



**UNIVERSITY SYSTEM  
OF GEORGIA**

FALL 2020 RETURN TO CAMPUS PLANNING  
May 2020

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# FALL 2020 RETURN TO CAMPUS PLANNING

## May 2020

### Overarching Framework

The plan is for all University System of Georgia (USG) institutions to begin the fall semester face-to-face. It is important to bring our students back to our campuses so that they may engage in the full higher education experience, which we have all invested much time in developing. The health and safety of our students, faculty, and staff are our top priority. With that priority in mind, the USG will work in tandem with the Governor's office, the Governor's COVID-19 Task Force, and the Georgia Department of Public Health (GDPH) to make public health-informed decisions affecting the status of any of our campuses or our system.

The future for the next months and possibly year(s) is uncertain due to COVID-19. This uncertainty will require robust planning, coupled with extreme flexibility. We cannot predict what the circumstances will be for the start of the 2020-2021 academic year or during any part of the fall term; however, we can develop plans that account for some of the scenarios under which we might be asked to begin the fall term. There are multiple scenarios for the fall semester for which institutions should have plans.

1. Academic Year 2020-2021 Start – Fall classes begin with limited social distancing expectations
2. Contingency Plan 1 – Fall classes begin with social distancing expectations
3. Contingency Plan 2 – Fall classes begin fully online
4. Contingency Plan 3 – Classes and operations must go to an online format for a period of time during the semester

Classes and operations must be able go between best practices in face-to-face and online delivery for a period, based on public health information during the semester. Each institution must be prepared for a disruption in the fall semester based on the fluid situation. While we have proven we can move to an online environment very quickly, we now need to develop and implement best practices for moving to the online environment.

Campuses should proactively educate and remind faculty, staff, and students of best practices in prevention both on and off campus. The [Centers for Disease Control website](#) has excellent resources to assist in this education and reminders.

It is recommended that institutions develop working groups or some structure upon which to develop plans for the eight (8) major areas listed below (as applicable to the individual institution). The working group structure on each campus will vary. It is not the working group structure that is important, but rather the ultimate plans that are developed for your individual campus. However an institution structures their planning, a communications plan and fiscal impact analysis should be a part of all plans.

1. Workplace and Health Safety
2. Academics & Research
3. Public Service, Outreach, Continuing Education & Cooperative Extension
4. Student Life
5. Enrollment Management
6. Athletics
7. Communications
8. Fiscal Impact

This document contains additional guidance and structure around institutional planning for each of the eight (8) working groups for the three (3) contingency plans listed above. Many of the requests below include noting additional resources

needed. We do not anticipate any additional funds to meet these needs; rather, institutions should identify the needs and plan for a redirection of funds.

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*It is important that as we return to in person instruction, each campus develops a comprehensive approach for what it expects for faculty, staff, and students. This will include implementing the best practices in prevention to include practicing social distancing, following the recommended guidance on hygiene, implementing best practices in cleaning and disinfection, and other practices as recommended or required. In addition, USG will work with the Georgia Department of Public Health for testing and contact tracing effort.*

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## Academic Year 2020-2021 Start Fall 2020 – Return to Campus with Limited Social Distancing

The USG will work in tandem with the Governor's office, the Governor's COVID-19 Task Force, and the Georgia Department of Public Health (GDPH) to make public health-informed decisions affecting the status of any of our campuses or our system.

Any return to campus in fall 2020 will not be "normal" even if significant social distancing expectations are not present. Institutions should fully develop Contingency Plan #1 (beginning on the next page). With that plan as a basis, indicate any areas within the eight working groups where a plan with limited social distancing requirements would differ significantly.

**Where noted by an asterisk (\*), institutions should submit a narrative plan.**

## CONTINGENCY PLAN 1 Fall classes begin with social distancing expectations

The USG will work in tandem with the Governor's office, the Governor's COVID-19 Task Force, and the Georgia Department of Public Health (GDPH) to make public health-informed decisions affecting the status of any of our campuses or our system.

### Workplace & Health Safety

Note: Student return will be addressed in the Academic and Student Life sections of this document

Campuses are currently planning for a gradual and staggered return to campus for faculty and staff that includes provisions for social distancing. For the purposes of this planning document, you should assume that the expectations outlined in the gradual and staggered planning document remain applicable. Additional plans should be in place to bring all faculty and staff onto campus to resume normal operations but with social distancing practices in place.

#### *Staff*

The gradual and staggered return to campus plans will inform the ultimate full return of staff to the campus.

\*Building on your plan for the gradual return, what additional actions will need to occur to ensure that the staff on campus are prepared to start the fall semester, including serving students in person, while also practicing social distancing whenever possible?

\*What additional materials, supplies, equipment will be needed for staff to begin the fall semester of which you currently do not have access? Please use the attached template to document these items.

\*Staff Development opportunities related to best practices in the remote work environment for job duties should be available as appropriate. Please provide a list of opportunities for staff development that are possible beyond your campus and accessible by other USG institutions without additional cost.

#### *Faculty*

The gradual and staggered return to campus plans will inform the ultimate full return of faculty to the campus.

\*Building on your plan for the gradual return, what additional actions will need to occur to ensure that the faculty on campus are prepared to start the fall semester as scheduled while also practicing social distancing? (Note: instructional expectations/plans will be addressed in the Academics & Research section).

\*What additional materials, supplies, equipment will be needed to begin the fall semester for faculty of which you currently do not have access? Please use the attached template to document these items.

#### *Travel*

Travel for faculty and staff in the USG will be guided by the up-to-date travel guidance from the CDC. Institutions will receive updated information as the situation changes. Faculty and staff who are traveling back to their campus from a region that is in the midst of a COVID-19 increase should follow the appropriate CDC guidelines related to self-quarantine.

## Academics & Research

### ***Academic Instruction***

The goal is to keep as much of a face-to-face experience intact while ensuring social distancing.

For courses and programs that were online prior to the system-wide move to online learning in March 2020, there is no expectation for changes to those courses and how they are or will be delivered.

**Faculty who are scheduled to teach face-to-face or hybrid courses in fall 2020 shall not move their courses to fully online.**

Faculty who fall into a higher risk population should contact their campus human resources department to begin the process of requesting alternative arrangements for the fall 2020 semester. Faculty will work in tandem with their department chair to identify the best alternate arrangement for delivering their courses.

### ***Classroom Expectation***

Institutions are expected to explore appropriate alternatives for classes that are unable to accommodate social distancing. Examples include flipping classrooms, moving to larger classrooms, providing alternate schedules for students within the class, etc. Class sizes will adhere to the social distancing measures required at that time.

In this contingency plan, faculty should have robust and flexible office hours in an appropriate format to ensure students have the ability for one-on-one interactions with the faculty.

\*What resources will be needed for the alternate classroom arrangements? Please note that there will not be additional budget dollars for these resources. This list is meant to identify what is needed so that the institution can begin to make arrangements. When possible, the USG will attempt to leverage the needs of campuses with the capacity at other campuses.

Resource	Purpose	Cost

For programs that require significant clinical, labs, and practicum experiences and where factors related to COVID-19 will prevent the completion of these requirements, institutions will work to develop alternatives and mitigate any impact on student progression whenever possible. Institutions will work with appropriate accrediting boards in developing appropriate alternatives where applicable.

### ***Momentum Year & Momentum Approach/Student Success***

COVID-19 has presented institutions with the need to be very flexible in their delivery of education. Critical to the success of students during this time will be comprehensive plans that are focused on supporting students for success. Momentum Year and Momentum Approach plans are in place or in development. Institutions must now reevaluate those plans to account for the need for flexibility.

\*Using your existing Momentum Year and Momentum Approach plans the institution has already developed and begun implementing, identify any changes necessary to account for the need to practice social distancing. Institutions should identify:

- Which initiatives need to be adjusted
- What alternate arrangements can be implemented
- What technology would be needed to implement alternate arrangements

\*If not explicitly addressed in the revision to the Momentum Year/Momentum Approach items above, what revised practices for the following will be implemented to allow for social distancing:

- Student advising model
- Instructional support (e.g. supplemental instructions, peer tutoring, tutoring centers, writing centers etc.)
- First and/or Second Year Experience programs

\*Please list any additional resources that are required to implement the above plans for Momentum activities, student advising, and instructional support.

### ***International/Domestic Travel***

Because the COVID-19 is an evolving situation, final decisions for any study abroad/study away programs for fall 2020 should be considered carefully and be informed by public health information. The USG will provide some baseline guidance to institutions related to study abroad/study away that will be based on the current public health information. Institutions are expected to follow CDC guidance related to international travel and have plans in place to accommodate any affected students.

### ***Faculty Development***

Each institution is expected to be able to provide robust faculty development opportunities in online learning and delivery between now and the start of the fall semester. While most faculty are not on contract during the summer months, development opportunities should still be provided to those that have a need and would like to participate. Faculty should not expect additional compensation to participate in these development opportunities. The typical faculty planning week on each campus prior to the start of the fall semester should include additional opportunities.

\*What development activities will be available to faculty now and during the summer so that they may implement best practices in online delivery?

\*Does your campus have the capacity to allow faculty from other USG institutions to participate in these development opportunities?

\*What faculty development opportunities are needed but not available on your campus?

\*If your campus has a faculty mentor program for faculty adept at online delivery to mentor faculty new to online delivery, please describe generally how the program is structured. Please indicate if your institution has capacity for faculty to mentor additional faculty in other USG institutions.

### ***Research***

Faculty who are expected to engage in research should continue their activities as appropriate and safe to do so. Each institution should work within their college/school structure to communicate with every faculty member about their current research agenda and the extent to which their research projects have been/are/will be affected by the disruptions from COVID-19. Whenever possible, institutions should make efforts to facilitate the resuming of faculty research. Special care should be taken to support the continuity of the careers of early stage faculty whose research may be disrupted during this time.



## Public Service, Outreach, Continuing Education & Cooperative Extension

Each institution should identify all of the activities and programs that fall within the categories of public service, outreach, continuing education, and cooperative extension. For each activity or program, there should be a comprehensive plan in place to deliver the activity or program in a manner that allows for social distancing. Because these activities vary widely across institutions, it is not expected that each institution submit a plan to the USG for the continuance of these activities; however, it is expected that institutions make public health-informed decisions that are appropriate and in alignment with USG, GDPH, and the Governor's office guidance and directives.

Decisions related to external events scheduled on our campuses should conform to the current campus status and be in alignment with USG, GDPH, and the Governor's office guidance and directives. Campuses should seek to abide by the existing contracts and should work with their legal counsel or the USG legal counsel to ensure that future contracts include language that allows for flexibility during COVID-19. Institutions should attempt to reschedule events whenever possible. For events that are unable to occur, credit should be offered for a future event or a refund should be provided. Institutions should develop a set of published expectations for outside events being held on campus that reflect the requirements for the campus operations.

Major events on campus such as Homecoming and student preview days are expected to follow the up-to-date social distancing requirements. Individual institutions will follow state guidelines as they make local determinations on the expectations for those events.

## Student Life

Institutions should seek to offer a student life that resembles a traditional student experience whenever possible. Social distancing will undoubtedly change the nature of the type of events, activities, experiences that can be provided. The goal is to connect students to the institution in a manner that promotes student success and engagement.

### **Residence Life**

Residence life is a critical component to many students' experience at our institutions and should be preserved as much as possible. Institutions will not be able to guarantee the safety from COVID-19 to residential students.

Residence hall rooms will be viewed as a shared residence within each room or suite, similar to a family's shared residence in that social distancing practices are not expected within the room or suite. As such, it is the responsibility of the residential students to adhere to appropriate behaviors related to the prevention of COVID-19, including the cleaning of their room or suite. Individual students should be reminded of the best practices in prevention but must take responsibility for their own actions.

Institutions will create an environment in which students can practice the safety guidance adapted from the CDC in the public areas of the residence halls. Individuals are responsible for the cleaning and disinfection of their individual room. Guidelines for individuals living in shared housing include:

#### **Protect Yourself:**

- [Social distance](#) by staying at least 6 feet apart from others that you do not live with.
- Consider wearing [cloth face coverings](#) in any shared spaces, not including your room.
- Everyday preventative actions everyone should take:
  - Know how it spreads
  - Wash your hands often
  - Avoid close contact
  - Cover your mouth and nose with a cloth face cover when around others
  - Cover coughs and sneezes
  - Clean and disinfect

#### **Know where to get information**

- Make sure you know how your residence hall is going to communicate COVID-19 information to you; email, websites, hotlines, automated text messaging, newsletters, and flyers to help communicate information on.

#### **The Residence Hall**

- COVID-19 prevention supplies should be provided in common areas, such as soap, alcohol-based hand sanitizers that contain at least 60% alcohol, tissues, and trash baskets. Custodial staff will be responsible for the cleaning and disinfection of the common areas.
- Non-essential volunteers and visitors in shared areas should be limited or avoided.
- Staff should avoid entering residents' rooms or living quarters unless it is necessary. Staff should use virtual communications and check-ins (phone or video chat), as appropriate.

#### **Common Spaces**

Be flexible, rules may change in common areas. Maintain 6 feet of [social \(physical\) distance](#) between yourself and everyone that you do not live with. This may mean there will be alternatives to activities, cancelled

activities, or closed areas. If you see people in areas that are small like, stairwells and elevators, consider going one time. Here are some examples of how the rules in common spaces may change:

### **Shared kitchens, dining rooms, laundry rooms, bathrooms**

- Access should be available, but the number of people should be restricted so that everyone can stay at least 6 feet apart from one another.
- People who are sick, their roommates, and those who have higher risk of severe illness from COVID-19 should eat or be fed in their room, if possible.
- Do not share dishes, drinking glasses, cups, or eating utensils. Non-disposable food service items used should be handled with gloves and washed with dish soap and hot water or in a dishwasher.
- [Guidelines for doing laundry](#) such as washing instructions and handling of dirty laundry should be posted.
- Sinks could be an infection source and should avoid placing toothbrushes directly on counter surfaces. Totes can be used for personal items so they do not touch the bathroom countertop.

Students who are considered to be at a higher risk for severe illness as defined by GDPH should carefully consider whether moving into a residence hall is the appropriate option.

Returning to the residence halls will be a significant undertaking. Each campus has unique residence hall configurations and thus it is difficult to provide standard expectations. Plans for residence life should be built on the following ideas:

- Student safety is the top priority.
- Residence life is a crucial component for many students in their academic experience.
- Students ultimately will make their own choices. Our goal is to provide a safe environment for living that allows for social distancing.

\*Institutions should submit plans for the following:

- An acknowledgement form for students listing the best practices known at the time of move-in should be developed and used for each resident.
- Each institution should develop an awareness campaign for the residence halls to promote best practices in prevention.
- Policies or practices that may need to be amended to accommodate high risk students (e.g. amending requirement for new students to live on campus during their first year)
- Sanitation practices/procedures
- Bathroom access/accommodations for various types of halls (community bathroom vs. single occupancy vs. double occupancy)
- Policies/Rules related to the residence halls that will need to be in place during the fall
- COVID-19 prevention supplies that will be provided in common areas, such as soap, alcohol-based hand sanitizers that contain at least 60% alcohol, tissues, trash baskets, and, if possible, [cloth face coverings](#) that are washed or discarded after each use.
- Visitation policy changes
- Reduction of residence hall staff visits to residents' rooms or living quarters unless it is necessary. Staff should use virtual communications and check ins (phone or video chat), as appropriate
- Additional resources needed

\* Institutions should use their move-out plans from the spring 2020 and the lessons learned to develop a plan to move students back into the residence halls while allowing for the practice of social distancing.

## ***Dining***

Opening our dining facilities in a safe manner for the fall will be imperative. Like residence life, each institution has different types of dining facilities, meal plans, and requirements. Thus, the only specific guidance for dining halls is that they must allow for social distancing and discourage students gathering in groups.

\*Describe the plan for using your dining facilities for the fall 2020 with the assumption that social distancing is in place. Please include the following for each face-to-face dining facility:

- Name of dining facility
- Type of operation (grab and go, sit down, cafeteria-style, food court-style, etc.)
- Typical user (faculty, staff, students)
- Current occupancy
- Social distancing occupancy
- Changes in delivery or meal options
- Changes in accepting payment (cash, credit card, student ID card, etc.)
- Changes in meal plans
- Requirements for employees (masks, PPE, etc.)

## ***Counseling Services***

Counseling services should be prepared to operate at full capacity. Social distancing may require alternate arrangements for delivering counseling services based on the current physical space of the counseling center and/or individual offices.

\*Counseling centers should submit the following as part of their plan for fall operations:

1. Number of full-time counselors
2. Number of part-time counselors
3. Current ratio of counselor FTE to spring 2020 student FTE
4. Number of counselors who will be able to continue to serve students in their current physical space
5. Number of counselors who will need either different physical space or will need to engage in alternate arrangements (tele-counseling)
6. Needs for alternate physical spaces
7. Current number of counselors approved to deliver tele-counseling
8. Practices to be implemented for face-to-face counseling visits that ensure social distancing from the time a student schedules an appointment to the time the student leaves the appointment.
9. Resources needed to stand up a fully operational counseling center for fall with the alternate delivery options.

## ***Health Centers***

Health centers should be prepared to operate at full capacity for the fall semester. Health centers should submit the following as part of their plan for fall operations:

1. Practices to be implemented for face-to-face health center visits from scheduling to delivery and follow-up appointments.
2. Practices to be implemented for telemedicine when needed or appropriate.
3. Resources and equipment needed to stand up a fully operational health center for fall.

## ***Student Organizations***

Student organizations and the opportunities they provide students are critical components of the student experience. Social distancing will not allow for many of the traditional activities and events that students have come to enjoy and expect. In that spirit, institutions should plan for providing alternate activities and experiences that promote social distancing and engagement at the same time. Institutions should also plan for ways to support student organizations in planning for different types of organizational meetings, activities, fundraisers, etc.

\*Please submit any significant changes in the student handbook or in procedural operations that will need to occur in order to meet the needs of student organizations during social distancing expectations.

Student organization recruitment activities must adhere to the current social distancing requirement in place. If an organization cannot ensure social distancing, the organization should consider deferring recruitment to the spring semester.

### ***Bands and Choral Groups***

Decisions related to band and choral groups will be made with the most up-to-date social distancing guidelines.

### ***Campus Recreation***

\*Using best practices for gyms and recreation centers, please provide the practices for opening your campus recreation center that allows for social distancing. Please include the following:

- Hours of operation
- Staffing levels
- Occupancy changes
- Sanitation practices
- Locker room practices/restrictions
- Overall policies related to the operations during COVID-19 (e.g. staggering machine usage to every other machine, canceling group classes, etc.)

### ***Co-curricular Requirements***

Any co-curricular requirements for degree attainment should be reviewed and revised as necessary to take into account limitations imposed by social distancing and the overall COVID-19 situation. Alternate arrangements should be granted in cases where it will be impossible for a student to meet the requirement.

### ***Student Unions and Other Community Gathering Locations***

Student Unions, centers, and other community gathering locations across campuses should review all of their current practices to determine which practices need to be altered to take into account social distancing. Large events scheduled for the Fall 2020 semester should follow the institutional plan for large events.

## Enrollment Management

Implementing best practices in the time of COVID-19 for enrollment management is essential. Student success initiatives related to retention are addressed in the Academics & Research section of this document. Institutions must adapt their existing strategic enrollment management plans to account for the anticipated changes in recruitment, admissions, and retention.

\*Provide the highlights of planned changes to the following:

- Recruitment strategy
- Admissions strategy
- Orientation and Welcome Week strategies
- Co-curricular retention strategy (beyond the classroom, advising, Momentum)
- Use of technology

\*What markers/indicators will you be monitoring to gauge outcomes? While we recognize that this situation has created substantial unknowns making it difficult to predict outcomes, to what initial outcomes will you benchmark?

## Athletics

Guidance for the ongoing athletic situation will be guided by institutional decisions reflective of guidance from GDPH, the Governor's COVID-19 Task Force, and the Governor's office. Further considerations will be given from the national athletic associations and athletic conferences. Most of the competition athletic teams require person-to-person interaction that excludes social distancing. Institutions will work with the USG and their institutional affiliate organizations to determine how/if the competition athletic programs will resume in fall 2020.

\*Institutions should develop basic plans for the following:

- Financial implications
- Initial return of athletes to campus
- Practice scenarios
- Competition activities with or without spectators
- Travel arrangements

When additional guidance is available, institutions will submit more detailed plans as appropriate.

## Communication

A communications plan must be built for the following working groups:

1. Workplace & Health Safety
2. Academics & Research
3. Public Service, Outreach, Continuing Education & Cooperative Extension
4. Student Life
5. Enrollment Management
6. Athletics

We recommend a communications representative consult with each working group on developing a plan for communicating all of the necessary information from that working group to the appropriate audience. Communication plans should be based on working group plans that have been approved by USG.

\*Institutions should submit a communications plan for Contingency Plan #1 with as much information as possible to include the following information:

Example:

<b>Content Topic</b>	<b>Audience</b>	<b>Timeline</b>	<b>Content Owner</b>	<b>Critical points</b>	<b>Method of Communication</b>
Residence Hall Move-In	Residents	3 weeks prior to start of semester	Residence Life Director	<ul style="list-style-type: none"><li>• Date/time for move-in</li><li>• Social distancing expectations</li><li>• Where to arrive</li></ul>	Primary: email Secondary: social media posts directing students to email



## Fiscal Impact

For each working group or for the structure appointed for planning, a fiscal impact representative should be included. Decisions and guidance for fall reopening must be viable within budget limitations and any projected reduction. This person will track decisions that have financial implication and will conduct analysis as appropriate. A team of fiscal impact representatives should meet regularly with the CBO to raise any concerns or needs as they are hearing them in the work groups.

Specific plans related to tracking and reporting fiscal impacts will be given by the USG Office of Strategy and Fiscal Affairs at a later date.

## Contingency Plan 2 – Fall classes begin fully online

## Contingency Plan 3 – Classes and operations must go to an online format for a period of time during the semester

The USG will work in tandem with the Governor's office, the Governor's COVID-19 Task Force, and the Georgia Department of Public Health (GDPH) to make public health-informed decisions affecting the status of any of our campuses or our system.

Contingency plans 2 and 3 will require similar planning, in that classes and operations must be able to start or transition to an online, remote environment if the COVID-19 situation requires us to do so. Where noted, there will be different submission requirements based on the timing for any move to an online environment. Decisions about moving online will be made at the University System Office in consultation with the Governor's office, the Governor's COVID-19 Task Force, and GDPH. No institution shall make the decision to move online on their own.

Using the Spring 2020 semester as a reflection point with lessons learned, institutions should implement best practices in the online delivery of courses and in the remote delivery of institutional services. These plans should include employees working remotely when possible and employees working on campus. Now is the time to conduct after actions reviews to identify opportunities for improvement in online delivery, as well as inventory the necessary resources that would be required to move to this environment again in the future.

\*What preparations will your campus need to make to ensure a smooth transition to an online environment? Will there be additional ramp up time required? If so how much?

## Workplace & Health Safety

### *Staff*

\*Institutions should document the work environment and expectations for all staff on campus to include:

- What policies and procedures need to be reviewed/amended to provide for a remote work environment, including new hire expectations?
- Which employees are able to operate remotely? What are the supervisor expectations for these employees beyond the stated job duties?
- What additional equipment is necessary, if any, to move staff to telework?
- Which employees are required to remain on campus and should remain on campus and practice social distancing while still having student residence life operational?
- Which departments require personnel on campus for operations during specific times of the semester?
  - Indicate departments that will require personnel on campus in the weeks leading up to the beginning of the semester and what the plans will be for practicing social distancing
  - Indicate departments that will require personnel on campus at the beginning of the semester and what the plans will be for social distancing
  - Indicate departments that will require personnel on campus at any other distinguishable time during the semester, including the timing

- What flexible schedules will be implemented to ensure social distancing is possible for employees who remain on campus?

#### *Faculty*

Using the existing academic structure on a campus, colleges/schools and departments should document the work environment and expectations for all faculty that fall outside of the traditional faculty expectations.

\*What practices will be in place to ensure that faculty have access to their offices and other necessary areas of campus while also allowing for the practice of social distancing and the safety of other essential personnel who may be on campus?

#### *Travel*

Travel for faculty and staff in the USG will be guided by the up-to-date travel guidance from the CDC. Institutions will receive updated information as the situation changes.

## Academics & Research

### **Academic Instruction**

For courses and programs that were online prior to the system-wide move to online learning in March 2020, there is no expectation for changes to those courses and how they are or will be delivered.

Faculty who are scheduled to teach face-to-face or hybrid courses in fall 2020 may have to move their courses to be delivered in a fully online environment if the COVID-19 situation calls for a temporary shelter in place or emergency declaration.

In this contingency plan, faculty should have robust and flexible office hours in an appropriate format to ensure students have the ability for one-on-one interactions with the faculty.

\*What resources will be needed for the faculty to move to a fully online environment (fiscal, human, equipment, etc.)? Please note that there will not be additional budget dollars for these resources. This list is meant to identify what is needed so that the institution can begin to make arrangements. When possible, the USG will attempt to leverage the needs of campuses with the capacity at other campuses.

Resource	Purpose	Cost

For programs that require significant clinical, labs, and practicum experiences and where factors related to COVID-19 will prevent the completion of these requirements, institutions will work to develop alternatives and mitigate any impact on student progression whenever possible. Institutions will work with appropriate accrediting boards in developing appropriate alternatives where applicable.

### **Momentum Year & Momentum Approach/Student Success**

COVID-19 has presented institutions with the need to be very flexible in their delivery of education. Critical to the success of students during this time will be comprehensive plans that are focused on supporting students for success. Momentum Year and Momentum Approach plans are in place or in development. Institutions must now reevaluate those plans to account for the need for flexibility.

\*Using your existing Momentum Year and Momentum Approach plans the institution has already developed and begun implementing, identify any changes necessary to move to an online environment. Institutions should identify:

- Which initiatives need to be adjusted
- What alternate arrangements can be implemented
- What technology would need to implement alternate arrangements

\*If not explicitly addressed in the revision to the Momentum Year/Momentum Approach items above, what revised practices for the following will be implemented in an online environment:

- Student advising model
- Instructional support (e.g. supplemental instructions, peer tutoring, tutoring centers, writing centers etc.)
- First Year Experience

\*Please list any additional resources that are required to implement the above plans for Momentum activities, student advising, and instructional support.

### ***International/Domestic Travel***

Because the COVID-19 is an evolving situation, final decisions for any study abroad/study away programs for fall 2020 should be considered carefully and be informed by public health information. The USG will provide some baseline guidance to institutions related to study abroad/study away that will be based on the current public health information. If during the semester a student's placement is affected by the need to move to an online environment at the home institution or the away institution, plans should be in place to allow for a student to complete the academic coursework in which they are enrolled when possible.

### ***Faculty Development***

\*What quality measures will be in place to support the development of online courses and the ability to move quickly to and from remote instruction?

### ***Research***

Faculty who are expected to engage in research should continue their activities as appropriate and safe to do so. Each institution should work within their college/school structure to communicate with every faculty member about their current research agenda and the extent to which their research projects have been/are/will be affected by the disruptions from COVID-19 and the move to an online environment. Whenever possible, institutions should make efforts to facilitate the resuming of faculty research. Special care should be taken to protect the careers of early stage faculty whose research may be disrupted during this time.

## Public Service, Outreach, Continuing Education & Cooperative Extension

Each institution should identify all of the activities and programs that fall within the categories of public service, outreach, continuing education, and cooperative extension. For each activity or program, there should be a comprehensive plan in place to either move to a fully online environment or cancel activities. Activities related to public service, outreach, continuing education, and cooperative extension will follow the guidelines of the institution related to the cancellation of activities and events, as well as the remote work environment. Because these activities vary widely across institutions, it is not expected that each institution submit a plan to the USG for the continuance of these activities; however, it is expected that institutions make public health-informed decisions that are appropriate and in alignment with USG, GDPH, and the Governor's office guidance and directives.

Decisions related to external events scheduled on our campuses should conform to the current campus status and be in alignment with USG, GDPH, and the Governor's office guidance and directives. In the event a campus must move to a remote online environment, institutions may need to cancel other campus activities. Campuses should work with their legal counsel or the USG legal counsel as necessary to cancel any contracts. Institutions should attempt to reschedule events whenever possible. For events that are unable to occur, credit should be offered for a future event or a refund should be provided. Institutions should develop a set of published expectations for outside events being held on campus that reflect the requirements for the campus operations.

Major events on campus such as Homecoming and student preview days are expected to follow the up-to-date social distancing requirements.

\*Institutions should develop a process to determine which activities and events should be cancelled when a move to online instruction is needed and which activities may continue.

## Student Life

### ***Residence Life***

In the event campuses must begin or move to an online instructional environment, institutions should plan for students to move into the residence halls and remain in the residence halls whenever possible. Institutions will comply with any directives issued at the state level that conflict with this guidance.

\*In the event a campus is required to start the semester online, the campus should use the Contingency 1 plan for move in with social distancing.

\*In the event a campus moves to a fully online academic environment (temporary or for the remainder of the semester), the campus should develop a plan for additional practices/policies to be implemented whereby students are required to follow any additional directives issued.

Note: As part of Contingency Plan 1 institutions should have move out procedures in place allowing for social distancing. Those plans would be in place for move out during any part of the semester.

### ***Dining***

In the event a campus moves to fully online academic delivery and is able to retain students in the residence halls, dining facilities will be expected to operate in a decreased manner to allow for students with meal plans to access dining services with the strict enforcement of social distancing measures.

\*Provide any alterations to the socially distanced plan outlined in Contingency Plan 1 that would need to be in place during a move to online instruction. Include any changes in operations or availability of dining options.

### ***Counseling Services***

Counseling services should be prepared to operate at full capacity online.

\*Describe any changes in operations that must occur to move to online delivery of counseling services. Include any additional training/certifications that should be in place, as well as any technology requirements.

### ***Health Centers***

In the event academic courses move online temporarily or for the remainder of the semester, it is expected that health centers will continue to operate as planned for in Contingency Plan 1.

\*Describe any changes to practices/policies that would need to occur to still serve students through telemedicine or necessary in-person appointments.

### ***Student Organizations***

In the event a campus is required to move to a fully online delivery of academic courses, student organization activity that cannot be done in an online environment may be cancelled for at least the same duration of time as the remote online requirements are in place.

### ***Bands and Choral Groups***

In the event a campus is required to move to a fully online delivery of academic courses, band and choral group activities that cannot be done in an online environment may be cancelled for at least the same duration of time as the remote online requirements are in place.

***Campus Recreation***

In the event a campus is required to move to a fully online delivery of academic courses, campus recreation centers and activities that cannot be done in an online environment may be cancelled for at least the same duration of time as the remote online requirements are in place.

***Co-curricular Requirements***

Any co-curricular requirements for degree attainment should be reviewed and revised as necessary to take into account limitations imposed by a move to fully online delivery and the overall COVID-19 situation. Alternate arrangements should be granted in cases where it will be impossible for a student to meet the requirement.

***Student Unions, Centers and Other Community Gathering Locations***

In the event a campus is required to move to a fully online delivery of academic courses, student unions, centers, and other community gathering locations may be closed for at least the same duration of time as the remote online requirements are in place.



## Enrollment Management

Implementing best practices in the time of COVID-19 for enrollment management is essential. Student success initiatives related to retention are addressed in the Academics & Research section of this document. Institutions must adapt their existing strategic enrollment management plans to account for the anticipated changes in recruitment, admissions, and retention.

\*Provide any additional plans or requirements related to a fully online environment not addressed in Contingency Plan 1 for the following:

- Recruitment strategy
- Admissions strategy
- Orientation and Welcome Week strategies
- Co-curricular retention strategy (beyond the classroom, advising, Momentum)
- Use of technology

## Athletics

Guidance for the ongoing athletic situation will be guided by decisions reflective of guidance from GDPH, the Governor's COVID-19 Task Force, and the Governor's office. Further considerations will be given from athletic associations and athletic conferences. Institutions will work with the USG and their affiliate organizations to determine how the competition athletic programs will operate in Fall 2020.

\*Identify any additional plans that would need to be in place or considered if the instructional environment moves online.

## Communication

A communications plan must be built for the following working groups in the event an institution must move to a fully online environment either temporarily or for the duration of the semester:

1. Workplace & Health Safety
2. Academics & Research
3. Public Service, Outreach, Continuing Education & Cooperative Extension
4. Student Life
5. Enrollment Management
6. Athletics

We recommend a communications representative consult with each working group on developing a plan for communicating all of the necessary information from that working group to the appropriate audience. Communication plans should be based on working group plans that have been approved by USG.

\*Institutions should submit a communications plan for Contingency Plan #2/3 with as much information as possible to include the following information:

Example:

<b>Content Topic</b>	<b>Audience</b>	<b>Timeline</b>	<b>Content Owner</b>	<b>Critical points</b>	<b>Method of Communication</b>
Residence Hall Move-In	Residents	3 weeks prior to start of semester	Residence Life Director	<ul style="list-style-type: none"><li>• Date/time for move-in</li><li>• Social distancing expectations</li><li>• Where to arrive</li></ul>	Primary: email Secondary: social media posts directing students to email

## Fiscal Impact

For each working group or for the structure appointed for planning, a fiscal impact representative should be included. Decisions and guidance for fall reopening in an online environment or for a fall return to an online environment must be viable within budget limitations and any projected reduction. This person will track decisions that have financial implication and will conduct analysis as appropriate. A team of fiscal impact representatives should meet regularly with the CBO to raise any concerns or needs as they are hearing them in the work groups.

Specific plans related to tracking and reporting fiscal impacts will be given by the USG Office of Strategy and Fiscal Affairs at a later date.

# Expectations for Testing, Screening, Contact Tracing, Isolation, and Notifications

Every scenario/contingency plan should expect to implement the following:

At this point in time we do not know what our role in testing will be. In concert with GDPH, specific guidance from the University System of Georgia will be forthcoming related to COVID-19 testing, monitoring, contact tracing, and isolating. Guidance related to testing, screening, contact tracing, isolation, and notifications is evolving and campuses should be flexible in their plans to be able to respond to the most up-to-date best practices.

For now, please submit the following information:

## *Testing*

\*In the event institutions will have access to rapid testing, will your campus be able to administer the tests through your on-campus health center or will you need to partner with a local health care provider or public health entity to administer tests? If you will need an external provider to administer tests, with which health care provider or public health entity in your community could provide this service? What additional resources would you need to provide access to testing outside of the tests themselves?

## *Screening*

\*Institutions should develop and implement appropriate policies regarding screening, including temperature checks and/or symptom monitoring for employees and for students. Institutions will use guidance and best practices as outlined by GDPH. Please provide any policy or practice you will use to guide screening on your campus. What additional training or resources will you need in order to conduct the identified screening measures?

## *Contact Tracing*

USG is working with GDPH to determine the best avenue for contact tracing on the USG campuses. Further guidance is forthcoming. Contact Tracing is an important part of an overall comprehensive approach. Additional requests related to campus planning for contact tracing and any necessary training will be given in the future. A plan submission is not required at this time.

## *Isolation*

Employees who test positive or receive a clinical diagnosis for COVID-19 should leave campus immediately and not return to campus until they meet the below criteria for discontinuing home isolation. The Workplace and Health Safety plan should be followed and support the needs of the employee while away from work due to COVID-19.

Students who test positive for COVID-19 should leave campus immediately and return to their primary residence whenever possible. Students must remain off campus until they are able to meet the GDPH guidance for discontinuing isolation (see below).

\*Institutions should submit their plans for:

- How to work with a student who tests positive for COVID-19 from the point of test results to allowing a student back on campus or back into campus life
- Where a student will isolate if returning home is not an option
  - If in an on-campus residence hall, the residence life director will work in tandem with the campus health center or local health care partner to determine what practices and procedures should be in place. Plan submissions for this scenario should include details for those practices and procedures to include arrangements for cleaning and disinfections; food service; and monitoring.

- If in an off-campus facility, describe where the student will go, what arrangements will need to be made with the off-campus facility, including expected cost (e.g. hotel, medical facility, etc.). Plan submissions for this scenario should include details for those practices and procedures to include arrangements for cleaning and disinfections; food service; and monitoring.
- Plans should include any self-quarantine requirements as directed by the GDPH as a result of contact tracing.

GDPH guidance for discontinuing isolation (as of 5/1/2020 – for up-to-date information related to discontinuing home isolation, visit <https://dph.georgia.gov/isolation-contact>):

**Discontinuing home isolation if you have symptoms**

You must remain under home isolation precautions until:

- You have had no fever for at least 72 hours (that is three full days of no fever without the use medicine that reduces fevers)  
AND
- other symptoms have improved (for example, when your cough or shortness of breath have improved)  
AND
- at least 7 days have passed since your symptoms first appeared

**Discontinuing home isolation if you do not have symptoms**

You must remain under home isolation precautions until:

- 7 days have passed since the date of your first positive COVID-19  
AND
- You have had no subsequent illness.

In addition:

- For 3 days following discontinuation of isolation, you should continue to limit contact (stay 6 feet away from others) and limit potential of dispersal of respiratory secretions by wearing a covering for your nose and mouth whenever you are in settings where other persons are present. In community settings, this covering may be a barrier mask, such as a bandana, scarf, or cloth mask. The covering does not refer to a medical mask or respirator.
- If you develop symptoms, you should follow the “Discontinuing home isolation if you have symptoms” above.

*Notifications*

\*Employees who test positive for COVID-19 or who receive a clinical diagnosis should report the positive test to their immediate supervisor as soon as possible. Each campus should identify one point person to whom all supervisors will immediately notify of an infected employee. This point person will initiate the institutional plan for contract tracing and any further notifications required with the GDPH. Supervisors are not to share the news of or the identity of a COVID-19 diagnosis/test with anyone other than the campus point person. Campus-wide notifications of COVID-19 are not necessary as long as contact tracing is in place.

\*Students should notify the following individuals on campus if they receive a diagnosis of COVID-19:

If you live in the residence hall	Residence Director or Equivalent Position
If you live off campus	Dean of Students or Equivalent Position

If an employee receives a notification of a positive test for an employee or a student, they should immediately notify either their supervisor in the case of an employee or the dean of students in the case of a student.

*Academic Arrangements for Faculty and Students with COVID-19*

If a faculty member tests positive for COVID-19 or receives a clinical diagnosis for COVID-19 and is temporarily unable to continue teaching their courses, department chairs will make appropriate arrangements for the faculty member's courses to be covered and for students to continue to earn the credit for which they are registered. Faculty will work with the campus human resources department to identify available leave options.

If a student tests positive for COVID-19 or receives a clinical diagnosis for COVID-19, faculty should be prepared to make any necessary flexible arrangements for a student to complete the coursework. The institution should make every effort to provide for continued enrollment for students with COVID-19 without penalty to the student. Students may choose to obtain a medical withdrawal for courses with a COVID-19 test or diagnosis.