith - Dean, Lancaster Campus
- Loralyn Taylor - Associate Provost, Institutional Research
- Joni Wadley - Sr. Director, Institutional Research
- Stacey Bennett - General Counsel, Legal Affairs
- Janie Peterson - Student & Student Senate President
- Remington Burwell - Student
- Kaelyn Ferris - Graduate Student & Graduate Student Senate President
- Amal Shimir - Graduate Student

## RESEARCH AND CREATIVE ACTIVITY (RCA)

The Research and Creative Activity (RCA) working group is the leading research approval request group and has expanded inquiry to include safer creative activity and performance.

The Research and Creative Activity work group has developed measures to allow the resumption of research and creative activity on campus and in outdoor settings, under certain conditions:

- [Guidance for Restart of Field Research \(PDF\)](#)
- [Guidance for Restart of On-Campus Research and Creative Activity \(PDF\)](#)

### Membership

- Joe Shields - Vice President/Provost, Research; co-chair
- Matthew Shaftel - Dean, Fine Arts; co-chair
- Kaelyn Ferris - Graduate Student Senate President
- Stephen Bergmeier - Professor/Chair, Chemistry and Biochemistry
- Adam Loukx - Legal Counsel, Legal Affairs
- Stacey Bennett - General Counsel, Legal Affairs
- Bob Klein - Associate Professor, Mathematics

- Scott Carpenter - Director, Lab Animal Resources
- David Koonce - Associate Dean, Graduate College
- Steve Mack - Interim Executive Director, Facilities Management
- Brian McCarthy - Associate Dean, Arts and Sciences/Dean's Office
- Erin Murphy - Associate Professor, COM-Biomedical Studies
- Dave Schleiter - Biological and Chemical Safety Officer, Risk Management and Safety

## CLINICALS, PRACTICA, AND INTERNSHIPS

### Membership

- Scott Titsworth - Dean, College of Communication; co-chair
- Nicole Pennington - Executive Dean, Regional Higher Education; co-chair
- Jeff Vasiloff - Assistant Clinical Professor, Physician Assistant Program
- Jen Johnson - Legal Counsel, Legal Affairs
- Adam Loukx - Legal Counsel, Legal Affairs
- Renee Middleton - Dean, College of Education
- Deborah Henderson - Director, Nursing
- Luke Pittaway - Professor, Management
- Beth Longenecker - Dean, College of Medicine
- Ken Johnson - Executive Dean, College of Medicine
- Deb McAvoy - Associate Dean, Civil Engineering
- Connie Patterson - Assistant Dean, Counseling and Higher Education
- Kamile Geist - Associate Professor, Music
- Jennifer Murphy - Assistant Dean, Career and Student Success
- Michele Morrone - Interim Dean/Professor, Social and Public Health
- Grace Sallar - Assistant Dean, Engineering Dean's Office
- Kirsten Dabelko - Senior Program Coordinator, Office of Global Opportunities

## BACK TO WORK SAFELY GROUP (BWSG)

The Back to Work Safely Group (BWSG) is responsible for developing workforce density and workforce equipment strategies, coordinating cleaning of occupied spaces, creating HR policies for higher risk employees and students, and assessing legal issues around workforce.

### Membership

- Colleen Bendl - Chief Human Resource Officer, Finance and Administration; co-chair
- Steve Wood - Chief Facilities Officer, Facilities Management; co-chair
- Greg-Victor Obi - Assistant Professor, Business Management Technology - Chillicothe Campus
- Zelalem T. Haile - Assistant Professor, COM-Social Medicine
- Laura Myers - Deputy Chief Strategy and Innovation Officer, Strategy and Innovation
- Mike Courtney - Legal Counsel, Legal Affairs
- Greg Fialko - Senior HR Director/Director of Benefits, Human Resources
- Jen Bennett - Executive Director, Wellworks



- Sarah Wyatt - Professor, Environmental and Plant Biology
- Jill Harris - Manager, Risk Management and Safety
- Rosanna Howard - Director, Budget Ops, RHE, University Outreach
- Tia Hysell - Director, Transportation and Parking
- Carly Leatherwood - Sr. Director of Communication Services, University Communications and Marketing
- Steve Mack - Interim Executive Director, Facilities Management
- Brent Mattox - Director of Safety, Environmental Health and Safety
- Rich Neumann - Director of Culinary Services, Culinary Services
- Nicole Pennington - Executive Dean, Regional Higher Education
- Joe Shields - Vice President for Research, Research
- Adam Loukx - Legal Counsel, Legal Affairs
- Melissa Weaver - IT Service Owner, OIT
- Lewis Mangan - Director of Organizational and Talent Development, Human Resources
- Carey Busch - Interim Dean, University College

## COORDINATING COUNCIL

Led by Brad Cohen, Chief Strategy and Innovation Officer, and Laura Myers, Deputy Chief Strategy and Innovation Officer. Includes the co-chairs of each of the above, as well as the following representatives from athletics, communications, legal, finance, OIT, and enrollment management.

- Athletics: Julie Cromer - Director, Athletics
- Communication: Robin Oliver - Vice President, University Communications and Marketing
- Legal: Stacey Bennett - General Counsel, Legal Affairs
- Financial implications: Deb Shaffer - Sr. Vice President, Finance and Administration
- OIT/Technology: Chris Ament - Chief Information Officer, OIT
- Admissions/Enrollment: Candace Boeninger - Interim Vice Provost, Strategic Enrollment Management
- Robin Muhammad, Faculty Senate Chair
- Tim Epley, Administrative Senate Chair
- Jacob Jakuszeit, Classified Senate Chair
- Janie Peterson, Undergraduate Senate Chair
- Kaelyn Ferris, Graduate Student Senate Chair