Strategy 2: Mitigation of Coronavirus Spread

Our committee recognizes that despite our best efforts, it will be impossible to eliminate the appearance of COVID-19 on our campus. A key part of our strategy to safeguard the health of our community is to adopt measures that will limit the spread of virus from one individual to another. These mitigation efforts will require participation of everyone on our campus.

Individual Strategies to Mitigate Viral Spread

A. Individual Behavior, Actions, and Expectations

Each one of the following actions, when taken seriously and done in combination, mitigate viral spread substantially. However, skipping any one of them means protection against the virus is diminished. Many of the recommendations below were written considering actions that individuals can take to protect themselves. Importantly, however, the fact that COVID-19 can silently infect individuals who can then spread the disease requires these actions to protect others as well. Our committee recognizes the community spirit of Cornell and puts forward these recommendations to help ensure policies are in place so we can optimally support and protect each other.

1. *Personal Hygiene*
   Respiratory viruses like SARS-CoV-2 can spread via our hands, which act like sticky traps for viruses. Our hands can pick up and retain droplets that contain the virus, then enter our bodies when we touch our hands to our faces. That is why it is so important to wash our hands with soap and water for at least 20 seconds or use a hand sanitizer with at least 60% ethanol or 70% isopropanol alcohol if soap and water are not available. Washing one's hands properly (with warm water for at least 20 seconds) and frequently is among the best strategies for preventing infection. Thorough handwashing 5 times a day reduces medical visits for respiratory infections by 45%. Our committee recommends a robust communication campaign with visible signage throughout campus to remind individuals of the importance of hand washing and not touching their face. Touchless hand sanitizer pumps should be placed strategically throughout the campus. Disinfectant wipe dispensers should be installed near the entrances of classrooms so that students can self-clean the surfaces of desks and chairs before use.
2. *Physical Distancing*
   All individuals will be expected to maintain at least 6' physical distancing at all times except in their private rooms. Classrooms will be modified to ensure 6' distancing between students. Individuals should avoid using elevators whenever possible and use them only when 6' distancing can be maintained. Maintaining 6' distancing mitigates risk substantially, but alone it is not sufficient.
3. *Face Masks and Coverings*
   SARS-CoV-2 spreads primarily through respiratory droplets emitted by infected people. Wearing a mask significantly reduces risks of transmitting the virus – they not only protect the wearer but also others as well. They contribute to reduced viral transmission by asymptomatic and pre-symptomatic wearers, especially when widely used in densely populated areas like college campuses. Even 100% cotton masks make a big difference, offering 51% filtration of respiratory droplets. Therefore, wearing face coverings will be generally mandatory when in any trafficked public areas of the university, outside one's own private rooms or spaces, and inside campus buildings (accept for private offices) at all times. In residence halls students will be expected to wear masks except when they are in their own room or suite. Whenever students leave their

room, they will always have a mask around their neck and be ready to pull it over their nose and mouth when they see or encounter another individual. The expectation is that outliers will be those who are not wearing masks. Students who show up to class without a mask will be asked to leave to get one before returning. Exceptions include when eating or if wearing a mask interferes with doing one's essential job responsibilities. Some faculty may prefer to use face shields while teaching, as it may be less burdensome to project, and mic/audio quality may be better than if teaching with a mask. Expanding upon the NYS guidelines of Executive Order No. 202.17, institutional guidelines for face masks and coverings has been recommended and is documented online.

4. *Daily Check-In*

   To protect our community, individuals who are infected with COVID-19 must be identified as efficiently and as early as possible so that they can be isolated from other members of the community. A single unchecked case can, over two months, lead to thousands of infections. The surveillance testing program recommended above is designed to help catch these cases; adding daily symptoms checks augments the strategy. Our committee believes that reminding Cornellians of this on a daily basis is a key element to our success. We therefore recommend that Cornell create an online tool to help all members of our community consider the risk factors for infection with COVID-19. All students, faculty, and staff who are permitted to work or study on campus would be required to access this tool and respond to the questionnaire at the start of each day. Completion of the questionnaire will result in the respondent being instructed that they can begin their day at Cornell using standard COVID-19-related precautions or, instead, that may be required to seek advice and perhaps undergo COVID-19 testing and/or conduct work or study remotely before returning to campus activities. The Daily Check-in tool has been created by Cornell Information Technology (CIT) and is being rolled out to faculty and staff now permitted to work at Cornell (dailycheck.cornell.edu). Our committee recommends that as use increases, the tool be assessed for its functionality and be tweaked as needed to serve the needs of our community.

5. *Exposure time*

   Evidence suggests that exposure time in the company of an infected person influences chances of spread, particularly if individuals are not wearing masks or maintaining 6' distancing. Reducing exposure to less than 10 minutes makes infection less likely.

Behavioral Modification Policy

The safety of the community is dependent on the collective actions of *every* member. Students who do not think they can respect and abide by these expectations should plan on pursuing their Fall 2020 studies remotely, from outside of Ithaca. Options for continuing with online/remote instruction will be available to any student who cannot or does not agree to the terms of the student behavioral contract. This contract would apply to all students who return to Ithaca and wish to access campus facilities and/or in-person instruction, whether they live on- or off-campus, or are undergraduate or graduate/professional students.

We recommend that Student and Campus Life (SCL) consider the following recommended health safety behaviors for inclusion in a student behavioral contract:

- Complete the Daily Check-in, discuss symptoms with the health helpline, and stay home if instructed by Cornell Health.

- Consistently practice careful hygiene practices, which includes washing one's hands often and frequently, and thorough cleaning of personal and shared common spaces (e.g., shared bathroom sinks).
- Receive the flu vaccine once it is available (note that students may request an exemption under NYS law for medical or religious reasons).
- Participate fully and promptly in the university's testing program (which will include testing for cause as well as regular surveillance testing).
- Cooperate with contact tracing, which could include participating in a contact surveillance technology, if one is adopted by the university.
- Adherence with state, local, and university protocols for quarantining and isolation.
- Wear face coverings in public except under very limited circumstances.
- Maintain 6' distancing at all times in shared spaces even while using face coverings; do not reduce distancing or increase density of an area by rearranging or adding furniture. Acknowledge increased risks if distancing is not observed.
- No hosting of or participation in social gatherings that violate state public health guidelines (e.g., distancing, wearing masks, maximum allowable number of people).
- Adhering to restrictions on personal travel and a requirement that any travel be reported so that precautionary testing and/or quarantine recommendations can be issued as appropriate.
- Restricted access to campus buildings and dorms as deemed necessary by the university. Individuals may not hold or prop open exterior doors for other individuals.
- No external visitors allowed in dorms or other campus buildings.
- Follow traffic flow directives in buildings and do not congregate in hallways of buildings in between classes.
- Obey assigned seating arrangements in classrooms and other settings where such arrangements are made.

The terms of the behavioral contract and mechanisms for enforcement have yet to be finalized, and resources for enforcement have yet to be identified (see **Appendix 4**). Our committee recommends a system of progressive sanctions that begins with an educational approach, followed by an official warning that would be shared with a student's parents or guardian(s) and ultimately, if necessary, a loss of access to university facilities.

While committee members agree that formal policies are necessary for communicating expectations and ensuring compliance with NYS orders, we also recognize their limitations. Policies will only be effective if supported by a multi-pronged communication and educational campaign that motivates students to engage in desired behaviors. The involvement of students in this process will be essential. The social norms that are developed and adopted by students will serve as an extremely important influence on student behavior. Involving parents and guardians throughout the process will also be important.

Required Re-Entry Checklist

The full re-activation of students' key card access and NetID will be dependent on the successful completion of each of the re-entry action items. Data collected throughout will be used to differentiate between students who intend to return to campus and reside in university housing, students who intend to return to Ithaca and reside in off-campus housing, and students who intend to enroll in online courses from their residence outside of Ithaca. Care should be taken to develop hierarchies of access so that students can maintain access to the services necessary (such as purchasing academic materials) for re-entry until full reactivation of their key card access and NetIDs (which will include access to Canvas) is restored. Unapproved students will not have access to

Cornell facilities (e.g., libraries, dorms, fitness centers, etc.). In addition to registering their intentions to return to Ithaca (whether it be for a residential experience or all online instruction), students will be asked to complete the following as part of their re-entry checklist:

- Register up-to-date address, contact information (phone number), and emergency contacts (parents or guardian, as well as a close friend or roommate) in Student Essentials.
- Be tested prior to travelling to campus, if possible, and delay return to Ithaca until cleared by Cornell Health if test is positive.
- Arrange a date and location for re-entry testing; complete testing and wait to be cleared for re-entry.
- Complete a tutorial on the new behavioral contract and, if they decide to return to campus under the new terms, take and pass an associated quiz (to ensure they have actually read and understood the contract terms).
- Register with Student Disability Services (SDS) if they are in elevated risk categories for COVID-19 and wish to request accommodations.

Institutional Strategies to Mitigate Viral Spread

A. Actions to Prevent Viral Spread in the Academic Domain

Changes to the Academic Calendar

Our committee explored several options for a revised academic calendar that would meet the following goals:

- A slightly delayed start to the fall term to provide extra time for preparations. These include adjustments to teaching and classroom assignments and the resulting course roster; expand our viral testing capacity; modifications to facilities; procurement of supplies; and development of quality online courses;
- Avoid long breaks that allow students to travel outside of Ithaca, thereby increasing the risk of importing new infections into the community, and instead schedule breaks for periods of transition from residential to online instruction (and vice versa);
- Avoid in-person instruction during the height of flu season;
- Accommodate full, partial, or no residential instruction; and
- Under a residential fall scenario, incorporates in-person exam days prior to transitioning to online.

Community members were invited to provide input on calendar options through the Dean of Faculty website (see **Appendix 3**). Many students advocated for an earlier August start that would allow for an all-residential term to be completed before Thanksgiving. Many faculty expressed concerns about being able to compress their courses into 4, 7, or 11-week versions to fit two of the calendar options presented to them. A version of the calendar was created that represents our best effort at a compromise solution that takes into account the range of feedback provided (see **Appendix 9**). As of June 15, 2020, this calendar represents the most likely academic calendar for 2020-2021—although details related to the vacation days and spring move-in dates are still being finalized.

Teaching Modalities

If the campus is reopened for residential instruction, faculty will be provided with the choice of teaching in-person, online, or with some mix of the two; similarly, students will have a choice of whether to participate in in-person courses, enroll in an all-online semester (from any location), or a mix of the two. All students will be able

to earn course credits to fulfill degree requirements, even if they choose not to return to campus for residential instruction.

Courses will be offered in a mix of modalities (see **Appendix 10**).

1) Online, where all course elements are designed to be delivered online. Students can participate in the course from anywhere. Given the academic integrity challenges that emerged in online exams during the Spring 2020 semester, instructors teaching online courses will be given the opportunity to give in-person exams to students who are enrolled from Ithaca.
2) In-person courses, where students who are in Ithaca would participate in in-person, in the classroom. Students who are off-campus would be provided remote access into the classroom (i.e., video or zoom access). In addition, students who are in quarantine will also need remote access into the classroom. Our committee recognizes that there may be a small set of courses that require hands-on access to special facilities (e.g., labs, studios) in which learning outcomes cannot be achieved to satisfaction remotely. A process by which courses for which this may be true can apply to be exempt from the expectation of providing full-semester remote access, pending approval by the relevant college dean, should be developed. In such cases, departments must be mindful of the possible impact on students' academic progress, particularly for seniors, and offer acceptable substitutes where possible, and if necessary, be prepared to waive requirements toward graduation on a case-by-case basis.
3) Hybrid courses, that represent a mix of online and in-person elements. Hybrid courses may take several forms, including the delivery of lecture online with discussion, recitation, or lab sections in-person, or with alternating subsets of students attending class in-person and remotely.

The final course roster will include information for students on whether a lecture will be in-person, online only, or a hybrid with some lectures online and some in-person. This will allow students to exercise their preferences for online or in-person instruction in the fall. Guidance about possible approaches, technologies, and quality expectations for each of the modalities will be provided by the Center for Teaching Innovation, with workshops for faculty and TAs throughout the summer.

Departments will be given as much autonomy as possible to decide how to allocate their teaching resources. That said, some constraints need to be imposed centrally given that decisions that are optimal for individual departments may not be optimal for the university; we must avoid creating more inequities across students, including having large numbers of unhappy students who are "locked out" of courses they want to enroll in, or who are forced into taking third- or fourth-choice courses that do not excite them.

Our committee acknowledges that mental health issues might either be introduced or compounded by the learning modality options, the uncertainties in the calendar, and overall feelings about productivity and focus during this time. This applies to students, faculty, and staff. We recommend that students, faculty and staff engage with Cornell Health, The Skorton Center, and Counseling and Psychological Services experts early in the planning process, rather than as a response later.

Protecting Vulnerable Individuals During Residential Instruction

According to the World Health Organization, people of all ages can be infected by this COVID-19. However, older people, along with individuals with pre-existing medical conditions (such as asthma, diabetes, and heart disease) or compromised immune systems are considered to be "higher risk" according to CDC guidelines. While the university cannot compel individuals in higher risk categories to avoid in-person instruction, the recommendation is that they do so; however, if early warning signs foreshadow an outbreak, faculty at higher

risk may be strongly urged to transition to online instruction. The university will provide online/remote instructional options. Faculty can opt to teach their courses online, and conduct office hours and advising meetings virtually, rather than in-person, and students can choose courses with or without in-person instruction.

Students (including graduate student assistants) with personal health conditions (physical and mental health) that may qualify them for disability protections are asked to register with Student Disability Services (SDS) and complete a Disability Self-Disclosure Form. Students will be assigned an SDS counselor who will recommend accommodations. Students should not discuss medical issues with faculty or advisors, nor should faculty members be deciding accommodations. Graduate students who live with a vulnerable health individual or otherwise have concerns about in-person interactions should discuss their assistantship with their supervisor. If not resolved, they should discuss their concerns with their Director of Graduate Studies, and in turn with the relevant department chair, Dean's Office, and Graduate School, if needed (see **Appendix 8**). Graduate students who serve as the instructor of record are appointed as TAs, not instructional faculty; thus, the same procedures apply. If not resolved, students may file a grievance. Students can also report concerns about perceived misbehavior or mistreatment through the Cornell Hotline/Ethics Point.

As soon as SDS has finalized the review process for COVID-19 accommodation and has the capacity to meet increased demand for its services, the COVID-19 accommodation process should be actively publicized, keeping in mind that students at "higher risk" might be new to, or unaware of, the SDS office. Early registration is essential not only for developing accommodation plans for students, but also for giving departments time to allocate teaching resources as needed.

Preparing for Academic Continuity in the Event Instructors get Sick or are Quarantined/Isolated

All instructors electing for classroom instruction should confirm with their chairs that that they have a back-up plan should they become unable to teach in-person. A back-up plan might involve pre-recorded presentations or a "standby project" that could keep students on track with the syllabus without the need for formal classroom time. Ideal, of course, would be to have a designated colleague who can take over the class for 1-2 weeks. Another option, although it would require a measure of funding, would be for a department to have a stand-by team of individuals who could serve as short-term substitutes. Graduate students who are not serving as TAs, post-docs, non-teaching faculty, and visitors provide rich pool of relevant talent. Regardless, the key is to have a plan in place at the start of the semester and to share those plans with one's department chair.

Our committee also recommends that a "Quarantine Accommodation Fund" be created using central university funds to pay for short-term alternative help in the event teaching assistants become unable to complete their duties because they are sick with COVID-19 or are quarantined/isolated and therefore unable to be present for in-person instruction.

Supporting Students in Quarantine

Instructors should plan ahead for how they will support students who are absent from the classroom for two weeks at a time when placed in quarantine. In most cases, students will remain healthy or asymptomatic and therefore able to continue their education with little disruption provided accommodations are made to provide accessible remote learning options. In the first week of class, instructors should develop a FERPA-compliant plan

for ensuring each student has peer contacts within the course who could serve as virtual "study partners" in case they must go into unplanned quarantine. Study partner pairs should not be students who sit next to each other. Although some students may want to choose their own partners, this may leave some students without partners, and it also increases the risk that both partners will be quarantined or isolated at the same time.

Instructors of hands-on courses (e.g., labs) will need to be especially creative about how to provide short-term remote lab or studio experiences. Computer labs can be accommodated by giving students remote access to software. Inexpensive hardware labs can be done remotely by creating "lab kits" that students can use in their rooms. The more specialized equipment or facilities labs would require remote acquisition of data (by the TA or another student group). Quarantined students potentially could participate in data acquisition through technology, and certainly will participate in data analysis, reports and presentations. For example, quarantined students and their lab or study partners might complete the lab activities synchronously, with the lab or study partners manipulating the materials but the quarantined student participating in lab decision-making via video chat. In the coming weeks, departments or colleges where hands-on courses are common should develop plans for promptly delivering course-specific physical materials (e.g., individual lab kits) to students who are quarantined or isolated. Additional solutions may range from reduced assignments or relaxed in-person requirements (e.g., analyze results from another group), make-up sessions, or individualized tutoring.

Our committee recommends that the university provide students with a "quarantine packing list" to bring with them to campus to facilitate rapid transition to quarantine and have "quarantine kits" available for students asked to quarantine. These kits would include basic items such as hand sanitizer, masks, thermometers, over-the-counter medications students might need, trash pick-up, etc. to help ease the burden on the student. A significant concern related to quarantine is the mental health consequences of social isolation. It is therefore critical for faculty and staff to check-in regularly with students and that students have access to virtual programming to continue engaging with the community, including with EARS, Let's Talk, and other informal programs through CAPS.

Existing protocols for absence from academic responsibilities, including temporary accommodations through Student Disabilities Services, will be used to facilitate students' quarantine or isolation. Longer absences or multiple absences beyond a specified window require more liberal Incomplete polices for health-related concerns.

Physical Distancing in Classrooms

6' distancing will be observed between each student; however, faculty should maintain more than 6' distancing from the first row of students because the need to project increases aerosolization. Extra seats will either be removed or covered with clear markings to prevent use. Students should have assigned seats; instructors should be required to create and share assigned seating charts for their class meetings to facilitate contact tracing. The feasibility of assigning staggered seats for subsequent classes in the same classroom (to utilize seats not previously used in the prior class) will be explored in large classrooms with fixed seating. Students will be instructed to maintain 6' distancing when entering and exiting classrooms. This may require staggered arrivals and departures. Provided students are at least 6' apart from each other in the classroom, nobody in the class would automatically be considered a close contact and therefore be designated for quarantine by TCHD if any given student in the class tests positive. However, note that depending on the particular circumstances (e.g.,

length of class meetings and viral load of the index case), the university might decide the additional precaution of group testing all students in the class is warranted.

Classroom Capacity After Accounting for Physical Distancing

A minimum of 6' distancing is required in the classroom to avoid group class quarantine should an individual in the classroom test positive for COVID-19. Each room size, type, configuration (fixed or flexible seating), and circulation aisles, impacts the safe distancing and specific capacity of each classroom. Examination of Cornell's classroom inventory suggests that the typical teaching space can only handle approximately 13- 24% of its normal capacity depending on its configuration.

To address this shortage, we reached out to all college and school facilities directors and deans to collect data about all classrooms that are not currently in the classroom scheduling inventory and rooms that could potentially be repurposed as classrooms to create a merged database of total possible classroom space. We carefully assessed the studio/lab situations in the College of Engineering and College of Art, Architecture and Planning to test methodologies. Three methods were used to estimate safe capacity in teaching spaces: square footage multiplier, occupancy multiplier, and computer aided design (CAD) layout of the space with 6' distancing. Square footage multiplier: 1 person per 75 square feet was used for the square footage multiplier to estimate 6' distancing between individuals, as well as factor in furniture, and circulation aisles or perimeters. Occupancy multiplier: 20% of normal classroom occupancy was used for the reduced capacity. Layout: several rooms were laid out in order to verify assumptions of the first two methods. As CAD layouts of every space were not possible for the full inventory at the time of this assessment, CAD layouts were done across a variety of sample rooms and auditoriums across campus, in order to verify the multipliers used for square footage and occupancy provided an adequate method of estimating. The estimated capacity of each space was governed by the stricter method in each case. A careful re-analysis of classroom supply and demand shows that classroom capacity should be nearly sufficient to support expected demand (see **Appendix 11** for more detail). To determine the actual capacity of each space, CAD plans with 6' distancing layouts between seats and specific to room configuration will need to be done for the full inventory of classrooms. The University Architect office contributed to the testing of layouts with 6' distancing for priority list of spaces and is now developing guidelines to share with the colleges that synthesize our learnings with state and local guidelines.

Because of limited classroom space, the full expanse of the campus facilities (including spaces not typically used for classrooms) and the class meeting schedule will need to be used, resulting in different overall course rosters than has been standard. To increase classroom supply, classes may need to be scheduled during the 4:30-7:30 p.m. block that is ordinarily off limits for undergraduate courses. Furthermore, because classroom supply is limited, more courses will have immutable caps for in-person spots. The expectation that students contribute to the collective good by dropping courses in the "shopping" period as soon as they decide not to take a course in-person will be clearly communicated when the revised course roster is published. In addition, student organizations will not be permitted to begin booking space in July as they normally would; this will be pushed back until end of September or beginning of October, as soon as faculty are satisfied that their new spaces will work.

Over the next month, a revised database of classrooms that details the precise capacity of each space after accounting for 6' distancing needs to be developed. A digital representation of each space should be created, with seating charts that instructors can fill in and submit electronically (to facilitate contact tracing).

The usual approach to building a course roster and schedule will need to be modified. We have outlined a new process that is expedient, transparent, equitable across departments and for different groups of students, and iterative; this process will need to be finalized in collaboration with the Office of the University Registrar (see **Appendix 12**). This process gives as much local control to departments as possible so that they can allocate their teaching and classroom "budgets" most effectively. This principle of local control is especially true for the subset of classes that require special facilities (e.g., labs, studio spaces), but also encompasses classes that take place in interchangeable spaces (e.g., lectures, discussion sections, seminars).

At the same time, the process must balance local control with collective needs. First, because classroom space under physical distancing is so constrained, all available classroom time will need to be used. This means that more courses will need to be scheduled for less desirable times of the day or spaces. Second, the process will include a mechanism to ensure the collective educational missions of colleges can be met, and that the aggregation of departments' priorities does not lead to inequities in educational experiences across students. As an extreme example, if all departments allocate their teaching resources and classroom budgets to courses that serve their majors, first- and second-year students may by default end up with a schedule that is filled with online courses.

Additional Safety Precautions in Classrooms

The following additional precautions should be explored as abundance of caution measures where feasible. For classes that are longer in duration, distancing should be expanded to be greater than 6'. Each instructor who will be teaching in-person should have their own microphone for the academic year, to avoid the necessity of sharing and potentially transmitting the virus. The facilities engineering team will assess HVAC systems and propose augmentations to air filtration, air exchange rates, fresh air intake/natural ventilation, humidity control, and pressurization where feasible. In classrooms that have operable windows, if natural ventilation in those spaces is determined to increase air quality and positive air flow as a complement to the HVAC system, windows should be opened whenever possible. Classes of longer duration should, ideally, be assigned to rooms with highest performing systems where possible. Although colleges may choose to install plexiglass dividers between workspaces in studios and other extended use spaces, 6' distancing must nevertheless be maintained. Installing barriers is not a suitable substitute for 6' distancing even if it reduces disease transmission, as students would still be identified as close contacts and be susceptible to quarantine if a neighboring classmate tests positive.

De-densification of Teaching Labs, Studios, and Other Academic Use Spaces

There are a range of different types of laboratories that span from relatively easy to convert to online/remote format to those fully dependent on specialized spaces or facilities that would be severely compromised by lack of physical access. Lab types, in order of increasing difficulty to convert, include: computer based labs (CS courses, simulation labs, design labs); hardware based labs with relatively low-cost and/or portable equipment; hardware labs with portable, but expensive equipment (e.g., portable SEM, circuit measurement, materials measurement); and hardware labs with immovable equipment or requiring dedicated facilities such as hoods.

Labs traditionally have much closer interactions between students (e.g., students typically work in groups of 2-5) due to pedagogical (teamwork skills) and practical considerations. And generally, a TA must be present for safety considerations. Physical distancing within a group working on an experiment may be nearly impossible and/or require structural changes in the setup of the space. On the positive side, group sizes can be lowered by expanding the number of sections (which is normally low for most labs) to include all potential meeting slots. Guidance for research labs and research reactivation is available on the university COVID-19 website.

Project Team and Maker Spaces. The university has invested heavily in expanding the opportunity for students to work in less structured environments to produce projects of their own. These "maker labs" can involve industrial scale equipment with the associated training regimens to ensure safety. Because of safety considerations that preexisted the pandemic, these spaces typically have access controls in place. Physical distancing would be an added precautionary layer to their standard operating procedures. In cases where it may not be possible to maintain 6' distancing at all times, students must be notified in advance of the risks (which include the likelihood that all members of a lab group or team would have to go into quarantine together if any one of them tests positive) and be given the choice of opting out.

Research Labs. A strong aspect of our program is the opportunity for undergraduates to engage in research with faculty. Research labs are currently being "reopened" separately; however, the initial focus is on graduate students, postdocs, and staff. Experienced undergraduate researchers can, and should, be reintegrated into research labs this fall with appropriate protocols for maintain 6' distancing.

Studios. Studio layouts should maintain 6' distancing. Ideally studio spaces would be limited to 50 students at any given time. Where the studio facility is significantly large enough to accommodate more than two groups of 50 simultaneously while maintaining greater than 6' distancing, layouts, egress, HVAC systems, and other factors particular to the space should be reviewed by University Architect for approval.

Shared study rooms and project rooms must have 6' distancing between desks and limited to no more than 50 people. However, if the space is extremely large, based on layout egress, HVAC system and other factors, additional occupancy may be possible if it meets NYS guidelines and is approved by University Architect.

Office Hours

We recommend that instructors hold virtual office hours whenever possible to eliminate congestion in the hallways. However, faculty who wish to meet with advisees in person may do so provided they are able to maintain strict distancing, wear masks, and keep their office doors open (for air flow and to increase compliance with health precautions). Departments should consider setting aside small conference rooms that can be used for such meetings. This may be especially important for disciplines that rely heavily on whiteboards; to facilitate interactions with vulnerable health faculty, a webcam could be setup to allow faculty to interact remotely with students in the meeting room.

Safety Between Classes

Traffic flows through buildings can be controlled by identifying separate entrances and exits and clearly marking the direction of pedestrian traffic on floors. Circulation and use diagrams should be developed for each building. 6' distancing may not be possible in narrower hallways; however, provided individuals continue moving through hallways rather than congregate in them, duration of exposure between individuals that are within 6' will remain minimal. We also note that student traffic between classes is worthy of as much consideration as is

being given to classroom layout. To give perspective, during peak time there may be 2,000 students in the buildings that surround the Arts Quad, a greenspace that has an approximate area of 60,000 sq. ft. That is 30 sq. ft/student, which is not a safe density. Careful modeling of sidewalk area and ingress/egress patterns between classes is clearly required. Plans to limit vehicular traffic so that streets can be made into pedestrian walkways would greatly reduce the density.

Lobbies, common spaces, and atria should have clear signage of maximum occupancy, 6' physical distancing, and furniture layouts and floor markers (where possible and artful) that delineate 6' distancing. Bathrooms will need to be limited in occupancy and cleaned more frequently. Hand sanitizing stations should be placed outside restrooms to reduce congestion in restrooms (e.g., don't need to enter just to wash hands) and to give people leaving the restroom a way to sanitize after touching door handles.

Students who have a combination of in-person and synchronous online courses in a given day may need a quiet space on campus where they can participate in the online course. This is particularly important for off-campus students, but even on-campus students may not have time to walk back to their dorms to take an online course. Coffee shops, atria, and "silent" library spaces are not ideal spaces to attend an online course. Therefore, we recommend that temporary carrels (using repurposed temporary office dividers) be set up in Barton or other large spaces that will allow 6' distancing and some barrier to sound. The space should have adequate wi-fi service. Implement a one-person per workspace rule and require students to use headphones to reduce ambient noise. The university should assess whether it is feasible to have students reserve these spots through an Open-Table reservation system.

We also recommend that large tents, such as those used over Commencement or Reunion weekends, be set up in the main quads (Arts, CALS, Engineering) and in open spaces near the main residence halls. Clear markings on the grass/ground should indicate 6' distancing, with folding tables and limited seating arranged strategically. During peak hours and in decent weather, operating mobile outdoor coffee or snack carts under the tents would reduce crowding in interior "hangout" spaces.

Physical Education Courses

In-person physical education courses will be suspended until NY Forward guidelines indicate that gyms and fitness centers are allowed to reopen in the Southern Tier region. Until then, courses should be delivered virtually whenever possible. Once permitted to reopen, fitness classes that do not involve physical contact may resume, provided extra physical distancing (12') can be maintained and all state guidelines observed. This will require classes to be held in larger spaces and more sections of classes be offered. More rigorous and frequent sanitation protocols will be in effect, including closing facilities frequently to be cleaned. As is the case throughout campus, all staff and patrons will be required to wear masks. Building hours will be adjusted to safely accommodate varsity athletes. Finally, we recommend that extra classes be offered (e.g., jogging, walking tours, walking meditation, yoga) outdoors, and that rental fees for outdoor athletic equipment be reduced or eliminated.

Academic Policies (see **Appendix 13** for more information about academic policies)

Grading Policy. We recognize that many students are interested in the continued availability of the S/U grading option in all courses. However, based on input collected from all undergraduate colleges and schools and from the registrars' office about policies being adopted at other colleges and universities, we recommend that Cornell

return to its regular grading policy in which the availability of the S/U grading option is determined by the faculty teaching the course.

Instead, our committee recommends that faculty continue to make every effort to develop alternative methods of assessment that do not rely as heavily on timed exams (which proved challenging in the Spring 2020 semester). There will continue to be students enrolled in courses from different time zones, with some participating in-person and others remotely, thereby introducing multiple modalities for exams. As much as possible, we actively encourage faculty to suspend their practice of grading on a curve to account for the complexities introduced by these dynamics.

Policies for Withdrawals and Leaves of Absence. For those students for whom continuing enrollment is not possible due to COVID-19 related illness, the existing university leave and withdrawal policies would apply. Students should work closely with college advisors and Cornell Health to make the decision that is best for them, which may be to receive a short-term health accommodation prior to making the decision to withdraw or take a health leave of absence.

Attendance Policies. Students will be asked not to attend class if they are sick. Instructors should not include attendance as part of their grade for two reasons: (a) students may be absent from class because they are placed into quarantine; and (b) grading attendance will incentivize students to attend class even when they do not feel well, which is the opposite of what we need them to do for public health and safety.

However, instructors will be asked to take attendance. This will be much easier this year than in years past because instructors will have an assigned seating chart for each course, thereby making it easy to identify which students are absent. Having an attendance log will facilitate contact tracing in the event a student in the course tests positive. It will also help the instructor to identify students who may be struggling and require additional support.

Credit Hours Policy. The median number of total credit hours in which students enroll varies across colleges and class years from 14-18. The maximum allowable credit hours per semester varies slightly across the undergraduate colleges and schools, and in each instance, students who wish to exceed the maximum are required to petition for permission. It is not uncommon for students to take more credits, and in fact in focus groups for the Comprehensive Review of Mental Health (2019-2020), students remarked that they feel inadequate compared to their peers if they don't take more than the "normal" course load. Unfortunately, however, the more classes students take, the more overloaded they are with homework and exams. Course overloads are a significant source of mental health strain for Cornell students.

Several features of the 2020-2021 academic year that will be new to students could introduce new sources of stress. They include the added complexity of courses being offered in multiple modalities, disruptions associated with quarantine/isolation, and the elimination of breaks in the academic calendar to reduce the risks associated with student travel. Therefore, to proactively eliminate the added stress of being enrolled in too many courses, we recommend a more stringent policy against course overloads. Ideally, a common standard (of ~18 maximum credit hours) should be adopted across colleges to ensure equity (particularly among students enrolled in cross-college majors). Exceptions should be considered for seniors who need additional credits to graduate.

Orientation Programming

Orientation programming will be even more important this year than in years past, both for keeping students engaged and for helping students to shape and internalize new norms for how to engage safely in their academic and social activities during a global pandemic. Our committee discussed various options, including a uniquely Cornellian one-credit course that examines the issues exposed by the pandemic from a wide range of disciplinary lenses including (but not limited to) epidemiology, migration, the need for human connection, societal inequities, global supply chains and international trade, climate sustainability, civic engagement, anthropology, and social psychology. Other options include engaging Cornell alumni to help students see that the only way for any person to find instruction in any study during these difficult times is for every student to care for each and every Cornellian and do their part to protect the larger community. Over the next month, the Orientation Working Group should explore the feasibility of different options and develop orientation activities designed to help students internalize the new behavioral expectations, establish communal agreements for how to keep each other safe, prepare for different contingencies, understand the science of the virus, and develop innovative ideas for how they will revise their approach to co- and extracurricular activities. Close coordination among university-wide and college-specific orientation planning groups is necessary to ensure consistency of messaging and develop a coordinated plan, including for how to engage student leaders in the process.

B. Actions to prevent viral spread in Student/Social Life

Student Organizations

In order to be eligible to request funding or reserve space for events, all student organizations will be required to complete an enhanced re-registration of their organization, update their membership rosters, and assign a health and safety officer (who will receive special public health training). We also recommend that the following policies be put into effect under pandemic conditions:

- No communal food at events;
- Record attendance at all in-person events, to be entered into Campus Groups or another central repository;
- Plan virtual meetings and events whenever possible (because fewer rooms will be available for students), with support from campus units about how to leverage technology for virtual engagement;
- Violators will be subject to sanctions such as being prevented from accessing university resources for their activities;
- Student organizations should continue to reserve space through the 25Live system and complete the event registration form (ERF) when appropriate. Reviewers of the ERF must consider whether the venue will allow students to observe distancing requirements.

Extracurricular activities are an important part of student life; students may struggle to adapt to restrictions on their ability to interact freely. Even while recognizing the financial crisis we face, we recommend that the university invest resources in sponsoring safer social and extracurricular experiences for students. Examples include affording free access to outdoor recreational activities and equipment, virtual “drop-in” hours for student organization leaders to ask staff for help in planning safer events, creating new outdoor spaces that can be used by student groups (e.g., with 6’ circles), and sponsoring competitive student ideas for innovative programming.

Greek Life

The most significant concern raised in our outreach was that if Greek Life activities were banned, they would simply "go underground." Instead, we recommend that Student and Campus Life develop clear guidance about the activities that are allowed and partner with student leaders to promote safer social engagement. We recommend the following:

- Revise the Risk Management and Social Events policy such that it clearly states expectations to comply with NYS guidelines (i.e., related to total size, and distancing, and mask wearing requirements). Students who live together in a house count towards the total number of individuals allowed at a social gathering.
- Card readers should be used to record all attendees in order to facilitate rapid contact tracing in the event that an attendee tests positive.
- All organization leaders must participate in ongoing educational programming related to public safety and how to promote safer social events.
- At least one public health monitor should be assigned and registered to help monitor density at events and compliance with physical distancing and mask requirements.
- Every Greek organization will be required to register the addresses of their annexes.
- The Office of Sorority and Fraternity Life should begin collaborating with Greek student leadership as soon as possible, including to develop revised recruitment protocols that might enhance compliance with NYS public health guidelines (e.g., make creative use of virtual technologies).

Prohibiting students from living in fraternities and sororities is not reasonable nor possible, as many chapter houses are private property. Instead, the university should provide guidelines – some of which may be appropriate to articulate in a COVID-19 Addendum to the recognition policy, pending approval by University Counsel – regarding revised expectations for the upcoming academic year. The most important is that all chapters agree to be in compliance with NYS guidelines, at all times. This includes mandates related to physical distancing, the size of social gatherings, and mandatory face coverings. It is not yet clear whether TCHD will consider all students who live together in a chapter house to be "living together" for contact tracing purposes; at present, only housemates who have been in close contact (within 6' for more than 10 minutes) with a known index case during the 48 hour period preceding diagnosis would be considered contacts by TCHD. Nevertheless, house members should be educated about the increased risks introduced by large communal living (some chapters house ~50 students) and be educated about the importance of creating new house agreements to protect each member's safety and minimize the academic disruptions associated with being placed in quarantine multiple times over the semester.

Guidelines should state that chapter residents will be required to wear masks and comply with physical distancing guidelines whenever there are visitors in the house. We recommend that Greek letter organizations work with Student and Campus Life on guidelines for external vendors (e.g., house chefs) to help them maintain health and to observe safety protocols. More stringent cleaning regimens and restrictions on communal dining should also be in place.

Reporting Mechanism

Community members desire a text-based tip-line for reporting violations to the social gatherings policy (and their location). Providing clarity about the purpose of the tip-line is critical so that it is not misused and

information reported is sufficiently detailed and clear as to be susceptible to remedial action is not used inappropriately (e.g., to report individuals who are not wearing masks or might appear sick). The ability to respond to reports will depend on the timeliness of the reports as well as their specificity, quality, and quantity. Details about the unit(s) that will monitor and respond to reports, and the process for determining appropriate university responses will be finalized by SCL in collaboration with University Counsel.

Social Gatherings and Campus Events

Consistent with recommendations regarding visitors to campus, in-person concerts and lectures that involve outside guests should be suspended until further notice; however, technology should be leveraged to support virtual lectures, concerts, and other public events.

On-campus social events will be expected to align with state and local mandates about the maximum allowable size of gatherings, as well as expectations for distancing and mask wearing. It is important for students to understand that these guidelines may shift in either direction – become more liberal or restrictive. We recommend that the university allocate funds to incentivize and support entirely new types of social activities that enable students to connect and have fun while respecting public health guidelines.

C. Actions to Prevent Viral Spread in Residential Life

Overall, our committee's assessment is that eliminating doubles is unlikely to substantially reduce the number of infections on campus for several reasons: (a) asymptomatic screening should keep overall prevalence quite low; (b) most of the new cases during the semester will be imported from the outside by off-campus students, not students living in dorms; and (c) 5-day asymptomatic screening + screening everyone on a dorm floor that has a positive case will often catch dorm floor infections before the secondary infections start to infect tertiary people, given the 2-3 day pre-infectious period. Therefore, our committee was not convinced that eliminating doubles is a superior strategy. An important consideration may be to assign people on a dorm floor to staggered surveillance testing intervals so that a portion of each dorm floor is tested each day. If an individual on a floor tests positive, we recommend that all hallmates be group tested. This would allow us to identify and contain infections before they have a chance to spread.

Safety in Residential Units

The risks associated with sharing a bathroom are yet unknown. In many cases, the duration of overlapping use of bathroom facilities is likely to be less than ten minutes (students should be encouraged to take quick showers to ensure this is the case). The biggest risk may be with shared sinks into which students spit when brushing their teeth. At a minimum, we recommend that students avoid brushing their teeth at the same time as another student, and that they spray disinfectant (provided in each bathroom) before and after each use. Highly visible signage should be installed to remind students to follow safety protocols. Simple tactics, like knocking on the door before entering, can help students avoid multiple occupancy in the bathrooms. Visible usage flags (similar to those in doctors' offices) could also be installed next to bathroom entrances to signal to residents when the restroom is occupied (and by how many) for those who would prefer to avoid entering a bathroom with multiple occupants. We recommend that each room be assigned to a specific bathroom on the floor to minimize the total number of students who share a bathroom.

Other shared spaces within the dorms – such as kitchenettes and lounges – will have visible 6' spacing markers and extra furniture should be removed to ensure distancing. Based on our outreach we do not recommend that kitchenettes and lounges be closed, as closures would simply push students into different, less visible spaces. Our committee concludes that the better strategy is to encourage safe use of public spaces.

We also recommend that all students be provided with guidelines for developing shared agreements with their room/housemates about how to protect the safety of their shared fate. Armed with evidence-based facts about factors that affect viral transmission, students should first be guided to discuss how their personal experiences with quarantine during the pandemic influence their readiness for, and perspectives about, how they will approach health-related behavioral expectations within the unit. Using discussion prompts, they should then come to agreement about issues such as: protocol for inviting visitors; shared responsibility for disinfecting surfaces; mask wearing policy within the unit; and how to let each other know if the agreement is not being followed.

Living-Learning Pods

One suggestion was to consider that on-campus students might be housed in pods (groups of students that have limited exposure beyond the group) that align with their course selection. To investigate whether this might be workable for first-year students for whom such a scenario would be most feasible because they all live in university housing, we examined first-year student enrollment from Fall 2019 to assess the extent to which they could be grouped in clusters of 40-55 students such that each student within a pod has two courses in common. Had we adopted the calendar with two seven-week mini-semesters, these students would only have courses in common with students in the same pod. Modeling shows that for all but 415 students, we could group the students with two courses in common, and a majority of the remaining students could be accommodated within smaller pods (above 25). This analysis did not make use of First-year Writing Seminar classes, which would provide the means to have additional common enrollments. However, even for first-year students, there are many logistical problems in implementing this; for example, in one approach, the enrollment would have to be known (and unchangeable) prior to the housing assignment determination, in order for this to work. Additional analyses are ongoing to explore how the risk of viral transmission may vary based on different configurations of courses and the scheduling of courses. Relevant results should be taken into account when developing the course roster.

Safety in Dining Halls

A system for contactless ordering and pick-up of food from campus dining facilities has been set up (through CBORD). Dine-in options will be available using a reservation system that will cap maximum occupancy according to NYS guidelines. Buffet lines should be eliminated; instead all food will be served by staff, and disposable plates and cutlery will be used. Extra chairs will be removed and plexiglass separators will be installed where needed. All floors should be marked for 6' separation. Dish machine operators from Challenge Workforce Solutions will be re-deployed to frequently disinfect surfaces since there will be few dishes to wash other than those used in production. Very small dining facilities that cannot accommodate NYS requirements will remain closed. The university will need to provide clear guidelines for cafes that are not managed by Cornell Dining (e.g., Manndibles, Gimme! Coffee, Temple of Zeus, Vet School café).

Interactions with the Broader Ithaca Community

Students will be expected to abide by NYS guidelines at all times when engaging with the broader community. Students should be aware that the prevalence of asymptomatic, mildly symptomatic, and pre-symptomatic positives is likely to be higher outside of the Cornell community where asymptomatic testing will not be the norm, and thus they must be extra careful not to expose themselves to possible infection. Public service projects and engaged learning activities that involve in-person engagement with vulnerable health populations should be suspended and learning activities should be continued virtually if possible.

E. Mental Health Considerations for Reactivation

As Cornell explores options for safely reactivating instruction on campus in Fall 2020, it is important to consider and address the mental health impacts of the COVID-19 pandemic. The necessary changes to students' living and learning environments (e.g., reduced in-person contact with staff and faculty members, restrictions on extracurricular activities and social events) may contribute to increased stress and decreased social support. These, in turn, would negatively impact student mental health. For some, the economic impact of the pandemic has also resulted in increased financial pressures and/or uncertainties about future employment or internships. Furthermore, the overlapping national crisis related to systemic racism and racial violence is significantly impacting the wellbeing of many, especially Black students and other students of color. These co-occurring crises pose significant challenges to the mental health and wellbeing of undergraduate, graduate, and professional students. Therefore, reactivation plans should align with the proposed adaptations and enhancements to strategies comprising the university's comprehensive approach to student mental health and wellbeing. In addition to consideration of the educational environment and strategies to promote social connectedness and resilience, it will be important to examine approaches to increase help-seeking, identification of people in need of care, delivery of mental health services, and crisis management procedures in light of the circumstances anticipated in the fall semester (see **Appendix 16**).

Remote work and carrying out essential work on campus also impacts the wellbeing of all faculty and staff. A variety of resources related to mental and emotional wellbeing, telemedicine, physical wellbeing, workplace accommodations, and caring for children/elders is available through the Division of Human Resources and outlined in the Working During COVID-19 Guide. All faculty and staff are encouraged to take advantage of these resources and seek help as needed.

F. De-densifying the Campus

A central tenet for control of virus spread is to reduce the concentration of individuals on campus at any point in time. As such, until the pandemic is under better control ***our committee recommends that all faculty or staff who can perform their duties remotely should continue to do so, and that only those whose work requires them to physically be on campus should be granted permission from their college, school, or unit leadership****. It will be important, both for de-densification compliance purposes and for our viral surveillance testing program, that all individuals given permission to work or study on campus be identified and register for the Daily Check-in.*

Partial Reactivation of Residential Instruction

Our committee was asked to consider how we would select subsets of students to invite to campus if university leadership decided in favor of a partial reactivation of residential instruction as a means of de-densifying the campus. We recognize that any decision to invite back some subsets of students but not others will introduce

inequities and evoke strong negative reactions given the desire of nearly all students to return to campus. Nevertheless, new first-year and transfer students should be given priority in the fall semester so that they have the opportunity to experience and become acclimated to Cornell and develop a sense of community. Graduating seniors should be prioritized, at least for the spring semester. However, seniors in disciplines that have a large proportion of courses that require hands-on access to special physical facilities may require more than one semester of residential instruction to complete their degree requirements. Faculty responses to a question in our committee's reactivation survey that asked whether their course(s) require special physical spaces (e.g. labs, studio) showed significant variations across departments, as expected, with courses in some departments (e.g., animal science, architecture, art, astronomy, chemistry, chemical engineering, design and environmental analysis, earth and atmospheric sciences, electrical and computer engineering, entomology, fabric science and apparel design, food science, landscape architecture, music, performance and media arts, physics, plant sciences, veterinary medicine, etc.) being more heavily reliant on in-person access to facilities. Continuing students who serve in critical support roles such as residential advisors should also be prioritized, as should athletes if their sport will be played during a specific term. In the event that seniors are unable to secure visas in time to return for the fall semester, they should be given priority for the spring semester. Finally, research-active students at both the undergraduate and professional/graduate levels who require access to campus facilities to maintain their research should also be invited back. It is worth noting that a large percentage of graduate students who responded to the graduate student survey indicated they are currently in Ithaca and therefore should not be thought of as "returning to" Ithaca.

Finally, under any scenario, priority should be given to students who would be unable to maintain their academic progress at home due to a lack of access to internet and/or a home environment that is not conducive to learning. Student responses to our campus reactivation survey for which we had a 71% response rate among undergraduates and 48% response rate among graduate and professional students revealed the following (note: incoming students were not included in the survey population and therefore the numbers below underestimate total need):

	Concern about access to reliable internet to complete online courses	Concern about access to a quiet space that is conducive to learning
UNDERGRADUATES		
Very concerned	440 (6%)	1,722 (22%)
Somewhat concerned	1,029 (13%)	1,766 (22%)
	1,188 (15%) report being somewhat or very concerned about both	
PROFESSIONAL/GRADUATE		
Very concerned	122 (6%)	266 (11%)
Somewhat concerned	254 (11%)	389 (16%)
	278 (11%) report being somewhat or very concerned about both	

It is important to keep in mind, however, that students with off-campus living arrangements would likely return regardless of whether they are invited back for residential instruction. Therefore, efforts to de-densify the campus will have the greatest effect on first-year students who are required to live in on-campus housing. Relevant numbers appear in the table below.

	All Room Types	Singles & Doubles	Singles Only
Occupancy	6,949	6,701	4,793
% first year students (N=3,218)	46%	48%	67%

Interestingly, even among the upper-class student respondents with on-campus living arrangements, 676 indicated they are very or somewhat likely to return under an all-online scenario and 286 remain undecided. In other words, it is not just students who have signed leases for off-campus housing that intend to return to Ithaca.

De-densification in Residential Dorms

At full capacity, our residential halls house a total of 6,949 students. At a minimum, our committee recommends that triples and quads be eliminated to mitigate viral spread. This results in a loss of 248 beds, which may not actually displace many students, if some students opt not to participate in residential instruction.

Further eliminating doubles would de-densify the on-campus residential population to 4,793. A total of 2,156 students would be displaced. Advantages of eliminating doubles include: reduction in the number of students who share bathrooms and other residential facilities; a one-person reduction in the likely number of close contacts that would be identified during contact tracing for on-campus residents who test positive; and better, more controlled learning environments for students who participate in online or remote access courses. In theory, eliminating doubles should also reduce demand for classroom space and reduce demands on our viral testing program. However, as noted above, our outreach suggested that many displaced students (upper-class students in particular) might choose to return anyway (to apartments in Collegetown), thereby exacerbating density off-campus where the university has less oversight. Another concern is that a singles-only policy could exacerbate loneliness at a time when social connections are curbed by the need to maintain distancing. As has been the case for many individuals during the weeks of sheltering-in-place this spring, having roommates or housemates with whom one can interact more normally (without masks and distancing) can provide much needed psychological relief from the stressors of the pandemic. What is not known is how a singles-only policy might alter student behavior in a way that negates the intended benefits of the policy (e.g., students spend more time in the rooms of hallmates).

Class Size

The lower the maximum threshold for in-person enrollment, the lower the risk that the network ties between students created through their courses will lead to widespread infection. However, there are tradeoffs between risk and the quality and cross-student equity in the educational experience.

Campus Visitors

Cornell is accustomed to being an open and welcoming community with virtually no restrictions on who visits and travels through our campus. The beautiful setting attracts visitors and most buildings remain unlocked at all hours. Given the need to de-densify the campus to facilitate physical distancing and the fact that visitors may unknowingly bring COVID-19 into our community, our committee recommends that campus visitors be significantly restricted, at least through the fall semester. Precise details of a campus visitor policy will still need to be worked out; however, we recommend the following as examples to be considered:

- Campus buildings should be locked and accessible only with key-card access, thus limiting ingress to members of the Cornell community and authorized visitors. Certain facilities may be open to the public (for example, the campus store), but prevailing NYS guidelines must be strictly enforced.
- Large groups of visitors (for example, prospective students wishing to tour the campus) should not be allowed.
- Official events held on campus should be restricted to members of the Cornell community.
- Outdoor spaces (e.g. the trail around Beebe Lake and the Botanical Gardens) should remain open, but Cornell's mask and physical distancing policy must be followed.
- Academic visitors should be discouraged and only allowed at the discretion of the appropriate Dean.

Student Travel on and Around Campus

Our committee recommends that students be encouraged to bring bicycles or scooters to campus as a safer alternative to crowded TCAT buses. It is unfortunate that Lime bikes has decided to shut down their Ithaca service, since a bike-share (or scooter-share) service might be particularly useful this fall, when students are likely to have greater distances to travel between classes, due to the classroom availability being stretched to their full capacity.

In addition, careful study should be given to possibly shutting down several main campus roads to allow people to walk around campus in a socially distanced manner. The university should coordinate with TCAT to understand if rerouting service is feasible with making greater use of the main campus thoroughfares for pedestrian and bicycle traffic. In particular, is it possible for TCAT to offer a peripheral campus circulator system?

G. Workplace Guidelines

Only employees permitted to return to work on campus after receiving direction from their supervisor should be allowed to do so once the department/unit's reactivation plan has been approved in accordance with university reactivation guidelines. Supervisors must provide their local HR representative with the names of employees who will be returning to campus to ensure compliance with the required Daily Check-in process. All other employees will be expected to continue to work remotely.

The university has procedures in place to assist employees who have medical conditions that may require accommodation and for staff who are caring for a family member. Individuals with an underlying medical condition, or those who are pregnant, may submit an ADA Reasonable Accommodation request, including accommodation requests for PPE, related to returning to the workplace. If an employee is unable to wear a required face covering due to medical, religious or other protected reason, they can follow the appropriate process for requesting an ADA reasonable accommodation or a religious accommodation (University Policy 6.13.8, Religious Accommodation). Telemedicine, telecounseling, and financial assistance are now available to Cornell benefits-eligible employees. Supervisors may not prevent employees from returning to work based solely on the supervisor's belief that the employee falls into the CDC's categories of individuals at higher risk for severe complications from COVID-19. The Division of Human Resources has developed comprehensive workplace guidelines that all faculty and staff must follow for the health and safety of our campus.

H. Business and Personal Travel for Employees

Travel poses considerable risk during an infectious disease outbreak as individuals visiting locations with higher prevalence of disease may return to their homes with the pathogen. This has been demonstrated to be the case with COVID-19 as the early spread of the disease around the globe came as a result of infected travelers passing on the virus in their local communities. Although the past few months have taught us much about this particular pathogen and its mode of transmission, travel continues to be a risk. There continue to be hot spots of disease, both in the United States and abroad. These regions change on a regular basis; hence, it is nearly impossible to identify particular locations to avoid. Additionally, during travel it is often harder to maintain strict physical distancing for activities of daily living, especially if travel makes use of public transportation. Activities of daily living are also riskier during travel (for example, using shared restrooms, eating in restaurants, etc.).

Although our committee recognizes the risk of travel, we are also aware that some travel may be essential for work and that individuals will need to travel for personal reasons. We are also aware that at the time of this report, there are no governmental travel restrictions imposed on those living in Tompkins County and that it would not be appropriate for the University to oversee personal travel of our faculty or staff. We do feel, however, that it is the obligation of the university to consider steps to safeguard our community to the extent possible. Therefore, we offer the following principles for consideration in guiding our community about travel. Our committee recommends that a working group be created to assemble these principles into a policy to guide the Cornell community. We are also aware that the College of Veterinary Medicine (CVM) is piloting a means to guide its faculty and staff on steps to take upon return from travel and suggest that the working group evaluate the CVM pilot in considering next steps.

- Travel advisories should be easily accessible to all members of the Cornell community. A link to the most recent CDC guidance on travel should be prominently displayed in the Daily Check-in.
- All members of the Cornell community should be encouraged to limit travel whenever possible, particularly if that travel would require visiting regions of high viral prevalence or if it would be necessary to use public transit. All travelers should be encouraged to be especially vigilant about wearing masks and maintaining physical distancing when traveling.
- All non-essential business travel should be prohibited. Any Cornell-related travel must be approved in advance by the appropriate Dean or Vice President or their designees.
- Specific guidance should be provided for faculty who live outside of the Ithaca area and commute to Ithaca to teach or live part-time outside of Ithaca.

Student Travel

Cornell-sponsored travel for students will be restricted during the fall semester. Study abroad programs will be suspended, and any Cornell-related domestic or international travel will be only allowed after institutional approval. Personal travel is also strongly discouraged because of the risk of acquiring infection when away, then returning to campus. It is understood that there may be circumstances when such travel is essential. Should a student need to travel outside of the immediate local area, the student should be encouraged to consult Cornell Health for advice on appropriate precautions and on steps to be taken upon return. Student must be prepared to be tested for COVID-19 upon return and for the possibility of a quarantine period before returning to campus

activities. All students contemplating travel are strongly urged to visit the most up-to-date CDC travel advisory website.

Campaign for Public Health and Behavioral Influence Strategies

Given the many changes we anticipate for campus life, our committee imagines that the communication strategy should include regular and consistent messaging to the community as the campus gears up for its reactivation. Due to the diversity of audiences at Cornell and the fact that some have returned to work (e.g., to engage in and support research activity), there are immediate public health messages that are needed to ensure the safety of individuals cleared to return to campus. Over the summer, these messages should be expanded to support a robust public health and behavioral influence campaign directed to faculty, staff, students, and visitors in preparation for fall reopening activities and the 2020-2021 academic year. The constituencies to which messages should be targeted include:

- Undergraduate students
- Graduate/professional students
- Faculty
- Staff
- Visitors to campus
- Parents
- Ithaca community

Within the student population, specific messaging will be needed to address concerns within select groups, including but not limited to on-campus housing, off-campus housing, Greek life, athletes, and international students.

In order to reach all intended audiences, the university will need to deploy a range of communication and marketing tactics (see **Appendix 17** for more details). The committee recommends that messaging and asset development be led centrally as a university-level priority, utilizing public health expertise from The Skorton Center for Health Initiatives, as well as the Master of Public Health Program and behavioral science faculty expertise (see **Appendices 14 & 15**). It is important to note that success of this campaign will be contingent upon campus partners – college and school deans, vice presidents, and vice provosts, as well as student leaders – to reinforce these messages at the local level.

To ensure that all voices and needs are met, University Relations has already begun meeting regularly with Cornell Health, Student and Campus Life, Human Resources, Environmental Health and Safety, and Facilities and Campus Services to develop evidence-based messaging and signage, create a week-by-week calendar of planned (and needed) communications as members of our community return to campus, and redesign the university's central COVID website with resources and information for a broad range of audiences. The committee recommends that this central website remain as the source of information relevant for particular groups. We also recommend that as the summer and then fall semester progresses, the communication team provide regular updates to the community about the state of infection on campus and whether we anticipate relaxation or enhancements of actions needed to mitigate viral spread. It would also be useful for the communication team to put local events related to the pandemic into context of the national and international scene.

The committee recommends that this informal group be formalized into a communications working group charged with developing, and empowered to implement, a comprehensive public health and behavioral influence strategy for Cornell's Ithaca campus. This group should also serve as a conduit for identifying and working to resolve information gaps.

Communication with the local community

Recognizing that Cornell will not be dealing with the pandemic in isolation, our committee suggests that Cornell appoint appropriate points of contact to communicate with our community partners. This will include individuals identified as the Cornell "go-to" contacts for Cayuga Health System, the Tompkins County Department of Health, local municipalities, Ithaca College, and Tompkins Cortland Community College. This will be especially important if viral spread increases in our region as it will be critical for information to be shared quickly and effectively among all concerned.