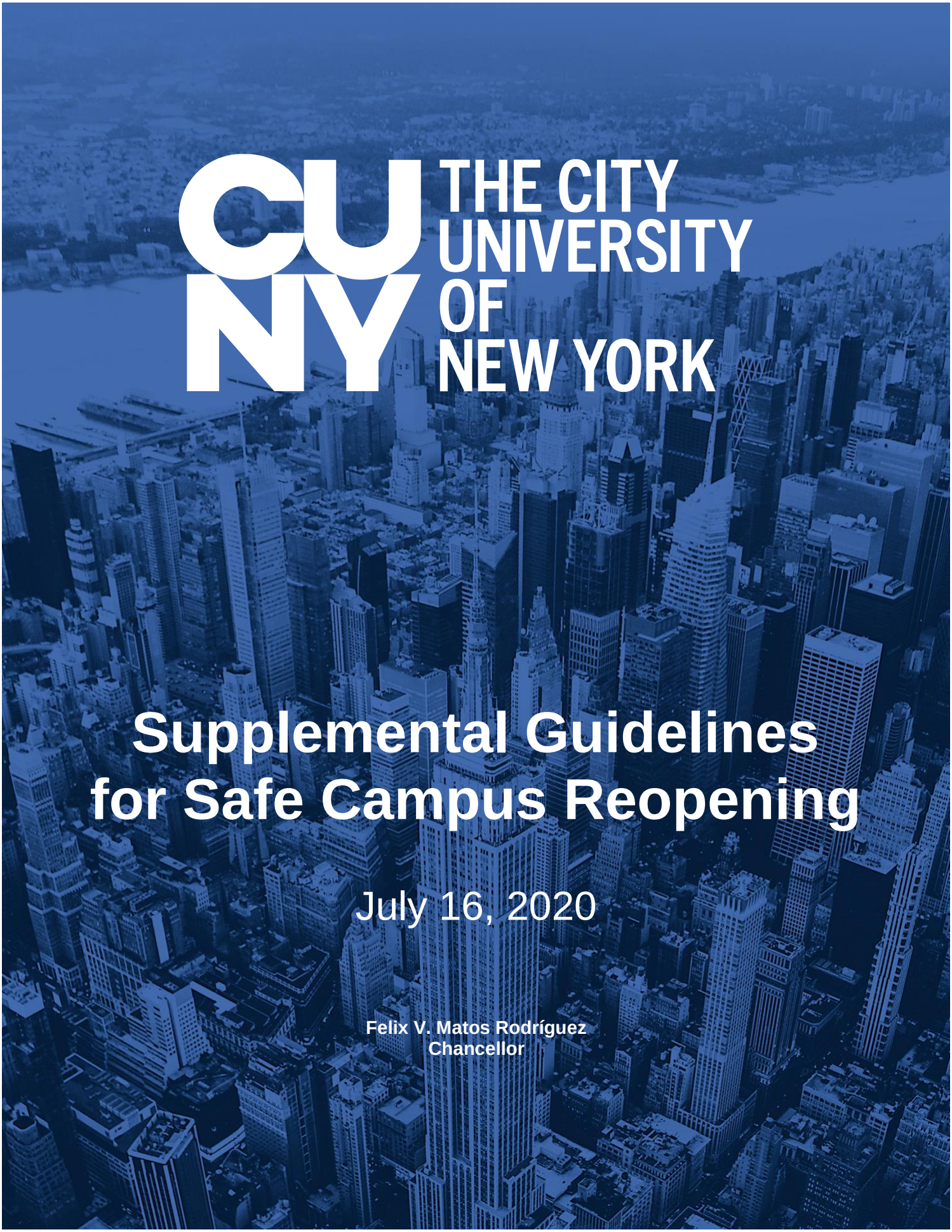

Supplemental Guidelines for Safe Campus Reopening

July 16, 2020

Felix V. Matos Rodríguez
Chancellor

Supplemental CUNY Guidelines for Safe Campus Reopening

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1. Coronavirus Campus Liaisons (Spring 2020)

College	Employee Name	Title	Email	Office Number
Baruch College	Andrea Caviness	Executive Director, Human Resources	andrea.caviness@baruch.cuny.edu	(646) 660-6596
Borough of Manhattan Community College	Penelope Jordan	Director, Health Services	pjordan@bmcc.cuny.edu	(212) 220-8257
Bronx Community College	Karla Renee Williams	Executive Legal Counsel & Deputy to the President	Karla.Williams@bcc.cuny.edu	(718) 289-5151
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City College	Richard Belgrave	Director, Environmental Health & Occupational Safety	rbelgrave@ccny.cuny.edu	(212) 650-5080
College of Staten Island	Michael Parrish	Provost/Senior Vice President for Academic Affairs	Michael.Parrish@csi.cuny.edu	(718) 982-2440
CUNY Central	Kurt Klein	Deputy Director, Office of Environmental, Health, Safety and Risk Management	Kurt.Klein@cuny.edu	(646) 664-2864
CUNY School of Law	Carolyn Geisel	Associate Dean of Finance and Administration	carolyn.geisel@law.cuny.edu	(718) 340-4003
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College	Employee Name	Title	Email	Office Number
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Kingsborough Community College	Tasheka Sutton Young	Interim VP, Institutional Advancement & Executive Chief of Staff	tasheka.sutton-young@kbcc.cuny.edu	(718) 368-5112
LaGuardia Community College	Bart Grachan	VP, Student Affairs	bgrachan@lagcc.cuny.edu	(718) 482-5970
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Medgar Evers College	Michael Dreher	Interim Associate Provost	mdreher@mec.cuny.edu	(718) 270-5011
New York City College of Technology	Stephen Soiffer	Special Assistant to the President	SSoiffer@citytech.cuny.edu	(718) 260-5400
Queens College	William Graffeo	Director, Environmental Health and Safety	William.graffeo@qc.cuny.edu	(718) 997-2881

College	Employee Name	Title	Email	Office Number
Queensborough Community College	Stephen DiDio	VP, Marketing and Communications	sdidio@qcc.cuny.edu	(718) 631-6044
School of Labor and Urban Studies	Burt Sacks	Associate Dean for Operations	Burt.Sacks@cuny.edu	(212) 857-1973
School of Labor and Urban Studies	Gladys Schrynemakers	Interim Associate Dean, Academic Affairs	Gladys.Schrynemakers@slu.cuny.edu	(212) 642-2042
School of Professional Studies	Washington Hernandez	Associate Dean, Administration & Finance	Washington.hernandez@cuny.edu	(646) 664-8585
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York College	Dana M. Trimboli	Chief of Staff, Office of the President	dtrimboli@york.cuny.edu	(718) 262-5374

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2. Athletics: CUNYAC Return to Play

CUNY ATHLETICS

The CUNY Athletic Conference has put together this document to help its member institutions best move forward with the re-socialization of sports for the Fall of 2020 due to the COVID-19 Pandemic. It is important to note that both the NCAA and the NJCAA are both planning on having Fall Championships across the Nation. In addition, the NCAA reduced the mimunum amount of contests by thirty-three percent while still maintaining NCAA membership. The following changes and guidelines have been made to best serve our Student Athletes.

1. CUNY teams for Fall 2020 are allowed to schedule and compete in a maximum number of games/contests to be played in each sport as follows: (4) for men's & women's cross country, (15) for women's volleyball, (12) for men's soccer and (12) women's soccer.

2. Women's Tennis will move its traditional conference schedule to the Spring of 2021. CUNY campuses can play a non-conference schedule in the Fall if so permitted by CUNY and said campus.

3. CUNYAC and its members will adopt and use return to sport guidelines from the professional governing bodies for each of the Fall sports: Women's Volleyball – AVCA, Men's and Women's Soccer - United Soccer Coaches Association, Women's Tennis – ITA, Men's and Women's Cross Country - USTFCCCA

4. The following has also been adopted for return to play in the following sports:

   a. *Cross Country* - If Van Cortlandt Park is available and allowing permits, CUNYAC will continue to hold its meets there with CUNY schools ONLY. However, if no permits are allowed, the CUNYAC will look at certifying a course on either Queens College's campus or CSI.

   b. *Men's and Women's Soccer* - If Randall's Island is available for permits, the campuses that need fields will still be allowed to hold practice and games there. However, if public permits are not allowed, the CUNYAC will explore a shared field model of CUNY schools with soccer fields.

   c. *Women's Volleyball* - Since all CUNYAC schools have gyms, nothing will change for Fall 2020.

   d. *Women's Tennis* - Will be moved to the Spring of 2021.

5. The CUNYAC and its member will also adopt the below Athletic Training Protocols to allow a safe return to play policy and procedure for it's student-athletes. (Please note: this is a working document and its subject to change as the CDC and State Health Department continue to come out with new guidelines.)

CUNY ATHLETICS

CUNYAC Institutional COVID Athletic Training Guidelines

Daily:

1. Temperature Checks:

a. Temperature checks can be done and recorded by any staff or administrator - an ATC is not needed to do this.

b. This would hold true for staffing and coach's daily temperature checks.

2. Self-Health Questionnaire for Staff/Coaches (form from National Athletic Training Association Intercollegiate Council for Sports Medicine [NATA ICSM])

a. This can be implemented daily by creating a simple google form with a link, or through Qualtrics with a link or QR code.

3. S-A Daily Screening Questionnaire - (Same form from NATA ICSM)

a. This can be implemented daily by creating a simple google form with a link, or through Qualtrics with a link or QR code.

Game Day:

1. ATCs and non-ATCs will be able to take temperature checks prior to warmups of:

- All SAs (away and home)
- Officials
- Game Day staff

** non-contact thermometers for this process are required**

2. Recorded temperatures of 100.4 and > will exclude an individual from participation, or working games, practices and entry to the facility. (This was the threshold temperature stated by Dr. Hainline during the webinar COVID-19 Impact on Playing and Practice Seasons)

CUNY ATHLETICS

Procedures If a S-A/Staff/Coach/ Have Symptoms or Test Positive:

Listed below are the common questions and responses with regard to reopening a facility in the wake of COVID-19. All questions and responses are taken directly from the Occupational Safety and Health Administration (OSHA) and/or the Centers for Disease Control (CDC). Pending further guidance from each institution's COVID-19 Response Task Force, these answers may change. If and when they do, each institution will refer to the guidelines set forth by that task force and adjust our responses accordingly.

What should be done if an S-A/Staff/Coach tests positive for the coronavirus?

a. S-A/staff/coaches need to follow guidelines set by state and local authorities.

b. If an S-A/staff/coach is confirmed to have COVID-19, they should inform the ATC and AD immediately of their possible exposure to COVID-19 but must adhere to HIPAA guidelines.

c. Sick S-A/staff/coaches should follow the CDC recommendations.

d. Each institution should consult with the local health department for additional guidance.

What should be done if an S-A/Staff/Coach comes to work with coronavirus disease symptoms?

a. S-A/staff/coaches who have symptoms when they arrive at their institution or become sick during the day should immediately be separated from other S-A/staff/coaches and sent home.

b. S-A/staff/coaches who develop symptoms outside of the institution should notify their ATCs, and ADs (chain of command) and stay home. Sick S-A/staff/coaches should follow CDC-recommended steps.

c. S-A/staff/coaches should not return to their institution until they have met the criteria to discontinue home isolation and have consulted with a healthcare provider and state or local health department.

What are the recommended steps from the CDC in regard to sick S-A/Staff/Coaches?

a. If you feel ill, stay home.

b. Monitor temperatures hourly and record any changes.

c. If you illustrate multiple COVID-19 symptoms, contact a healthcare professional for consultation immediately, inform your employer for contact tracing purposes, and follow your healthcare professionals' advice regarding treatment.

d. Follow the CDC and OSHA in regard to self-quarantining and return timelines.

CUNY ATHLETICS

What do you need to do if you believe you were exposed to COVID-19?

a. Stay home.

b. Practice self-quarantine.

c. Monitor for symptoms.

d. Contact healthcare professional for consultation if symptoms manifest.

e. Follow the CDC and OSHA in regard to self-quarantining and returning timelines.

What should be done if a S-A/Coach/Staff have been exposed but are not showing symptoms?

a. S-As/Coaches/staff may have been exposed if they are a "close contact" of a S-A who infected, which is defined as being within approximately 6 feet (2 meters) of a person with COVID-19 for a prolonged period of time, and sharing of equipment with that infected S-A.

b. Potentially exposed S-A/staff/coaches who have symptoms of COVID-19 should self-isolate and follow CDC recommended steps.

c. Potentially exposed S-A/Staff/coaches who do not have symptoms should remain at home or in a comparable setting and practice social distancing for 14 days.

d. All other S-A/Staff/Coaches should self-monitor for symptoms such as fever, cough, or shortness of breath.

What are the symptoms of COVID-19?

The signs and symptoms of COVID-19 present at illness onset vary, but over the course of the disease, most persons with COVID-19 will experience the following:

a. Fever
b. Cough
c. Fatigue
d. Loss of Appetite
e. Shortness of breath
f. Sputum production
g. Myalgias or body aches

CUNY ATHLETICS

NCAA Reopening Phases

1. *The core principles of resocialization of collegiate sport are guidelines to assist member institutions regarding practice opportunities for this fall. If states or localities have a different resocialization approach, institutions may choose to follow those guidelines.*

2. *If an institution uses the resocialization guidelines, it would need to start Phase 1 when it brings its student-athletes to campus. That means if the campus successfully goes through Phase 1 and 2, it will be four weeks before the institution can begin repetitive handling of common objects such as game balls and other shared equipment, and contact activities can begin.*

Phase 1

Restrictions:

1. Physical distancing should continue.

2. Gatherings of more than 10 people should be avoided unless precautionary measures of physical distancing and sanitization are in place.

3. Gyms and common areas where student-athletes and staff are likely to congregate and interact, should remain closed unless strict distancing and sanitation protocols can be implemented.

4. Virtual meetings should be encouraged whenever possible and feasible.

5. Nonessential travel should be minimized, and Centers for Disease Control and Prevention guidelines regarding isolation after travel should be implemented.

6. Masks are necessary when physical distancing is not possible, and repetitive handling of a shared object such as game balls and other shared equipment should be avoided.

7. If game balls are shared, this should be done in a controlled manner with strict attention to sanitizing hands, the ball, and avoidance of face touching.

CUNY ATHLETICS

Phase 2:

Restrictions:

1. Physical distancing should continue.

2. Gatherings of more than 50 people should be avoided unless precautionary measures of physical distancing and sanitization are in place.

3. Gyms and common areas where student-athletes and staff are likely to congregate and interact should remain closed, or appropriate distancing and sanitation protocols should be implemented.

4. Virtual meetings should continue to be encouraged whenever possible and feasible.

5. Nonessential travel may resume.

6. Masks are still recommended when physical distancing is not possible.

7. This phase allows for more organized group activities:
a. The sharing of common objects such as game balls should be done in a controlled manner with attention to sanitizing balls and hands, and avoidance of face touching.

b. If equipment is shared, it should be done with attention to sound sanitizing practices.

Phase 3:

Restrictions:
1. Gyms and common areas where student-athletes and staff are likely to congregate and interact can reopen if appropriate sanitation protocols are implemented, but even lowrisk populations should consider minimizing time spent in crowded environments.

2. Unrestricted staffing may resume.

3. Repetitive handling of common objects such as game balls and other shared equipment may become more commonplace, but still with sanitizing practices in mind.

a. Because of the increase in contact among individuals, it remains important to be aware of the possibility of new infections and the important role that contact tracing will play in those scenarios.

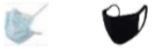
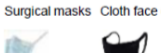
For additional guidance on athletics and other events see guidelines set forth by:

- The NCAA www.ncaa.org/sport-science-institute/core-principles-resocialization-collegiate-sport; and
- American College Health Association, "Considerations for Reopening Institutions of Higher Education in the COVID-19 Era," May 7, 2020.

3. Projecting PPE Demand

Adapted from McKinsey '10 Considerations for Higher Education Reopening', unless otherwise stated.

Illustrative — Not Exhaustive

	Resource required	Guidance	Calculation for monthly demand	Visual
Masks	**1. N95:** Identify number of healthcare personnel actively working in system and allocate N95 respirators for them	Each healthcare worker is recommended to have one N95 respirator for every ~5-7 days (~6 per month)	**Estimate of N95 respirator demand:** # of healthcare workers active in system x 6	N95 respirators; Surgical N95 respirators
	2. Surgical masks - healthcare: Backfill any shortages in N95 respirators for healthcare professionals with surgical masks	In the absence of N95 masks, each healthcare professional should have ~2 surgical masks per day	**Estimate of surgical masks needed to backfill N95 shortages:** # of healthcare workers without an N95 respirator x 2 masks/day x 30 days	Surgical masks; Cloth face covering 
	3. Surgical/cloth masks – general public: Estimate supply needs for surgical/cloth masks for faculty, staff, and students based on reopen policy and university policy on providing masks	Highly encouraged (and in some cases, mandated) for personnel to wear surgical or cloth masks (e.g., vulnerable populations) Universities will have to determine who will provide masks (university vs. student/faculty) and when/where they are required	**Estimate of surgical/cloth masks needed for general public:** # of faculty, staff, and students on campus x # uses/mask (depending on type of mask) x university policy on when/where to use	Surgical masks; Cloth face covering 
Gloves	**4. Gloves - healthcare:** Estimate glove usage in healthcare system based on estimated # of patient interactions	Single use for healthcare workers – Nitrile and Latex recommended	**Estimate of gloves required for healthcare needs:** Estimated daily patient interactions in healthcare system x 30 days	Latex/ nitrile gloves
	5. Gloves - cleaning: Estimate glove usage for cleaning purposes based on campus size (e.g., # of classrooms, # of restrooms, # of public spaces more broadly including deep cleaning needs)	Single use for cleaning/sanitization staff – Vinyl and Polyethylene acceptable; rough estimates of ~10-20 pairs / day by experts but will vary	**Estimate of gloves required for cleaning needs:** # of classrooms + # of restrooms + # of public spaces x university policy on frequency of cleaning per day x 30 days	Polythene gloves
Gowns	**6. Gowns - surgical:** Estimate gown usage in healthcare system based on estimated # active healthcare workers	Single-use intended to protect the wearer in medium/high-risk COVID situations	**Estimate of surgical gowns required:** # of daily healthcare patient interactions x 30 days	Surgical gowns
	7. Gowns – non-surgical (e.g., cleaning): Estimate gown usage for non-surgical usage based on size of cleaning staff	Single-use intended to protect the wearer in low and minimal risk COVID situations (not to be worn in surgical or invasive procedures, or when med/high risk of contamination exists)	**Estimate of non-surgical gowns required:** # of monthly cleaning shifts x cleaning workers/shift	Non-surgical gowns
				Note: Given surgical gowns are intended for medium/high risk COVID situations, a reasonable assumption is made that surgical gowns are to be worn in healthcare environments while non-surgical gowns are to be worn in non-healthcare environments where there is low/minimal risk of contamination
Eye / face protect-ion	**8. Eye/face protection:** Estimate face mask usage based on projected # of patient interactions in high-risk COVID settings	Eye/face protection strongly recommended in high-risk COVID situations where there is potential exposure of the wearer to fluid splashes Eye/face protection for repeated use (1 needed per worker)	**Estimate of face protection needed:** Estimate of # of healthcare workers that are addressing high-risk COVID situations	Face shield; Eye protection

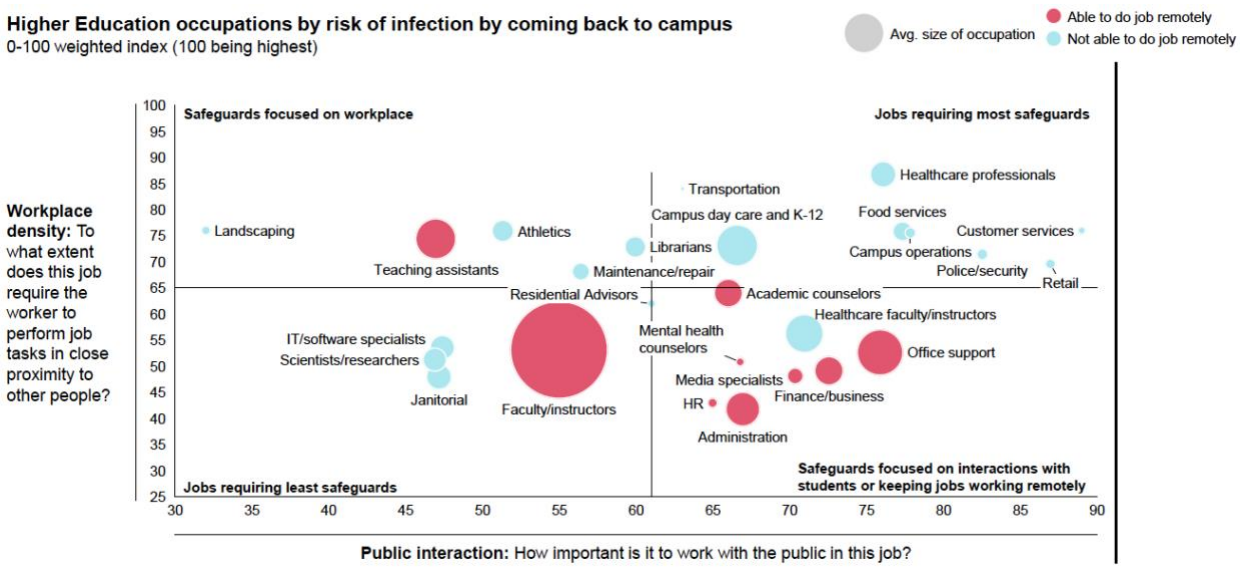
4. Additional Planning Guidance for Staged Reopening

Adapted from McKinsey '10 Considerations for Higher Education Reopening', unless otherwise stated.

- Each CUNY campus should think about its reopening process in the context of its priorities, including educational mission, equity, health, economic well-being, and institutional stability.
- Colleges have considered a number of different approaches for reopening campuses, generally based around 3 (or more) condition-based stages of returning and transitioning between stages that align with gating criteria defined by each university.
- McKinsey template for 3-stage reopening:

Phase 1: Low-risk, mission-critical activities and programs resume in-person as well as reopening preparation activities	**Phase 2:** Additional limited activities resume in-person with significant safeguards	**Phase 3:** Most or all activities resume in-person with fewer safeguards
Example activities: Research, small lab courses, dorm cleaning	**Example activities:** Graduate programs, grab-and-go campus dining	**Example activities:** Full undergraduate program, athletics

- When determining which staff to bring back on campus, CUNY should consider whether an occupation can be performed remotely or not.
- CUNY can provide optionality for certain occupations to be performed from home (even if it is safe to come back) based upon a person's ability to perform the job remotely, especially if they are vulnerable members of the CUNY community.
- Regarding academic staff: Aspects of the faculty's work will be higher in public interaction (e.g., large lecture classes) or more difficult to do remotely (e.g., lab instruction); each component can be evaluated separately to determine sequencing of return and required safeguards.
- McKinsey template for determining who to bring back on campus (considering ability to do job remotely):



- CUNY must decide whether and when to bring students back in Fall 2020. McKinsey sets out a number of 'reopening archetypes' which can help CUNY transition through reopening stages.
- CUNY's choice of archetype(s) should be informed by 1) the stage they expect to be in at reopening and 2) their priorities/operational capabilities.
- McKinsey template of reopening archetypes and percentage of students on campuses:

% students on site	Reopening archetype		
1	All students fully in-person	1a. On-time, full start	Campus reopens to all students and assumes normal operations in Fall 2020
		1b. Delayed full start	Campus reopens to all students and assumes normal operations a few months after Fall 2020
2	All students partially in-person	2a. Low-residency mode	Groups of students come to campus iteratively in low densities for a few weeks of rich experiences
		2b. Students in residence, learning remotely	Reopen dorms to all students but keep most (if not all) classes remote; restrict certain types of high-risk extracurricular / social activities
3	Some students fully in-person	3a. Program / grade level-based phasing	Campus reopens to certain grades / programs that are highest priority for in-person learning or working (e.g., PhDs, first-years, seniors, MBAs, etc.)
		3b. Need / equity-based phasing	Allow those most in need of campus services (e.g., housing, tutoring) to return by application
		3c. Locality-based phasing	Allow commuter and local students to take classes on campus, keeping most or all dorms closed
4	All students fully remote	4a. On-time, remote start	Campus will remain closed and all courses will be taught remotely / online
		4b. Structured gap year	Allow students to propose project-based experiences when remote, and fast-track later requirements

5. Draft Reclosing Plan

These guidelines reflect the process previously followed by the CUNY campuses in closing the university pursuant to New York State COVID-19 response guidance; material in this section is drawn from CUNY correspondence and the Guidance on Academic Continuity to campuses page.

Governance

Should CUNY and its campuses need to close down operations after reopening, the same governance structure should apply as laid out in the reopening section of the guidelines. Pursuant to that structure, campuses should develop re-closing plans (following the guidelines set out herein). These plans should be submitted to the Chancellery/COO's Office for review and approval. Decisions to shut down will begin with the Campus Coronavirus Liaisons who will report daily to the Campus Reopening Committee and to the Chancellery/COO's Office on COVID-19 exposures. This data, along with local and state data and guidance, will guide the campus working with the Chancellery/COO's Office's on decisions as to closures. If the CUNY Board of Trustees calls for partial or full closure, campuses should activate their plans.

Given how distinct each of CUNY's 25 campuses is, and the challenges and pitfalls of trying to craft one-size-fits-all policies for all of CUNY, these guidelines provide flexibility for colleges to tailor them to best serve the individual circumstances and needs of their community. (March 19, 2020 letter from Chancellor)

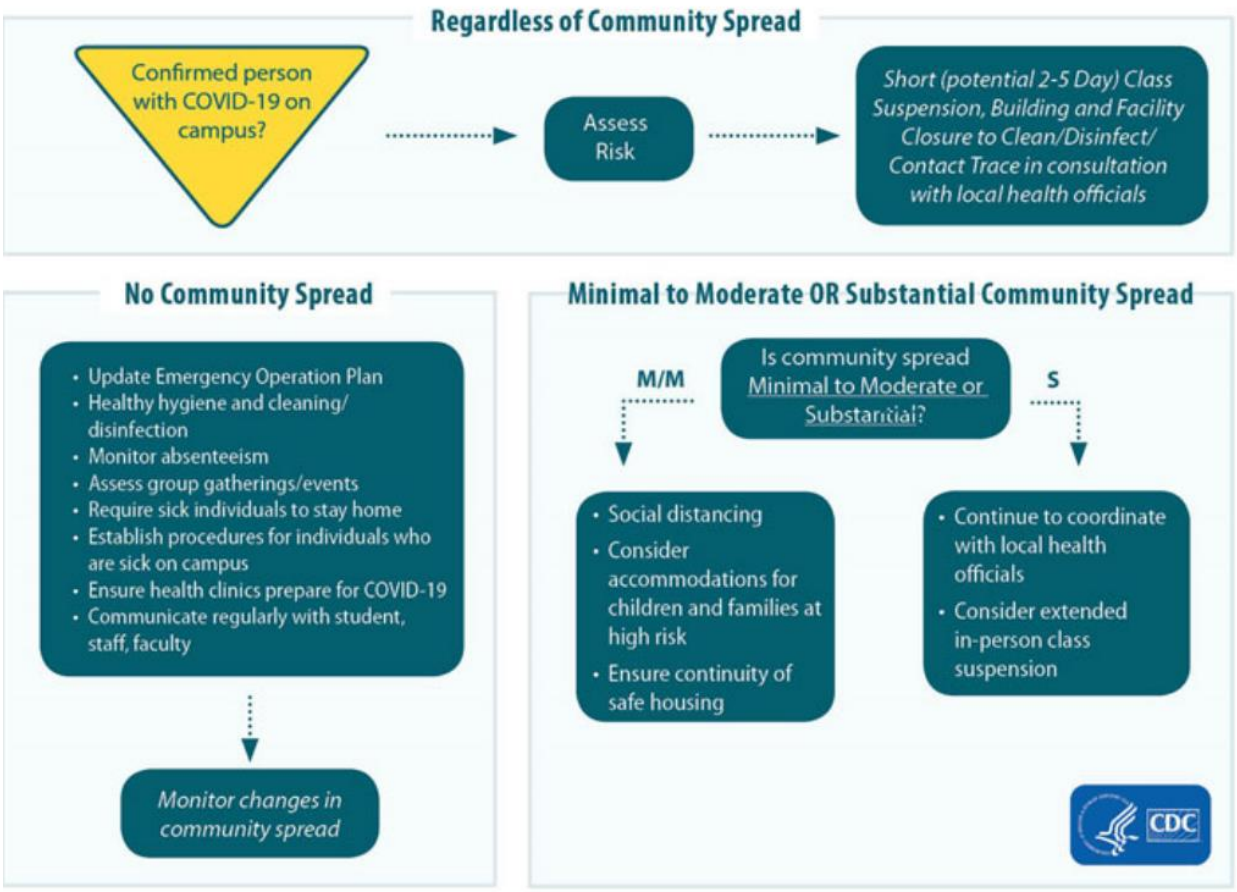
Circumstances that Warrant Closure

- While CUNY's intention is to move forward and bring more activity back to campus over time, CUNY campuses must also be prepared to reverse the reopening if the situation dictates (31).
- The Chancellery/COO's Office and the Campus Reopening Committees will monitor a range of internal and external criteria when assessing whether a ramp down or closure of campuses is required.
    - External monitoring criteria should include:
        - Federal, New York State, and New York City regulatory guidelines and mandates
        - Infection/health system status at the local, state, regional and nation-wide level (25).
        - Status of resources and infrastructure to combat contagion (e.g., PPE, health system capacity, testing and tracing) (25)
        - Compliance of greater public with COVID-19 protocols (e.g., group gatherings, social distancing) (25)
        - Reclosing status of neighboring universities (25).
    - Internal monitoring criteria should include:
        - Spread of infection on campus (i.e. via data reported by Campus Coronavirus Liaisons - metrics on current caseload, new flu-like symptoms, spread) (25)

- Status of resources and infrastructure to combat contagion on campus (e.g. University health system capacity, PPE resources, Testing & tracing resources) (25).
- The campuses should incorporate any guidance on relevant reclosure criteria provided by New York State as part of Phase 4 reopening guidance for Education institutions.
- Campus internal monitoring will be informed by the requirement for students to self-diagnose/report symptoms and faculty/staff to complete the NYS Daily Health Screening Template as well as the regular reports on COVID-19 exposures on their campus that should be provided by the Campus Coronavirus Liaisons to the Campus Reopening Committee and the SVC for Institutional Advancement.
- Campuses must monitor health conditions using the criteria above and look for warning signs that infection may be increasing (11).
  - Per the governance arrangements set out in Part 1, Section B, Coronavirus Campus Liaisons have primary responsibility for collecting accurate and complete data about each individual on their campus with possible exposure to the coronavirus and for sharing that information with the Campus Reopening Committee and the SVC for Institutional Advancement.
  - Campus Coronavirus Liaisons should report information from their campus as well as the online NYS Daily Health Screening Template.
  - Campuses should consider developing dashboards to actively display and monitor the situation on campuses.

Ramp Down Guidance

- The CDC provides the following 'Institutions of Higher Education Decision Tree'.
  - With a confirmed COVID-19 case on campus, the campus should consider a short class suspension of up to 7 days for areas in which the positive occupant was present (see CUNY Guidelines for Safe Campus Reopening, Section III. B) along with building and facility closure to clean and disinfect. The campus should also contact the NYS Contact Tracer Initiative in consultation with local/State officials. Shutdowns may involve rolling campuses closures (e.g. of 14–28 days) as required by internal and external monitoring criteria (A Blueprint for Back to School).
  - Ramp-down activities align with the level of community spread, with minimal or moderate spread requiring higher levels of cleaning and potential closure.
  - Extended closure is suggested with substantial community spread, defined by CDC as large scale immunity transmission, healthcare staffing significantly impacted, multiple cases within communal settings.



- A CUNY campus should expect to only close buildings/areas within its particular campus if the suspected exposure or positive findings that occur reflect confidence in a low level of risk to the wider campus community. This will allow deep-cleaning and disinfection of buildings, premises or grounds. This should be coupled with notifications to potentially impacted students, faculty and staff, and ramp down measures being applied e.g. testing (referrals to City testing sites) and tracing of members of the campus community, moving classes to remote learning, asking employees to work remotely, etc. for the short duration of such limited closures (March 19, 2020 letter to staff from Chancellor).
- In the early phases of the outbreak, New York City experienced substantial community transmission in which individuals who had no known contact with infected individuals tested positive for the virus. Should there be a return of substantial community transmission, the campus community --students, faculty and staff-- should act as if they have been exposed: staying home and monitoring for symptoms. This would require a ramp down or shutdown of CUNY buildings and/or campuses to ensure CUNY does its part to protect the most vulnerable members of the community (March 20, 2020 letter from Chancellor). Such decisions will be made in consultation with the Chancellery/COO's Office and local/State officials.

- The ramp down response to the local and community health situation within a campus, a community or the City as a whole, should be made following the governance process set out in Part 1, Section B, of the CUNY Guidelines for Safe Campus Reopening. Final decisions on shutting down particular buildings/areas within campuses, individual campuses, or multiple campuses, as appropriate, will be made by the Chancellery/COO's Office in consultation with local/State authorities.
    - The reopening plan for the CUNY campuses proposes four stages, moving from a soft reopening to full operations as described in the Phasing Section of the CUNY Guidelines for Safe Campus Reopening. Depending on which stage of reopening CUNY is in, closure of a campus or campuses may involve reverse engineering to lower stages, up to and including a total shutdown.
- Campuses should actively prepare plans and procedures to be ready to close particular buildings/areas within campuses, or to close campus-wide, in the event of a resurgence of the virus, and return to essential service and workforce restrictions (adapted from 38).
- Campuses/Central should expect to move forward and backward between the above stages (38), and to respond with targeted shutdowns of impacted buildings/areas if a person with COVID-19 is confirmed to have been on campuses, to clean/disinfect/contact trace in consultation with local health officials.
- Campuses/Central should make a checklist of tasks that stopped during the previous shutdown in order to "reverse engineer" the closing and be prepared for any future campus-wide closings (38).
- Campuses should be ready to deploy distance learning modalities with as few employees on campus as possible, to instruct only those who have been designated as essential staff to report to work, and to transition to distance working for all non-essential staff (March 15, 2020 letter from Chancellor).
    - This should include readiness to deploy targeted distance learning modalities if necessary due to targeted shutdowns of particular buildings/areas impacted by COVID-19.
- Campuses should have effective approval processes to enable staff to request supervisor approval for telecommuting, in accordance with campus telecommuting policies (March 15, 2020 letter from Chancellor).
    - This should include targeted use of telecommuting if necessary due to targeted shutdowns of particular buildings/areas impacted by COVID-19.
    - All supervisors should maintain structures and channels that will enable employees to do their jobs remotely, and to ensure that all hardware and software is fully functional (March 15, 2020 letter from Chancellor).
    - Supervisors should implement remote check-in plans, and all employees should receive details about their work schedules and other expectations of job performance for the duration of the arrangement (March 15, 2020 letter from Chancellor).
- Campuses should have communications plans in place to address questions from students, faculty and staff (See Section II. D. of Guidelines).

- In the event of a campus-wide shut down or a targeted shutdown of particular areas on a campus, school presidents and deans can decide at their discretion what facilities, such as libraries and laboratories, are essential.
    - Managers of CUNY staff who are not able to remotely perform all of their job duties should look for ways to minimize everyone's potential exposure, including: where possible, combining remote and on-premises work; staggering schedules to enable employees to use public transit during off-peak times; implementing staffing rotations; condensing work weeks, with more hours but fewer days as during the summer; and, for those who are working on-site, utilizing stringent social-distance strategies (March 15, 2020 letter from Chancellor).
    - To minimize the risk to essential staff including ITS personnel, custodians, public safety officers and facilities staff, general access to campuses/campus areas that are shutdown should be limited to the extent possible. E.g. Access to impacted areas should be limited except by appointment. Campuses can be contacted for specific information (March 20, 2020 letter from Chancellor).
- Establish protocols for ramping down research and moving to remote work. The protocols should follow Research Continuity guidance on the Guidance on Academic Continuity to campuses page, including:
    - Securing Personal Health Information (PHI).
    - Policy for Commercialization of Research
    - Requirements for non-Human Animal Research
    - Safety practices for Human subject research
    - Plans for equipment/facilities that require human attention and/or supplies for operation
    - Updating any data use agreements that may be affected by shifting to remote platforms
    - Setting procedures for tissue and other non-IACUC Materials

Distance Learning Guidelines and Tools

General

- At the initiation of CUNY-wide or campus-wide closure, campuses should begin fully online programs and courses. Faculty, students and staff should be prepared to operate in full distance education mode until such time as a decision to reopen is made.
    - Campuses should draw on their earlier experience in which 95 percent of CUNY's 50,000 course sections were converted to distance learning instruction, and 95 percent of CUNY faculty and staff worked remotely. (March 20, 2020 letter from Chancellor)
    - Distance learning, and student support services to be provided remotely include mental health counseling; advisement; library, enrollment management, and career engagement services; student life; development; and inclusion programming.
        - Move libraries online, eliminate fines, support learning and research.
    - Deliver distance education in accordance with the regulatory requirements provided by the Middle States Commission on Higher Education (MSCHE) (including

responding to all mandatory requirements such as the MSCHE Annual Institutional Update), and the New York State Education Department (NYSED). Refer to the Guidance on Academic Continuity to campuses page, section on 'Accreditation and Regulatory Issues' for details.

- Campuses should decide which functions need to remain open; these may include dormitories, libraries, research facilities, daycare centers and mission-critical venues that support our students. (March 11, 2020 letter from Chancellor)
  - Specific programs, such as those requiring on-site skills assessment or campus laboratory access to meet licensing or accreditation requirements that require interim campus access to support critical programming should be allowed to request approval by a College's president or dean and be subject to the social distancing provisions. See the Guidance on Academic Continuity to campuses page, section on Distance Learning & Reopening Plans for details.
  - If the course's learning outcomes cannot ultimately be achieved via distance learning and cannot adhere to social distancing requirements, the courses could resume once the closure is lifted, at which time faculty and students would work to make up for lost time. Given the circumstances, students could also opt to withdraw from the course, or receive a grade of incomplete if appropriate. For in-progress continuing education courses, colleges should communicate options available to students who decide to drop or cannot continue with coursework. See the Guidance on Academic Continuity to campuses page, section on 'Financial Aid and Other Types of Support' for details.

Technology Platforms, Tools & Resources for Distance Learning

- Campuses should continue to support professional development opportunities for faculty and staff on effective online teaching and provision of remote student support services.
- Campuses should continue to purchase tablets and laptops for students who need it in order to continue to fully participate in distance learning. Students should be encouraged to take advantage of current offers by cellular carriers and internet service providers to provide free in-home broadband and mobile hotspot services. For information, see CUNY's Continuity For Students web page. (March 20, 2020 letter from Chancellor)
- There are a number of technology tools available to support campus staff who need to work from a remote location. Many of these tools are used every day by college and staff. These systems and services, used by staff and administrators, include on-line access from anywhere to CUNYfirst, DegreeWorks, Blackboard, Microsoft Office 365 for Education (this includes OneDrive and the Cloud versions of Word, Excel, PowerPoint, Teams and SharePoint), Dropbox and WebEx. There are extensive user guides and training videos available to our CUNY workforce that will allow familiarization with these invaluable tools. (March 19, 2020 letter from Chancellor).
- CUNY's Virtual Desktop environment and many similar Virtual Desktop environments at the colleges provide students, faculty, and staff with remote access to some of the

software products commonly found in computer labs across the University (February 27, 2020 memo from COO).

- CUNY's academic systems, including its learning management platform Blackboard and Cloud collaboration tools Microsoft Office 365 for Education and Dropbox and EAB Navigate, can be helpful ways to deliver academic instruction in a remote/online manner.
- CUNY's Guidance on Academic Continuity to campuses recommends vendor relationships be examined in the context of a closure:
  - CUNY should consider the need to update contract terms with any vendors used to support telecommuting and virtual classrooms.
  - Determine any Cloud-based Adobe Licenses that need to be expanded for students.
  - Use available assistive technology services to increase the accessibility of online learning
  - Ensure that essential platforms (e.g., Blackboard) are universally compatible with students' personal devices.
  - Work with vendors to address any data capacity issues that may arise as more users migrate to online platforms.

Academic Policies and Requirements

The section on Academic Policies, Requirements, and Deadlines in the Guidance on Academic Continuity to campuses, provides up to date guidance during shut-down scenarios on:

- Grade Policy
- Student Progress and Discipline
- Graduation
- Admissions Policy.

Support for Specific Populations: Equity and Inclusion

- Each campus will offer mental health and wellness services to students via tele-counseling and tele-health in a manner consistent with services provided on campus under regular circumstances. Establish whether these may need to be scaled up to meet increased demand.
- Set protocols for accommodating international students
- Determine academic policies for Student Veterans, National Guard & Reservists who may face difficulty in completing their studies if called to active duty.
- Meet the needs and ensure accommodation for students with disabilities.
  - CUNY offers a variety of University-wide guides and tutorials to faculty members to help make their online content accessible to students with disabilities.
  - The CUNY Assistive Technology Services (CATS) and Media Accessibility Project (MAP) support CUNY students with disabilities with software available to students for free at-home use.

    - The guide "Reasonable Accommodations: A Faculty Guide for Teaching Students with Disabilities" was developed specifically for CUNY faculty and includes helpful information in accommodating students with disabilities in distance learning, including Technology in the Classroom. Additional considerations for accommodating students with disabilities can be found at Considerations for Reopening Facilities & Services in Stages.
- CUNY Start/Math Start, CUNY Language Immersion Program (CLIP), and the Adult Literacy Program should once again move their instruction online.
- Pursue campaigns that promote greater engagement with trainings aimed to reduce sexual violence (such as CUNY's SPARC training).
- Adult and Continuing Education Programs:
    - Campuses should continue to activate existing and new training programs to address immediate workforce priorities such as telehealth and medical scribes. Some campuses have the capability to provide online training, complemented by virtual simulation for clinical skills, and on-site competency-based assessment of students in CUNY's state-of-the art high fidelity clinical simulation center located at Bellevue Hospital. Furthermore, the University's faculty have extensive expertise and capacity to support any number of short-term training programs.
    - For information on Employer/Employee Resources Related to the Impact of COVID-19 and Adult and Continuing Education Financial Management, refer to the Academic Continuity Guidance on Adult and Continuing Education.
- For more detail, refer to the Student Success, Equity & Inclusion section of CUNY's Guidance on Academic Continuity to campuses. (OAA Continuity)

Continuity for Students and Student Life

Housing/Meal Plans/Other

- Dorms and food pantries will stay open. Students should check their campus website for pantry hours of operation. (March 20, 2020 letter from Chancellor)
- Computer labs and libraries will close, except for limited times in which campuses might need to distribute loaner laptops and tablets. (March 20, 2020 letter from Chancellor)

Athletics

- Athletic events on campus will be canceled until they are allowed to resume per NYS and NCAA guidelines. For the latest information on NCAA guidelines, visit: http://www.ncaa.org/sport-science-institute/coronavirus-covid-19

Research, Internships, Clinical Placements

Research

For updated guidance on research-related continuity please refer to the Research Continuity section in the most recent Guidance on Academic Continuity to Campuses webpage.

Internships
For information on Legal Guidance for Internship Agreements, Guidance for Credit-bearing Internships, Guidance for CUNY Students Working in Internships, Guidance for Campus- Based Internships, see the Guidance on Academic Continuity section on Internships.

Clinical Placements
For information on NYS Contact Tracer Initiative, NYC Resource Navigators, Clinical Placements in Education Programs, Health Professions Credit Considerations for Clinical and Field Experiences, and Clinical Placements — HHS Programs, see the Guidance on Academic Continuity section on Clinical Placements.

Fees, Financial Aid and Other Types of Support

Campuses, in coordination with Central, should provide additional support to students in the event of another shutdown. The Guidance on Academic Continuity to campuses, Financial Aid and Other Types of Support section and Student Payment Modifications section, provides up to date guidance during shut-down scenarios on:

- Financial Support
- Dorm Fees Policy
- Student Activity Fee Policy
- Student Payment Modifications

Continuity for Staff and HR Issues

Protocol for Establishing Essential Personnel

- Each campus president and dean should determine which personnel are needed on campus. This is consistent with Governor Cuomo's Executive Order, which defines essential personnel as "anyone whose job function is essential to the effective operation of their agency or authority, or who must be physically present to perform their job, or who is involved in the COVID-19 emergency response." There are many employees who have been deemed essential, but whose jobs can and will be performed remotely, if so authorized by their supervisor. It is important to note that as we navigate this emergency, the members of our campus communities who can be expected to be classified as essential employees may shift over time, depending on campus, University, city, and state needs. (March 19, 2020 letter from Chancellor)

- If the campus is required to close, the campus should consult with the university on an extension of the notification deadline for reappointments and non-reappointments of adjuncts and non-teaching adjuncts, and adding provisions as agreed with PSC (e.g. allowing full-time faculty and adjuncts to hold office hours through distance technology). Refer to the Guidance on Academic Continuity to campuses, section on Shared Governance and HR Issues, for details.

- It is important to remember that only supervisors have the authority to determine if an employee can telecommute. Therefore, it is essential that all supervisors and department heads, whether they work on the teaching or non-instructional faculty or professional staff, on a campus or at CUNY Central, maintain a steady and open line of communication with their teams to ensure that expectations are communicated in a clear manner. As circumstances are subject to change on the ground, the presidents and deans may change the composition of those employees designated essential to meet the academic and operational needs on our various campuses.

Guidelines for Flexible Work Arrangements/Remote Work Guidelines

- If needed, a full conversion to distance education is intended to dramatically reduce the density of the City and CUNY campuses. To maximize the number of employees who could telecommute or otherwise significantly limit their time on campus, campuses should once again implement flexible work arrangements, even extending them to many employees whose services have been deemed essential. These guidelines have the goal of minimizing faculty and staff exposure to the virus and maximizing social distancing as part of community mitigation strategies set by the CDC. Some of the remote work accommodations include: Flexible scheduling, telecommuting, staggered work shifts and condensed workweeks.

- Managers have been instructed to remain as flexible and accommodating as possible. Furthermore, as these Guidelines are implemented, managers are instructed to work closely with HR directors to communicate clear expectations and maintain continuous support and supervision. Accommodations have been, and will continue to be made, for any employee who is in a high-risk category for COVID-19 or anyone who shares a household with a person in a high-risk category. These individuals, including those who have been deemed essential, should communicate their circumstances to supervisors and the campus Human Resources office. (March 19, 2020 letter from Chancellor)

Communication

In the event that the University may be required to scale back on-site operations or reclose a building, a campus, or the university, CUNY should continue using its two-pronged communications: centralized communications from the chancellery and the provost's office on policy and information important to the University community as a whole and campus specific communications on information relevant to the campus specific plan. (5, 23) Communications should include:

- Sharing information with staff, students, and faculty without increasing fear and stigma (5, 23).
- Communicating steps being taken to prepare and how additional information will be shared (5, 23).
- Communicating changes to campus schedules or functions, and any resources to help the community adjust to new campus behaviors (23).

- Communicating information students/faculty/staff can use to protect themselves from infection, and the actions taken by the university to mitigate the spread of COVID-19 (e.g., disinfection routine, health policies for staff, and health & safety measures in place) (5).
- Establishing formal and informal routes of communication for students/faculty/staff to express concerns, questions, comments, and feedback (5).
- Useful links to be shared in communications:
  - CUNY.edu/coronavirus
  - CUNY's EAP at www.deeroaks.com (for employees)
  - New York State Department of Health
  - CUNY's Health and Wellness Services
  - New York City Department of Health and Mental Hygiene
  - Centers for Disease Control and Prevention
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