

M E M O R A N D U M

July 8, 2020

TO: Education and Culture Committee

FROM: Craig Howard, Deputy Director
Nicole Rodriguez-Hernandez, Legislative Analyst

SUBJECT: **Recovery/Reopening Update: Montgomery College and Universities at Shady Grove**

PURPOSE: Receive update and have discussion, no action required

Expected Participants:

- Dr. DeRionne Pollard, President of Montgomery College
- Sanjay Rai, Senior Vice President of Academic Affairs, Montgomery College
- Liz Greaney, Chief Business/Financial Strategy Office, Montgomery College
- Dr. Stewart Edelstein, Executive Director of the Universities at Shady Grove (USG)
- Mary Lang, Chief Planning and Strategy Officer, USG
- Nico Washington, Chief Financial Officer, USG
- Robyn Dinicola-Wagle, Chief Student Affairs Officer, USG

A. Background

In mid-March, Governor Hogan declared a state of emergency as a result of the current COVID-19 health pandemic. The pandemic has affected every tenant of society and has placed unique financial and social-emotional pressures on the State's and County's systems and resources. Education systems of all levels had to unexpectedly address the rapidly changing educational environment and emerging personal needs of students. Montgomery College (the College) and the Universities at Shady Grove (USG) have actively addressed these short-term needs while simultaneously determining future reopening and recovery policies.

In addition, the resulting fiscal pressures led the Council to approve a "continuity-of-services" budget for all agencies—including funding for the College at the minimum required Maintenance of Effort level. The budget review process was conducted on a tight timeline and strictly at the Council level, inhibiting the ability for deeper discussion on budgetary and COVID-19 response efforts that would typically occur during initial Committee sessions.

At the time of budget approval, the Chair of the Education and Culture (E&C) Committee indicated that, once Committee meetings resumed, he would schedule series of meetings with both institutions of higher education in the County, the College and USG, to discuss budget and policy issues that: 1) result from the COVID-19 health crisis; and/or, 2) would typically have been discussed as part of Committee budget worksessions.

For this Committee session, Council staff asked the College and USG to provide an update on:

- 1) Plans for summer classes and the 2020-2021 school year;
- 2) Available student resources and related initiatives to address the effects of COVID-19; and
- 3) CARES funding, or other federal and state assistance.

While workforce development is a key aspect of higher education, it will not be specifically addressed in this staff report as the E&C Committee and the Planning, Housing, and Economic Development (PHED) Committee held a joint session on post-health crisis workforce development on June 18, 2020.

B. Montgomery College

In response to the COVID-19 pandemic, the College has developed two in-depth manuals to guide their operations and ensure the health and safety of all: the “*Resilient MC: A Roadmap for College Operations Post-COVID-19*” (©1-14) and the “*MC COVID-19 Health and Safety Plan*” (©15-38).

The operations manual outlines the College’s guiding principles; assumptions and risks related to the pandemic; their organizational decision-making protocol; and their tactical plan for several institutional priorities, incorporating the MC2025 strategic plan approved in 2019 as well.

In March 2020, Dr. Pollard established the Coronavirus Advisory Team (CAT). The team developed the health and safety plan for the College which outlines a five phased approach (including the pre-phase preparation stage). Each phase highlights recommendations on the following categories: personal, building, collegewide, and operational health and safety as well a communication plan and exposure management response.

The College has provided additional guidance specific to the various subgroups within the College’s scope including students, employees, the community and more. All guidance and reopening steps are subject to government action.

Preparation for summer and fall classes. The College has shared a four-phase transition plan for the 2020-21 school year ©39. Currently, the College is operating under Phase 1 for summer classes. Fall 2020 classes will begin on August 31 under the first phase as well. Phase 1 is defined as: 1) all classes are taught online; 2) remote telework is strongly encouraged; 3) if on campus, individuals must maintain physical distance and wear a mask; and 4) buildings are restricted to a maximum of ten people.

Resources available to students and the College community. The College is promoting pre-existing student services as well as offering emergency financial assistance. The following is a nonexclusive list of student services from the College:

- Student Affairs reference/contact table;
- Counseling and advising remote sessions;
- Academic coaching through Achieving the Promise Academy;
- Expanded services from the Student Health and Wellness Center for Success; and
- Linked County/nonprofit resources (internet access, food/meals, etc.).

Additional resources include assessment and remote placement alternatives, payments and refunds availability, and bookstore information.

The College is also offering emergency financial assistance through the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the MC Foundation. To date, the College has disbursed funds to 5,002 Pell grant recipients whose average household income is \$26,000 and the MC Foundation has made over 1,438 awards totaling over half a million dollars.

CARES Act and other Federal/State Funding. Montgomery College qualified for funds under the CARES Act totaling \$10,995,749. Students must receive no less than 50 percent of the total funds (\$5,497,875) as emergency aid. As detailed above, the College will provide this financial relief directly to students.

The balance of the funds, \$5,497,874, is for costs incurred by the College, beginning March 13, 2020, related to the change in the delivery of instruction because of the public health crisis. The College can spend these funds over the course of the calendar year. The Council approved an initial appropriation of \$1 million in CARES funding for the College in FY20 and the College anticipates requesting a supplemental appropriation for the remainder of the CARES funding in FY21.

However, the State has also taken action to reduce FY21 funding for the College. As part of a package of budget reductions approved by the Maryland Board of Public Works on July 1st, state aid to the College in FY21 will be reduced by \$6.3 million.

C. Universities at Shady Grove

On June 2020, USG established the Campus Reopening Task Force (CRTF) and released their *“Return to Campus Planning Framework”* (©40-46) specific to the USG campus (as opposed to a singular plan for all University System of Maryland (USM) partners). The framework outlines the guiding principles and the three phases for the return to limited on-campus instruction.

The task force reports directly to the Executive Director and will provide reopening recommendations and action plans for each phase. Final decisions will be made by the Executive Director in coordination with the USM and the USG executive leadership team. There are five subcommittees:

- 1) Facilities, Health, and Safety;
- 2) Operations, Financial Assessment and Resource Needs;
- 3) Student and Academic Support Services;
- 4) Instructional Needs and Capabilities; and
- 5) Communications.

In addition, as a member of the USM, USG leadership is actively involved in the regular briefings to address COVID-19 preparedness and prevention efforts across all USM campuses. In April 2020, USM launched their COVID Research & Innovation Task Force to address the resulting challenges from the health pandemic. USG experts are involved in the projects and solutions provided by the task force which focus on four strategic activities:

- 1) mobilize resources for positive impact, including research activities and support for front-line health care workers;
- 2) prepare the USM long-term to address future pandemics and other crises;
- 3) expand awareness of the system's research and innovation centered on COVID-19; and
- 4) foster both internal and external research and development collaborations.

Preparation for summer and fall classes. All summer classes will be provided through remote and online instruction. As mentioned previously, USG will utilize the CRTF and their Return to Campus Framework, in coordination with federal, state, and local guidance, for future decision-making.

Resources available to students and the USG community. USG is still able to provide many student services online (outlined below, nonexclusive list).

- Priddy Library: online research assistance and workshops
- Office of Information Technology: technology information and assistance
- The Mackling Center for Academic Success: virtual writing support
- The Center for Counseling and Consultation: remote services for current and new clients
- Career Coaching
- Student organizations, writing fellows, and guided study sessions are now online

In addition, the Universities at Shady Grove Foundation established a new Emergency Assistance Fund for students to meet basic and educational needs. This fund supplements the existing Emergency Financial Assistance program.

This packet contains:

Resilient MC: A Roadmap for College Operations Post-COVID-19
MC COVID-19 Health and Safety Plan
MC Fall 2020 Transition Plan
USG Return to Campus Planning Framework

Circle Page #s:

©1-14
©15-38
©39
©40-45

RESILIENT MC: A ROADMAP FOR COLLEGE OPERATIONS POST-COVID-19





RESILIENT MC: A ROADMAP FOR COLLEGE OPERATIONS POST-COVID-19

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Introduction

Montgomery College is steadfastly committed to strategically and assertively meeting the challenges presented by the coronavirus/COVID-19 pandemic by providing leadership, resources, assurance, and inspiration to ensure that we continue to be a Resilient MC community. As we respond to the evolving circumstances of coronavirus, Montgomery College works diligently to continue to empower students through higher education and serve our community. We are committed to leading in collaboration with our partners to realize the greatest impact from our programs and serve in new ways during this unprecedented time.

The Roadmap for Resilient MC represents the contributions of many dedicated experts representing every major part of the College. This document and the *MC Covid-19 Health and Safety Plan* together offer a comprehensive and coherent path for meeting this challenge. By embracing this planning, each of us can make an important contribution as we continue to fulfill our mission for our students and our community, and remain an example of higher education excellence to the nation.



Guiding Principles

- Adapt in response to the new environment in which we now live, learn, and work, while protecting the mission of the College: the delivery of high-quality, affordable education to meet the evolving needs of the community and local economy
- Protect the values that the College has long championed: equity, radical inclusion, respect for the dignity of our students and employees—ensure that we do not under serve the underserved
- Lead our community in reimagining and reinventing essential education, economic, and social paradigms
- Listen to our students, employees, alumni, stakeholders, decision-makers, business leaders, nonprofit partners, and many others to support the rebound of our community
- Partner actively with Montgomery County entities to expand impact and collaboration—and renew our community alliances in enhanced ways in this time of increased need
- Work to protect fiscally sustainable operations while maintaining robust stewardship of MC employees
- Communicate regularly, relevantly, compassionately, and clearly
- Practice the courageous transformation that this moment demands



ASSUMPTIONS AND RISK FACTORS

1. The current COVID-19 pandemic will not be the last pandemic to be experienced; if not another virus, COVID-19 or a mutation may re-emerge/emerge in the fall ("How the Pandemic Will End," The Atlantic, March 25, 2020). Its very existence is a major disruptor that will accelerate our pace of change. Moreover, moments of uncertainty demand continued focus on equity and inclusion to preserve the College's commitment to radical inclusion and must be woven into every facet of our work.

2. The first COVID-19 related death of a Montgomery College student or employee will significantly impact the morale, mental health, and emotional capacity of an already emotional organization due to this environment. In fact, the mental health of employees as a result of stress and difficulty in adapting to a new reality will require additional resources. People stewardship, as we have defined it, will be a considerable area of focus for the foreseeable future. A formal policy and strategy regarding succession must be developed and approved by the board.

3. MC 2025 will need to be revisited in response to the environment in which the College now resides. Are we ensuring mission relevance in a post-COVID-19 Montgomery County? Who is the new "student"? What jobs survive this pandemic—and how will the College retrain and upskill dislocated workers? What county and state strategies can the College advance to put people back to work in targeted industries?

4. Enrollment will remain uncertain for the foreseeable future as the trajectory of the virus is not yet understood. As such, enrollment strategies for spring 2020, summer 2020, and fall 2020 will need

to demonstrate deep care for students, reflect a potential significant shift in student profiles, and embrace a renewed intention of flexibility, agility, and innovation. Additionally, significant opportunities for growth are in dual enrollment/Early College programming with MCPS. Possible scenarios:

- Economic uncertainty will drive students away and enrollment will contract significantly in summer sessions and fall semester. Unlike traditional recession models, we may see an enrollment contraction more significant than the last five years. WDCE enrollments will significantly decline as summer youth programming and contract training will likely be nonexistent.
- Economic uncertainty will drive students to the College and enrollment will expand somewhat in summer, but more in the fall semester. Reflecting traditional recession models, more vulnerable and economically unstable students will see their community college as the most viable option for economic mobility. Reverse transfer may also provide opportunities for increased enrollment by college and university students who need to recoup credits lost at their home institutions. Additionally, demand for Summer II courses may be particularly high for lab courses.
- Economic stress and public health concerns will drive students from their four-year colleges and universities to their local community college. Summer session enrollments and fall semester enrollment will increase as these students and their families select options closer to home in response to the pandemic. As a result, transfer course offerings will rapidly fill and will need to be expanded.

5. County and state funding will shrink as COVID-19 expenses and aftermath mount; it is unlikely the county and state will have the revenues to support the College at the level expected/desired/needed. Additionally, revenue from auxiliary functions will nearly disappear as more faculty embrace OERs, as outside rental opportunities diminish, and as food services contracts diminish due to fewer internal gatherings, limited external rentals, and decreased student enrollment. As such, the College will develop "triggers" with planned contingency responses that may include, but not be limited to, delays or freezing of hiring in most areas, enhanced protections in policy and practice of current employees, delays in major expenditures/procurement, engaging with our unions to reshape parts of the contracts to fit the new circumstances, and defining conditions for declarations of formal financial exigency.

6. Human resource decisions, such as employee talent acquisition, onboarding, and career development, must be examined within the context of a new work environment that may be leaner, more technologically savvy, and less physically connected to the organization.

7. Reliance on more complex analytics—about all facets of the organization—and an enhanced commitment to data-based decision-making must figure prominently in a portfolio of leadership strategies.

8. Online delivery of instruction, student services, and operations will have to expand significantly as the pandemic changes College attendance and the functions needed to support the student experience. It is likely that demand for high-tech offerings and specific programs of study will rise (e.g., AI, VR, data science, cloud computing, machine learning). How MC markets itself as a high-quality, robust, reliable, and innovative deliverer is imperative as consumers consider the possibility of future pandemics or other emergency circumstances. Additional market research will be needed to reposition the College's value proposition post-pandemic.

9. Montgomery College has never experienced an epidemic of this scale or a pandemic; consequently, organizational learning is paramount. Professional development and training must be significantly expanded to ensure a cadre of well-prepared faculty for increased online instruction, advising, and counseling; staff to deliver primary and secondary services,

operations, and support; and managers to lead and manage large numbers of employees for excellence and innovation in a remote working environment.

10. Some current projects and key initiatives will be delayed in light of this pandemic.

11. Significant competence and capacity are needed in IT to automate business processes and functions, expand network infrastructure capacity, and respond to maintenance and support expectations. The implementation of both Workday and Banner 9 likely will be delayed as a result of the College adapting to the new environment and preparing for the future implications of our current work.

12. Montgomery College advocacy efforts will deepen and expand to advance our role in a post-COVID-19 Montgomery County, directly taking on our role as a workforce development engine and safety net supporter. Montgomery College adds value to the community by improving quality of life in Montgomery County for those who live here and our ability to advocate for initiatives to advance economic opportunity through education and training. As a result, MC will need to strive to minimize budget reductions from tax-supported revenue sources to protect affordable tuition.

13. The world of philanthropy has been upended as traditional stewardship strategies are unable to be executed. It is likely that significant philanthropy to the College will come from those committed to supporting the basic needs of the most vulnerable and by those committed to accessibility of higher education as a workforce/economic development lever. Additionally, and critically important to the College's flexibility and responsiveness to multiple populations of students, the volatile investment market will impact the Montgomery College Foundation's endowment revenue. Finally, the world of grants will change as grant makers demand more technologically based grant management systems and will likely fund grants with different areas of focus.

14. Institutional P&P must be systematically reviewed and revised to ensure organizational effectiveness in a post-COVID-19 environment—a new phenomenon for which we are underprepared.

ORGANIZATIONAL DECISION-MAKING PROTOCOL

Throughout the ongoing COVID-19 pandemic, Montgomery College has made decisions by prioritizing the health and safety of its students and employees. Institutional and organizational decision-making have been informed by several sources, which include the briefings and directives of Maryland’s Governor Larry Hogan, the Montgomery County Council, and/or public health advice; state and federal regulations; state and national regulatory compliance; and College policies and procedures. Concomitant to these sources, the framework for decision-making is guided by six organizational protocols and principles and identifies four key roles and functions—those responsible, accountable, consulted, and informed illustrated in Figure 1: Organizational Decision-Making Protocol Matrix (on the following page).

- 1. Context and Clarity.** Identify the issue/information for which a decision is to be made. Determine and clarify the issue or problem that needs to be addressed and the purpose of the decision.
- 2. Expediency and Efficacy.** Decisions may need to be made expediently by those within the institution who have positional or organizational authority and responsibility for effectively responding to planned and unplanned operational issues. Once decisions are made, determining who is responsible to implement or act upon the decision for optimal and timely impact is imperative to its efficiency and effectiveness.
- 3. Authority and Accountability.** Decision making is most effective when it is clear who has the authority to decide (or make part of a decision) and has responsibility for outcomes and implementation.

As appropriate, decisions will be made at the lowest administrator level to the extent scope and potential impact is contained to that area. If broader, then the next level administrator will be the decision maker. Good decision making doesn’t end with the decision, it ends with the implementation.

4. Consultation, Communication, and Closure.

Seek input, consider (alternative) options, evaluate consequences, and identify potential barriers from those who logically can provide value. The objective is to make informed and timely decisions. If there are too many people providing input, it is likely some of them aren’t making a meaningful contribution. Document the decision made and why it was made, particularly in cases where multiple options were offered and viable. Support decisions made by others.

5. Information Accuracy, Assessment, and Analysis.

Decision making will be informed by the best available information, evidence, and analysis to determine decisions potential impact. As needed, present and deliberate on the information at hand, sort out important facts, and make the best decision with the information available at the time.

- 6. Fair, Ethical, and Lawful.** Decision making will be guided by ethical expectations, considering what is in the best interest of the College, its students, and employees. Determine relevant College P&P, Standard Operating Procedures; COVID-19 related guidance from the College, state, and county; review established contracts (i.e., labor, goods or services) or external governance in place to inform the decision at hand.

Figure 1: Organizational Decision-Making Protocol Matrix

Scope	Accountable	Responsible	Consulted	Informed
A decision that affects current scope of authority and responsibility.	Administrator with direct responsibility for the function (lowest level in the organizational structure). The decision can be pushed down to the next management level at the discretion of the administrator with appropriate oversight and guidance.	Same as Accountable	COVID-19 planning workgroups ¹ Those who can logically provide value to the decision.	Affected parties if decision has noticeable impact. Next level Administrator/Senior Vice President as needed
Decision affecting broader scope than current authority and responsibility; multi-issues and multi-levels of impacts.	Administrator with next level of authority, responsible for multiple unit or campus responsibility (typically the vice president level).	Senior administrator with direct responsibility for the function (lowest level in the organizational structure)	COVID-19 planning workgroups Those who can logically provide value to the decision.	Affected parties if decision has noticeable impact. Senior Vice President
A decision that has the potential for institutional strategic impact (e.g., financial, operational, reputational, risks, legal, governance, etc.)	President	SVP	SALT	Affected parties President

KEY

Accountable
The decision maker and person ultimately accountable for the work or decision being made, and accountable for the success of the decision and associated task(s).

Responsible
The person who is *responsible* for doing the actual work or task(s) associated with the decision. This can be the same person as the accountable person. It is optimal if there is one person “responsible” for implementing the decision/task(s).

Consulted
The person(s) who must be *consulted* prior to a decision being made and/or the task being completed. Those consulted might provide critical details and additional information. Typically, the person(s) or team to be consulted will be the subject matter experts.

Informed
The person(s) and organizational associates who need to know about the decision and provided major updates. Typically, this is senior leadership.

¹ Workgroups considering broad “cross-cutting” issues that affect the entire institution, including the return to campus by faculty and staff, safe use of College facilities, and monitoring the public health to make informed decisions about College operations, policies, practices, and other related College functions.

TACTICAL PLAN

In the shadow of the COVID-19 crisis, Montgomery College has prioritized the health and safety of its students and employees above all else. As the College envisions its future and moves into the next phase of teaching, learning, and working, the *Roadmap to Resilient Transformation: A Thriving Montgomery College Post-COVID-19* and *MC2025 Strategic Plan and Operation Plan* will continue to guide our strategic planning and decisions. The world is a different place since the *MC2025* strategic plan was approved in June 2019, and as a result of these changes, the College has accelerated some priorities and re-examined the focus of others. The *Roadmap's* guiding principles and assumptions aligned with *MC2025* will inform institutional priorities during the next six to nine months. Furthermore, these guiding principles provide the context for tactically responding and mitigating potential institutional risks resulting from the COVID-19 pandemic.

- Adapt in response to the new environment in which we now live, learn, and work, while protecting the mission of the College: the delivery of high-quality, affordable education to meet the evolving needs of the community and local economy.

- Protect the values that the College has long championed: equity, radical inclusion, respect for the dignity of our students and employees—ensure that we do not under serve the underserved.
- Lead our community in reimagining and reinventing essential education, economic, and social paradigms.
- Listen to our students, employees, alumni, stakeholders, decision-makers, business leaders, non-profit partners, and many others to support the rebound of our community.
- Partner actively with Montgomery County entities to expand impact and collaboration and renew our community alliances in enhanced ways in this time of increased need.
- Work to protect fiscally sustainable operations while maintaining robust stewardship of MC employees.
- Communicate regularly, relevantly, compassionately, and clearly.
- Practice the courageous transformation that this moment demands.

Equity and Inclusion

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Provide flexible testing options and extended time for testing (i.e.,time, structure/format) (e.g.,offer options for projects, videos, alternative assignments)	✓			Goal 1: Empower Students to Start Smart and Succeed	1.2: Define, articulate, and implement guided pathways approach for all programs, considering MCPS initiatives, credit-for-prior-learning, transfer and articulation, and noncredit to credit transition, to increase success and completion
Offer free virtual study group/support options to assist students with IC final grades during summer 2020		✓		Goal 2: Enhance Transformational Teaching Practices and Learning Environments	2.1: Identify and remove barriers to student participation in and faculty and staff implementation of transformational teaching and learning practices.
Provide emergency funds/resources	✓			Goal 6: Protect Affordability	6.5: Increase the number and amount of scholarships available to both credit and noncredit students.
Update study on students who received emergency assistance from the College to better understand our students and advance equity in our support of students	✓			Goal 6: Protect Affordability	6.5: Increase the number and amount of scholarships available to both credit and noncredit students.
Determine assessment and placement procedures for incoming students	✓			Goal 1: Empower Students to Start Smart and Succeed	1.2: Define, articulate, and implement guided pathways approach for all programs, considering MCPS initiatives, credit-for-prior-learning, transfer and articulation, and noncredit to credit transition, to increase success and completion
Continue to communicate updates to keep the College community abreast of important information/changes	✓	✓	✓	Goal 4: Build, Engage, and Strengthen Community Partnerships	4.1: Identify and address community college perceptions and marketing gaps to better promote academic, career, and life-long learning opportunities, especially for underserved and underengaged populations.

Tactical Plan (continued)

People Stewardship

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Ensure clear, consistent, and effective communication through dialogue with the College and community and provide opportunities for relevant feedback	✓	✓	✓	Goal 4: Build, Engage, and Strengthen Community Partnerships	4.1: Identify and address community college perceptions and marketing gaps to better promote academic, career, and life-long learning opportunities, especially for underserved and underengaged populations.
Identify employee mental health wellbeing initiatives (short-term and longer term)	✓	✓	✓	Goal 5: Invest in Our Employees	5.4: Improve employee onboarding, engagement, incentives, and performance evaluation
Hire ombuds	✓			Goal 5: Invest in Our Employees	5.4: Improve employee onboarding, engagement, incentives, and performance evaluation
Define employee skills sets—existing and what is needed; do organizational analysis and then provide employees with the opportunities	✓			Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Implement succession planning by completing workforce planning assessment	✓			Goal 5: Invest in Our Employees	5.5: Implement a strategic talent management plan, including succession planning, to ensure career development and growth and anticipate the operational needs of the College.
Assess the College's employee leave and recognition programs (cross reference in P&P)	✓	✓	✓	Goal 5: Invest in Our Employees	5.4: Improve employee onboarding, engagement, incentives, and performance evaluation

MC2025 Revision

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Identify the goals and objectives: confirm priorities among goals and objectives within those goals (through Q2)	✓	✓	✓	Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Align budget with revised MC2025 priorities.		✓	✓	Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.

Enrollment Management

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Conduct analysis of students who enroll in Summer I, Summer II, and fall semester to inform our enrollment management practices and understand the demographic of our current students	✓			Goal 1: Empower Students to Start Smart and Succeed	1.3: Leverage the Strategic Enrollment Plan.
Change current enrollment operational practices to be responsive to the current environment		✓		Goal 1: Empower Students to Start Smart and Succeed	1.3: Leverage the Strategic Enrollment Plan.
Develop Strategic Enrollment Management Plan		✓		Goal 1: Empower Students to Start Smart and Succeed	1.3: Leverage the Strategic Enrollment Plan.
Hire the ASVP for Enrollment Management			✓	Goal 1: Empower Students to Start Smart and Succeed	1.3: Leverage the Strategic Enrollment Plan.

Tactical Plan (continued)

Fiscal Sustainability

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Define "digital first" strategy		✓		Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Devise "digital first" strategy			✓	Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Monitor and respond to budget reductions, cost savings, and enrollment projections	✓	✓	✓	Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Identify new revenue-generating opportunities	✓	✓	✓	Goal 6: Protect Affordability	6.3: Identify new operational funding streams through innovative entrepreneurial activities.
Assess and update employee compensation procedures	✓			Goal 5: Invest in Our Employees	5.4: Improve employee onboarding, engagement, incentives, and performance evaluation.

Operational Processes

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Finalize the continuity of operations plan (COOP)	✓			Goal 6: Protect Affordability	6.6: Maximize operational efficiencies through leveraging existing resources and community partnerships in support of student success.
Develop requirements and guidance for remote work a. Which jobs can be done remotely part-time or full-time and which jobs are not suited for remote work b. Examine how to onboard and train faculty and staff for moving to and working in a remote environment and to adapt in crisis situations c. Emergency remote as a requirement and remote work as an employee desire (define distinctions) d. Identify skills that translate to remote work and ensure onboarding and training are directed to support this effort		✓ ✓ ✓ ✓		Goal 5: Invest in Our Employees	5.1: Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.
Safeguard personally identifiable information (PII) (e.g., define encryption standards)	✓			Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Enhance institutional capacities to take advantage of current and future potential grants explosion across all division	✓	✓	✓	Goal 6: Protect Affordability	6.4: Enhance targeted fundraising and sustainable grants to support student success.
Develop IT Master Plan to ensure alignment with institutional priorities and industry best practices as articulated by EDUCAUSE (Educause Top 10 issue)		✓		Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Identify current manual processes that can be technology enabled with a focus on direct employee and student services	✓	✓	✓	Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Inventory critical unit duties and systematically document or develop departmental operational processes and performance expectations			✓	Goal 5: Invest in Our Employees	5.4: Improve employee onboarding, engagement, incentives, and performance evaluation.
Reimagine the College's professional development framework based on the current environment	✓	✓		Goal 5: Invest in Our Employees	5.4: Improve employee onboarding, engagement, incentives, and performance evaluation.

Tactical Plan (continued)

Data Analytics

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Develop internal and external triggers for determining if we need to move to remote working/teaching due to a pandemic resurgence	✓			Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Develop better methods for tracking attendance and centralized data for student logins at learning centers and other support areas to aid in contact tracing		✓		Goal 2: Enhance Transformational Teaching Practices and Learning Environments	2.4: Enhance institutional capacity for and use of student success data analytics to improve the student experience.
Use predictive analytics along with historical trends to determine which courses can be offered in each term and in which formats	✓	✓	✓	Goal 1: Empower Students to Start Smart and Succeed	1.1: Design and implement flexible and responsive scheduling, including a multiyear schedule to decrease time to degree completion.
Implement Data Governance structure and reporting		✓	✓	Goal 2: Enhance Transformational Teaching Practices and Learning Environments Goal 6: Protect Affordability	2.4: Enhance institutional capacity for and use of student success data analytics to improve the student experience. 6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Design a robust virtual Data Summit and develop some data short courses for employees as part of ELITE		✓	✓	Goal 2: Enhance Transformational Teaching Practices and Learning Environments Goal 6: Protect Affordability	2.4: Enhance institutional capacity for and use of student success data analytics to improve the student experience. 6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Deploy new versions of the ICAT, Employee Engagement/Ethics/Inclusion surveys to better gauge the current campus climate and to help drive change		✓	✓	Goal 5: Invest in Our Employees	5.3: Leverage employee feedback to develop and implement targeted, needs-based training and ongoing dialogues in multiple modalities around civility, ethics, and equity and inclusion.

Online Delivery

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Deliver Comprehensive professional development for faculty a. Online training for various delivery modes b. Consultation with external online pedagogy experts and discipline experts c. Incorporation of embedded supports, such as learning centers, embedded coaches, library services d. Enhancement of discipline connection in online courses		✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	Goal 5: Invest in Our Employees	5.1: Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.
Develop online labs based on national best practices by exploring emerging technologies, such as virtual reality, to enhance online lab experiences			✓	Goal 2: Enhance Transformational Teaching Practices and Learning Environments	2.1: Identify and remove barriers to participation in transformational teaching and learning practices.
Develop high quality (Quality Matters Approved) Common Courses in top 15 highly enrolled courses through discipline-based open pedagogy and other national best practices to be considered for implementation, such as the AAC&U high-impact practices in Common Courses			✓	Goal 2: Enhance Transformational Teaching Practices and Learning Environments	2.3: Implement equitable co-curricular student experiences.
Develop Virtual Campus framework a. Gap analysis compared to SNHU, UMGC, ASU, and Rio Salado CC completed b. Provide comprehensive recommendations for Virtual Campus for College's consideration c. Expand virtual tutoring, embedded coaching, ATPA mentoring, counseling and advising, library services d. Hire dean for Virtual Campus e. Hire professional development director for ELITE f. Hire faculty for Virtual Campus in top five highly enrolled courses	✓	✓ ✓ ✓	✓ ✓ ✓	Goal 2: Enhance Transformational Teaching Practices and Learning Environments	2.2: Expand and enhance wrap-around academic support to create a "virtual campus."

Professional Development

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Reimagine the College's professional development framework based on the current environment	✓			Goal 5: Invest in Our Employees	5.1: Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.
Educate and raise awareness on remote work models as well as define skills required to remote work by employee group and job class; provide appropriate training)	✓			Goal 5: Invest in Our Employees	5.1: Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.
Identify technology toolkit required to ensure productive remote work environment	✓			Goal 5: Invest in Our Employees	5.4: Improve employee onboarding, engagement, incentives, and performance evaluation.
Review current job descriptions for relevancy and technology skills expectations.	✓			Goal 5: Invest in Our Employees	5.4: Improve employee onboarding, engagement, incentives, and performance evaluation.

Stop-Delay Initiatives

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Delay some portions of Banner 9 functional implementations until IT Master Plan is complete		✓		Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Delay implementation of new African American Males Scholars Program in order to create a sustainable funding strategy		✓		Goal 6: Protect Affordability	6.4: Enhance targeted fundraising and sustainable grants to support student success.
Stop in-person new student orientation, travel, large get-togethers (until further guidance is received from the state and county)	✓			Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Redirect planned expenses from on-campus commencement to directly aid students	✓			Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Changed the delete for non-payment to not impact students once the term has begun		✓		Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Delayed hiring	✓	✓		Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.

Tactical Plan (continued)

IT Infrastructure

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Implement Augusoft (WDCE registration)	✓	✓		Goal 1: Empower Students to Start Smart and Succeed	1.1: Design and implement flexible and responsive scheduling.
Develop an implementation timeline for the SVP project priorities	✓			Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Enhance cybersecurity and security protocols enhanced for remote work and learning, as necessary	✓			Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Assess and define network capacity needs in order to support the development of the Virtual Campus and the fourth campus (foundation–support for the virtual hub)	✓			Goal 2: Enhance Transformational Teaching Practices and Learning Environments Goal 4: Build, Engage, and Strengthen Community Partnerships	2.2: Expand and enhance wrap-around academic support to create a "virtual campus." 4.6: Explore feasibility of expanded campus locations.

Advocacy

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Continue current advocacy tactics for FY21. Pivot messaging to note the College's role in an economic recovery generally. Highlight relevancy of homegrown talent, flat tuition and affordability of pay raises in current crisis environment	✓			Goal 6: Protect Affordability	6.1: Commit to limiting tuition as a percentage of revenues of no more than 30 percent.
Initiate enhanced federal advocacy—continue tracking of CARES Act guidance, engage in efforts to obtain funds in fourth round of Congressional stimulus legislation and advocate for legislation to provide grant funds to community colleges to help repair the economy	✓			Goal 6: Protect Affordability	6.1: Commit to limiting tuition as a percentage of revenues of no more than 30 percent.
Track state and county revenues. Work to position the College to protect access, affordability, and employees given likely budget cuts from the state and county		✓		Goal 6: Protect Affordability	6.1: Commit to limiting tuition as a percentage of revenues of no more than 30 percent.
Advocate for and facilitate public conversations for a specific county recovery plan, not just to reopen, but to repair the economy and bolster the economic security of families—including a specific role for the College—help residents gain employment through education/training and close skill gaps to restore stability and advance economic growth	✓			Goal 3: Fuel the Economy and Drive Economic Mobility	3.3: Partner with business and industry to develop stackable credentials and recognized microcredentials that cut across industry sectors and emerging skills, and respond to labor market needs.
Plan specific FY22 advocacy efforts—foundational priorities include: protect capacity to serve, affordability and employees			✓	Goal 6: Protect Affordability	6.1: Commit to limiting tuition as a percentage of revenues of no more than 30 percent.
Convene business leaders in key labor markets, both small businesses and large businesses, to better understand their talent needs as they relate to today's economy and to design new curricula and revise current credit and noncredit curriculum to respond to economic environment		✓		Goal 3: Fuel the Economy and Drive Economic Mobility	3.3: Partner with business and industry to develop stackable credentials and recognized microcredentials that cut across industry sectors and emerging skills, and respond to labor market needs.
Convene community partners to ensure the delivery of educational and workforce development services to populations affected by the current economic environment			✓	Goal 4: Build, Engage, and Strengthen Community Partnerships	4.2: Engage in strategic and ongoing dialogues with students and communities to address emerging educational and training needs and public policy issues that intersect multiple communities.

Tactical Plan (continued)

Philanthropy

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Set philanthropic priority		✓		Goal 6: Protect Affordability	6.4: Enhance targeted fundraising and sustainable grants to support student success.
Develop strategies to mitigate market impact on fundraising and endowments	✓			Goal 6: Protect Affordability	6.4: Enhance targeted fundraising and sustainable grants to support student success.

Policies and Procedures

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Conduct a systemic review and revision of policy/procedure and a policy review prioritization plan including how MC responds to a pandemic	✓			Goal 6: Protect Affordability	6.6: Maximize operational efficiencies through leveraging existing resources and community partnerships in support of student success.
Modernize policy and procedure language and website to enhance understanding and employee engagement with the P&P review process		✓	✓	Goal 6: Protect Affordability	6.6: Maximize operational efficiencies through leveraging existing resources and community partnerships in support of student success.

MC2025 Goals and Objectives and Roadmap Priorities

MC2025 Goal	MC2025 Objective	# of Roadmap Priorities
Goal 1: Protect Affordability	1.1: Design and implement flexible and responsive scheduling, including a multiyear schedule to decrease time to degree completion.	2
Goal 1: Protect Affordability	1.2: Define, articulate, and implement guided pathways approach for all programs, considering MCPS initiatives, credit-for-prior-learning, transfer and articulation, and noncredit to credit transition, to increase success and completion.	2
Goal 1: Protect Affordability	1.3: Leverage the Strategic Enrollment Plan.	4
Goal 2: Enhance Transformational Teaching Practices and Learning Environments	2.1: Identify and remove barriers to student participation in and faculty and staff implementation of transformational teaching and learning practices.	2
Goal 2: Enhance Transformational Teaching Practices and Learning Environments	2.2: Expand and enhance wrap-around academic support to create a "virtual campus."	2
Goal 2: Enhance Transformational Teaching Practices and Learning Environments	2.3: Implement equitable co-curricular student experiences.	1
Goal 2: Enhance Transformational Teaching Practices and Learning Environments	2.4: Design and implement flexible and responsive scheduling, including a multiyear schedule to decrease time to degree completion.	3
Goal 3: Fuel the Economy and Drive Economic Mobility	3.3: Partner with business and industry to develop stackable credentials and recognized microcredentials that cut across industry sectors and emerging skills, and respond to labor market needs.	2
Goal 4: Build, Engage, and Strengthen Community Partnerships	4.2: Engage in strategic and ongoing dialogues with students and communities to address emerging educational and training needs and public policy issues that intersect multiple communities.	2
Goal 4: Build, Engage, and Strengthen Community Partnerships	4.6: Explore feasibility of expanded campus locations.	1
Goal 4: Build, Engage, and Strengthen Community Partnerships	4.1: Identify and address community college perceptions and marketing gaps to better promote academic, career, and life-long learning opportunities, especially for underserved and underengaged populations.	1

Tactical Plan (continued)

MC2025 Goals and Objectives and Roadmap Priorities (continued)

MC2025 Goal	MC2025 Objective	# of Roadmap Priorities
Goal 5: Invest in Our Employees	5.1: Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.	4
Goal 5: Invest in Our Employees	5.3: Leverage employee feedback to develop and implement targeted, needs-based training and ongoing dialogues in multiple modalities around civility, ethics, and equity and inclusion.	1
Goal 5: Invest in Our Employees	5.5: Improve employee onboarding, engagement, incentives, and performance evaluation	8
Goal 5: Invest in Our Employees	5.5: Implement a strategic talent management plan, including succession planning, to ensure career development and growth and anticipate the operational needs of the College.	1
Goal 6: Protect Affordability	6.1: Commit to limiting tuition as a percentage of revenues of no more than 30 percent.	4
Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.	20
Goal 6: Protect Affordability	6.3: Identify new operational funding streams through innovative entrepreneurial activities.	1
Goal 6: Protect Affordability	6.4: Enhance targeted fundraising and sustainable grants to support student success.	4
Goal 6: Protect Affordability	6.5: Increase the number and amount of scholarships available to both credit and noncredit students.	1
Goal 6: Protect Affordability	6.5: Maximize operational efficiencies through leveraging existing resources and community partnerships in support of student success.	3





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MC COVID-19 HEALTH AND SAFETY PLAN





MC COVID-19 HEALTH AND SAFETY PLAN

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Introduction

Dr. DeRionne Pollard established the Coronavirus Advisory Team (CAT) in March 2020. The team advises the College senior leaders and administrators on strategies that ensure timely COVID-19 institutional responses and mitigations.

Initial Team

Monique Davis

Instructional Dean, Health Sciences, Health, Physical Education, and Nursing

Adam Reid

Interim Director of Public Safety and Emergency Management

Marcus Rosano

Director of Media and Public Relations

Carlo Sanchez

Manager of Public Safety and Emergency Management, TP/SS

Michelle T. Scott

Acting Chief of Staff

Melissa Sprague

Department Chair and Professor, Health Sciences

K. Rebecca Thomas

Department Chair and Professor, Biology

Expanded Team

In May, Dr. Pollard expanded CAT to include operational leadership from each of the major divisions of the College in order to ensure clear lines of communication and inclusion of operational concerns/implications as we plan.

Rose Garvin Aquilino

Interim Associate Senior Vice President for Advancement and Community Engagement

Alice Boatman

Acting Associate Dean of Student Affairs (TP/SS)

Steve Cain

Chief of Staff and Chief Strategy Officer

Rowena D'Souza

Risk Management/HIPPA Privacy Official

Melissa Gregory

Associate Senior Vice President for Student Affairs

John Hamman

Interim Chief Analytics and Effectiveness Officer

Kevin Long

Director of Planning and Policy, Office of the President

Jane-Ellen Miller

Interim Chief Information Officer

Marvin Mills

Vice President of Facilities

Sharmila Pradhan

Environmental Safety Manager

Nadine Porter

Associate Senior Vice President for Administrative and Fiscal Services

Carolyn Terry

Associate Senior Vice President for Academic Affairs

Krista Leitch Walker

Vice President of Human Resources and Strategic Talent Management

While the COVID-19 crisis has challenged and upended “business as usual” at Montgomery College, it has also spurred rapid creativity and problem-solving as we have determined how to provide access to quality education for MC students, while protecting their health and the health of our employees. The directives of Governor Larry Hogan, the Montgomery County Council, and/or public health advice are the sources that inform CAT’s plan and recommendations. Accordingly, the recommendations are subject to change, based upon directives from the governor, the Montgomery County Council, and/or public health advice.

Among CAT’s scope of work is to develop a plan with recommendations for reopening the College’s campuses and facilities that reinforces public health and promotes safety compliance. A draft of the health and safety plan is provided in subsequent pages. The plan aligns with the *Roadmap to Resilient Transformation: A Thriving Montgomery College Post-COVID-19* guiding principles and tactical plan, which will continue to guide strategic planning and decision-making. The recommendations fall within the following categories: personal health and safety expectations, building health and safety, collegewide health and safety, operational health and safety, communication plan, and exposure management and response. There are workgroups within each of these categories that will provide operational/implementation plans related to each phase of reopening the College campuses and facilities. Progress through the phases of reopening the College campuses and facilities is contingent upon the directives of Governor Larry Hogan, the Montgomery County Council, and/or public health advice, which are the sources that inform CAT’s plans and recommendations. Accordingly, the recommendations are subject to change, based upon directives from the governor, the Montgomery County Council, and/or public health advice.

MC COVID-19 Health and Safety Plan

Policies, protocols, and plans are contingent upon laws, regulations, and guidance from relevant government authorities (e.g., federal, state, Montgomery County Executive, Centers for Disease Control, or Montgomery County Department of Health and Human Services). MC will consider the needs of our internal and external community (employees, students, guests) while making decisions.

MC COVID-19 Health and Safety Plan

PRE-PHASE 1: Preparation Phase

Planning for return to campus

Stay-at-home order continues

Personal Health and Safety Expectations	
Responsible Units/Groups: Employees/Students/Guests	<ul style="list-style-type: none">• Comply with preventative measures: face covers, social distancing guidelines, hand hygiene, respiratory etiquette (i.e., cover cough/cover sneeze)• Comply with guidelines for building entry for authorized employees• Stay at home, if sick (with any illness)
Building Health and Safety	
Responsible Units/Groups: Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none">• Sanitation (cleaning/disinfecting)• Installation of hand-sanitizing stations• Social distancing–space determination/space utilization/space redesign (offices, cubicles, classroom space, conference rooms, lobbies, restrooms, cafeterias, reception areas, gymnasiums, etc.)• Workspace distancing–work locations, physical space, scheduling shifts (consider increasing the number of shifts and making them shorter), assess the need for plexiglass barriers at workstations and install where appropriate• Personal protective equipment (PPE) based on Job Hazards Analysis• Building ventilation (HVAC)• Entry guidelines–expectations and protocols for social distancing, testing, hygiene, where to enter and exit, number of people allowed on site• Elevator and stairwell protocols–markers, signage, wipes, monitoring• Public space visual aids–markers, signage

PRE-PHASE 1: Preparation Phase (continued)

Collegewide Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations), CAT</p>	<ul style="list-style-type: none"> • Vulnerable populations: As defined by CDC—older adults and people of any age who have serious underlying medical conditions—stay home and work remotely • Living with a person within the vulnerable population: Stay home and work remotely • Prevention: Provide face covering/masks to all employees, encourage frequent hand washing, provide hand sanitizer and tissues • Workspace hygiene: Initiate process for face covering/mask recycling or disposal; provide disinfectant, wipes, and other supplies to clean surfaces between use; increase cleaning of shared surfaces • Symptom surveillance: Develop the processes for daily health assessment and return to workplace; establish and follow emergency plans for the employees who display symptoms; testing, reporting, contact tracing • Training: Develop the required training for all employees related to health/safety; communicate return to work timing and expectations as date approaches; provide “Welcome Back” kit, onboarding program, and continuous communication to support their return to work; educate on respiratory etiquette • Supervisory training: Develop the required training for supervisors related to health/safety; managers and supervisors provide a “tool kit” with clear instructions on new protocols in place and their role in managing them (facility readiness, employee self-assessment, rotational schedule, social distancing, how to raise concerns) • Mental health and wellness: Connect employees to resources such as the Faculty/Staff Assistance Program
Operational Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations); General Counsel; Office of Compliance, Risk, and Ethics; Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)</p>	<ul style="list-style-type: none"> • Workforce plan: Develop a plan for flexible work schedule, on-going remote work, leave policies, phase in approach, managers identify most critical work processes and teams to be prioritized and staged for return; criteria based on organizational priorities, requirement to be onsite to conduct core work/inability to work remotely, staging and sequencing are established, develop guidelines for vehicle usage • Occupational health plan: Develop a plan for employees, including vulnerable populations

MC COVID-19 Health and Safety Plan

PRE-PHASE 1: Preparation Phase (continued)

Communication Plan	
Responsible Units/Groups: Office of the President, Advancement and Community Engagement (Office of Communications)	<ul style="list-style-type: none">• Ongoing communication to collegewide community• Communicate health and safety guidelines• Coronavirus webpage montgomerycollege.edu/coronavirus• Resilient MC webpage montgomerycollege.edu/resilient-mc
Exposure Management and Response	
Responsible Units/Groups: Public Safety/Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none">• Develop and orient the emergency management team• Develop quarantine guidelines• Establish a process for contact tracing• Establish and implement disinfecting processes• Respond to situational outbreak• Ensure Collegewide Continuity of Operations Plan (COOP) is current• Situational communication to the College community

PHASE 1: Initial Recovery Phase

Activation: To begin when stay-at-home order is lifted in both the state and county.

Continue into Phase 2 OR . (Restrictions reimposed)

Personal Health and Safety Expectations	
Responsible Units/Groups: Employees/Students/Guests	<ul style="list-style-type: none"> • Comply with preventative measures: face covers, social distancing guidelines, hand hygiene, respiratory etiquette (i.e., cover cough/cover sneeze) • Comply with guidelines for building entry for authorized employees • Stay at home, if sick (with any illness)
Building Health and Safety	
Responsible Units/Groups: Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none"> • Sanitation (cleaning/disinfecting) • Installation of hand-sanitizing stations • Social distancing—space determination/space utilization/space redesign (offices, cubicles, classroom space, conference rooms, lobbies, restrooms, cafeterias, reception areas, gymnasiums, etc.) • Workspace distancing—work locations, physical space, scheduling shifts (consider increasing the number of shifts and making them shorter), assess the need for plexiglass barriers at workstations and install where appropriate • Personal protective equipment (PPE) based on Job Hazards Analysis • Building ventilation (HVAC) • Entry guidelines—expectations and protocols for social distancing, testing, hygiene, where to enter and exit, number of people allowed on site • Elevator and stairwell protocol—markers, signage, wipes, monitoring • Public space visual aids—markers, signage • Facilities work for reopening the campuses (two to three weeks of work needed) and identifying offices and spaces that can be safely opened to the public • Facilities projects that were suspended may resume with COVID-19 safety plans from external companies

MC COVID-19 Health and Safety Plan

PHASE 1: Initial Recovery Phase (continued)


Collegewide Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations) Student Affairs (Disability Support Services, Counseling and Advising, Behavioral Intervention Team, Student Health and Wellness Center for Success), CAT</p>	<ul style="list-style-type: none"> • Vulnerable populations: As defined by CDC—older adults and people of any age who have serious underlying medical conditions—stay home and work remotely • Living with a person within the vulnerable population: Stay home and work remotely • Prevention: Provide face covering/masks to all employees, encourage frequent hand washing, provide hand sanitizer and tissues • Workspace hygiene: Continue processes for face covering/mask recycling or disposal; provide disinfectant, wipes, and other supplies to clean surfaces between use; increase cleaning of shared surfaces • Symptom surveillance: Continue the processes for daily health assessment and return to workplace; establish and follow emergency plans for the employees who display symptoms; testing, reporting, contact tracing • Training: Implement the required training for all employees related to health/safety; communicate return to work timing and expectations as date approaches; provide “Welcome Back” kit, onboarding program, and continuous communication to support their return to work; educate on respiratory etiquette • Supervisory training: Implement the required training for supervisors related to health/safety; managers and supervisors provide a “tool-kit” with clear instructions on new protocols in place and their role in managing them (facility readiness, employee self-assessment, rotational schedule, social distancing, how to raise concerns) • Mental health and wellness: Connect employees to resources such as the Faculty/Staff Assistance Program • Support for students: Connect students to resources
Operational Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations); General Counsel; Office of Compliance, Risk, and Ethics; Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)</p>	<ul style="list-style-type: none"> • Workforce plan: Continue and expand plan for flexible work schedule, on-going remote work, leave policies, phase in approach, managers identify most critical work processes and teams to be prioritized and staged for return; criteria based on organizational priorities, requirement to be onsite to conduct core work/inability to work remotely, staging and sequencing are established, minimize non-essential travel and adhere to CDC guidelines regarding isolation following travel, review vehicle usage • Occupational health plan: Implement plan for employees, including vulnerable populations

PHASE 1: Initial Recovery Phase (continued)

Communication Plan	
Responsible Units/Groups: Office of the President, Advancement and Community Engagement (Office of Communications)	<ul style="list-style-type: none"> • Ongoing communication to collegewide community • Communicate health and safety guidelines • Coronavirus webpage montgomerycollege.edu/coronavirus • Resilient MC webpage montgomerycollege.edu/resilient-mc
Exposure Management and Response	
Responsible Units/Groups: Public Safety/Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none"> • Deploy the emergency management team • Implement quarantine guidelines • Implement a process for contact tracing • Continue implementing disinfecting processes • Respond to situational outbreak • Ensure Collegewide Continuity of Operations Plan (COOP) is current • Situational communication to the College community

MC COVID-19 Health and Safety Plan

PHASE 2

Activation: At least two weeks after Phase 1 has been in place at MC and no .

Continue into Phase 3 OR . (Restrictions reimposed)

Personal Health and Safety Expectations	
Responsible Units/Groups: Employees/Students/Guests	<ul style="list-style-type: none">• Comply with preventative measures: face covers, social distancing guidelines, hand hygiene, respiratory etiquette (i.e., cover cough/cover sneeze)• Comply with guidelines for building entry for authorized employees• Stay at home, if sick (with any illness)
Building Health and Safety	
Responsible Units/Groups: Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none">• Sanitation (cleaning/disinfecting)• Maintain hand-sanitizing stations• Social distancing–space determination/space utilization/space redesign (offices, cubicles, classroom space, conference rooms, lobbies, restrooms, cafeterias, reception areas, gymnasiums, etc.)• Workspace distancing–work locations, physical space, scheduling shifts (consider increasing the number of shifts and making them shorter), assess the need for plexiglass barriers at workstations and install where appropriate• Personal protective equipment (PPE) based on Job Hazards Analysis• Building ventilation (HVAC)• Entry guidelines–expectations and protocols for social distancing, testing, hygiene, where to enter and exit, number of people allowed onsite• Elevator and stairwell protocols–markers, signage, wipes, monitoring• Public space visual aids–markers, signage• Facilities projects that were suspended may resume with COVID-19 safety plans from external companies

PHASE 2 (continued)


Collegewide Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations) Student Affairs (Disability Support Services, Counseling and Advising, Behavioral Intervention Team, Student Health and Wellness Center for Success), CAT</p>	<ul style="list-style-type: none"> • Vulnerable populations: As defined by CDC—older adults and people of any age who have serious underlying medical conditions—stay home and work remotely • Living with a person within the vulnerable population: Stay home and work remotely • Prevention: Provide face covering/masks to all employees, encourage frequent hand washing, provide hand sanitizer and tissues • Workspace hygiene: Continue processes for face covering/mask recycling or disposal; provide disinfectant, wipes, and other supplies to clean surfaces between use, increase cleaning of shared surfaces • Symptom surveillance: Continue the processes for daily health assessment and return to workplace; establish and follow emergency plans for the employees who display symptoms; testing, reporting, contact tracing • Training: Ongoing required training for all employees related to health/safety; communicate return to work timing and expectations as date approaches; provide “Welcome Back” kit, onboarding program, and continuous communication to support their return to work; educate on respiratory etiquette • Supervisory training: Ongoing required training for supervisors related to health/safety; managers and supervisors provide a “tool-kit” with clear instructions on new protocols in place and their role in managing them (facility readiness, employee self-assessment, rotational schedule, social distancing, how to raise concerns) • Mental health and wellness: Connect employees to resources such as the Faculty/Staff Assistance Program • Support for students: Connect students to resources
Operational Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations); General Counsel; Office of Compliance, Risk, and Ethics; Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)</p>	<ul style="list-style-type: none"> • Workforce plan: Continue plan for flexible work schedule (as needed), ongoing remote work, leave policies, phase-in approach; managers identify most critical work processes and teams to be prioritized and staged for return, criteria based on organizational priorities, requirement to be onsite to conduct core work/inability to work remotely; staging and sequencing are established; evaluate nonessential travel and adhere to CDC guidelines regarding isolation following travel; continue to review vehicle usage • Occupational health plan: Continue plan for employees, including vulnerable populations

MC COVID-19 Health and Safety Plan

PHASE 2 (continued)

Communication Plan	
Responsible Units/Groups: Office of the President, Advancement and Community Engagement (Office of Communications)	<ul style="list-style-type: none">• Ongoing communication to collegewide community• Communicate health and safety guidelines• Coronavirus webpage montgomerycollege.edu/coronavirus• Resilient MC webpage montgomerycollege.edu/resilient-mc
Exposure Management and Response	
Responsible Units/Groups: Public Safety/Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none">• Continue to deploy the emergency management team• Continue quarantine guidelines• Continue processes for contact tracing• Continue implementing disinfecting processes• Respond to situational outbreak• Ensure Collegewide Continuity of Operations Plan (COOP) is current• Situational communication to the College community

PHASE 3

Activation: At least two weeks after Phase 2 has been in place at MC and no .

Continue into Phase 4 OR . (Restrictions reimposed)

Personal Health and Safety Expectations	
Responsible Units/Groups: Employees/Students/Guests	<ul style="list-style-type: none">• Comply with preventative measures: face covers, social distancing guidelines, hand hygiene, respiratory etiquette (i.e., cover cough/cover sneeze)• Comply with guidelines for building entry for authorized employees• Stay at home, if sick (with any illness)
Building Health and Safety	
Responsible Units/Groups: Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none">• Sanitation (cleaning/disinfecting)• Maintain hand-sanitizing stations• Social distancing—space determination/space utilization/space redesign (offices, cubicles, classroom space, conference rooms, lobbies, restrooms, cafeterias, reception areas, gymnasiums, etc.)• Workspace distancing—work locations, physical space, scheduling shifts (consider increasing the number of shifts and making them shorter), assess the need for plexiglass barriers at workstations and install where appropriate• Personal protective equipment (PPE) based on Job Hazards Analysis• Building ventilation (HVAC)• Entry guidelines—expectations and protocols for social distancing, testing, hygiene, where to enter and exit, number of people allowed on site• Elevator and stairwell protocols—markers, signage, wipes, monitoring• Public space visual aids—markers, signage

MC COVID-19 Health and Safety Plan

PHASE 3 (continued)


Collegewide Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations) Student Affairs (Disability Support Services, Counseling and Advising, Behavioral Intervention Team, Student Health and Wellness Center for Success), CAT</p>	<ul style="list-style-type: none"> • Vulnerable populations: As defined by CDC—older adults and people of any age who have serious underlying medical conditions—stay home and work remotely • Living with a person within the vulnerable population: Stay home and work remotely • Prevention: Provide face covering/masks to all employees; encourage frequent hand washing; provide hand sanitizer and tissues • Workspace hygiene: Continue processes for face covering/mask recycling or disposal; provide disinfectant, wipes, and other supplies to clean surfaces between use, increase cleaning of shared surfaces • Symptom surveillance: Continue the processes for daily health assessment and return to workplace; follow emergency plans for the employees who display symptoms; testing, reporting, contact tracing • Training: Ongoing required training for all employees related to health/safety; communicate return to work timing and expectations as date approaches; provide “Welcome Back” kit, onboarding program, and continuous communication to support their return to work; educate on respiratory etiquette • Supervisory training: Ongoing required training for supervisors related to health/safety; managers and supervisors provide a “tool-kit” with clear instructions on new protocols in place and their role in managing them (facility readiness, employee self-assessment, rotational schedule, social distancing, how to raise concerns) • Mental health and wellness: Connect employees to resources such as the Faculty/Staff Assistance Program • Support for students: Connect students to resources
Operational Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations); General Counsel; Office of Compliance, Risk, and Ethics; Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)</p>	<ul style="list-style-type: none"> • Workforce plan: Continue plan for flexible work schedule (as needed), ongoing remote work, leave policies, phase-in approach; managers identify most critical work processes and teams to be prioritized and staged for return, criteria based on organizational priorities, requirement to be onsite to conduct core work/inability to work remotely; staging and sequencing are established; evaluate nonessential travel and adhere to CDC guidelines regarding isolation following travel; continue to review vehicle usage • Expanding return to college workplace in phases/staggering shifts • Occupational health plan: Continue plan for employees, including vulnerable populations

PHASE 3 (continued)

Communication Plan	
Responsible Units/Groups: Office of the President, Advancement and Community Engagement (Office of Communications)	<ul style="list-style-type: none"> • Ongoing communication to collegewide community • Communicate health and safety guidelines • Coronavirus webpage montgomerycollege.edu/coronavirus • Resilient MC webpage montgomerycollege.edu/resilient-mc
Exposure Management and Response	
Responsible Units/Groups: Public Safety/Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none"> • Continue to deploy the emergency management team • Continue quarantine guidelines • Continue processes for contact tracing • Continue implementing disinfecting processes • Respond to situational outbreak • Ensure Collegewide Continuity of Operations Plan (COOP) is current • Situational communication to the College community

MC COVID-19 Health and Safety Plan

PHASE 4

Activation: At least two weeks after Phase 3 has been in place at MC and no .

Personal Health and Safety Expectations	
Responsible Units/Groups: Employees/Students/Guests	<ul style="list-style-type: none">• Comply with preventative measures: face covers, social distancing guidelines, hand hygiene, respiratory etiquette (i.e., cover cough/cover sneeze)• Comply with guidelines for building entry for authorized employees• Stay at home, if sick (with any illness)
Building Health and Safety	
Responsible Units/Groups: Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none">• Sanitation (cleaning/disinfecting)• Maintain hand-sanitizing stations• Social distancing—space determination/space utilization/space redesign (offices, cubicles, classroom space, conference rooms, lobbies, restrooms, cafeterias, reception areas, gymnasiums, etc.)• Workspace distancing—work locations, physical space, scheduling shifts (consider increasing the number of shifts and making them shorter), assess the need for plexiglass barriers at workstations and install where appropriate• Personal protective equipment (PPE) based on Job Hazards Analysis• Building ventilation (HVAC)• Entry guidelines—expectations and protocols for social distancing, testing, hygiene, where to enter and exit, number of people allowed on site• Elevator and stairwell protocols—markers, signage, wipes, monitoring• Public space visual aids—markers, signage

PHASE 4 (continued)

Collegewide Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations) Student Affairs (Disability Support Services, Counseling and Advising, Behavioral Intervention Team, Student Health and Wellness Center for Success), CAT</p>	<ul style="list-style-type: none"> • Vulnerable populations: As defined by CDC—older adults and people of any age who have serious underlying medical conditions—stay home and work remotely • Living with a person within the vulnerable population: Stay home and work remotely • Prevention: Provide face covering/masks to all employees, encourage frequent hand washing, provide hand sanitizer and tissues • Workspace hygiene: Continue processes for face covering/mask recycling or disposal; provide disinfectant, wipes, and other supplies to clean surfaces between use, increase cleaning of shared surfaces • Symptom surveillance: Continue the processes for daily health assessment and return to workplace; follow emergency plans for the employees who display symptoms; testing, reporting, contact tracing • Training: Ongoing required training for all employees related to health/safety; communicate return to work timing and expectations as date approaches; provide “Welcome Back” kit, onboarding program, and continuous communication to support their return to work; educate on respiratory etiquette • Supervisory training: Ongoing required training for supervisors related to health/safety; managers and supervisors provide a “tool-kit” with clear instructions on new protocols in place and their role in managing them (facility readiness, employee self-assessment, rotational schedule, social distancing, how to raise concerns) • Mental health and wellness: Connect employees to resources such as the Faculty/Staff Assistance Program • Support for students: Connect students to resources
Operational Health and Safety	
<p>Responsible Units/Groups: HRSTM (Employee Relations); General Counsel; Office of Compliance, Risk, and Ethics; Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)</p>	<ul style="list-style-type: none"> • Workforce plan: Continue plan for flexible work schedule (as needed), ongoing remote work, leave policies, phase-in approach, managers identify most critical work processes and teams to be prioritized and staged for return; criteria based on organizational priorities, requirement to be onsite to conduct core work/inability to work remotely, staging and sequencing are established, evaluate nonessential travel and adhere to CDC guidelines regarding isolation following travel, continue to review vehicle usage • Expanding return to college workplace in phases/staggering shifts • Occupational health plan: Continue plan for employees, including vulnerable populations

MC COVID-19 Health and Safety Plan

PHASE 4 (continued)

Communication Plan	
Responsible Units/Groups: Office of the President, Advancement and Community Engagement (Office of Communications)	<ul style="list-style-type: none">• Ongoing communication to collegewide community• Communicate health and safety guidelines• Coronavirus webpage montgomerycollege.edu/coronavirus• Resilient MC webpage montgomerycollege.edu/resilient-mc
Exposure Management and Response	
Responsible Units/Groups: Public Safety/Facilities (Campus Facilities, Planning and Design, Environmental Health and Safety)	<ul style="list-style-type: none">• Continue to deploy the emergency management team• Continue quarantine guidelines• Continue processes for contact tracing• Continue implementing disinfecting processes• Respond to situational outbreak• Ensure Collegewide Continuity of Operations Plan (COOP) is current• Situational communication to the College community



Resources

Campus Safety, Health, and Environmental Management Association

cshema.org/covid-19

Centers for Disease Control

cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

Kauli Higher Education Software

kuali.co/connect/covid19

Maryland Strong Roadmap to Recovery

governor.maryland.gov/wp-content/uploads/2020/04/MD_Strong.pdf

Nashville Roadmap for Reopening

asafenashville.org/wp-content/uploads/2020/04/Roadmap_For_Reopening_Nashville_Grid.pdf

National Safety Council

nsc.org/work-safety/safety-topics/safe-actions-for-employee-returns-safer

US Department of Education, Office of Safe and Healthy Students Continuity of Operations (COOP) Planning

rem.s.ed.gov/docs/repository/00000384.pdf

US Department of Labor, Occupational Safety and Health Administration

osha.gov/SLTC/covid-19/

White House Opening America Guidelines

whitehouse.gov/openingamerica/#guidelines

Appendices

Appendix A: Stop Sign



“Stop Signs” requiring the easing to slow, stop, or even be reversed:

1. An unexpected increase in hospitalizations or a sustained increase in cases requiring intensive care.
2. Indications that Marylanders are disregarding physical distancing guidelines. If people can maintain physical distancing for this period, while testing and contact tracing are increased, we have a much higher chance to open without a spike in cases.
3. Significant outbreaks of community transmission (not clusters or outbreaks in particular nursing homes or vulnerable communities) where contact tracing cannot establish the route of the spread. A sustained increase in cases over a period of five or more days may require the reimposition of some prior restrictions.



MONTGOMERY COLLEGE

montgomerycollege.edu/coronavirus

montgomerycollege.edu/resilient-mc



FALL 2020 SCHEDULE TRANSITION PLAN

Fall 2020 classes will start in Phase 1 on Aug. 31, 2020. Decisions to move into future phases will depend on state and county guidelines. Status updates will be posted on the Montgomery College website.

PHASE 1 FALL 2020

Online and structured remote

All teaching and learning will occur online. Courses originally scheduled to be on campus will be modified and structured to be taught in the online environment.

Vulnerable populations stay at home

Continue remote work, if possible

Wear face coverings in public/social distancing

MC buildings
restricted access:
less than 10 people

PHASE 2 FALL 2020

Online, structured remote with limited in person

Labs and other high-touch/hands-on learning will occur in a space designed and equipped to provide such course specific experiences, including science labs, studio art classes, GITE program courses, etc.

Vulnerable populations stay at home

Continue remote work, if possible, begin onsite work in phases/staggered shifts

Wear face coverings in public/social distancing

MC buildings
Small gatherings up to 25

PHASE 3 FALL 2020

Online, hybrid, social distancing

Class meetings must have fewer students than are registered for the class. Students meet in person in a modified format where a portion (1/3 or 1/2) meets one day and the rest of the course is remote. Support DSS students with accommodations.

Consider plans for vulnerable populations

Remote work, continue onsite work in phases/staggered shifts

Wear face coverings in public/social distancing

MC buildings
Small gatherings up to 50

PHASE 4 WINTER & SPRING 2021

In-person classes resume

All buildings open and normal hours established. All in-person classes, labs, and hands-on learning resume.

Consider plans for vulnerable populations

Remote work optional

Wear face coverings in public/social distancing

MC buildings
Small gatherings up to 100



The Universities
AT SHADY GROVE

USG Return to Campus Planning Framework

*Responding to the Challenges
of Covid-19*

June 2020

CLIFFORD & CAMILLE ACADEMIC C

Message from the Executive Director



Dear Members of the USG Community:

I have been exceedingly proud of the resilience that all of you have shown over the past several months as we have worked collectively to continue providing high quality support for students and others within our community with our transition to remote service delivery, in the face of the global coronavirus pandemic.

We, at the Universities at Shady Grove, are so fortunate to have a dedicated and talented team of professionals, and the support of the University System of Maryland (USM) and our nine university partners, which has enabled us to rise to this challenge. As always, our top priority is to do all we can to ensure the health, safety and well-being of all members of the USG community.

As we move forward, we are now tasked with developing a comprehensive Return to Campus plan that will help to guide our planning for the fall semester and beyond. As has been the case

throughout this crisis, our decisions regarding operations at USG at this time will be guided by county, state and federal directives and we will coordinate our efforts with USM and our university partners. Ultimately, however, the success of these efforts will depend not only on the actions we take to provide the safest possible environment for the campus's reopening, but also on the cooperation and vigilance of all members of the USG community to follow best practices for mitigating the spread of Covid-19.

On the following pages, we have outlined the planning framework that shapes our work on the development of the USG Return to Campus plan. This includes the establishment of our Campus Reopening Task Force, which is made up of colleagues throughout the USG community and will help to formulate detailed strategies and actions for reopening.

I invite you to review this information and remind you that we will continue to provide updates on Covid-19 and our Return to Campus plan on the USG website.

Best wishes to all of you and thank you for helping to make USG such a wonderful campus community for everyone.

Stew Edelstein

Dr. Stewart Edelstein
Executive Director

Planning for the Return to Campus

Looking ahead to the fall semester, University System of Maryland (USM) Chancellor Jay Perman recently announced that all USM institutions around the state – including USG – were asked to develop their own "Return to Campus" plans. These plans were to be tailored to meet the particular needs of each individual campus, while doing everything possible to best ensure the health and safety of its community members.

While any plan will need to be flexible and is subject to change, given the evolving nature of this public health crisis, this document outlines the framework that was used to inform the development of the USG "Return to Campus" plan.

The "Return to Campus" plan will help to guide decision-making on campus operations, with a focus on establishing best practices and strategies to best ensure everyone's safety. It includes a three-phased approach:

SCENARIO
OR PHASE
1

NO CAMPUS OPERATIONS

Continuing with remote services and very limited campus access.

SCENARIO
OR PHASE
2

LIMITED ON-CAMPUS OPERATIONS

Limited use of campus facilities for USG staff and university partner staff/faculty, including the possibility of restricted facilities access for students to the library and a select number of computer laboratories.

SCENARIO
OR PHASE
3

LIMITED ON-CAMPUS INSTRUCTION

Supporting Phase 2 with limited instruction, no events and restrictions on non-USG community visitors on campus. Use of campus facilities will be controlled and monitored with anticipated changes throughout the academic year.

We will continually assess our ability to transition from phase to phase, as we receive information and guidance from state and county authorities, and from USM.

In addition to the three phases, a Campus Reopening Task Force has been established to help in executing an action plan to guide the reopening process. The plan includes a focus on the health, safety and well-being of all members of the USG community; a facility capacity analysis; and a review of operational considerations and fiscal implications, as well as a framework for decision-making.

Guiding Principles

USG's planning and decisions will be guided by the following principles, and will take a critical look at how each return to campus phase can be operational and progress to the next phase over time.

- ▶ Protect the health, safety and well-being of students, faculty, staff and visitors in each planning scenario and be mindful of the impact our decisions have on the surrounding community.
- ▶ Be true to the mission of USG: "To support and expand pathways to affordable, high quality public higher education that meets the distinctive needs of the region and are designed to support workforce and economic development in the state."
- ▶ Ensure that all students have access to critical services and activities to support learning and advance their educational and career goals, such as those related to academic, technology and other needs.
- ▶ Ensure healthy working conditions for USG staff, allowing maximum flexibility in how work responsibilities can be fulfilled, and services can be provided.
- ▶ Support our university partners, their faculty, staff and students, guided by health and safety protocols, and financial and staffing resource considerations, with access to services and campus facilities that are needed for instruction and hands-on learning.
- ▶ Be guided by USM, the U.S. Centers for Disease Control and Prevention (CDC), state and county health directives to ensure, to the best of our ability, the health and safety of USG staff, partner staff, and faculty and students, once campus facilities are open for use.
- ▶ Be guided by an ongoing assessment of financial resources and staffing requirements, with a determination of what can be achieved given the availability of these resources to move forward as the plans evolve.



Secondary Goals and Strategies

- ▶ Facilitate coordination among university partners about the use of instructional and campus facilities, and collaboration strategies, to support student learning and degree completion.
- ▶ Educate campus users about personal and community health practices, and requirements to keep the campus safe and healthy for all.
- ▶ Place a high value on nimbleness, transparency and flexibility in planning and decision-making, as conditions change.
- ▶ Support and acknowledge creative thinking and staff engagement in planning and implementation decisions.
- ▶ Engage community stakeholders, particularly employers, in supporting students as part of the region's economic recovery efforts during and after the pandemic.
- ▶ Provide a platform for collecting and sharing data about service delivery and student needs to monitor and facilitate best outcomes for student learning, retention and graduation.
- ▶ Establish and follow a clear plan for providing the USG community with transparent internal and external communication.
- ▶ Establish and ensure enforcement of safety protocols.



Campus Reopening Task Force

In June 2020, USG's Campus Reopening Task Force (CRTF) was established. The CRTF will be assessing the feasibility of the fall semester phases, which range from continuing to work remotely, to opening the campus for some members of the USG community to work, and to providing some onsite services to students, while using campus facilities for instruction that requires specialized facilities.

Transition from phase to phase will be carefully planned, determined first and foremost by health and safety considerations, and allowing for flexibility in how USG's work is performed and the ability to respond to changing conditions. The CRTF will work closely with USG's executive leadership team, service center directors, and representatives from its university partners to assess how USG will continue to operate effectively to support students and university partners, while also protecting the health and safety of the community.

The CRTF will present reopening recommendations and action plans to the Executive Director, who in consultation with USM and academic partners and the USG executive leadership team will make the final decision on the reopening conditions.

The CRTF will report directly to the Executive Director and will be chaired by Mary Lang and Nico Washington. There are five subcommittees. Each subcommittee includes staff from USG, as well as staff from our university partners.

The subcommittees are:

FACILITIES, HEALTH AND SAFETY

Capacity Analysis and
Campus Use Policies

OPERATIONS, FINANCIAL ASSESSMENT AND RESOURCE NEEDS

HR/Staff Policies
and Support

STUDENT AND ACADEMIC SUPPORT SERVICES

Student Life, Academic
Support Services and Library

INSTRUCTIONAL NEEDS AND CAPABILITIES

Academic and Instructional
Requirements (Primarily university
partners and program directors)

COMMUNICATIONS

Signage and
Community Relations