A recent *Chronicle of Higher Education* article suggested that making plans for the Fall semester was like nailing Jell-O to a wall.* And although, at times, the Operational Planning Group (OPG) found itself in this predicament because it was making recommendations for the start of an academic year more than two months away in an evolving pandemic with evolving public health guidelines, we are grateful that faculty, staff, and student representatives were able to talk together about the challenges--and opportunities--Fall 2020 presents. The OPG also is grateful to students, staff, and faculty who offered more than 175 responses on the OPG survey; this input informed our recommendations and also has provided valuable input on other campus operations.

Two key commitments formed the foundation of the OPG’s work and the ensuing recommendations:

1. ensuring the safety of those who study, work and live on our campus
2. ensuring the continued level of excellence that Puget Sound is known for in our academic programs and student services

The last several weeks of the Spring 2020 semester, when we had to quickly move from in-person interactions to remote teaching, learning, meetings, and professional and social interactions taught us all many things beyond content and skill in our areas of expertise. We learned how to engage students in class discussion through a computer screen, we figured out how to give students remote laboratory experiences and music lessons, we mobilized to get students safely off-campus and to keep some of them here to finish classes, we built community, advised and tutored, kept the campus clean, loaned books, and communicated with our neighbors in the surrounding community. We demonstrated our creativity, our resiliency, our care for others, and our capacity to think and do differently, often in a short time frame, as we successfully finished the Spring 2020 semester and the academic year.

It is these same qualities--creativity, resiliency, care for others, and the willingness to think and do differently--that will serve the university well as we continue to prepare for multiple possibilities for Fall 2020 semester and the rest of the 2020-21 academic year. We all will need to be flexible and adaptable in working within changing public health parameters. We’ll need to set up clear and consistent mechanisms for communication. And we’ll all need to be kind by remembering that all of us--students, staff, and faculty--are doing the best that we can in a situation that none of us ever have been in before. Those qualities will see us through, whatever the fall semester and next academic year requires of us, and see us through successfully.

**Background:** The recommendations that follow have been developed to address campus operations--from teaching and learning, to residential living and dining, to health and wellness, to facilities, and to communication. Some of them have already been advanced and approved, such as the academic calendar, so that the plans for Fall 2020 could be communicated publicly to allow planning to commence. Other recommendations are still broadly imagined so that areas of the campus that have expertise can figure out how to most effectively implement these ideas.

The Operational Planning Group was convened in May with student, staff, and faculty representation; the membership is listed at the end of this report. The OPG worked within the

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following context and charge, with specific expectations to deliver recommendations in all areas of campus operations:

**Context:** We all hope to have everyone back on campus in the fall and to resume our transformational residential education. At the same time, the serious risks presented by COVID-19 require both personal responsibility and a collective responsibility to the communities in which we live. We do not know at this time if it will be possible to bring everyone back to campus for the fall semester, but the university will need to carefully examine if it can be done (and if so, how) in a manner that accounts for the presence of the virus and would be safe for our community. We also will need to be mindful that we may conclude that it is not possible to bring students back to campus this fall, or that we must do so in more limited or episodic ways than our full residential experience.

**Charge:** With this in mind, an Operational Planning Group of faculty, staff, the ASUPS President, and members of Cabinet will work until mid-June to identify and analyze the issues that need to be addressed in order to have all of our students back on campus for the fall and still be able to safely carry out the semester. The group will issue a set of recommendations for necessary changes, actions we will need to take, and alterations in behavior that could be required in order to successfully open the fall semester back on campus. This work will require a focused view of facts and realities of the situation; a creative approach to problem-solving; and engagement with our community and outside experts.

The group should:

- develop strategies for academic year 2020-21 that advance planning to deliver our courses and services face-to-face, within the framework of public health and physical distancing guidelines;
- consider contingencies of delivery of courses and services, including remote, hybrid, and episodic models, if we are unable to resume face-to-face instruction in the fall;
- develop plans for a robust remote learning model and the resources and training necessary to deliver our education;
- examine the residential nature of the campus, including how and where students are housed, study areas, fitness areas, and other places where campus constituencies convene;
- determine physical distancing rules in the classroom and in laboratories, studios, or academic resource areas, and implications for music, theater, and athletics; and
- determine safe conduct of the many student activities and campus events, and for how we engage socially.

**Process:** The OPG met 10 times, and also worked in two smaller groups, one focused on teaching and learning, and the other focused on components involved in sustaining a residential campus. Utilizing public health guidance, the OPG began by considering several possible scenarios to prepare if Fall 2020 or the entire academic year is not able to operate as usual. We briefly discussed Spring 2021, but determined that our efforts were most effectively deployed in developing recommendations for Fall 2020, which could then, if needed, be utilized or adapted for Spring 2021. The OPG determined several scenarios to be explored:

- Fall semester face-to-face with physical distancing expectations
• Fall semester hybrid between face-to-face and remote, either as distinct portions or intermittent movement between face-to-face and remote
• Fall semester remote only
• Other scenarios discussed included block scheduling or varying start/end dates of terms

Within each of these scenarios, the OPG outlined categories for consideration:
• Teaching and Learning, including academic support services
• Residential Living and Dining, including health and wellness
• Co-curricular opportunities, including athletics, ensembles, clubs, campus events
• Facilities
• Work environment, training and support for Employees
• Communication

The recommendations to follow are arranged into the following categories:

• Community Engagement
• Support for People
• Student Preparation, Connection, and Support
• Academic Calendar and Course Scheduling
• Course Preparation, Design, and Pedagogy
• Office Hours, Meetings, Campus Events and Activities
• Faculty and Staff Development
• Academic Policies, Resources, and Support
• Technology
• Health and Wellness
• Residential Living
• Dining
• Facilities
• Communication

As per our charge, the OPG offers this set of recommendations for necessary changes, actions we will need to take, and alterations in behavior that could be required in order to successfully open the fall semester back on campus and now submits this report to President Crawford and the President’s Cabinet for determination about implementation, delegation to appropriate offices, and communication of actions.

Community Engagement

Recommendation: All members of the University of Puget Sound community commit to a pledge, an agreement that as a “community of learning” that values collegiality, genuine respect, and responsibility, we all will adhere to public health guidelines while on campus in order to help maintain the health and wellbeing of all members of the community. Furthermore, the pledge would indicate that we would hold each other accountable, and would be updated as conditions permit, refer to existing student and employee codes or expectations, and be communicated to campus (for example, posted on my.pugetsound or posted on the campus).
**Recommendation:** Maintain and develop opportunities to maintain engagement, socialization, empathy, and support for campus staff, faculty, and students, drawing on ideas submitted as part of the OPG survey, and organized by Student Affairs, Academic Affairs, Communications, and other campus groups.

**Recommendation:** Establish and communicate a clear policy for visitors and guests that aligns with on-campus COVID policies as informed by the most-current health guidelines. Staff who regularly engage with visitors would need to be made aware of the policy and provided with consistent language. This would include individuals who work in the Welcome Center, Wheelock Information Desk, and the University Chapel, campus safety, admission, library, fitness center.

**Recommendation:** Depending on phase requirements, request, for a temporary/limited period of time, that non-Puget Sound community members significantly limit their time on or use of campus, so that the campus can focus on maintaining the health and being of its students, staff, and faculty. Provide clarity for campus constituencies to assist in interaction with community members, and refine outside campus signage to account for Fall semester protocols.

**Recommendation:** Regularly communicate with the local neighborhood about university protocols regarding on-campus practices and expectations to help ensure the health and safety of students, staff, and faculty.

**Support for People**

**Recommendation:** Review, assess, and if appropriate, develop additional flexibility in university policies—such as telework, sick leave, vacation, and employee compensation—to assist in physical distancing expectations and other challenges, such as childcare disruptions or family illness, that may occur in Fall 2020. Faculty should be reminded of the existing policy for extended absences, available online in the Resources for Department Chairs, Deans, and Directors that a faculty member who needs to take short- or long-term leave from their teaching responsibilities (e.g. due to illness or family reasons), should work with their department chairs and other decision makers endeavor to distribute the faculty member’s teaching responsibilities whenever possible.

**Recommendation:** Assess the capacity of Technology Services and Collins Library to ensure adequate levels of support and consideration of how the space of Collins Library can most effectively support the campus learning environment safely.

**Recommendation:** In accordance with current guidelines, implement strategies for physical distancing in buildings or offices, such as: increased telework, staggered work schedules to eliminate crowding when people arrive and leave work; alternating on-campus work days; staggered break and lunch schedules to minimize occupancy; addition of plexiglass barriers; or lines or signage demarcating appropriate physical distances.

**Recommendation:** Provide training and resources for staff, faculty, and students to know and understand: the signs, symptoms, and risk factors associated with COVID-19 illness; how to prevent the spread of the coronavirus at work; the steps being taken in the workplace to establish physical distancing, frequent handwashing, and other precautions; the importance of hand-washing and how to effectively wash hands with soap and water for at least twenty seconds; proper respiratory etiquette, including covering coughs and sneezes and not touching eyes, noses, or mouths with unwashed hands or gloves.
**Recommendation:** Designate COVID-19 supervisors for each area and buildings on campus to monitor signage, floor markings, mask wearing, and other campus expectations. The supervisors would also serve as a resource for students, staff, and faculty. Those designated as supervisors should be aware of the legal ramifications, if any, of this role.

**Recommendation:** Designate campus-wide COVID-19 Point of Contact, an administrator or office to be responsible for responding to COVID-19 concerns. All students, faculty and staff should know who this person is and how to contact them.

**Recommendation:** Implement an online process for students, staff, and faculty to express concerns, questions, and ideas to enhance health and safety. Possible strategies to consider: one online form with a drop-down menu allowing targeted questions or ideas to be identified for Human Resources, Facilities/Environmental Health & Safety, or other relevant areas. Alternatively, a small team of people could triage incoming questions and forward to the relevant area for response.

**Recommendation:** Consider options for limiting non-essential travel in accordance with state and local regulations and guidance; determine protocols for students and employees upon return from travels, as required by public health phase guidelines.

**Recommendation:** Cross-train staff--may have to close or limit activities/responsibilities from offices to account for fatigue, burn-out.--wherever possible

**Recommendation:** Encourage offices to utilize technology to move office operations from paper to electronic forms and submissions.

**Recommendation:** Consider if financial support is appropriate to offer to campus employees who choose to purchase online learning tools or employees who choose to purchase office supplies or equipment if working from home.

**Student Preparation, Connection, and Support**

**Recommendation:** Remind students this summer that funding, through ASUPS or the CARES Act, is available to ensure that they have opportunities for financial support.

**Recommendations:** Enhance the remote learning FAQ landing page for students with information on connectivity, trouble-shooting, and resources.

**Recommendation:** Create a plan for using the summer months to forge and sustain connections with new and continuing students, and to create a bridge over the summer for incoming students to refresh academic skills and be introduced to the campus through orientation events.

**Recommendation:** Academic and student support and resources offices or programs on campus should, proactively, create systems of support for students who struggle to remain organized, motivated, and engaged due to stress, anxiety, loneliness, excessive electronic communication, and disrupted learning.
**Recommendation:** Encourage Career and Employment Services to consider changes, if allowable, to student employees’ work schedules or awards so that students will be paid their full work-study award even if they are unable to work remotely, and/or that they can work more than nine hours per week prior to Thanksgiving to get their entire award.

**Recommendation:** Consider if new approaches to, and budget implications of, full-time vs. part-time enrollment policies and tuition structures are needed during to provide additional support and options to students during this time.

*Academic Calendar and Course Scheduling*

**Recommendation:** Puget Sound should retain the typical 15-week organization of our academic term, to keep a familiar structure amidst many other necessary changes, and, if allowable given public health guidelines, invite all students to begin classes in person at the start of the term. The following plan for the Fall semester, recommended by the Operational Planning Group, and supported by a subset of the Curriculum Committee and the Faculty Senate, and approved by the Cabinet for implementation.

Courses will begin as scheduled in person on Monday, Aug. 31 and end remotely on December 18. A number of adjustments will be made to the schedule to limit exposure to the COVID-19 virus:

- The two-day Fall Break in October will be cancelled to limit the opportunity for travel away from campus, which often occurs with an extended weekend. Classes will be held on these two days, October 19 and 20.
- Holding classes on October 19 and 20 allows us to cancel the two days of instruction on November 23 and 24, resulting in a longer Thanksgiving break to ensure additional time for preparation and provide students with more flexibility in leaving campus for Thanksgiving break.
- On-campus instruction will conclude Nov. 20, the Friday before the Thanksgiving holiday.
- The final three weeks of the semester after Thanksgiving break will be conducted remotely beginning Nov. 30, including a remote final exam period.
- The semester will officially conclude on December 18.

<table>
<thead>
<tr>
<th>Fall Semester 2020</th>
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<tbody>
<tr>
<td>August 23-24</td>
<td>New student Move-in (details to come)</td>
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<tr>
<td>August 25-28</td>
<td>New student Orientation</td>
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<tr>
<td>August 31</td>
<td>Classes begin in-person</td>
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<tr>
<td>September 7</td>
<td>Labor Day: No Classes</td>
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<tr>
<td>November 20</td>
<td>In-person portion of the semester ends</td>
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<tr>
<td>November 23 - 27</td>
<td>Thanksgiving break</td>
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<tr>
<td>November 30</td>
<td>Remote portion of semester begins</td>
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<tr>
<td>December 9</td>
<td>Classes end</td>
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<tr>
<td>December 10-11</td>
<td>Reading period</td>
</tr>
<tr>
<td>December 14-18</td>
<td>Final exams</td>
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**Recommendation:** The Labor Day holiday, when classes are not scheduled to be held, should be sufficiently programmed for students so as to limit their travel to and from campus for a three-day weekend.
**Recommendation:** We look forward to welcoming all students to campus in late August and resuming in-person instruction while adhering to all applicable public health guidelines and stringent safety protocols, as was announced in a campus-wide communication on May 13, 2020. Working within these and other parameters, faculty and instructional staff should design their fall courses in accordance with their disciplinary and programmatic needs, as well as their individual pedagogical philosophies, to be prepared to operate in-person, partially online (hybrid), or as a remote course, as circumstances warrant.

Courses and their syllabi will need to cover the full 15-week semester, from August 31 through the Final Exam period. According to our credit hour policy, “Faculty expectations are that students will devote a minimum of 10 hours per week to a one-unit course, inclusive of time in class and outside of class, for each week of the 15-week semester. Examples of activities considered in the calculation of out-of-class time include, but are not limited to, time spent reading, studying, preparing for class, attending performances, lectures, or presentations related to the course, attending laboratory, studio, or rehearsal sessions, discussing the material with other students, or completing course-related assignments.” Faculty are urged to review the university’s final exam policies (Bulletin, p. 43)

**Recommendation:** Flexibility and innovation should be built into the 15-week structure by developing and promoting alternative ways of structuring individual courses, organizing class meeting times, and possibly deploying a hybrid approach.

**Recommendation:** The realities of ongoing and evolving public health situation and space restrictions will necessitate flexibility and adaptability in many areas related to teaching and learning: classroom spaces, schedules, course formats, and pedagogical practices. In early June, Facilities completed a survey of all classrooms and other spaces on campus to determine capacities and furniture layouts if physical distancing is required. Staff in Facilities and the Registrar’s Office are now working through that information to determine how our current class schedule and classroom assignments align with room capacities. They also are considering a number of other strategies regarding teaching, including converting non-teaching spaces into classrooms, lengthening the time between classes to allow for room cleaning, extending the teaching day to include evening class times, and equipping certain spaces not currently used as classrooms with appropriate technology to make them usable for teaching.

Using the data from the “Social Distancing Modifications” report conducted by Facilities, the Registrar should work with faculty and instructional staff to adapt and apply these parameters to their departments and programs, and distinctive disciplinary practices (such as labs, graduate programs, music lessons and ensembles). So that faculty can have ample time to conceptualize and develop courses in in-person, hybrid, or remote formats, this recommendation should be expeditiously implemented.

**Recommendation:** Fall 2020 courses will be a mix of in-person, hybrid, and remote instruction, due to classroom space constraints and the needs of faculty or students, who have requested accommodation due to confidential identification of a Centers for Disease Control higher risk category.

**Recommendation:** All programs should consider, in consultation with the Registrar, scheduling their courses within university scheduling blocks so as to assist with room availability.
Recommendation: Identify and assign spaces on campus that have historically not been used as classrooms as teaching spaces, such as the Rotunda, Upper Marshall, Trimble Forum, and Tahoma Room. Within these and other spaces, consider the feasibility of dividing larger spaces, erecting temporary structures, and assessing noise abatement issues and technology needs for new spaces. Explore how outdoor spaces could be used for teaching, and if possible, determine how to schedule those outdoor spaces.

Recommendation: Post room capacity and configuration of desks/tables in each classroom and shared campus space to ensure physical distancing.

Recommendation: The Registrar’s Office, Academic Advising, and faculty advisors should ensure, as best as possible, that students who are living off campus (graduate and those with health conditions, or for physical distancing) don’t end up with a course schedule that adds stress, such as a class at 8am and then a class after 4pm with no classes in between.

Recommendation: Consider if students who are unable to attend in-person classes can attend courses offered remotely.

Course Preparation, Design, and Pedagogy

Recommendation: Because of the high level of uncertainty regarding public health, faculty and students should be prepared to switch to remote instruction quickly if circumstances warrant, and as appropriate and in accordance with prevailing guidance.

Recommendation: Faculty should be encouraged to work with librarians and educational technologists to use course materials in the fall that are affordable and available online to the largest extent possible.

Recommendation: Working within existing copyright laws, faculty should endeavor to make all fall course materials available online, as e-books, links, open-access materials, or PDFs on Canvas.

Recommendation: Faculty should be supported in designing their courses using asynchronous instructional methods as needed, and in using technology for virtual synchronous meetings (flipped classroom; virtual office hours), to supplement in-person course meetings with smaller groups of students.

Recommendation: Faculty and instructional staff should consider and prepare to engage and maintain connections to class members who cannot be present in person.

Recommendation: Faculty should be assisted in developing pedagogical approaches to hybrid and online instruction that most effectively respond to all of their students, given the range of technological access, confidence, and resources among students. Particularly in a semester of increased anxiety, faculty should be encouraged and helped to take the mental health needs of students into account in course design and pedagogy.

Recommendation: Faculty should be supported and encouraged to develop approaches to hybrid and online teaching that are personally sustainable. Department chairs and directors should reach out to faculty, particularly junior faculty, to ensure that their workload has not become
unsustainable and to connect them to mentoring and resources that can support them pedagogically and personally.

**Recommendation:** The Professional Standards Committee (PSC) should provide guidance on how course evaluations from Fall 2020 should be weighted by departments and by the Faculty Advancement Committee (FAC). The PSC should also issue guidance for departments and the FAC about how professional growth in the 2020-21 academic year should be evaluated.

**Recommendation:** Encourage faculty who ordinarily restrict students’ use of technology (laptops, tablets, even phones) in class to consider more flexible policies during Fall 2020, since more of us will likely be teaching in spaces with tech limitations, and more instructors will likely assign open-source or e-texts. Additionally, faculty should be encouraged to consider developing flexibility in absence policies, class participation evaluation, and assignment deadlines.

**Recommendation:** Promote and develop instructional methods that support physical distancing, including support for innovative course design that would involve smaller groups of students (e.g. online lectures + small groups of students meeting with faculty).

**Recommendation:** Offices, departments, and programs engaged in experiential learning should develop virtual experiences, if possible, so that students can continue to take advantage of these important curricular or co-curricular learning experiences.

**Recommendation:** Limit field trips for classes, especially if it is not possible to create appropriate physical distancing between students in vehicles (e.g., skipping rows).

**Recommendation:** In this current environment, the graduate programs at the university have unique challenges in delivering their programs, and in adhering to accreditation expectations. Since these programs may require specific curricular support in Fall 2020, consider if additional resources are needed to allow for clinical work, teletherapy, and virtual case study scenarios.

**Recommendation:** Encourage faculty to make contact with students over summer once class rosters are established to alert students to the basic structure of the class, including the remote portion of the class post-Thanksgiving. Faculty also could plan videoconference meetings with classes or small groups, or with individual students, or could offer some kind of optional project or activity (viewing a film, book club, playing music) which could be done remotely as a group.

**Office Hours, Meetings, Campus Events and Activities**

**Recommendation:** Office hours should occur remotely so as to limit contact, unless physical distancing requirements can be met and faculty and students are comfortable meeting in person. Classrooms too small for teaching could be used for in-person meetings, using a sign-up schedule. Departments may also consider coordinating their time in their offices with colleagues who are in the same hallway or wing so as to limit the number of people in close proximity at one time, particularly if physical distancing requirements cannot be met.

**Recommendation:** Committee meetings, faculty and staff senate meetings, and other meetings should be held remotely so as to limit contact and provide additional spaces to be used as classrooms.
**Recommendation:** Campus events should be live-streamed, if possible, and within reason, since audience size will need to be limited according to the space. In order to accommodate a larger audience, strongly encourage that campus speakers be invited to deliver their lecture remotely, additionally negating the need for travel to and from the campus. Other options could include hosting events out-of-doors or live broadcasting pre-recorded events.

**Recommendation:** The Northwest Conference (NWC) will continue to monitor the situation regarding intercollegiate athletics for Fall 2020. Each institution’s athletic department continues to operate within its school’s overall recovery plan. The NWC President’s Council will reconvene in late June with the intention of reaching more specific decisions relating to return to competition based on the latest federal, state, and local health directives by July 1.

**Recommendation:** Shared campus spaces--including Collins Library, the fitness center and pool, and the outdoor track--should meet physical distancing guidelines. Other options to promote health and safety in these shared spaces include the use of PPE, plexiglass guards, staggered work hours for staff, limited seating to limit capacity, and limited hours for use.

**Recommendation:** Develop and implement processes and guidelines for use of PPE during hands on learning of skills in labs and other experiential learning experiences, such as the OT and PT onsite clinics, that require close physical contact between students, instructors, and patients.

**Recommendation:** Limit field trips or other curricular or co-curricular off-campus activities that require the use of vehicle transportation so as to practice physical distancing expectations and limit the potential spread of the virus.

**Recommendation:** Limit as many nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, or county).

**Faculty Development and Staff Development**

**Recommendation:** Recognizing that fall will bring pedagogical challenges for all faculty and instructional staff, implement a robust program of training sessions and complementary resources-pedagogical resources, technological resources. Program should build on existing resources, and include sessions led by experts in the Technology Services, CWLT, Technology Services, Race and Pedagogy Institute, SAA, CHWS, and the Center for Speech and Effective Advocacy. Faculty and staff development opportunities could be focused on:

- Grading/assessment
- How to guide quality research without access to a physical library
- Accessibility & accommodations
- Disaster-proofing your syllabus
- Effective online communication
- Academic integrity
- FERPA and other matters of privacy in the remote environment
- What does it mean to be teaching and learning remotely?
- How can disciplines teach effectively in hybrid/remote courses?
- How can students, particularly those who may be at higher risk, be effectively supported in a hybrid environment?
- What were the successes of teaching this spring, including opportunities for individual faculty to share their victories?

**Recommendation:** The faculty development program should implement intentional support and mentorship for faculty in their first or second year of teaching. In addition, new faculty orientation should include discussion and strategies for hybrid and remote teaching and course development.

**Recommendation:** As soon as possible, make sure that new faculty are connected to one or more mentors inside and outside their departments/programs to help them prepare for their first semester at Puget Sound (logistically, culturally, and pedagogically), and, if necessary, offer them optional/flexibly-scheduled online orientation opportunities beginning in early August.

**Recommendation:** During the summer months, implement a series of workshops, trainings or videos focused on use of technological tools that could be used to enhance teaching and learning, and office/program work and processes.

**Academic Policies, Resources, and Support**

**Recommendation:** The Academic Standards Committee or other relevant faculty governing bodies should review, assess, and if necessary, revise or develop academic policies to ensure flexibility for AY 2020-21, especially given the uncertainty of in-person or remote classes. Policies to consider include:
- the temporary policies approved by ASC/Faculty: withdrawal, Credit/No Credit grading, transfer credit, academic standing
- Grading
- Transfer credit
- Academic Standing
- Withdrawals (W/WF), and deadlines for withdrawal (tuition reimbursement policy?)--later deadlines already extended for Fall 2020 by ASC
- Guidelines on absence policies for classes
- AP/IB credits for entering students, given their limited ability to sit for these exams
- Permitting new international students to enroll in SSI1 and 2 in their second year

Note: Policies will need to be in place prior to the start of the semester and could be implemented on a “temporary” basis, effective immediately.

**Recommendation:** Academic support areas, such as the CWLT, the Center for Speech and Effective Advocacy, Academic Advising, departmental tutoring, and the Registrar should provide remote tutoring and advising options in addition to in-person.

**Recommendation:** In order to help with a sense of belonging, implement advising models that require frequent points of contact, for example, faculty, peer advisors, academic advising staff, reach out at least twice a semester. Academic advising touchpoints should, if possible, occur both in-person and remotely. Faculty advisors should think of a more active relationship with advisees beyond the first year, including reaching out more regularly. Academic Advising could distribute prompts throughout the semester to provide structure for student contact.
Recommendation: Establish or continue an advising relationship (either through Admission or Academic Advising) with students who are deferring admission, to continue to develop affinity and to guide them to productive decisions that will help them when they matriculate.

**Technology**

Recommendation: Faculty should be expected to consistently use a limited number of platforms supported by the university to minimize challenges to students and to be mindful of privacy/data protection. Assess main platforms available for remote teaching, make a plan to improve functionality, ensure access to training for faculty and students, including incoming students, and support technology (hardware, internet access, staff support, etc.) needs for teaching, learning, and working effectively online.

Recommendation: Faculty and staff development workshops and trainings should be scheduled to begin in late June to allow time for faculty and staff to learn and utilize a variety of instructional methodologies that intentionally and effectively use technology for their classes and technology tools for their work.

Recommendation: De-densify public computers in labs, Music Room 214 (keyboard lab), and the Library; close access at specific times for regular cleanings. Maintain printers in residence halls, with a schedule for regular cleaning.

Recommendation: Find out over the summer which students don’t have a computer or reliable access to the internet when at home, and continue to offer resources for acquisition.

Recommendation: During new student orientation and when classes begin, offer training (consider making it required) and drop-in sessions for students to make sure they’re ready to use course management software for hybrid or remote learning. Identify which students have technology insecurities (personal or technological) to provide additional assistance.

Recommendation: Train peer advisor and resident advisors so they can help students with time management, organizing email communications, and navigating tech platforms.

Recommendation: Equip classrooms with technology that enables simultaneous and recorded broadcast of in-person class sessions to students who cannot be present in person (such as webcams or wireless mics).

**Health and Wellness**

Recommendation: Plan 2-3 mass testings in collaboration with Quest Labs, MultiCare, CHI Franciscan, or Kaiser. Mass tests may include nasopharyngeal swab and antibody testing, depending on the availability and reliability of point of care antibody testing. Students will quarantine until their results are back (up to 4 days).

Recommendation: Create a respiratory satellite clinic on campus for all students who have influenza-like symptoms including fever, cough, shortness of breath, or close contact with a COVID positive person. This will be staffed by a public health nurse, a mid-level provider, and a medical assistant.
**Recommendation:** All students who seek services in CHWS for mental health or medical, and all students who seek care in Athletics will have to complete a symptom questionnaire on the day of appointment, prior to receiving care. If they answer affirmatively to any question, they will be routed to the respiratory satellite clinic for screening and patient education.

**Recommendation:** All students, faculty and staff are required to complete a COVID-19 screening in order to come to campus. This is listed in the Phase 1 requirements: Screen all workers and students at the beginning of their day by taking their temperature or ensuring they take their own temperature at home prior to coming to the school and asking them if they have a fever cough, shortness of breath, fatigue, muscle aches, or new loss of taste or smell. Students should be screened prior to class by asking them if they have a fever, cough, shortness of breath, fatigue, muscle aches, or new loss of taste or smell etc...

**Recommendation:** Require cloth masks to be worn in all University of Puget Sound buildings by all students, staff, faculty, and visitors, except in situations where mask-wearing prevents practice, such as with the use of musical instruments. Employees who will be required to use additional levels of PPE will be notified by their supervisor and will be provided with those supplies.

**Recommendation:** Plan to increase CHWS capacity to meet student's mental health needs by leveraging our work with the Counseling Psychology and Occupational Therapy graduate programs at the University of Puget Sound. Collaborating with this Master's level program would allow us to be an internship site for Master's level Counseling students, allow students to earn college credit by working in the internship program, and increase CHWS staff, thereby providing increased capacity to provide individual and group therapy.

**Recommendation:** Consider the merits of utilizing external expertise in public health to offer feedback on the campus’ plan, and its adaptability.

**Recommendation:** Develop a process for contact tracing of individuals so as to quickly respond to illness.

**Recommendation:** Encourage campus community members to receive the flu vaccine.

*Residential Living*

**Recommendation:** Students will have the option to apply to stay in residence for the final three weeks of the semester if they do not travel--per Washington state guidelines in place at the time--during Thanksgiving break. Those students choosing to travel during the break will need to leave campus housing prior to travel.

**Recommendation:** Focus efforts on maintaining healthy practices in residential halls (with a special focus on bathrooms), including exploring the development of housing pods or living-learning communities, to limit the potential for more widespread virus transmission.

**Recommendation:** Expand the on-campus move-in processes (new and returning students) to account for the need for physical distancing, which could include a multiple-day move-in period, clearly labeled entrances and exits to residence halls, and appropriate masks and sanitizers.

**Recommendation:** Review current Housing Contract to determine if updates to liability language are necessary.
**Recommendation:** Review the role of the Residence Life Student Leader in order to adjust to COVID-19 restrictions.

**Recommendation:** Develop policies around use, scheduled, limit shared spaces such as game rooms, exercise rooms, and lounges if possible; otherwise, stagger use and restrict the number of people allowed in at one time to ensure physical distancing and clean and disinfect between use.

**Recommendation:** Student Affairs should develop, encourage, and promote opportunities for students to socialize in ways that minimize the risk of virus transmission, using technology as one way to encourage community.

**Recommendation:** Determine policies for Greek Life, student clubs and organizations, and residences to ensure compliance with campus public health standards.

**Recommendation:** Develop programming to support students who may have increased levels of stress and mental health issues due students sharing residence hall rooms and other facilities.

**Recommendation:** Develop a plan for students in campus housing should there be an unexpected/sudden return to remote instruction, that may require students to vacate the campus.

**Dining**

**Recommendation:** In order to most effectively maintain the health and safety of campus community members who work in and utilize dining services, the following strategies are proposed for implementation: Marshall Hall, Upper Marshall Hall and the Rotunda are needed for dining seating from 7 am to 7 pm Monday through Friday. If absolutely necessary, the Rotunda or Upper Marshall could be used for classes before 10 am weekdays and on weekends.

- Operate all DCS food service locations beyond historical extended operating hours (to physically distance customers in service and seating areas).
- Adjust lunch hours for departments to maintain physical distancing in servery.
- Post occupancy limits for the number of customers allowed in each venue and seating area. Manage entrance to ensure compliance.
- Use floor markers spaced 6’ apart in all venues for waiting lines at stations and cashiers.
- Add floor arrows in all areas for one-way traffic only.
- Use stanchions to keep customers six feet from station servers.
- Use drop stations for food delivery to avoid contact (Station attendant drops prepared food at a location 6’ from the service area. The attendant then returns to the service area and the customer picks up their food.)
- Add Plexiglass barriers to cashier stations in all areas.
- Use contactless pay systems for Logger and credit cards.
- Increase Grab & Go options in Diversions, Lillis, and Oppenheimer Cafés.
- Record hourly cleaning and sanitation of high contact areas.
- Provide hand sanitizer at entrance and exit.
- Increase production of packaged items such as salads and sandwiches.
- Provide all condiments in individual serving size.
- Require dining staff wear gloves at all times.
- Require all dining staff and customers to wear face masks.
• Provide contactless food service delivery to students in isolation or quarantine.
• In front of the house signage, communicate COVID-19 prevention guidelines.
• In back of the house signage, communicate infection prevention guidelines for wearing, handling and disposing of masks and gloves.
• Provide physically-distanced dining in Marshall Hall, the Rotunda, the Loft, and/or Upper Marshall. Prohibit all or most events in those spaces Monday through Friday peak lunch dining periods to maintain maximum physically-distanced seating.
• Establish dining schedules and/or locations for segments of the campus community. Consider using class/activity schedules and/or living areas to distribute time frames and locations where individuals obtain service.
• Place a tent in the Wheelock parking lot for seating and use Marshall Hall to expand food pick up areas (beyond the limited size serving areas).
• Explore adding food trucks in campus locations for peak lunch traffic/dining.
• Consider only offering meal plans and services only to residence hall and Union Avenue occupants. We historically have roughly 500 voluntary meal plans purchased by university house and off-campus residents. We could significantly expand Cellar Market products to support those students and minimize their off-campus shopping needs/exposure. We could price Cellar Market products at roughly product cost; i.e. a special product purchase plan (possibly using ID cards). We also could distribute c-store products from various dining venues to avoid Cellar Market overcrowding.
• Consider serving only students with meal plans to start the semester and add others if/when space allows.

Facilities

Recommendation: Depending on phase expectations, consider limiting access to buildings to Puget Sound ID only or consider only certain sections of buildings available for use at certain times. Ensure appropriate signage to explain occupancy limits. Card access to residence halls will be in place to limit student accessibility to residence halls other than their own. Public spaces, such as Collins library, the fitness center, pool, gallery should develop a plan to monitor people entering/leaving the building so that access can be limited, if necessary.

Recommendation: Depending on phase expectations, consider limiting the first floor of Weyerhaeuser to only faculty, staff, and students whose clinics or labs are on the first floor, and patients, caregivers, or family members who access the clinics. Programs involved with the clinics should determine a plan to monitor people so as to limit access, if necessary.

Recommendation: Update the 25 Live room scheduling system to account for room/space capacity using physical distancing requirements.

Recommendation: In order to most effectively maintain the health and safety of campus community members, the following strategies are proposed for implementation:

• Campus-wide standard required training
• Reconfigure work spaces to ensure at least 6 feet between workstations.
• Install signage, floor markings that delineate physical distancing requirements, directional arrows to limit entrances and exits, arrows to manage single direction
traffic flow through corridors, and circles on the common areas floors to show physical distancing requirements.

- Disinfect classroom on a daily basis, provide wipes and disinfectant for each classroom.
- Create entry and exit points for all buildings.
- Identify choke points and high risk areas where people typically congregate where physical distancing will need more control/monitoring.
- Enact plexiglass barriers at high-visited areas such as reception desks and check-in points and between workstations.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks and between beds especially when they cannot be at least 6 feet apart.
- Post signs in highly visible locations (e.g., building entrances, elevators, restrooms, dining areas) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face mask covering).
- Place appropriate signage at entrances and on safety boards around campus.
- Remove chairs and desks to ensure proper physical distancing in conference and waiting areas.
- Provide sanitizing supplies for departments to clean individuals areas before and after use.
- Wear the appropriate and/or required PPE.
- Limit number of users in elevators and restrooms.
- Provide hand sanitizer stations at entrances and high-traffic areas.
- Identify frequently touched areas and recommend options to implement no/reduced touch options such as door removal, card access, foot-operated door pulls/педals.
- Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer containing at least 60 percent alcohol, paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible). Monitor and secure inventories of PPE, hand sanitizer, wipes, cleaning products, and hand soap.
- Move certain tasks or meetings to times and/or locations with fewer people present.
- Hold gatherings in larger spaces or outdoors, possibly adding tents and/or portable units.
- Regularly communicate important safety messages and updates to campus.
- Post relevant information from DOSH, OSHA, local and state health departments, the Centers for Disease Control and Prevention, and other similar COVID-19 authorities.
- Enhanced cleaning in all common areas, restrooms and high-touch surfaces.
- Encourage students, faculty, and staff to keep their personal items (e.g., cell phones, other electronics) and personal work and living spaces clean. Encourage students, faculty, and staff to use disinfectant wipes to wipe down shared desks, lab equipment, and other shared objects and surfaces before use.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students, faculty, or staff using the facility.
- To minimize the risk of Legionnaires disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and disinfected, but encourage
faculty, staff and students to bring their own water to minimize use and touching of water fountains.

- Reviewing the possibility of installing an Air-Cleaning Bipolar Ionization System at roof top units in high public use buildings, which would purify the air by eliminating airborne particulates, odors, and pathogens.

**Communication**

**Recommendation:** Inform students that Puget Sound is engaged in robust planning to ensure that Fall 2020 is engaging, meaningful, rigorous, and inspiring, regardless of whether classes meet on campus or online. Provide examples of innovative and exciting opportunities being developed for students in the event that instruction is online. Possibly emphasize flexible enrollment options. Emphasize that our focus is on the students’ wellbeing and educational experience. Communicate that the university’s top priorities are the well-being of Puget Sound’s students, staff, and faculty, and the quality of the educational experience we offer our students; we are committed to these regardless.

**Recommendation:** Name and identify the academic year with a particular theme to develop a sense of community and collaboration.

**Recommendation:** Create a communication plan with students, families, staff and faculty. Begin to communicate the campus’ public health approach. Establish a timeline and identify the purpose of the expectations to help establish the new reality for students, faculty, and staff.

**Recommendation:** Continue to advise that sick faculty, staff, or students should not return to in-person classes or facilities, or end isolation until they have met the appropriate criteria.

**Recommendation:** Cultivate a sense of “belongingness” to help students feel that they will be missed if they don’t return or come to Puget Sound. Strategies to be employed could include: faculty maintaining connections with students over the summer while also remaining professorial, centered on intellectual community; “museum curator-like” virtual tours that highlight faculty work; mobilize peer advisors soon/now to build friend connections and highlight the positive aspects of their spring 2020 experiences; emphasize that Puget Sound is about the people, relationships, and community, not just a beautiful campus.

**Recommendation:** Continue to cultivate a sense of belongingness and engagement among staff and faculty, utilizing ideas suggested on the OPG survey by campus constituents.

**Recommendation:** The pandemic, the economic downturn, and the national political situation (including the election year) will put special pressures on people of color and other members of the campus community from underrepresented groups in the coming year. In a process led by those impacted, develop and implement concrete plans to support the health, emotional wellbeing, and success of students, staff, and faculty of color, LGBTQ+, religious minorities, citizens of countries other than the U.S., and first-generation students through the challenges of this year.

**Recommendation:** Have clear, welcoming, consistently updated, centralized locations on the Puget Sound website for new information about public health, institutional procedures/decision making related to COVID-19, and community-building events.
**Recommendation:** Develop clear signage about behavioral public health expectations while on campus and post these expectations around campus as reminders.

**Recommendation:** Promote the successes of Spring 2020 to faculty, staff, students, and incoming students.

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**Operational Planning Group Membership**

Laura Behling, Provost
Uchenna Baker, Vice President for Student Affairs and Dean of Students
Gwynne Brown, Professor, Music History and Music Theory
Kelly Brown, Director, Counseling, Health, and Wellness Services
Nicole Gherima Ramiro Cariño, ASUPS President
Debbie Chee, Associate Dean of Students and Director of Residence Life
Jeremy Cucco, CIO and Associate Vice President for Technology Services
Bob Kief, Associate Vice President for Facilities
Michael Pastore, Registrar
Jennifer Pitonyak, Associate Professor and Associate Director, Occupational Therapy
Andy Rex, Professor, Physics
Katherine Smith, Professor, History