

Stage II: Spring 2021 and Beyond

# COVID-19 CAMPUS PLANNING COMMITTEE

DECEMBER 8, 2020



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# COMMITTEE OVERVIEW AND CONTEXT FOR WORK



## Campus Planning Committee Charge

The Campus Planning Committee is charged with coordinating the work of five subcommittees to inform high-level recommendations on how to operationalize the university within the scenarios defined by the Executive Leadership Committee. This will entail reviewing, debating, discussing and achieving consensus on high-level subcommittee recommendations before submitting to Executive Leadership.

The Committee carries out its work amongst a larger set of advisory groups put in place for COVID-19 planning: Strategic Financial Management Advisory Group; Screening, Testing and Contact Tracing Protocol Committee; and Executive Leadership Committee.

### **Short-Term Planning (Summer and Fall 2020): COMPLETED**

- Assess instructional and research continuity options and models
- Provide recommendations as needed with final, short-term campus recommendations delivered to Executive Leadership by May 31, 2020

### **Long-Term Planning (Spring 2021 and Beyond):**

- Achieve greater clarity on public health and campus operation flexibility
- Assess aspirational instructional and research continuity
- Outline lessons learned from Summer and Fall 2020 as well as long-term considerations
- Provide recommendations as needed with final, long-term campus recommendations delivered to Executive Leadership by October 31, 2020

## Scenarios for Spring 2021



Return to "Normal"

The university knows how to operate in this manner but there are issues that will need to be addressed because of the current disruption to all facets of the university.

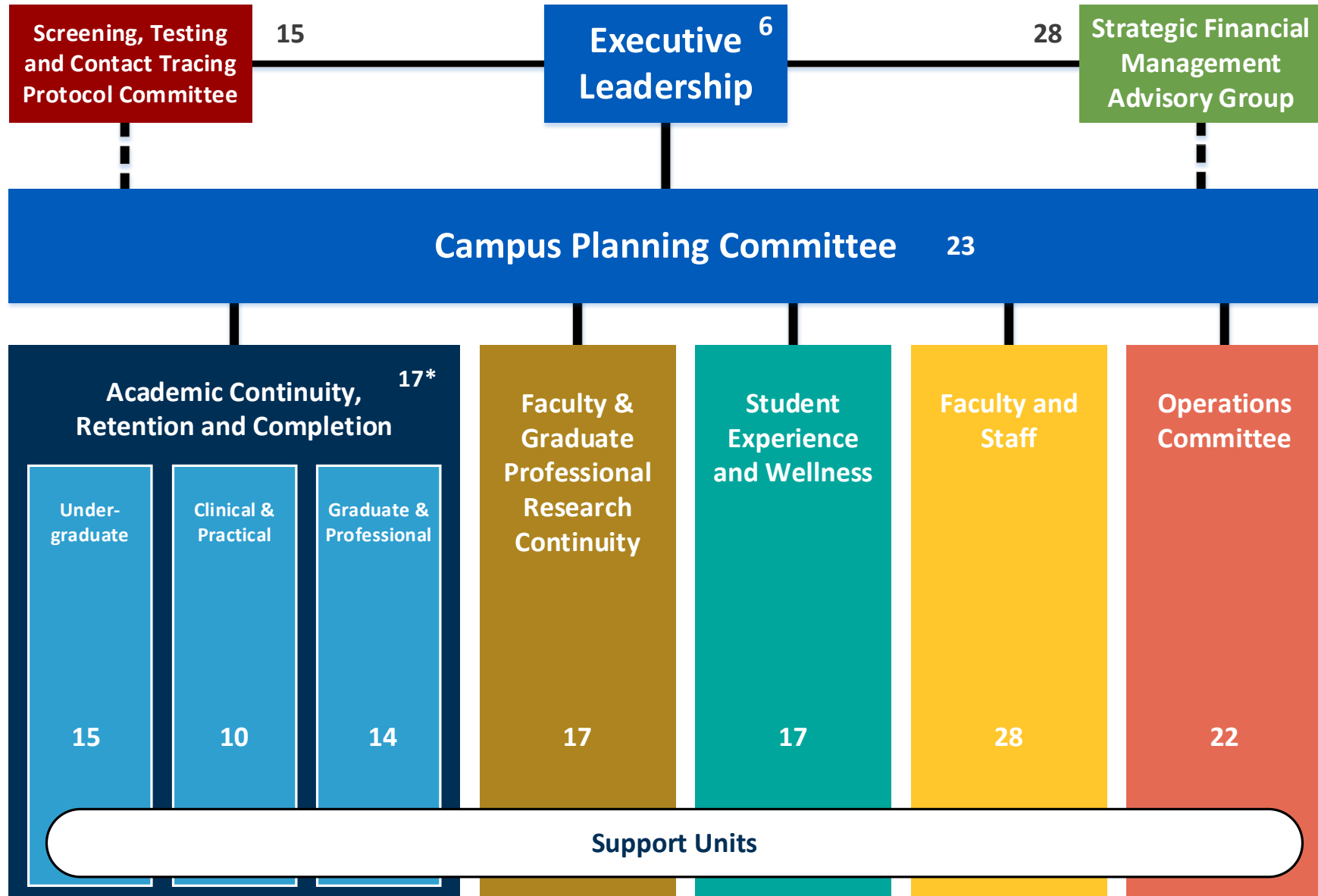
Modified In-Person

Physical distancing requirements remain, forcing changes to the way that UB operates; parts of the academic calendar may be modified, rooms capacities altered, meeting times adjusted, hybrid delivery modalities implemented.

Fully Remote

Semester is fully remote with only a few clinical course sections with use of an in-person modality.

*Total of 180 unique members across all committees & subcommittees*



\*Academic Continuity, Retention and Completion Subcommittee + Undergraduate, Clinical & Practice, and Graduate & Professional committees include 53 unique members across all groups.

## The context that frames our focus on the health and safety of our campus community is the UB mission and vision

### Mission

The University at Buffalo is a diverse, inclusive scholarly community dedicated to bringing the benefits of our research, scholarship, creative activities and educational excellence to local and global communities in ways that impact and positively change the world.

We view the three traditional pillars of the public higher education mission—research, education and service—as interdependent endeavors that continually enrich and inform each other. Groundbreaking research, transformative educational experiences and deeply engaged service to our communities define the University at Buffalo’s mission as a premier, research-intensive public university.

### Vision

Building on the existing strong foundation of academic excellence, knowledge and understanding, the University at Buffalo will advance into the nation's Top 25 public research universities, thereby expanding the scope of our reach and strengthening UB's world-wide impact.

### **Principle #1: A Culture of Health and Safety**

Continue a strong, internalized, evidence-based, and accountable culture of health and safety among the UB community, protecting all UB faculty, staff, students, and visitors and the communities that host them.

- Compliance is driven by widely shared responsibility.
- Addressing screening, testing and contact tracing related to COVID-19 in accordance with deliberations of the COVID-19 Screening, Testing and Contact Tracing Protocol Committee.
- Communications strategies consistently foster the culture of safety.
- The physical environment is altered to consistently achieve safety standards.
- The norms of the culture create peer pressure on compliance reinforced by systems of accountability and, when necessary, enforcement.



## **Principle #2: Flexibility**

Sustain all aspects of campus academic programs, research, student life, faculty and staff well being, and campus operations to be as flexible as possible within curricular, accreditation, and licensure requirements to address the unpredictable course of the COVID-19 pandemic.

- Flexibility enables UB to take full advantage of the campus within the parameters established for health and safety.
  - **Return to “Normal”:** Always prepared for the full return of the entire UB community to campus or at least for increased tolerance for density on campus.
  - **Modified-In-Person:** Always prepared to utilize the campus experience where we can.
  - **Fully Remote:** Always prepared to support the mission off-campus.

### **Principle #3: Equity and Inclusion**

Implement fair and transparent processes that will:

- Meet the needs of special populations such as international students, at-risk individuals, and first-time students on campus, etc., assuring that students, faculty and staff have pathways to success within the university's ability.
- Manage or adjust, when and if possible within the reach of the university, HR and ER policies to deal with the consequences of actions taken in response to the COVID-19 crisis. Consideration should be given to further work on such processes, especially regarding essential workers that do not have the option to work remotely.

### **Principle #4: Financial Health**

Be mindful of the financial health of the University to continue to deliver excellence in our mission over the short and long term.

### **Principle #5: Communications**

Use clear and consistent communication strategies as part of the larger effort to create a culture of care, compassion, and community.

- Give emphasis to transparency and team work
- Create multiple communication vehicles
  - Official messaging for all elements of the University Community
  - Templates for units to use to be consistent
  - Enable avenues for feedback
  - Use multiple platforms

### **Principle #6: We are a Place-Based Education Campus That Embraces And Recognizes The Need for Remote-Learning During the COVID-19 Pandemic**

Plan for off-campus operations even as we plan for value-added, in-person course and campus engagements according to safety and health protocols on campus.

## **Guidelines**

*Continue to refine and further develop a clear set of operational guidelines in each subcommittee area and provide evidence-based protocols for health and safety for the entire university community with a road map for implementation and compliance.*

## **Flexibility**

*Maintain a flexible academic framework and timelines that help assure excellence in our mission delivery.* The Fall 2020 experience has been that flexibility has been unevenly implemented across the campus, contributing to some confusion. For example:

- the flexibility to change course modality after registration created problems for some students and caused late cancellations in housing and dining.
- a clear policy that addresses an on-campus event decision-making hierarchy and thresholds for a gatherings' allowable size needs further development.

### **A Modified In-Person Operation (Spring)**

*Operate as modified in-person for Spring 2021 if allowable by public policy. Create provisions for enriching both the on-campus and in-person instruction experience.*

*The academic calendar proposal has been approved by the Faculty Senate and promulgated by President Tripathi. This includes a start date of February 1, with some exceptions, no Spring Break, and ends according to our normal schedule for the Spring 2021 semester. Flexibility on course modality should be reduced after course registration with oversight from Chairs and Deans.*

## Shared Lessons Learned from Fall 2020

- Compliance with campus health and safety guidelines is very high.
- Iterative methodologies based on changing conditions require continuous evaluation and assessment.
- Access to technology and related training for all is improving and needs additional attention.

## Successes

*The successes from the Fall 2020 semester have informed the work of the Campus Planning Committee and are essential elements of the Spring 2020 plan. The shift of health and awareness resources to online formats, as well as online tools for managing remote instruction and the creation of online social activities, helped the entire campus community cope with stress and anxiety. That said, the overall impact of the COVID-19 pandemic continues to be difficult to mitigate. Issues experienced because of the COVID-19 pandemic remain serious and need constant attention. Thus far, that attention has resulted in the following successes:*

- A robust set of Health and Safety Guidelines that were expanded and updated as the Fall semester progressed to include additional science-based protocols and state Department of Health recommendations in response to the evolving nature of the pandemic and the availability of new resources to keep the university community safe.
- Widespread awareness of and adherence to UB's health guidelines helped mitigate spread of the virus. The guidelines were supported by development of a Student Compliance Policy for COVID-19 and a university-wide public health campaign that included production of 30,000 campus signs to promote health and safety.
- A significant reduction of on-campus density was achieved through careful scheduling of courses and classrooms, carefully planned physical distancing within residence halls and campus facilities and support of a remote workforce university-wide.

- The modified in-person instruction format, with a mix of in-person, hybrid in-person/online or fully remote courses, was generally effective, with a majority of students surveyed indicating that the structure and delivery of courses was consistent with expectations.
- Faculty effectively transitioned to remote instruction, with more than 470,000 Panopto lecture hours viewed and 162,000 Zoom sessions totaling 91 million minutes.
- In-person clinical, lab and experiential courses required to obtain or maintain professional licensure were safely offered throughout the semester.
- The university's research enterprise resumed in-person activities at a lower capacity, and with required physical distancing.
- Elements of on-campus life and student experiences were successfully offered and maintained, including residence life, dining, student clubs and activities, libraries and campus transportation, by implementing and updating health and safety protocols throughout the semester.
- A set of rigorous testing and health protocols for UB Athletics was implemented, enabling the successful launch of Fall and Winter sports at the university.
- An innovative surveillance testing program was launched to monitor the prevalence of the virus among the university community. More than 31,000 tests were conducted, with a positivity rate of less than 1%, significantly lower than the regional positivity rate.
- The university's COVID-19 Planning and Response website provided timely, accurate and transparent communication to the UB community, generating more than 300,000 views during the Fall semester.



## Longer Range Considerations

- The hiring pause is adversely impacting capacity to attend to increases in students.
- Sustaining enrollments may require an ability to admit students in Fall, Spring, or Summer.
- If the pandemic continues, burnout dynamics will require systematic attention to mitigate negative consequences.
- We will need to derive an answer to the question, "What will be the post-COVID-19 mix of course and service delivery? What will we keep of the changes made; What will we adapt based on what we have learned?"

Academic Units: Faculty have invested considerable resources in creating content for remote learning. There may be some classes that benefit pedagogically by staying remote. Others will need to return to in-person instruction. Still, others will benefit from hybrid or other modes of instruction. *Units should consider what the post-COVID mix of course and service delivery should be.*

Service Units: Staff has also modified service delivery according to the academic mix of course and service delivery. Again, learning from the Fall 2020 semester, experience suggests some operational efficiencies and improved campus safety raises opportunities for what to keep and what to change post-COVID-19.

# ACADEMIC CONTINUITY, RETENTION, AND COMPLETION SUBCOMMITTEE

Co-Chairs: Graham Hammill, Ann Bisantz,  
Kemper Lewis, Jean Wactawski-Wende



## Key Principles

- Protect the health and safety of students, instructors, and staff.
- Follow local, state, federal public health and legal requirements.
- Meet SUNY, SED, and external accrediting agency degree and licensure requirements.
- Maintain excellence of student experience.
- Facilitate undergraduate, graduate, and professional student retention and degree completion.
- Implement a fair and transparent process.
- Consistently communicate expectations and intentions to entire campus community.
- Accommodate special populations (e.g., international students, at-risk individuals, etc.) to the greatest extent possible.

## Assumptions

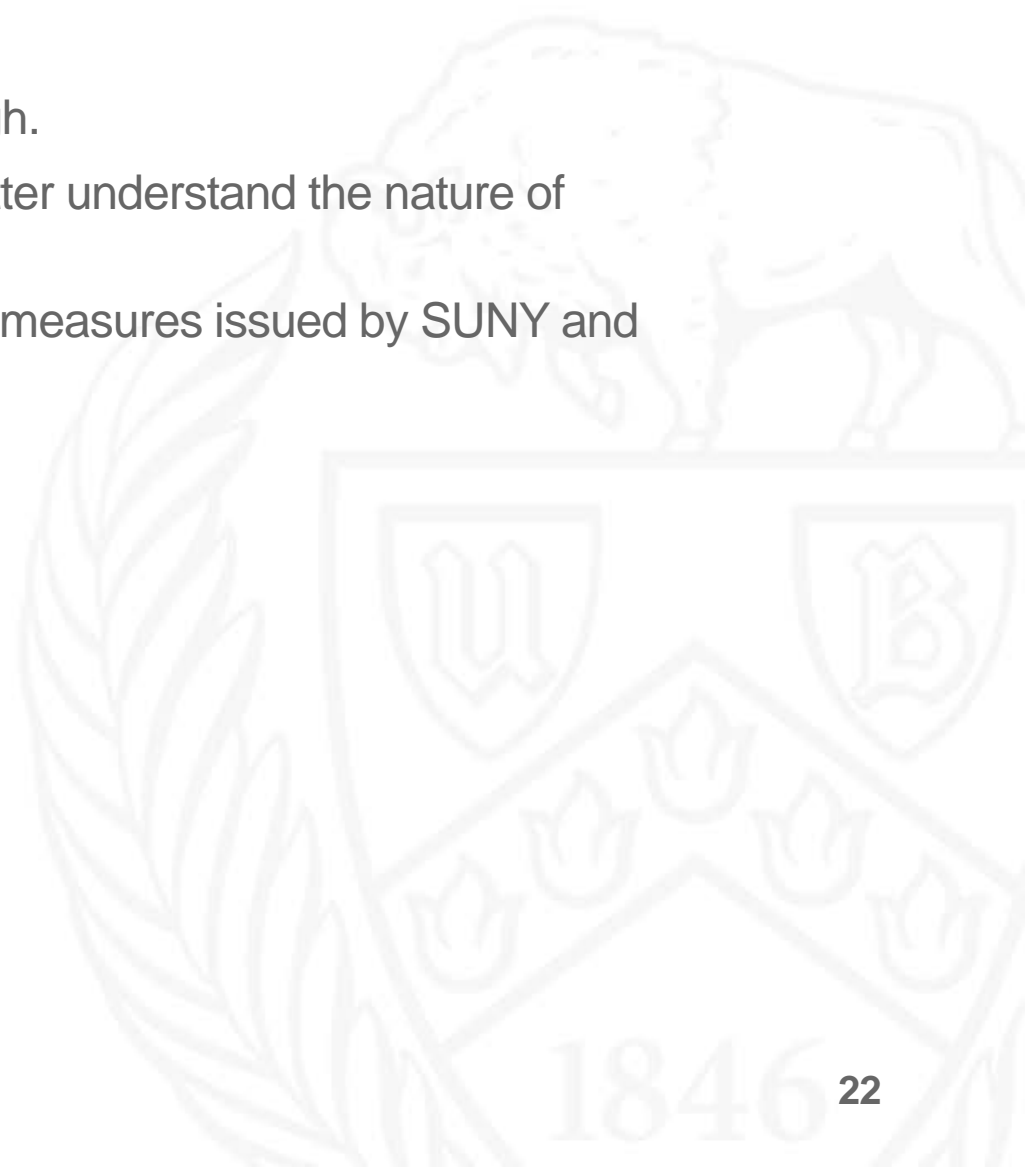
- Much of what is in place for Fall 2020 will remain in place for Spring 2021 (policy, classroom capacity, etc.).
- UB will need to remain responsive as public health conditions change and as more is known about COVID-19.
- UB's learning environment and the learning environment of all of higher education is undergoing a significant transformation. This will result in short and long-term challenges and opportunities.

Key decisions for Spring and Summer 2021*	Time period
Finalize Spring 2021 academic calendar	November 2020
Review modality of instruction for Spring 2021 (e.g., start remote or not?)	Ongoing
Determine modality of instruction for Summer 2021 (in-person, fully remote, modified in-person)	General direction, Nov 15, 2020 Review / adjustment, early January
Decisions regarding Fall 2021 <ul style="list-style-type: none"> <li>• Like Fall 2020 or return to normal?</li> <li>• Dates assume no delay to enrollment / no changes after enrollment has begun</li> </ul>	General direction, January 2021 Review / adjustment, March 1, 2021

\* Decisions may need to align with anticipated SUNY guidelines

## Lessons learned

- Compliance with campus health and safety guidelines is very high.
- Health and safety guidelines change as public health officials better understand the nature of COVID-19.
- Planning and implementation must be responsive to emergency measures issued by SUNY and NYS.



## Lessons Learned – Spring 2020 Remote Instruction

Students	Instructors	Both
<p>Inadequate technology and WIFI was a concern for about 12-15% of students, particularly those from typically at-risk populations.</p> <p>Staying motivated and engaged was difficult, as was finding dedicated study space at home.</p> <p>Communicating with the instructor and understanding revised course requirements became more challenging as time went on, and instructors seemed to become less accommodating.</p>	<p>Most concerns that instructors expressed at the beginning of became less concerning by the end of the semester.</p> <p>In certain disciplinary areas (e.g., engineering) and in classes where objective testing is used, ensuring academic integrity remains a concern.</p> <p>Knowing how technologies can achieve pedagogical purposes is important.</p> <p>Accessibility is as important as student access to technology – current closed captioning tools are time-consuming and highly inaccurate.</p>	<p>Overall, comfort with the remote teaching and learning environment increased – key student sub-populations were less comfortable throughout.</p> <p>Clear communication in many channels is important.</p> <p>Interpersonal relationships are important for learning and need to be maintained.</p> <p>Increased time needed for success in the digital environment.</p>

## Lessons Learned – Fall 2020 Instruction

### Students

Inadequate technology and WIFI was a concern for about 2% of students, a sharp decrease from Spring.

An overwhelming majority of students rated satisfaction with **resources** (internet, computer, living situation, study space) and the **educational experience** (instructor, course, communication) very highly (average ratings range from 4.2 to 4.6 out of 5).

Many are still reporting difficulties carving out a dedicated study space/time that is free from distraction and call for increased library access.

### Instructors

Most instructors (85%) are comfortable with online instruction.

Instructors are increasingly comfortable with key online technologies: Zoom (92%), UB Learns (88%), and Panopto (64%).

Most instructors rate the effectiveness of new instructional modes as equally/more effective than traditional methods (76% for attendance, 59% for instructional effectiveness, and 71% for student learning).

There is continued frustration with the UB Learns interface and calls for 24/7 instructional support and more technology training.

Online proctoring remains an issue, with many reporting difficulties with use and less effectiveness than in-person proctoring.

### Both

Technology interruptions continue to be a concern (unstable WIFI).

Increased screen time and navigating in the online environment are exhausting.



## Recommendations

### 1. Academic calendar Spring 2021

**Note:** *The academic calendar proposal has been approved by the Faculty Senate and promulgated by President Tripathi. This includes a start date of February 1, with some exceptions, no Spring Break, and ends according to our normal schedule for the Spring 2021 semester. Flexibility on course modality should be reduced after course registration with oversight from Chairs and Deans.*

- Prioritize health and safety of the campus in establishing the Spring 2021 academic calendar:
  - Reduce overlap with flu season as possible
- To avoid conflict with Summer sessions, do not extend Spring semester beyond current end date
- To avoid potential confusion, align with anticipated SUNY guidelines
  - Begin semester on February 1 (flexibility given to programs requiring clinical placements that may start before February 1)
  - Do not hold mid-semester Spring break
  - Ensure flexibility to minimize possible disruptions (e.g., involving clinical placements)
- Some clinical and professional degree programs have their own academic calendars and would not be affected by these recommendations.

## Recommendations

2. Reduce scheduling conflicts by starting all synchronous classes according to university standard time.
  - Exceptions would be made for graduate courses.
  - Decision ASAP – Spring 2021 schedule in-process (**complete**)
3. Maintain seating priorities from Fall 2020. While we may consider an increase in density for the Spring 2021 semester, having some continuity with the Fall 2020 semester is recommended to avoid yet another large stress-inducing change on our students.
  - 1) Curricular/accreditation/licensure requirements, clinical training, studio or performance courses: Labs and classes involving in-person and practical experiences.
  - 2) Research requiring in-person components and courses serving high enrollment MS programs: Graduate courses.
  - 3) Retention and student experience: First year seminars, small group instructions related to large online lectures, and small discussion courses.
  - 4) If density can be increased, considering adding a 4<sup>th</sup> in-person priority to be small graduate/professional course experiences for critical graduate and professional programs.

## Recommendations

4. Department or program leadership and faculty should work to develop class schedules (including class meeting patterns and modalities) which meet pedagogical goals, program requirements, and student needs, within current public health guidelines and course seating priorities.
  - 1) After registration has started, and in order to reduce disruption to student schedules, departments/programs should minimize changes to course meeting patterns and modalities.
  - 2) **Once classes have started, there is an expectation that – in the absence of directives from public health officials - class modality should remain consistent with that published in the official university course schedule. Requested changes should be vetted through department and unit leadership.**
  - 3) Departments and programs making changes have the responsibility to communicate changes in a timely manner to impacted students and other impacted programs, and to support students in finding alternatives and otherwise minimizing negative effects of the changes.

## Recommendations

5. Exceptions to the current hiring freeze include exceptional hires, hires for diversity, and critical needs. In the category of critical needs, priority should be given to requests that expand instructional capacity in order to support enrollment growth and degree completion.
6. Challenges and solutions should be identified to enable students to enroll in degree programs in Spring and Summer, both in 2021 and beyond:
  - 1) Academic units should develop specific strategies that account for challenges and solutions that exist at the school/program level.
  - 2) Research Central units should develop strategies that account for challenges that are campus wide.

## Recommendations and Considerations (UG Education)

### Communication:

- Reduce/streamline number of communications; better coordination; central location so that there is shared awareness (e.g. so faculty know what students are getting). Forwarding/emails got overwhelming. Faculty in particular felt left out of messages.
- Clear communication regarding instructional mode remains an issue (for students, and faculty).

### Workload/Burnout:

- Flexibility (in mode, pedagogy) will help alleviate some student stress/burnout but is leading to increasing workload for faculty/instructors that may be difficult to sustain and may impact scholarship, particularly for junior faculty.
- The mix of modes makes it easier to increase course content/demands which can overload students who are both watching recorded content, as well as participating in real time.
- Additional training, continued focus on technology challenges/improvements can help. Successful models can be collected and shared.

## Recommendations and Considerations (UG Education)

### Future decisions regarding Instructional Modality, Online Support:

- Pedagogical: Faculty have invested considerable resources in creating online content, and there may be some classes that benefit pedagogically to stay on line. Students may prefer to continue online. However, some classes need to return to in person. *Units should consider what the post-COVID mix should look like and focus efforts on online elements that should persist.*
- Economic pressures, health concerns may impact ability/comfort to return to campus; trust (in testing, vaccines, health guidelines) also a factor.
- There are reasons to keep some remote services/instruction: advising, tutoring appointments; ability to watch and review lectures.
- Testing/Proctoring/Academic Integrity continue to be an issue.

## Recommendations (Graduate and Professional)

### Leverage Summer 2021 in the following ways:

- Increase the number of on-line course options.
- Encourage departments to examine AY20-21 offerings and student AARs for insufficient degree progression and attend accordingly to any gaps in curriculum delivery.
- Develop up-learning opportunities for incoming graduate students (and freshmen) to help calibrate disparities in academic preparation that widened from COVID.
- Develop mini-curricula for new graduate who deferred a semester to catch up for the Fall 2020 semester.
- All of these options are obviously constrained at the department level by faculty Summer responsibilities and teaching load limitations.

### Continue to develop a culture to combat decline in student motivation, engagement, persistence, and retention.

- Encourage more courses to meet once a week when possible.
- Develop safe extracurricular activities.
- Dedicate part of Zoom class sessions to student interactions. Develop shared expectations for on-line classroom behavior for students and faculty.

### Prioritize the continuation of the university's research operation

- Creating pathways to keep research labs operational and to address IRB delays.
- Providing additional PPE, as necessary to faculty PIs.

## Recommendations (Graduate and Professional)

### Course Mode

The “hybrid” notation was sometimes used to reserve the right to land on a wide range of instructional options ranging from in-person to fully remote. This has caused confusion for students, families, staff, and administrators. Departmental coordinators need to work with faculty to ensure compliance with course designation.

### Recruitment

Units should develop strategies to recruit recent alums and current juniors/seniors through creative strategies (e.g., waiving GRE, automatic admission, 3+2 programs).

### Developing job opportunities for graduates

Increasingly, students are worried about finding jobs after graduation. We recommended shoring up our career service offerings so that we can develop institutional messaging that UB will not only prepare students to land jobs, but will also help you get a job in the post-COVID world.

### Development of in-person experiences

Units and departments are challenged to replace in-person experiences that were available in the Fall with equivalents in the Spring (e.g., outdoor field trips, outdoor studios, outdoor discussions). This makes developing safe and accessible touchdown spaces more important.



## Longer Term considerations

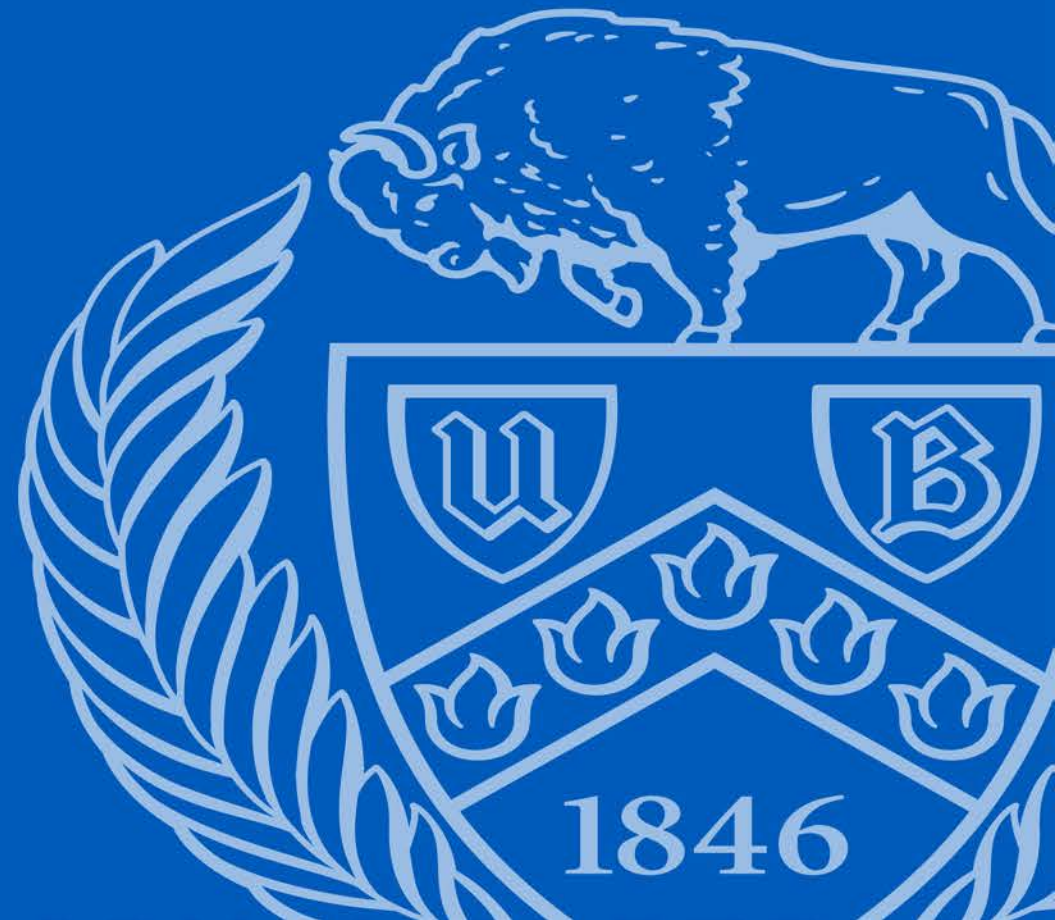
- The shift to remote instruction has led to significant mental strain on students, faculty, and staff
- If the pandemic lasts past Spring 2021, there will likely be significant downstream effects on international education
- Faculty have spent considerable effort moving classes to a remote format. Academic units should engage in strategic planning to determine how best to engage in remote learning post-pandemic. There are good reasons for some classes and degree programs to be offered in person. There is also some pedagogical benefit for some classes or components of classes to remain in a remote format.
- Consideration should be given to reduce graduate full-time status policy from 12 to 9 credit hours, to increase flexibility for students to engage in OPT and CPT experiences and to address strategic deficit relative to peer and AAU institutions.

## Longer Term considerations

- Consideration should be given to the impacts of COVID-19 on the student of the future:
  - Students will have new expectations regarding online capabilities and instruction.
  - Students' preparation in K-12 as well as in undergraduate courses will be impacted.
  - Socio-economic factors, test-optional policies may change who is admitted at the undergraduate and graduate/professional degree levels.
  - Existing inequities in preparation and access will be exacerbated.
  - Should begin to plan for curricular, advising, and related supports.

# FACULTY & GRADUATE PROFESSIONAL RESEARCH CONTINUITY SUBCOMMITTEE

Co-Chairs: Venu Govindaraju & Graham Hammill



## Faculty and Graduate Professional Research Continuity

- **Research Ramp-up Plan\* (May 2020) serves as guide for research continuity through Spring 2021 semester and beyond. The plan addresses:**
  - Essential guiding principles for research planning
  - Phased approach to ramp-up
  - Roles and responsibilities

\*Research Ramp-Up Plan included in appendices



# FACULTY AND STAFF SUBCOMMITTEE

Co-Chairs: Robert Granfield & Mark Coldren



## Principles

- The health and safety of our faculty and staff is of primary concern in pursuing our mission.
- Flexibility at multiple levels during this crisis will be paramount to UB's continued success at a top public research university.
- Effective, meaningful, and diverse modes of communication across UB is essential.
- Maintaining a strong sense of community will make us stronger and more resilient.
- An ethic of care and compassion should be practiced at all levels at UB.
- Pursuing equitable solutions to the challenges UB faces will guide us in making difficult decisions.
- UB is a place-based institution that embraces remote learning opportunities for our students at all levels.
- UB is an institution that is committed to excellence in scholarship, teaching, and service.

## Lessons Learned

- **COVID-19 Safety and Preparedness**

- Compliance with safety protocols seem good
- Some concern regarding the perceived late embrace of testing and surveillance, and that no baseline for incoming students was generated
- Few incidents of adjunct faculty teaching/meeting students w/o masks
- PPE and tools for disinfection not as available as we might want

- **Flexibility**

- The focus on individual flexibility has been beneficial and has been applied pretty consistently across all units
- EDI has had very few issues to deal with – a good sign – awaiting potential issues surrounding student exams and potential disability accessibility challenges.

## Lessons Learned

- **Communication**
  - Conversation about a possibility of telling all faculty and staff where the most central place for information was located – some used COVID-19 response page (where it is) – but others were not sure where to find information.
  - Faculty Notification Process; Concern over faculty notification process from students when they test positive or awaiting results – how were they being notified, role of faculty, role of Academic Affairs, role of Health Services – rough first week – but a protocol has been shared.
  - Many staff are really watching the UB metrics – and the “100” number – what does it mean for action – are we close? What should they pay attention to?
  - A number of faculty report distrust within their unit about the C-19 case number reporting and whether there is an underlying rationale for underreporting or data categorization/grouping that keeps UB below crucial triggers



## Lessons Learned

- **Teaching**

- Technology, for the most part, is adequately responding to the situation.
- There has been good IT support.
- Zoom as a platform has been widely promoted on many channels and training opportunities, but large classes above 300 are relegated to WebEx, which in the current implementation is poorly integrated with the UB Learns LMS.
- Hybrid/HyFlex format appears to be the most challenging format in having to address two audiences; faculty who discover/experience the drawbacks are not allowed to switch the format for the rest of the semester.
- Faculty who have moved to an asynchronous/flipped classroom model express high satisfaction with outcomes so far, introverted students appear to be flourishing via chat function.
- Students with limited resources or access issues are already reported to be struggling.
- Several faculty and entire units have had very positive experiences with the changes made.

## Lessons Learned

- **Faculty Productivity**

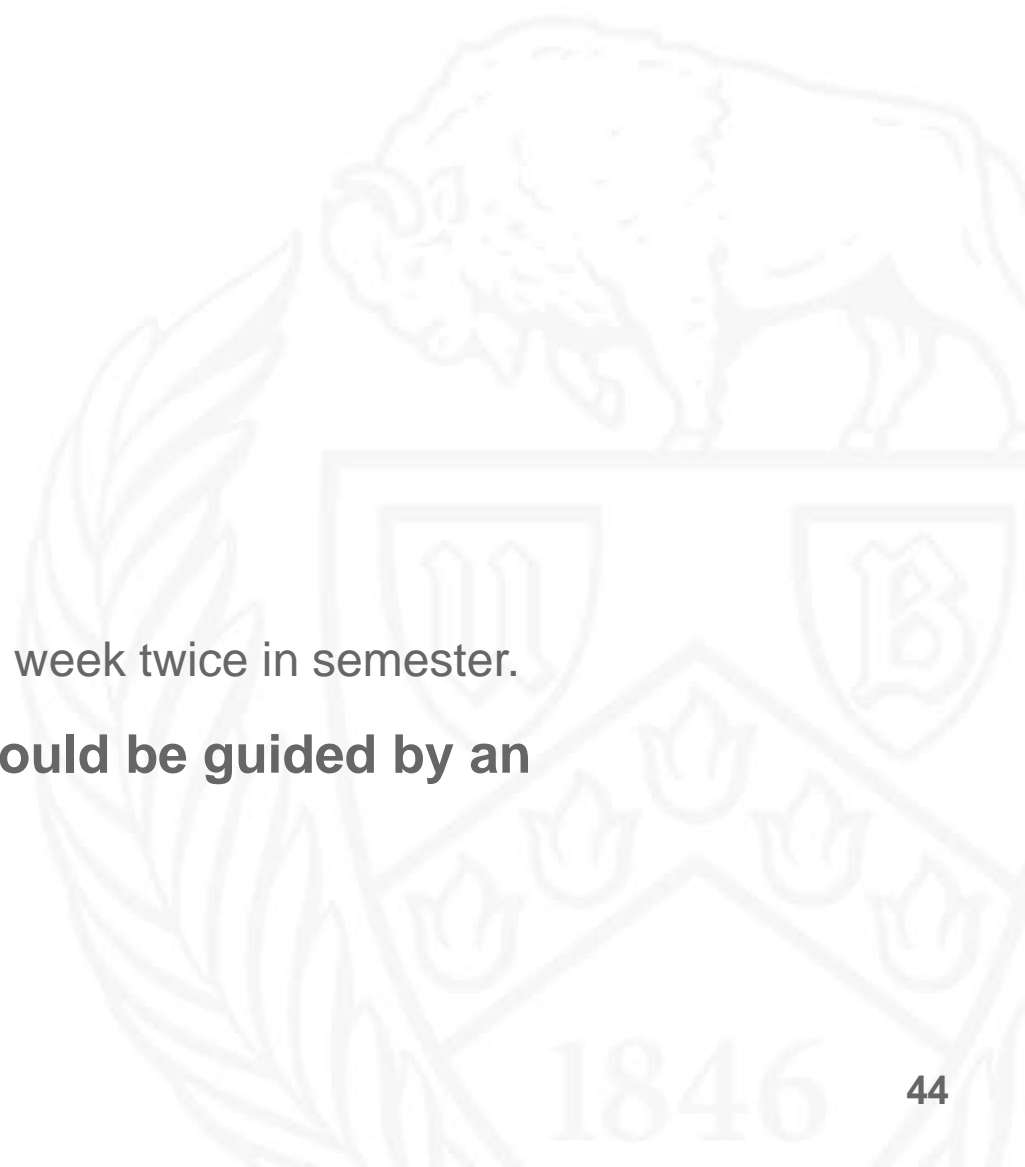
- Most Faculty have been able to move their research into virtual spaces, grant writing/publication output has increased.
- Faculty a little frustrated with the administration around their classes – not about the instruction – everything around it.
- Students shut out from labs led to drop in productivity, especially over the Summer of 2020.
- Some campuses are restricting student access and participation in research from other campuses.
- Backlog of data has been used to generate publications, now depleted.
- Differential drop in productivity based on gender or care-giving roles.
- IRB reviews for new grants seem to take longer, especially for non-COVID research.

## Ongoing Concerns

- **Burn-out:** Faculty and staff operating in ‘crisis mode’ for the last 6 months are getting tired, fear of burn-out.
- **Non-Compliance:** Some individuals have been worried about “confronting” folks who are not complying with health guidelines – no real data to identify specific issues or from different areas on campus – a “feeling” of concern rather than anything concrete.
- **Childcare:** Potential issue regarding childcare, especially if schools shut down.
- **How do we maintain community?:** How do we celebrate and recognize faculty and staff?
- **Professional Growth & Advancement:** The concern that professional growth will be negatively impacted – “out of site” working remotely – and now not being considered for opportunities or advancement.
- **Surveillance testing:** Provide more information on how surveillance testing will run – employees on campus only – how often, how much, what about remote?
- **Communication:** Better communication needed to inform all faculty and staff where the most central place for information is located.
- **Work/Life Balance**
  - **Child care** remains a top priority/concern for many faculty and staff, followed by other family care issues.
  - **Work demands:** Intellectual/technical readiness vs. emotional strain.
  - **Staying Connected:** In remote environment, many are missing connections with colleagues and community connection.

## Recommendation #1: Spring Break

- Mental health concerns.
- Concern over losing students.
- Days off in middle of week disruptive.
- Various options:
  - Extend winter break and eliminate spring break.
  - Differential calendar for graduate and undergraduate.
  - Staggered Spring Break, including 2-days off in middle of week twice in semester.
- **Recommendation: The decision on Spring break should be guided by an effort to reduce course disruption.**



## Recommendation #2: Teaching Options for Spring 2021

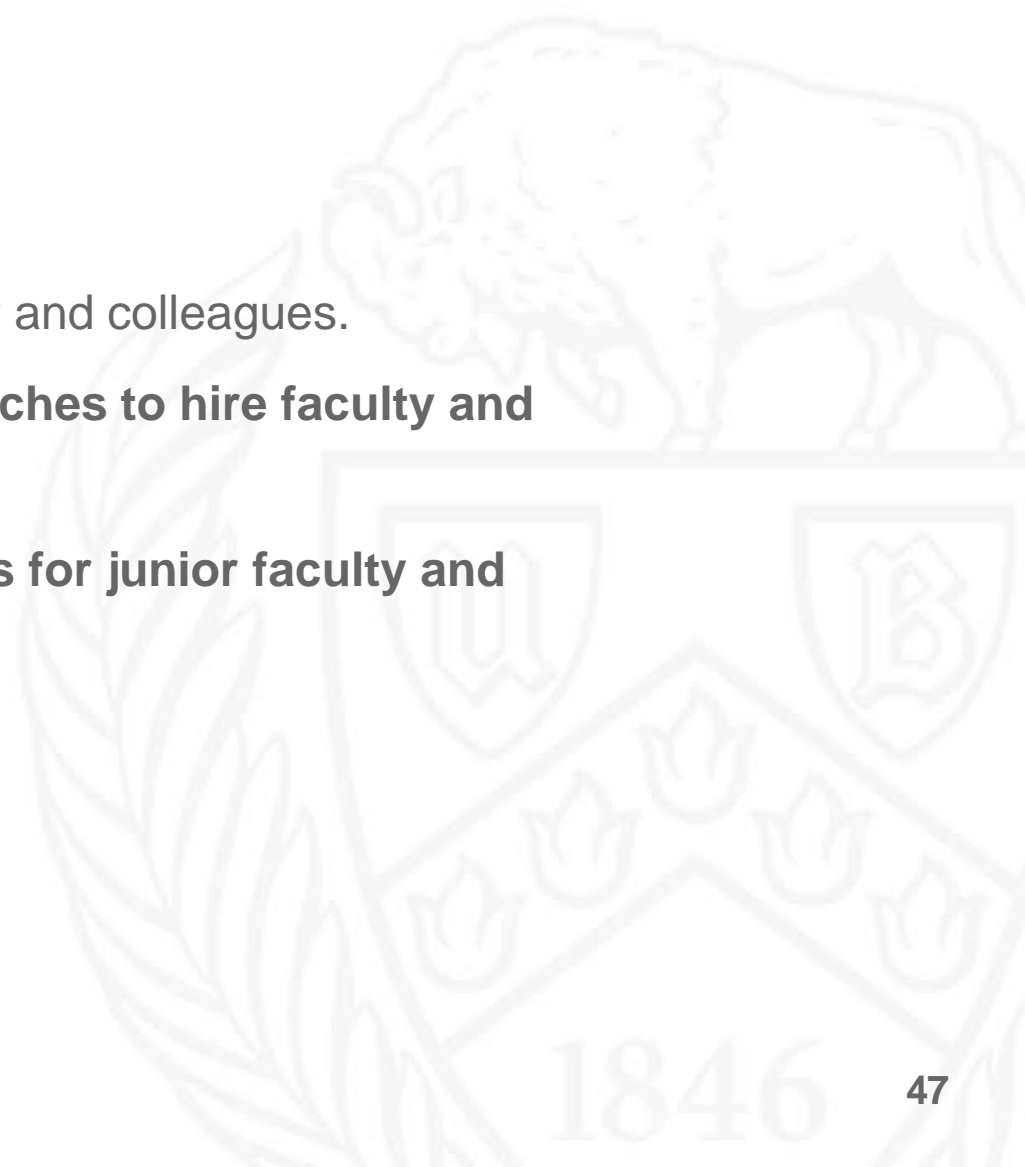
- Assumption: Spring consistent with Fall 2020.
- Few are planning on altering modality – most will remain remote.
- Remote learning reasonably effective but not in place of in-person. Hybrid approach is very challenging.
- Attendance seems more consistent with remote.
- If situation worsens more remote classes.
- Caregiving issues will likely drive last minute decisions, i.e., area school opening/closing.
- Confidence in safety protocols.
- **Recommendation: Balance faculty discretion over teaching modality with an eye towards impact on students and infrastructure.**

## Recommendation #3: Flexibility

- Inconsistency across UB.
- "Islands of trouble."
- Need to ensure all faculty and staff have flexibility including essential workers as well as custodial staff – issue of equity.
- Need for flexibility for faculty and staff who care for dependent children (or adults), especially if schools shut down and go fully remote.
- **Recommendation #1: Provide coaching to supervisors and urge supervisors to be flexible.**
- **Recommendation #2: Ensure that all faculty and staff are offered flexibility options including essential workers.**

## Recommendation #4: Hiring and Retention

- Prioritize diversity hiring of faculty and staff.
- Need to ensure junior faculty are being mentored.
- Need to ensure that new faculty are connected to department and colleagues.
- **Recommendation #1: Create opportunity to conduct searches to hire faculty and staff that prioritize diversity.**
- **Recommendation #2: Assess current mentoring practices for junior faculty and provide mentoring workshops where needed.**



## Recommendation #5: Professional Development

- Training and workshops have been very effective in preparing faculty for remote teaching.
- Need to understand where the greatest challenges are with regards to remote teaching.
- **Recommendation #1: Continue CEI and IT opportunities for training of all faculty.**
- **Recommendation #2: Provide training opportunities on areas that continue to be the biggest challenges.**
- **Recommendation #3: Organize a mini-conference on faculty successes in teaching, research and scholarship, and mentoring during COVID-19.**



## Recommendation #6: Community of Care

- Burnout and feelings of dislocation, anxiety, and distress are elevated.
- Need to focus on strategies for self-care.
- Compliance with health protocols has been very successful.
- Mental health issues among students.
- **Recommendation #1: Continue efforts in promoting a culture of compliance regarding health and safety.**
- **Recommendation #2: Push out HR communications regarding wellness opportunities to decanal units for distribution to faculty.**
- **Recommendation #3: Develop and distribute guidance for self-care activities for faculty and staff.**
- **Recommendation #4: Ensure that COVID-19 website is updated daily.**
- **Recommendation #5: Encourage faculty to utilize counseling center for students.**

## Recommendation #7: Research

- Fear of researchers falling behind during COVID.
- Funding opportunities in COVID research.
- Clock stop anxiety among junior faculty.
- **Recommendation #1: Offer early career coaching sessions on how to maintain research during COVID.**
- **Recommendation #2: Provide workshops on how to pivot to focus on COVID research.**
- **Recommendation #3: Reinforce clock stop policy by encouraging deans and chairs to broadly communicate that clock stops are a right not a privilege.**
- **Recommendation #4: Grant an across the board COVID Clock Stop option for TT faculty who entered UB in the 2020-2021 AY.**

## Key Decisions for Spring

- Is the tenure and promotion clock going to continue to “stop”? Need to let new faculty know as soon as possible.
- COVID Clock Stop for new faculty in 2020?
- Commencement? Some in-person? Remote/virtual?



## Longer Term Considerations

- **Recommendation #1:** Re-convene the strategic planning committees at the end of Spring term to evaluate state of affairs.
- **Recommendation #2:** Consider re-imagining how UB thinks about its research and scholarship - place increased emphasis on engaged research, social impact, and helping to solve the grand challenges facing society.
- **Recommendation #3:** Create a framework for convergent research to focus on and propose solutions for the challenges of building and maintaining community and creating personal experiences in an expanding environment of remote learning and online interactions.
- **Recommendation #4:** Promote enhanced opportunities for faculty and students to participate in remote learning environments as well as traditional placed-based settings. “People-based” principle as an added complementary framework that introduces global communities, individual researchers, instructors, and alumni into the learning experience and engagement with students and faculty alike.

## Longer Term Considerations

- **Recommendation #5:** Define and institutionalize flexibility options for faculty and staff while balancing flexibility with issues related to equity, productivity, and unit variability.
- **Recommendation #6:** Changes brought on by our response to pandemic that have had positive impact should be retained in the future (e.g., services and access to support structures at UB are now available to all students, which wasn't the case in the past for part-time and online students across distant spaces).
- **Recommendation #7:** Re-imagine utilization of university space to create social distancing-compatible learning environments as well as re-imagine the structure of the semester system itself to better balance the need for learning with mental and physical health considerations.

# STUDENT EXPERIENCE & WELLNESS SUBCOMMITTEE

Chair: Christina Hernandez



## Shared Principles

- Deliver exceptional **educational, research and student support programs** while protecting the health and safety of the university community.
- Develop flexible opportunities for students that continue to **create experiences that enhance student learning and personal growth.**
- Ensuring **student health and wellness** through seamless service delivery of **co-curricular opportunities, personal development opportunities, dining, housing and overall student experience.**
- Return to **place based operations** as soon as it is possible, within the context of reduced density and physical distancing.
- Make decisions that **support financial health of university** in consideration of short and long term outcomes.
- Allow for communications and the physical campus environment to support **clear messaging and expectations** of campus community, visitors and stakeholders.

## Calendar Summary - Spring 2021 Decision Points

	Housing	Dining	Wellness	Programs & Signature Events
Oct	<ul style="list-style-type: none"> <li>Break Housing Applications Open</li> <li>Maintain Density Limits &amp; Occupancy Strategy</li> <li>Quarantine Strategy- determine flu impact on current strategy</li> </ul>	<ul style="list-style-type: none"> <li>Advertise Spring meal plans</li> <li>Adjust staffing for Spring</li> <li>Plan for expanded quarantine meals and break housing meals</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and Adjust Testing, Tracing, Screening</li> <li>Testing for students in break housing</li> <li>Fall testing decision prior to Thanksgiving</li> </ul>	<ul style="list-style-type: none"> <li>Decision on Spring academic calendar</li> </ul>
Nov	<ul style="list-style-type: none"> <li>Determine Housing Agreement Changes based on Spring Calendar</li> <li>Plan move in for Spring new residents</li> </ul>	<ul style="list-style-type: none"> <li>Plan in season (winter) meals for Athletics</li> </ul>	<ul style="list-style-type: none"> <li>Spring return testing decision</li> </ul>	<ul style="list-style-type: none"> <li>In person Athletic Events</li> <li>Plan for more in person Spring programs within attendance limits</li> </ul>
Dec	<ul style="list-style-type: none"> <li>Determine class modality for Summer class offerings</li> </ul>			<ul style="list-style-type: none"> <li>Ensure campus partners service levels meet Spring density demands</li> </ul>



## Calendar Summary - Summer 2021 and Beyond Decision Points

	Housing	Dining	Wellness	Programs & Signature Events
Jan	<ul style="list-style-type: none"> <li>Discussion regarding Summer conferences</li> <li>Summer housing applications and determine eligibility to live on campus</li> </ul>	<ul style="list-style-type: none"> <li>Determine staffing needed to support Summer housing, orientation and Summer conferences</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate holistic health and wellness needs of students and continue to offer programs and services in support of emerging needs</li> </ul>	<ul style="list-style-type: none"> <li>Discussions on Orientation modality</li> </ul>
Feb	<ul style="list-style-type: none"> <li>Decision regarding Summer conferences</li> </ul>	<ul style="list-style-type: none"> <li>Determine preseason needs for Athletics</li> </ul>		<ul style="list-style-type: none"> <li>Decision on Orientation modality</li> <li>Discuss Fall 2021 course modality and co-curricular offerings to model same</li> </ul>

## Variables - Spring 2021 Planning

### Remaining Hybrid

- Determining in-person vs remote class schedules will influence student housing and dining choice.
- Keeping students engaged and connected beyond the classroom continues to be a challenge.
- Serving health needs of students, both physical and mental, will be challenging.

### Fully Remote

- Housing and dining cease to exist except for small population.
- Internships and experiential learning may not be options for engagement.
- Out of area and state students will have limited access to services through student wellness and other program areas.

## Scenarios for Spring

Student Experience	DRAFT	
	Modified - In Person	Fully Remote
Activity	Service Level: Scaled	Service Level: Minimized
Housing	Reduced density - doubles Reduced density in common areas Extended Check-in Quarantine Housing Established	Eligibility restricted to specific populations (i.e. students with in-person academic obligations, international students etc.). Essential services including cleaning, maintenance, and trash removal offered to those that remain on campus.
Dining	Units closed or Reduced Hours Changes to food service style Touchless ordering and pay options Adjustment to dining room seating Limited Catering	Food Trucks The Elli (convenience store) Grab n Go out of the commissary for delivery out to residents or pickup locations No Catering
Wellness	Offer tele-health for most students Programs a mix of in-person and virtual programs	Offer tele-health only, no in person services All programs offered are virtual
Programming & Signature Events	Large scale events are virtual or cancelled or held "drive-in style" Smaller events held in venues that allow for proper distancing Athletics pending NCAA/MAC guidance	Virtual Delivery

## Recommendations and Actions Housing- Spring 2021

- **Eligibility Policy:** Maintain guiding principles established for Fall 2020
- **Capacity Policy:** density will continue to be based on input from a number of entities (i.e., NYS Dept. of Health, EC Dept. of Health, CDC). Filling spaces in apartments and on North Campus will be given first priority. For modified and fully remote scenarios, eligibility will be restricted to specific populations (i.e. students with in-person academic obligations, international students etc.). Additional rooms will be set aside and designated as quarantine/isolation space.
- **Extended Out Policy:** In order to accommodate maximum social distancing the move-out process will be organized through a reservation process, with express check out accommodated where possible.
- **Contract Policy:** Housing contracts will be altered to reflect any changes in the academic calendars.

## Recommendations and Actions Campus Dining - Spring 2021

- **Service Delivery Policy:** Maintain guiding principles established for Fall 2020 as it relates to service style, open locations, and approved established dining rates and service dates predicated on approved academic calendar.
- **Staffing:** Recognize staffing levels may need to be adjusted to align to campus density levels and residential occupancy.

## Recommendations and Actions – Wellness Spring 2021

- **Policy for Screening, Testing, and Tracing:** Determine if an off boarding testing will be required for residential students, determine requirement for a negative test prior to coming to campus for the Spring semester, determine impact of flu season on Isolation/Quarantine.
- **Behavioral Standards to Ensure Public Health:** Maintain and monitor compliance with SUNY policy related to behavioral standards to ensure public health that any person must follow while on campus or attending a university event.
  - **Unwillingness to Comply:** Continue to enforce SUNY policy sanctions through student conduct process. Repeated refusal to follow these standards by faculty or staff will be referred to Human Resources.

## Recommendations and Actions – Programs & Signature Events Spring 2021

- **Policy on Programmed Large Gatherings:** Recommends that events be limited to 30% of the capacity of the room or venue to ensure appropriate social distancing. No gathering should exceed a total of 250 people. Informal gatherings shall not exceed 10 individuals, regardless of the room capacity.
- **Student Programming Policy:** Evaluate the need for enhanced in-person experiences for students in partnership with student organizations.
- **Building Access Policy:** Continue to use operations/facilities guidelines to reduce traffic and density with student programming and established building hours, and especially the Student Union, Alumni Arena, and student gathering points.
- **Off-Campus Programming:** Campus standards are expected to be followed at all off-campus events whenever possible. Events should not be held off-campus with intent purpose of avoiding campus standards.

## Lessons Learned – to date

- Changes in course offerings for the Fall 2020 semester and the release date of those changes lead to unprecedented cancellations and negative impacts for housing and dining. Spring 2021 calendar amendments may incur similar impact.
- Multiple stakeholders sending messages to students (health, class, experience) can be overwhelming to students, even when coordinated across administrative areas.
- Majority of students are adhering to our health and safety guidelines. Need to refocus communication efforts on evolving guidelines and new decisions made around testing and daily health check.



## Longer Range Considerations

- Reimagine how we deliver engaging and holistic student experiences for students as hybrid learning may continue for the foreseeable future.
- Impact on student retention and enhanced academic success support needs future students may require.
- Impact on student mental health, long term impacts and barriers to resources.
- Impact on long-term housing typology, room configuration and dining choices.
- Long term financial impacts from Spring 2020 refunds, reduced bed treasury and occupancy for the full 20-21 academic year, along with enhanced remediation efforts related to staffing models for Isolation/Quarantine housing and residential cleaning operations will take several years to recover from.

# CAMPUS OPERATIONS SUBCOMMITTEE

Co-Chairs: Beth Corry & Tonga Pham



## Campus Operations Subcommittee

- Create a culture that sustains a healthy and safe on-campus environment for our University community through communal efforts by faculty, staff and students.
- Commit to creative, collective, innovation, flexibility, and agility in problem-solving to address the new challenges created by the pandemic; especially if new outbreaks of the virus occur.
- Prioritize our academic mission by delivering innovative teaching, high-quality research and community engagement within the context of social distancing.
- Provide University services necessary to support mission-critical activities during reduced operations status.
- Preserve the short and long-term financial health of the University throughout the decision making process.
- Maintain a culture of transparency and teamwork by providing clear and consistent communications to the UB community and UB stakeholders.

## Committee Achievements

Within approximately two months, members of the Operations Subcommittee had UB's campuses ready for:

- Prioritized continuance of strategic construction projects
- Strategically procured PPE
- Implemented new business practices in support of remote work environment
- Transformed student collections providing beneficial payment options to students and families
- Restored research labs, per safety guidelines
- Returned staff and faculty to campus at 50% density
- On-boarded faculty, staff and students
- Maintained operational standards
- Reinforced a culture of compliance
- Collaborated to limit travel between campuses
- Supported in-person and remote learning
- Operationalized surveillance testing

## Lessons Learned

- Need to be agile to react to rapid changes – State, CDC/WHO, SUNY, “market”
  - SUNY sanctions, surveillance & wastewater testing.
  - Procurement of critical supplies (e.g. testing kits, cleaning/disinfectant supplies, masks, IT equipment, etc.).
- Timely and consistent communication is critical.
  - Build trust and eliminate confusion through branded/unified messaging to the community.
  - Leverage multiple communication channels.
  - Need to provide information several times leading up to an implementation date of an activity (e.g. surveillance testing).
- Documentation of critical processes (e.g. procurement, disinfecting areas) is a necessity to ensure repeatability and serves as a communication tool.

## Lessons Learned

- Trial and error associated with operationalizing new services; requires continuous evaluation and adjustment:
  - Quarantine sites
  - Testing sites
  - Room and elevator capacities
  - Printing kiosk & WAP locations
  - Student touch-down locations
- A policy, procedure and process for conducting events on campus, needs to be developed, approved and implemented:
  - Approval hierarchy
  - Use of an enterprise system vs. emails
- Rethinking classroom and space transformation.

## Lessons Learned

- Transforming the way we work
  - Evaluating workforce planning.
- Balance a culture of compliance with necessary mandates
  - Continue to promote a culture of compliance, but utilize mandates from the start if there is risk associated with non-compliance.
- Decentralized space stewardship presents challenges to potential cost savings
  - While centrally scheduled classrooms were able to reduce utility use by lowering heating and cooling set points while not in use, most unit based space did not follow a similar strategy.
  - This represents a key opportunity space to recover critical fiscal resources as well as reducing carbon emissions and advancing the University's climate action work.

## Longer Range Considerations

- Operationalizing vaccine delivery to UB community
  - Securing the necessary quantities
  - Establish on-campus immunization sites
  - Staffing immunization sites
  - Scheduling student, faculty & staff
- Travel bans lifted
  - When travel bans are lifted, density on campus will increase; will need to scale up existing operations to meet the increase on-campus population
    - Increase purchasing of cleaning supplies (e.g. wipes, hand sanitizer, gloves)
    - Increase in services such as: dining (food sales & seating), study (individual & group) spaces, transportation, residence, IT (WiFi & printing)



## Longer Range Considerations

- Need to develop metrics/indicators that UB will use to decide when, if ever, campus will revert to pre-COVID operations
  - Should requirement for face coverings, physical distancing be eliminated?
  - Should campus, residence and classroom densities be re-instated?
  - Should surveillance testing (saliva & wastewater) cease?
  - Should daily health checks cease?

# APPENDICES

RESEARCH RAMP-UP PLAN

INSTRUCTIONAL TECHNOLOGY

COMMUNICATIONS

COMMITTEE AND SUBCOMMITTEE ROSTERS



# RESEARCH RAMP-UP PLAN



## University at Buffalo: Research Ramp-up Plan

UB's researchers are passionate about their work and about the university. Thanks to our Principal Investigators, UB conducts premier research, attracts signature talent, leverages federal grant funding, and transacts licensing and technology transfer, all of which are critical to our position as a top-tier research university. They, like all of us, anxiously but cautiously await the ability to return to their work on campus.

It is in the same spirit that UB labs and research facilities closed – that of maintaining the health and safety of students, faculty, and staff – that they will eventually reopen. However, while the closure of non-essential research facilities occurred seemingly overnight, the same will not be true as we ramp up research activities at UB.

To that end, we intend to gradually increase research activity in a phased-in manner as state and local safety restrictions become more permissive. It is likely that research activities may be among the earliest to resume on campus. UB's Research Ramp-up process and progression through the phases will be determined by the UB President and the Vice President for Research & Economic Development, at the direction of the governor and SUNY Chancellor.

## Essential Guiding Principles in Our Planning:

1. Follow the cognizant Local, State, and National Public Health Authority directives regarding social distancing and public travel.

It is fair to expect that there will be intermediate phases of increased allowable activity between essential activity and a full return to normal. These intermediate phases will each last a minimum of two weeks with the additional possibility of returning to more restricted activity if infection rates rise.

2. Protect the health and safety of the research workforce and our human research subjects.

Consider that safety within research spaces must be rigorously maintained and monitored, travel and field research may require special consideration, and all faculty and staff should continue to work remotely when possible. Researchers should plan for uncertainty as to when return to research spaces will be safe.

3. Minimize the disruption to ongoing research, thereby allowing PIs to implement research activities in ways that are consistent with their timelines and responsibilities to funding entities.

PIs are required to prepare detailed plans outlining safe return of research in their groups. Such plans will be submitted to Department Chairs and the responsible Associate Dean of Research (ADR) for approval prior to restart of activities.

4. Protect the careers of trainees and early stage researchers that are especially vulnerable to a prolonged shutdown. Consider priority to those with time constraints: to complete degrees, with term appointments (e.g. post-docs), tenure or career reviews, and visa restrictions.
5. Protect undergraduate students in particular from unnecessary risks associated with returning to research activities.
6. Implement a fair and transparent process that ensures as rapid a research restart as the public health conditions permit.  
Establish social distancing and density limitation guidelines for different kinds of research space. (e.g. biological sciences labs vs. social science or arts and music creative spaces).
7. Ensure as rapid a research start as public health and safety conditions permit.  
Implement flexible scheduling and expanded hours to facilitate social distancing and reduce density. Plan for supply chain issues on restart (esp. safety gear). Ensure core facilities and support centers are ready for restart. EH&S and those designated as responsible for the various research spaces in buildings must work to ensure that the infrastructure and physical layout of spaces are compatible with the research plans prepared by PIs.

## **UB's Phased Approach to Ramping up:**

**UB Research Ramp-up Phase 1:** Preparation (Community COVID activity has stabilized such that relaxation of restrictions for the region has begun, preparing for research return.)

- Safety guidelines are established for return that are specific to locations (community spaces, offices, labs and centers).
- Allow core facilities and service/support centers to design and implement plans to reestablish scalable activity (based on demand levels).
- Expand on-campus resource access while following established safety procedures (e.g. computer labs & libraries).
- PI Ramp-up Operating Plans developed and submitted for approval to Department Chairs.

**UB's Research Ramp-up Phase 2:** Limited expansion beyond essential research (Community COVID activity continues to decline such that state and community restrictions are being further relaxed.)

- Expand beyond essential research activities to include time-sensitive research, e.g. grant expirations, trainees about to finish and graduate or move to next position, seasonal data, field research depending on site restrictions. These personnel priorities are determined by PIs and included in their operating plans.
- Should include guidelines for maintaining low-density measures issued by EH&S, perhaps staggered shifts or alternate days.

**UB's Research Ramp-up Phase 3:** Further research expansion, safety guidelines maintained (Community COVID activity continues to decline, reliable testing is widely available, regional restrictions are further relaxed.)

- Expand to additional research activities that can still be carried out while maintaining safety guidelines. Need to consider which non-essential human subject research can resume – will require that conditions provided in the Guidance for Human Subjects can be assured.

**UB's Research Ramp-up Phase 4:** Normalcy (Widespread testing and vaccine available? No or minimal community restrictions.)

- Return to normal activity.



### **Roles and Responsibilities:**

The start of the ramp-up process and progression through the phases will be determined by the UB President and the Vice President for Research & Economic Development. In order to best consider and maintain health and safety guidelines, PIs will continue to be the responsible local authority in carrying out their approved research restart plans. They will have personal supervisory responsibility, which means that they are in charge and have authority over the research, scholarly and creative activities carried out in their lab, space, facility, classroom, etc. PIs are, therefore, responsible for assessing physical space and scenarios to understand possible dangers involved for themselves, staff, students, etc. Once they have assessed potential hazards, these must be either addressed in their plans or communicated to their department chairs and ADRs if higher action is needed.

As was the case when research facilities went into hibernation mode, PIs, Department Chairs, Associate Deans for Research, and Deans made critical decisions. The same is true of the research ramp-up phase: PI generated research plans need to be reviewed by their Department Chair and ADR prior to restarting research. Our objective is that this be a de-centralized process: PI to Department Chair (who may have to coordinate across buildings and facilities where their faculty operate), and then to Associate Deans for Research, and finally to Deans as necessary.

## Detailed Phase Plans

UB RESEARCH PHASE	GENERAL CONDITIONS	ANTICIPATED ACTIVITIES	TIME PERIOD
1	<p>Community COVID activity has stabilized or lessened such that NYS restrictions are being relaxed.</p> <p>Essential staff who are eligible to carry out in-person work return gradually but still at a low level compared to normal.</p> <p>(~10-30% of normal activity is expected)</p>	<p><b>This is principally a facilities ramping-up phase to prepare labs for restart using minimal staffing.</b></p> <p>Only essential research is permitted and should be approved by department heads and Deans.</p> <p>Human subject study restrictions still in place, field work or research requiring travel still highly restricted.</p> <p>Checklist is provided by EH&amp;S to facilitate safely reopening labs.</p> <p>Guidelines for physical distancing in labs, disinfection, scheduling and PPE, etc. are in place and must be observed (see EH&amp;S guidelines and Guidance for Human Subject Research).</p> <p>PIs and lab directors are responsible for using these guidelines to prepare operational safety plans for their lab spaces and activities and coordinating with their departments and ADRs for approval.</p> <p>PIs can utilize the EH&amp;S supplied Laboratory Ramp-Up Checklist to prepare their labs and spaces prior to Phase 2.</p> <p>Central purchasing of face masks and cleaning/disinfection supplies in place; includes an allocation process based on stated UB priorities.</p> <p>Strict guidelines for disinfecting common spaces needs to be carried out by custodial services and communicated to staff for reassurance.</p> <p>Core facilities and service/support centers (including LAF) ramp up capacities, re-establish on-campus resource access.</p>	<p>Determined by UB administration pursuant to NYS guidelines -</p> <p>Establishing guidelines and plans should be ongoing until Phase 2.</p>

## Detailed Phase Plans (cont'd)

PHASE	GENERAL CONDITIONS	ANTICIPATED ACTIVITIES	TIME PERIOD
2	<p>Community COVID activity is declining such that state &amp; local restrictions on public activities are being further relaxed.</p> <p>In-person research activity gradually returns with staggered scheduling to a low-to-moderate level compared to normal.</p> <p>(&lt;50% of normal activity is expected)</p>	<p>Expansion beyond essential research activities to include and <b>prioritize time-sensitive research</b>, (e.g. grant expirations, trainees about to finish and graduate or move to next position, seasonal data from field research depending on site restrictions; exceptions include those meeting human subject restrictions; research requiring travel is still highly limited.)</p> <p>Continue to work remotely whenever possible.</p> <p>Still no UGs or volunteers in labs except for essential employees.</p> <p>Maximum number of researchers who can be at research sites at any given time limited as required for social distancing. (See EH&amp;S Laboratory COVID guidelines.)</p> <p>Implement staggered work schedules to help maintain low personnel density.</p> <p>Guidelines to maximize safety, including physical distancing, disinfection, scheduling, and PPE must be observed.</p> <p>Plans for sudden return to Phase 1 should be in place in case needed.</p>	<p>NYS and UB further lessens restrictions relevant to on-campus activities. Likely to be 1-3 weeks following start of Phase 1. (Note that these timelines are not predictable.)</p>

## Detailed Phase Plans (cont'd)

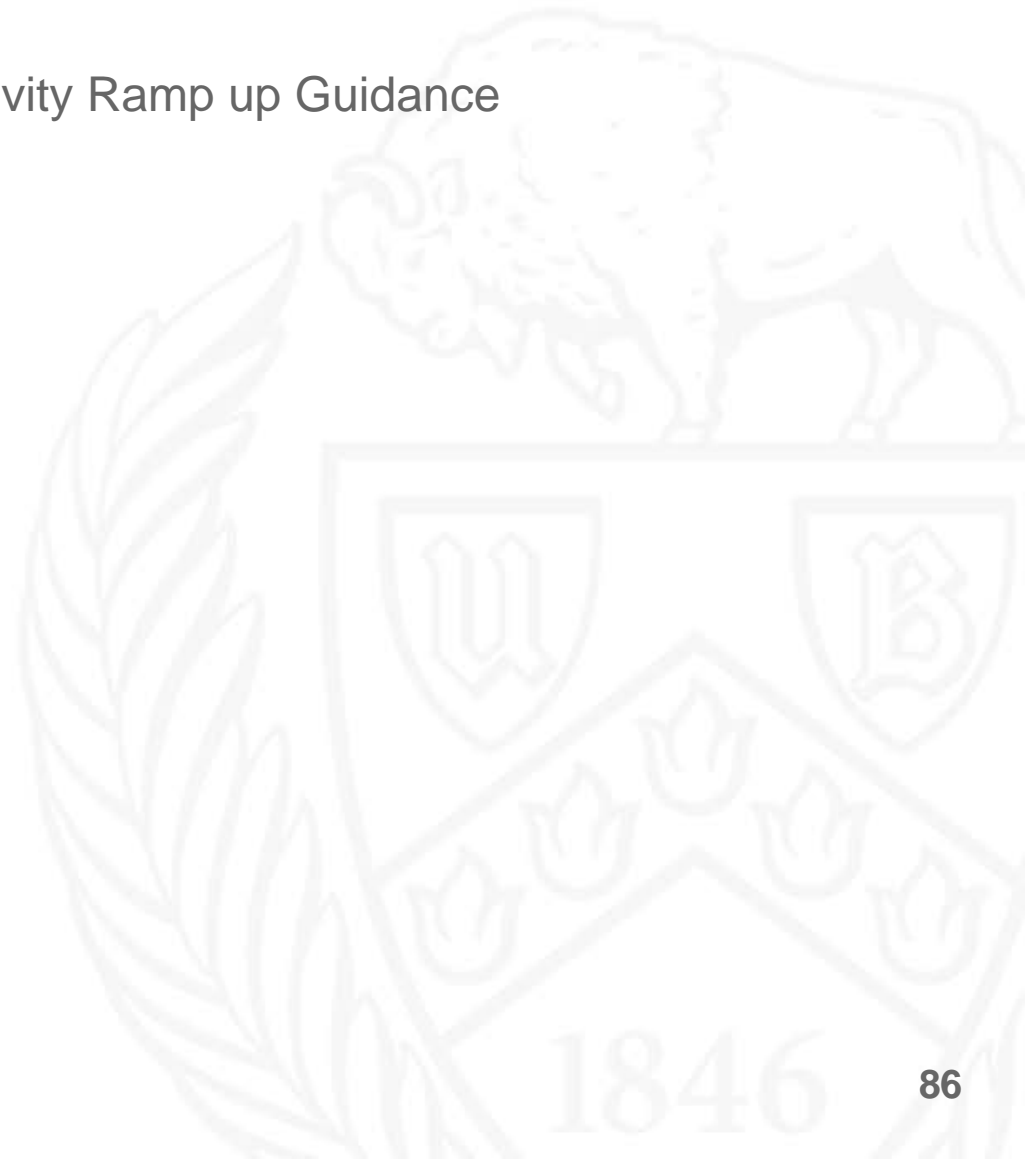
PHASE	GENERAL CONDITIONS	ANTICIPATED ACTIVITIES	TIME PERIOD
3	<p>New cases of COVID-19 are stably lower, COVID-19 testing and contact tracing fully meets clinical and public health targets, such that community/NYS restrictions are further relaxed.</p> <p>In-person research activity gradually transitions to a moderately high level compared to normal.</p> <p>(Up to 75% of normal activity)</p>	<p><b>Most types of on-site research are allowed, except as limited by restrictions for human subject research and travel.</b></p> <p>Continue to work remotely whenever possible.</p> <p>Continue staggered work schedules to maintain low personnel density.</p> <p>Guidelines to maximize safety, including physical distancing, disinfection, scheduling, PPE must still be observed in most instances.</p> <p>Guidelines established where physical distancing is not possible, including art and music studio spaces (e.g. mandatory COVID-19 testing, reliable treatments available, more stringent PPE requirements; guidelines to follow).</p> <p>- Expand to all research activities that can be carried out while maintaining safety guidelines. Resuming of human subject research activities will require that conditions provided in the Guidance for Human Subjects can be assured. Note that modifications in human subject research need to be approved by IRB.</p> <p>-Possible return of undergrads to labs (TBD by campus-wide planning efforts).</p> <p>Plans for sudden return to Phase 2 should be in place in case needed.</p>	<p>TBD – will depend on continued relaxation of NYS and UB restrictions.</p> <p>Recommendations are wait 2-3 weeks after Phase 2 in order to allow for Phase 2 to be tested.</p>

## Detailed Phase Plans (cont'd)

PHASE	GENERAL CONDITIONS	ANTICIPATED ACTIVITIES	TIME PERIOD
4	<p>Vaccine or treatment widely available and shown to be effective; used in combination with widespread testing and identification of new COVID-19 cases, with quarantining</p> <p>In-person research activity close to normal.</p>	<p>No or minimal state restrictions. All types of in-person research are allowed, subject to travel restrictions and/or local conditions/restrictions.</p>	<p>TBD, but likely after 1/2021</p>

## Supporting Documents:

- Human Subjects Research Guidance
- Arts, Humanities and Social Sciences Research & Scholarly Activity Ramp up Guidance
- EH&S Policy re: Lab occupancy under COVID-19 Conditions
- EH&S Laboratory Ramp-up Checklist
- PI Operation Plan Template
- Frequently Asked Questions (FAQ) document



# VPCIO FALL 2020 UPDATES AND PLANS FOR SPRING 2021 AND BEYOND

October 31, 2020



The mission of UBIT  
remains the same as ever:  
**advancing UB's  
mission** of excellence  
through the **innovative  
and effective use of  
technology.**





The two VPCIO-Commissioned Committees recommendations were implemented in preparation for Fall Semester 2020

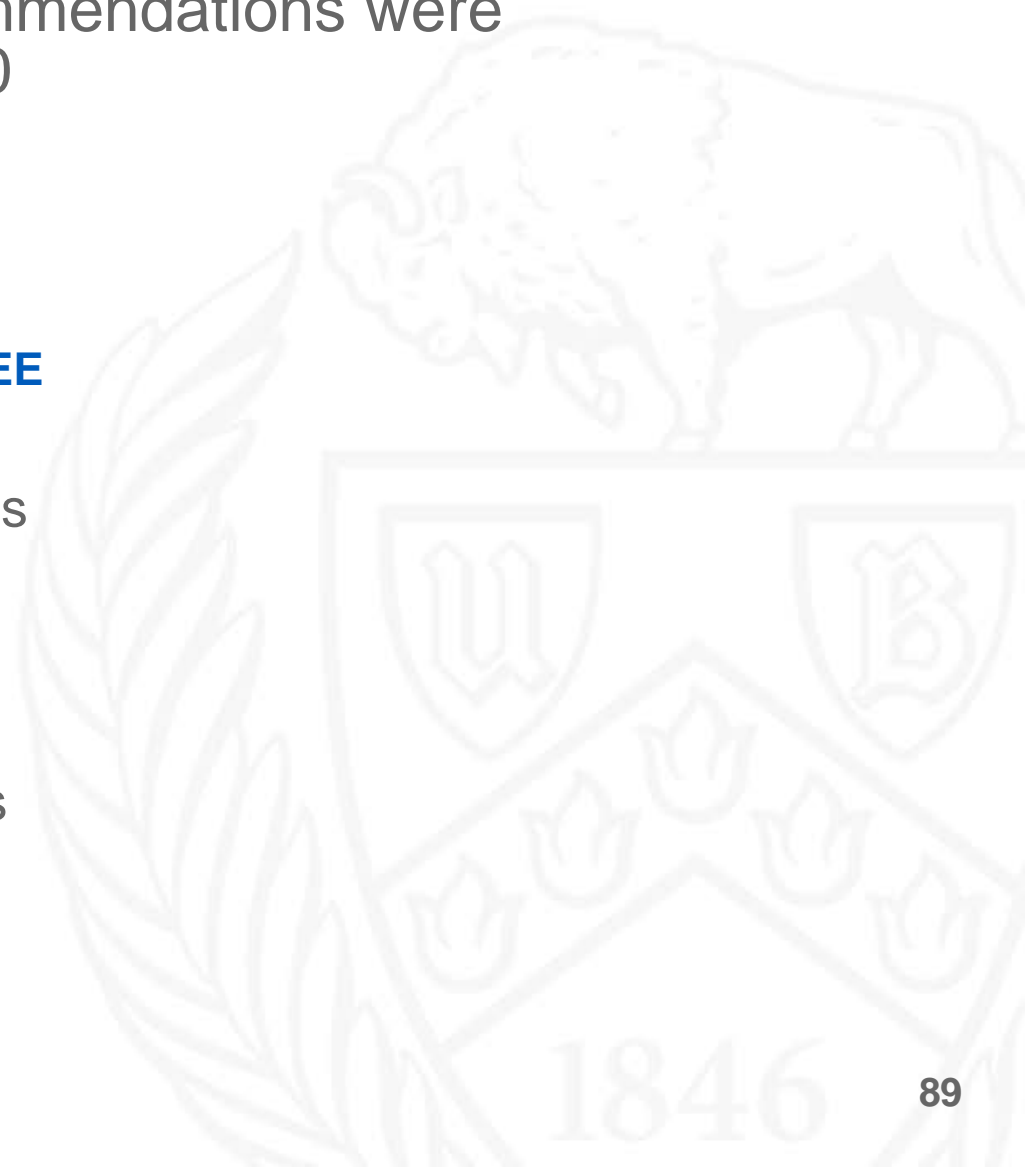
## Committees and charges

### **ONLINE INSTRUCTIONAL TECHNOLOGY SOLUTIONS COMMITTEE**

- **enhance the support infrastructure** for the current range of synchronous and asynchronous technologies
- **expand training services** to better equip faculty and instructors for quality teaching

### **HYBRID CLASSROOM SOLUTIONS COMMITTEE**

- **evaluate** several synchronous scenario-based needs
- **recommend** appropriate cost-conscious technology solutions for meeting those needs



## Status Update on Technology Recommendations for Fall 2020

### **1. Hybrid/Hyflex Instruction is the Most Complicated Option to Implement, Support and Use (by Faculty) for Fall 2020**

– UBIT, CEI, Libraries and Distributed IT provided live and recorded training and support throughout Summer 2020 and continued into the Fall 2020 semester. Faculty technology satisfaction and comfort well above 90%.

### **2. Continue and Expand the Student Laptop and Wi-Fi Hotspot Loaner Program (Cost - \$100,000/Semester)**

– All 200 loaner laptops have been assigned out with a current waitlist of 75. UBIT is purchasing 100 additional laptops to supplement this critical computing need.

### **3. Create a Faculty/Instructor Laptop, Wi-Fi Hotspot, and Document Camera Loaner Program (Cost - \$150,000/Semester)**

– Supply delays hampered this effort, but cameras and tripods are now available for faculty use.

### **4. Expand Hybrid Classroom Capacity by 67 Central Classrooms, 100 “Portable” Webcam Instructional Systems, 50 Mobile Tech Carts, and Additional Zoom Webinar Licenses (Initial Cost - \$1,000,000)**

– All classroom upgrades were completed in advance of the Fall semester start. The mobile carts were hampered by supply issues but will now be available for checkout in the Silverman Library in November.

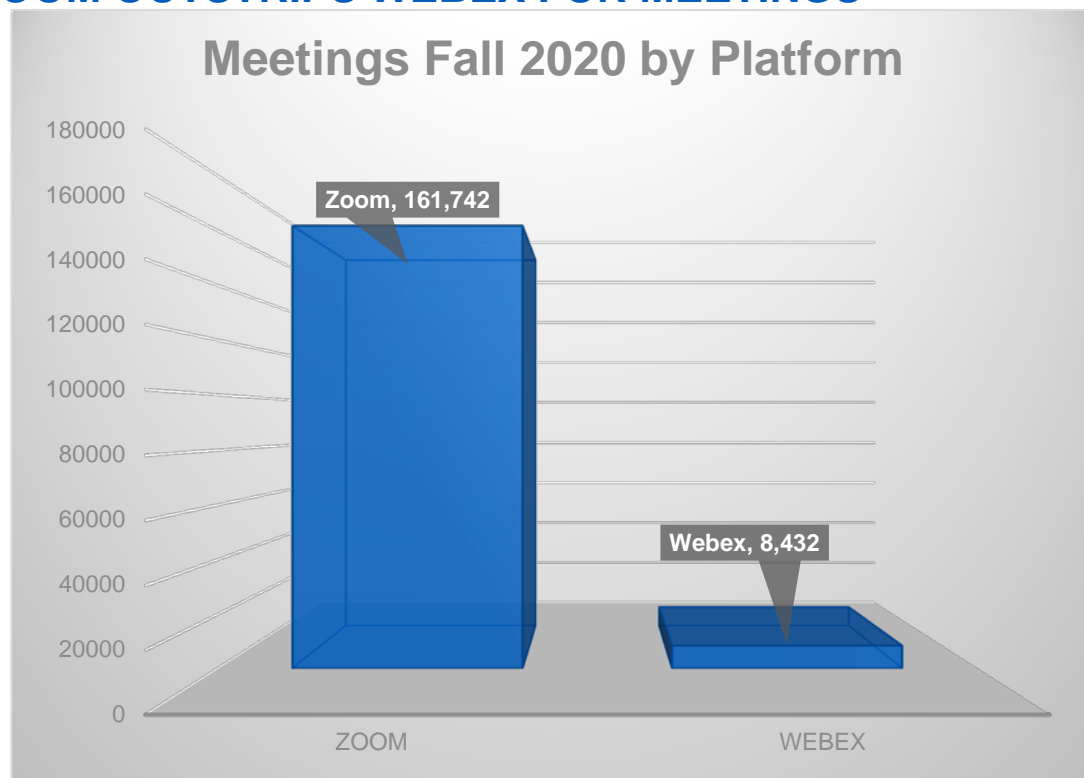
## Status Update on Technology Recommendations for Fall 2020 (cont'd)

- 5. (Re)establish "Army" of Student Employees and Staff to Support Faculty Hybrid Classroom and Help Desk Operations (Cost - \$600,000/Semester)**
  - UBIT was only able to hire approximately 1/3 the student employees needed due to budget cuts.
- 6. Formalize Partnership Between VPCIO, Academic Affairs (CEI), School Nodes, Libraries, and Faculty for Coordinated Instructional and Classroom Technology Faculty Training and Support (Cost - \$0)**
  - This partnership has been formalized with regular governance and prioritization meetings underway.
- 7. Continue Implementation of Student Self-Service Printing and Broad Distribution of Public Lab Computers/Remote Software Access to Allow for Physical Distancing and Success (Cost - \$250,000/Semester)**
  - The touchless self-service printers were purchased and installed on all three campuses in advance of the Fall 2020 semester start.

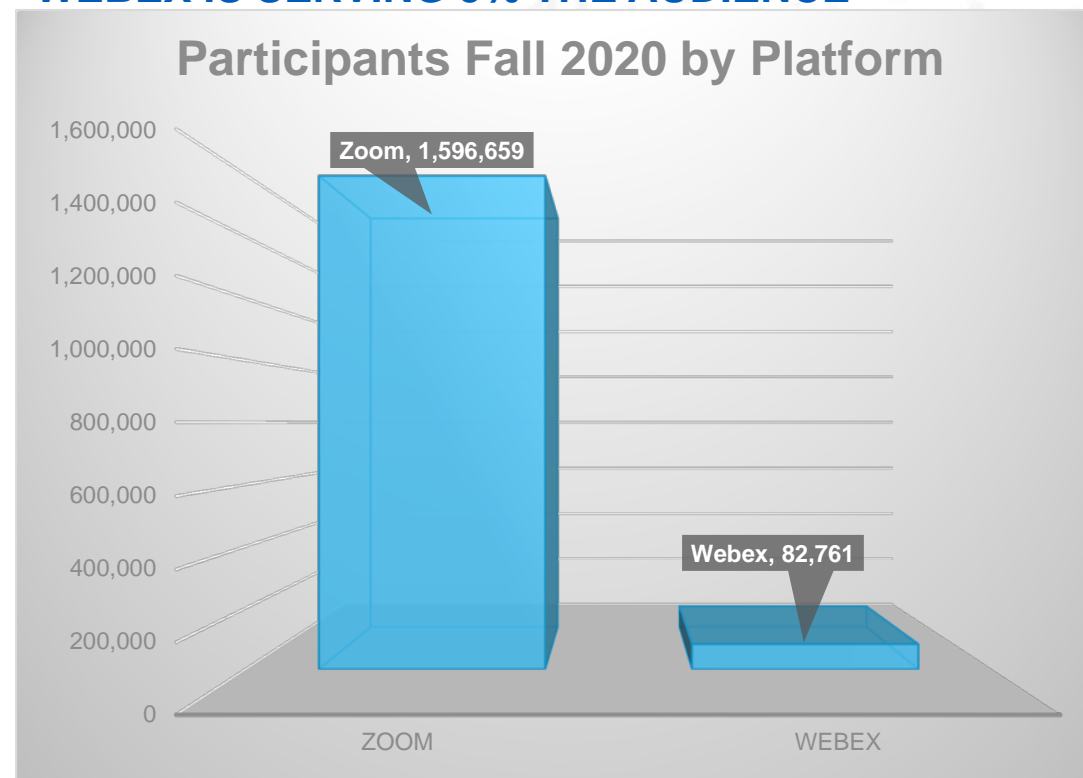
## Zoom is UB's platform of choice

Total Zoom minutes since 8/31: **90,608,875**

### ZOOM OUTSTRIPS WEBEX FOR MEETINGS



### WEBEX IS SERVING 5% THE AUDIENCE



## Zoom Webinars: growing demand

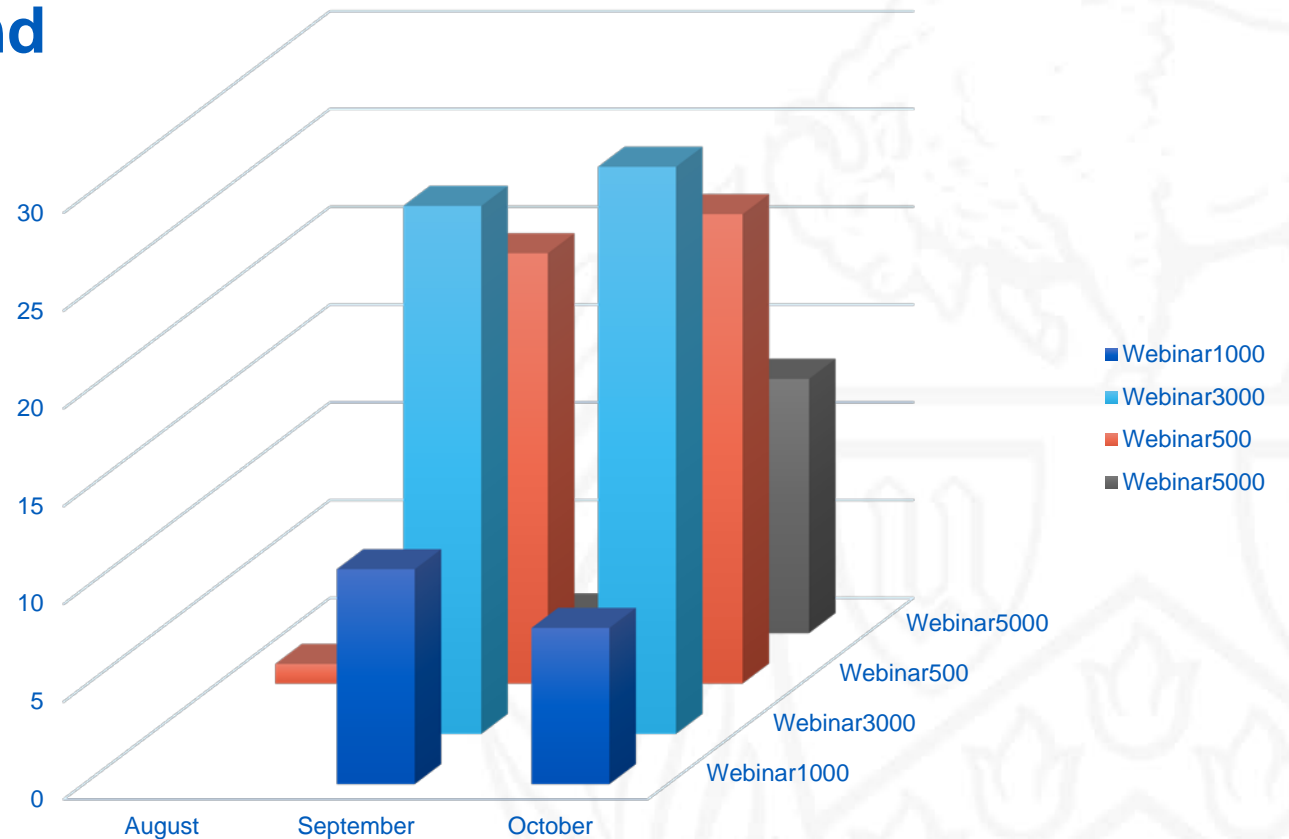
Since August, UB has held 136 webinars.

Demand grew exponentially in September.

UBIT bought 10 more 1,000-seat licenses. Admissions and University Events bought their own.

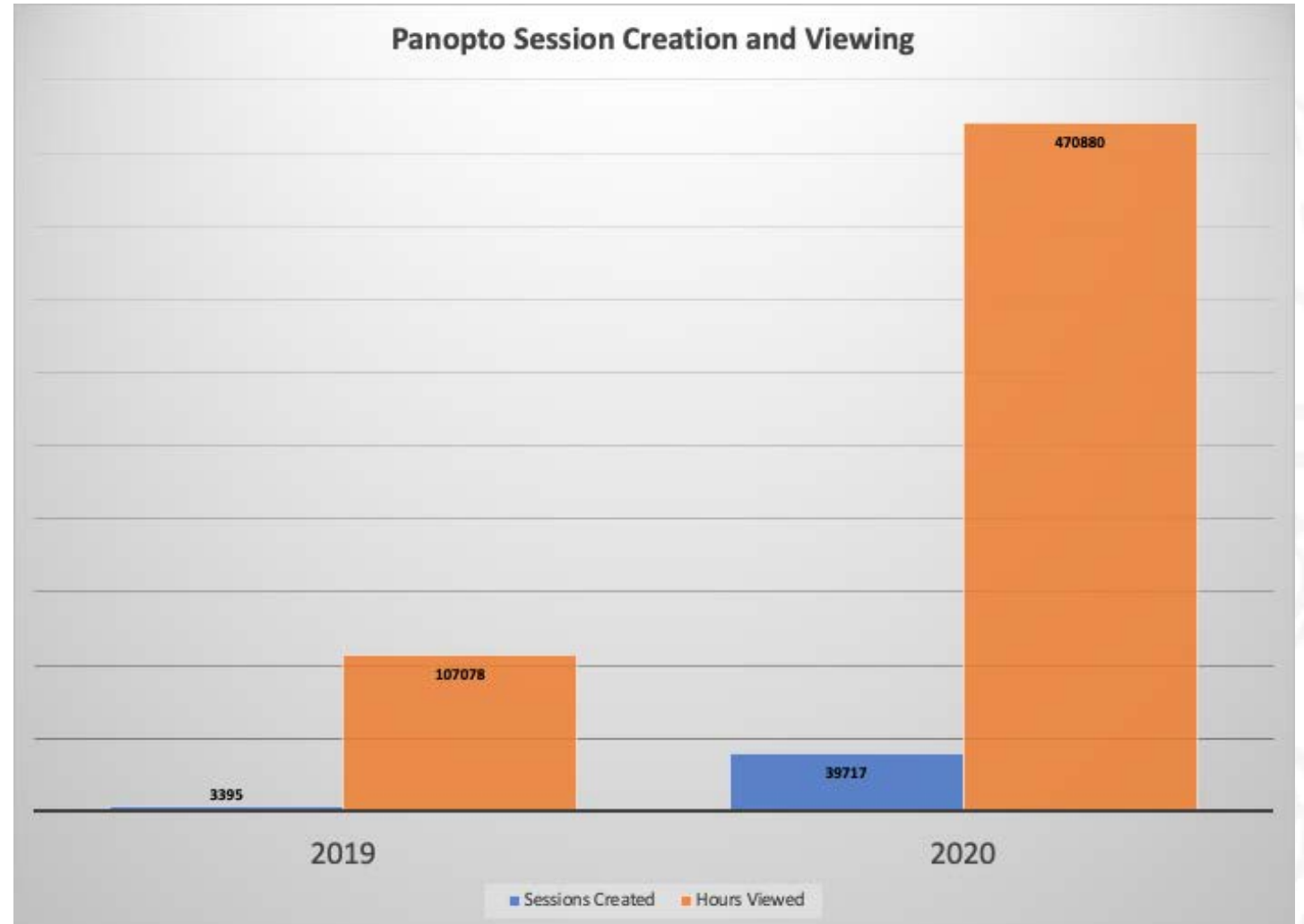
Webinars are coveted for their features, and sometimes for higher seat capacity.

Webinars by License Capacity



## Panopto Usage

- In Fall 2020, faculty turned to Panopto to create lessons and lectures for asynchronous, hybrid, and hyflex modalities
- In 2019, Panopto recorders in classrooms accounted for 63% of all recordings; in 2020 those classroom recorders accounted for only 10% of Panopto recordings



## “TeachAnywhere” Website Consolidated all Teaching Technology Support at UB

- “One-stop” site for teaching resources:
  - [buffalo.edu/teachanywhere](https://buffalo.edu/teachanywhere)
- Technology services & apps for teaching:
  - Web camera/computer loans through Libraries
  - UB Learns (learning management system)
  - Zoom/Webex (meetings and office hours)
  - Panopto (lectures)
  - Eduroam Wi-Fi
  - Duo two-step verification (protect accounts)
  - NYSERNet 100GB connection for research
  - More at [buffalo.edu/ubit/faculty](https://buffalo.edu/ubit/faculty)



## Teaching technology at UB

- Technology in UB classrooms:
  - Unified Podiums with Single Screen Controls
  - Record and livestream lectures with Panopto
  - Host virtual guests with Zoom and Webex
  - Present wirelessly from your laptop or phone
  - Learn more: [buffalo.edu/ubit/classroom](https://buffalo.edu/ubit/classroom)





## Spring 2021 Planning Considerations

- Classroom improvements (on-premise and remote technologies)

Enhance audio capacity through touchless teaching station button mics and ceiling-mounted microphones.

On-demand mobile carts delayed (supply issues) but 6 will be setup in Silverman Library study rooms for faculty by late Fall.

MS365 rollout progressing well with several academic and administrative MS Teams pilot projects underway.

- Student loaner laptops and Wi-Fi hotspots

All 200 available student loaner laptops are on loan with ~75 on wait list.

Possibility of renewed Wi-Fi hotspot and ISP student discounts currently being pursued.

State broadband initiatives may enhance remote connectivity services.

- Address remote operational issues for faculty and students

Creating working remotely troubleshooting tips website.

Engage faculty who have reached out for previous technology assistance.

Add chatbot capability to TeachAnywhere website.

# COMMUNICATIONS STRATEGY AND IMPLEMENTATION: REPORT TO CAMPUS PLANNING COMMITTEE

University Communications

October 2020

 **University at Buffalo** The State University of New York



## COVID-19 University Communications Strategy and Response Team

**John DellaContrada**, *Vice President for Communications*

**Jeff Smith**, *Associate Vice President for Marketing and Digital Communications*

**Kate McKenna**, *Senior Director of Issues Management and Stakeholder Communications*

**Rebecca Bernstein**, *Director of Strategy and Online Communications*

**Dave Hill**, *Director of News Content*

**Cory Nealon**, *Director of News Content*

**Daniel Baker**, *Senior Associate Director of Issues Management*

**Erin Goetz**, *Social Media Manager*

**Sally Jarzab**, *Senior Content Editor/Writer*

**Devon Jerla**, *Marketing Manager*

**Kaileigh Saeva**, *Social Media Specialist*

**Maria Bertola**, *Executive Assistant*

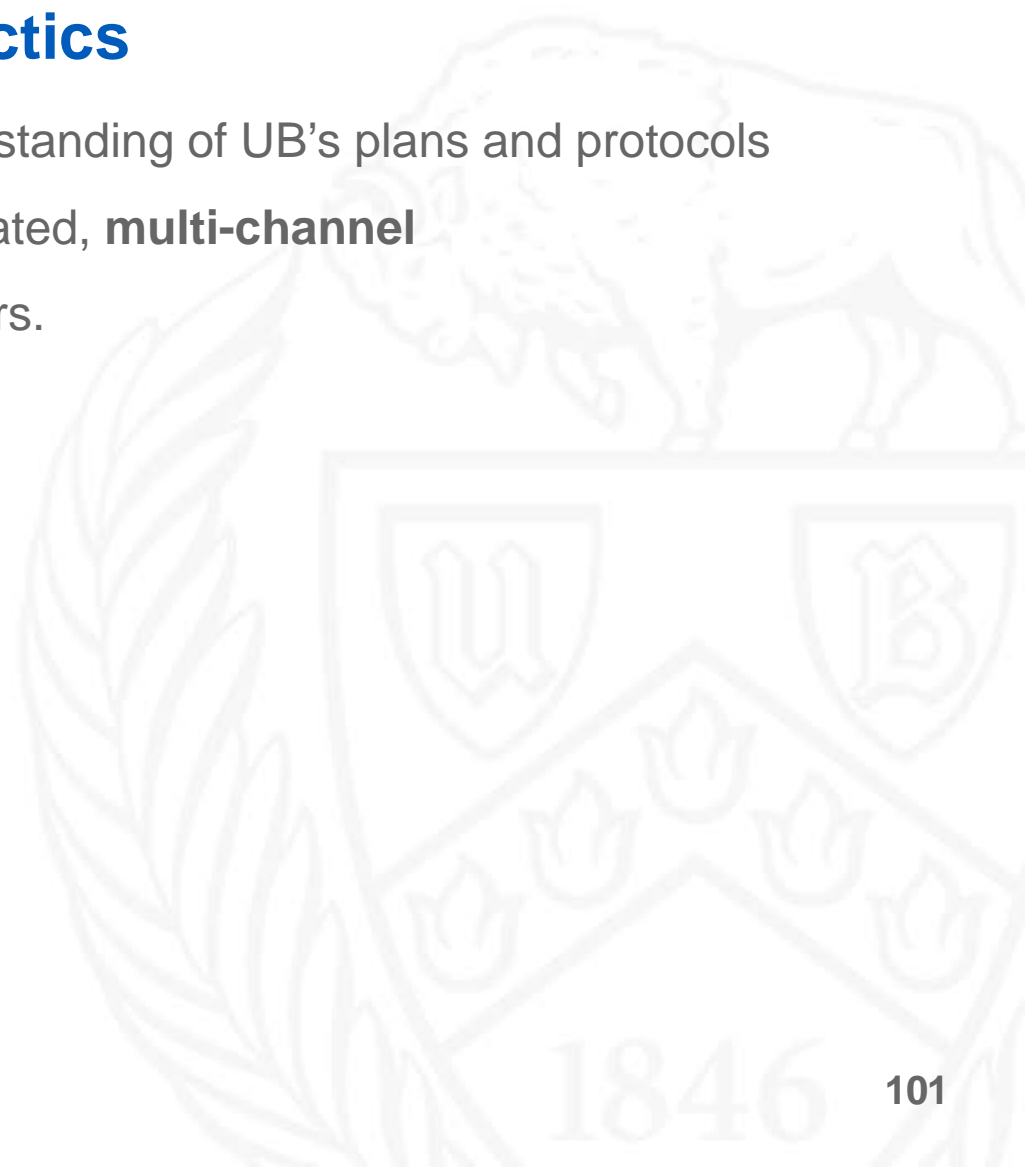
**Kati Manne**, *Assistant Vice President for Business Operations*

# FALL SEMESTER COMMUNICATIONS PLANNING AND IMPLEMENTATION



## Fall 2020 semester communication plan and tactics

**Communications strategy:** To instill confidence in and build understanding of UB's plans and protocols for the Fall 2020 semester, the university will employ highly coordinated, **multi-channel communications** across the university, targeting to key stakeholders.



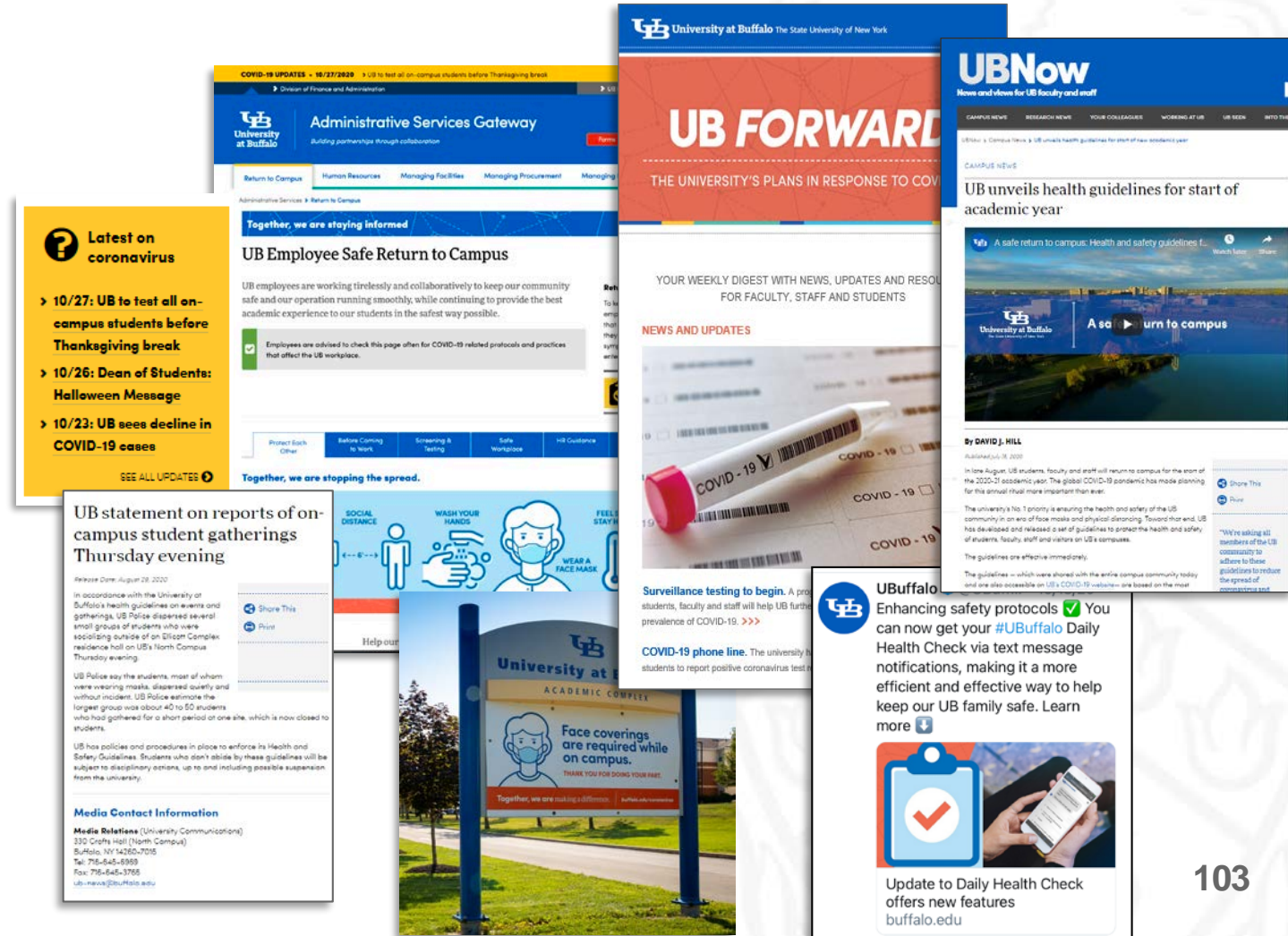
## Key Messages

- The health and safety of the UB community is our utmost priority.
- UB is implementing a comprehensive and flexible plan for the 2020-21 academic year.
- Our goal is to deliver the best educational and research programs possible, while protecting the health and safety of the university community.
- As we implement the plan, UB will provide regular updates to our stakeholders and monitor the progress of the pandemic.

# Multi-channel communications, June through Fall 2020 Semester

Authoritative UB channels sharing timely and consistent information

- Leadership communications
- COVID-19 response website
- Campus signage
- UB Forward
- UB Now
- Website banners
- Back-to-campus webpages
- Social media channels
- Shared unit-level messaging
- External media relations



# COVID-19 website metrics

From Jan. launch thru Oct. 2020

- 1.78 million page views
- 1.35 million unique page views

Fall 2020 semester

- 955k page views
- 734k unique page views

Most viewed content:

- Health and Safety Guidelines
- News and Updates
- COVID-19 Dashboard

**COVID-19: UB Planning and Response**  
Together, We Are Staying Informed

Navigation: Latest Updates | Health and Safety | FAQs | Return to Campus | News | Resources

Coronavirus > Latest Updates

UPDATED: 11:47 A.M. OCTOBER 27, 2020

UB is committed to protecting the health and safety of the UB community while remaining focused on our academic, research and community service mission. Ensuring the safety of the campus community is paramount as we evolve our response to the COVID-19 pandemic and implement our return to campus plans.

**Start your mandatory Daily Health Check**

**Latest Updates**

**Health and Safety**

- > 10/27: UB to test all on-campus students before Thanksgiving break
- > 10/26: Dean of Students: Halloween Message
- > 10/23: UB sees decline in COVID-19 cases

SEE ALL BULLETINS

**FAQs**

**Need to Know**

- > How were UB's health and safety guidelines determined?
- > What steps do I need to take before coming to

**Most Recent**

- > What does "modified in-person instruction"

**COVID-19 Dashboard**

Together, We Are Staying Informed

UPDATED: 3:40 P.M. OCTOBER 27, 2020

Please be aware there are cases of coronavirus among the UB community. This dashboard is updated regularly and serves as UB's primary method for communicating positive cases. UB's COVID-19 dashboard has been updated to reflect clarification from New York State regarding the positive case threshold for the mandatory temporary suspension of in-person learning.

**Active Cases - Updated Daily**

Confirmed Positive Cases in the Past 14 Days	
<b>On-Campus</b>	
Students living on-campus	6
Students living off-campus, taking class(es) on-campus	10
Employees working on-campus	1
<b>Total on-campus cases</b>	<b>17</b>
<b>Off-Campus</b>	
Students living off-campus, taking class(es) remotely	9
Employees working remotely	0
<b>Total off-campus cases</b>	<b>9</b>
<b>Total Confirmed Positive Cases</b>	<b>26</b>

**NY Higher Education Threshold**

**On-Campus Positive Cases**

Oct. 24 to Nov. 6 **6 / 100**

The New York State threshold for transitioning to fully-remote learning is 100 positive tests in a **set, two-week period**. At the end of the two-week period, the count of positive cases toward the 100-case threshold will reset to zero, per state mandate. More information regarding this can be found in a Sept. 14 clarification memorandum from SUNY.

- Read the SUNY Memo for full details
- Learn more about NY Higher Education Threshold
- Previous two-week periods

**UB Isolation/Quarantine\***

On-Campus	
Students Currently in On-Campus Isolation/Quarantine	11
Students from restricted states in precautionary quarantine	0

\* Isolation occurs when a person tests positive for COVID-19. Quarantine occurs when a symptomatic person or close contact of an



# Public launch of UB's health and safety guidelines

**University at Buffalo** is sharing a COVID-19 Update. 2d · 🌐

As a university community, we all play a role in keeping #UBuffalo healthy and safe. Together, we are protecting each other. Together, we are stopping the spread. Together, we are #UBuffaloStrong... See More

**University at Buffalo**  
The State University of New York

**A safe return to campus**

0:02 / 3:43

22,850 People Reached      1,630 Engagements

**Boost Post**

- As health experts, we've seen clear scientific evidence

1:10 / 3:43

#UBuffalo #BuffaloStrong  
A safe return to campus: Health and safety guidelines for the University at Buffalo  
1,598 views · Jul 15, 2020

University at Buffalo 5.37K subscribers

**UBuffalo** @UBuffalo

As a university community, we all play a role in keeping #UBuffalo healthy and safe. Together, we are protecting each other. Together, we are stopping the spread. Together, we are #UBuffaloStrong

Read our UB Health and Safety Guidelines: [bit.ly/2AWXZRI](https://bit.ly/2AWXZRI)

1:40 6.6K views

UB's Health and Safety Guidelines

9:16 AM · Jul 15, 2020 · Sprinklr Publishing

View Tweet activity

92 Retweets and comments    141 Likes

**universityatbuffalo**

to move into residence halls or head back to work.

Liked by erinpollina and 1,951 others

**universityatbuffalo** As a university community, we all play a role in keeping #UBuffalo healthy and safe... more

View all 72 comments

**University at Buffalo**  
188,221 followers

As a university community, we all play a role in keeping #UBuffalo healthy and safe. Together, we are protecting each other. Together, we are stopping the spread. Together, we are #UBuffaloStrong

Read more: <https://bit.ly/32LHR>

Raven Boxler  
PhD Student, Graduate School of Education  
Specializing in Scientific Communication

UB's Health and Safety Guidelines

230 · 5 Comments · 4,695 Views

**RETURN TO CAMPUS HEALTH & SAFETY GUIDELINES**

UB's No. 1 priority is ensuring the health and safety of our UB community in an era of face masks and social distancing.

- Michael Cain, MD  
Vice President for Health Sciences  
Dean, Jacobs School of Medicine and Biomedical Sciences

Together, we are #UBuffaloStrong

**RETURN TO CAMPUS HEALTH & SAFETY GUIDELINES**

This comprehensive set of measures and protocols was developed based on:

- Evidence-based scientific methods recommended by the most recent scientific research
- CDC and New York State guidelines
- Expertise of UB infectious disease and public health faculty
- Recommendations of experienced professionals in environmental health, laboratory medicine and safety

Together, we are #UBuffaloStrong

**RETURN TO CAMPUS HEALTH & SAFETY GUIDELINES**

Everyone coming to campus

- Do a precautionary self-quarantine BEFORE you come to campus
- Use a face covering at all times
- Practice appropriate social distancing
- Wash your hands often
- Stay home if sick

Together, we are #UBuffaloStrong

**RETURN TO CAMPUS HEALTH & SAFETY GUIDELINES**

Together, we are #UBuffaloStrong

## “Together we are” campaign

Since launch in July, the campaign generated in social media:

- 2.6 million post reach
- 70.1k engagements
- 1.2k shares/retweets

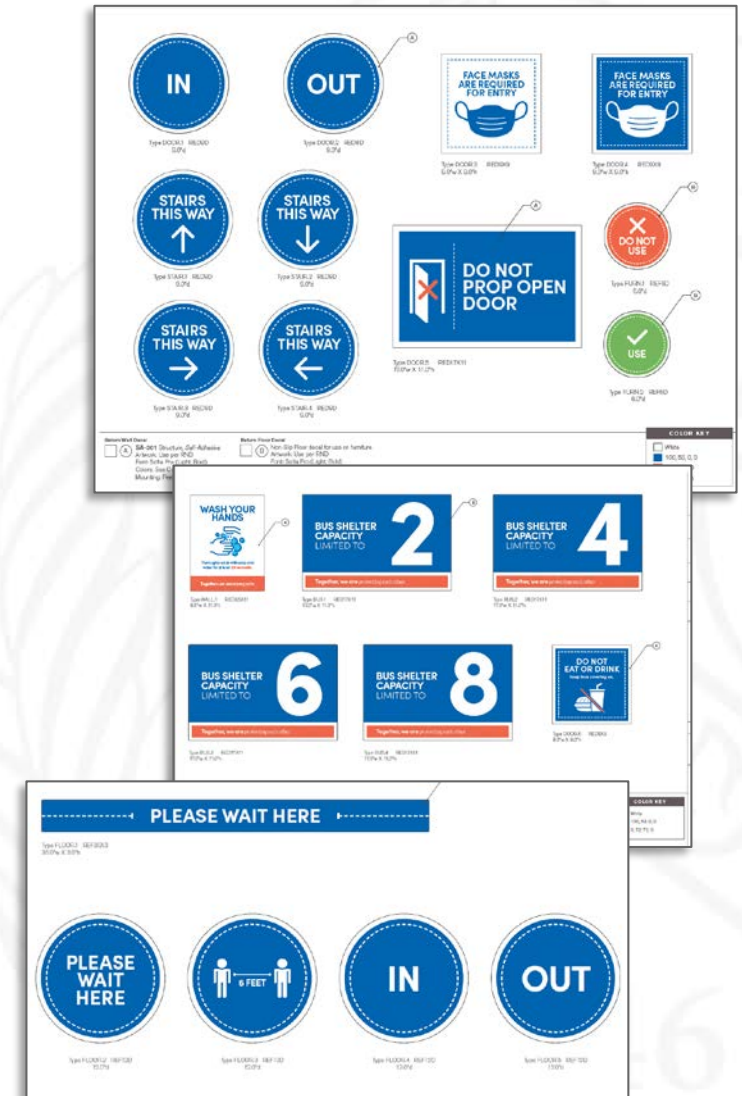
Branded messaging and signage across UB’s three campuses



## “Together we are” campaign

Branded messaging and signage across UB’s three campuses:

- UC created ~35 specialty mass-produced by local vendor and UB’s Print Services.
- UC also produced a seat covering used to facilitate physical distancing on Stampede buses.
- In all, UC partnered with Facilities to help provide the campus with **well over 30,000 signs** to promote campus health and safety.
- Digital signage also implemented on UB campuses.



## Social media metrics and impact

JUNE – OCTOBER 2020

### Total owned social content on all aspects of UB's pandemic response

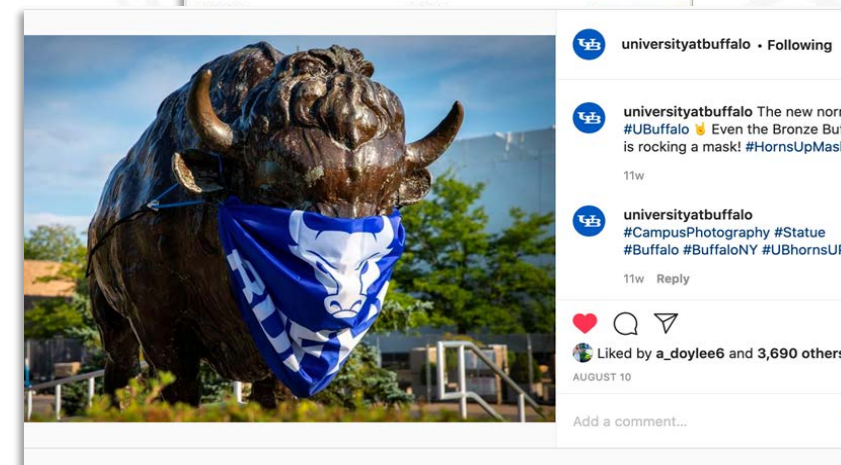
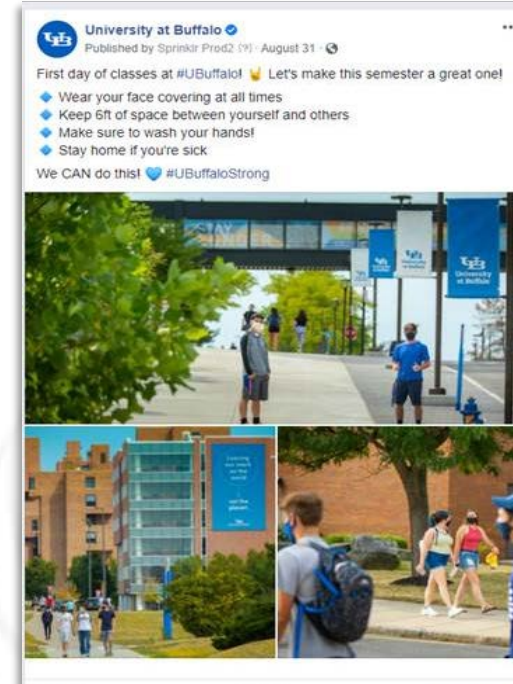
(Outbound UB social posts)

- 4.3 million post reach
- 124.71k engagements
- 2.6k shares/retweets

### Total earned social media content

(Inbound and Listening engagements)

- 11 million potential reach
- 8.9k mentions



## UB Now and UB Forward

**Inspiring confidence:** several stories and FAQs published about protocols developed to keep the university community safe:

- Residence hall safety
- Classroom disinfecting
- Libraries procedures
- Campus transportation
- Research lab safety
- Clinical course practices
- Daily Health Check usage
- Surveillance testing rollout


UB Now (Aug.–Oct): 206,494 page views; 42% increase

UB Forward: 21 weekly editions, June-Oct.

UB launches surveillance testing: 7,000 page views

CAMPUS NEWS

### Fall bus and shuttle plans emphasize safety, service



Riders on the Stampede and campus shuttles can expect to see many safety measures in place for passengers and drivers.

Photo: Douglas Levere


By CHARLOTTE HSU  
Published August 11, 2020

For example:

- Riders and drivers will be required to wear face masks.
- Windows on vehicles will be open when possible.
- Every other seat on buses and shuttles will be reserved for passengers.
- Passengers will board Stampede buses and shuttles from the rear.

CAMPUS NEWS

### Revamped safety practices allow students gain lab, professional experience



A student works in a chemistry lab. The Department of Chemistry is providing multiple sections of four general chemistry labs to roughly 1,560 students who meet in person every other week. Students learn remotely during off weeks. Another 715 students are fully remote. Photo: Meredith Forrest Kulwicki

By MARCENE ROBINSON and CORY NEALON  
Published October 21, 2020

UB has answered a series of challenges this year to safely deliver a quality learning and campus experience to students amidst the COVID-19 pandemic. Among those successes: providing in-person lab and clinical courses to thousands of UB students.

Labs are the foundation of many programs and majors, providing an environment where students learn the fundamentals of research, as well as basic skills of science, that they later put into practice in the workplace. Clinical courses, which are held at both on- and off-campus sites, are crucial for students to obtain professional licensure for professional degree programs and

Share This  
Print

Lab and clinical work is fundamental to the education and

University at Buffalo The State University of New York

## UB FORWARD

THE UNIVERSITY'S PLANS IN RESPONSE TO COVID-19

YOUR WEEKLY DIGEST WITH NEWS, UPDATES AND RESOURCES FOR FACULTY, STAFF AND STUDENTS

NEWS AND UPDATES



**Surveillance testing to begin.** A program of randomized, pooled testing of students, faculty and staff will help UB further monitor and respond to the prevalence of COVID-19. >>>

**COVID-19 phone line.** The university has set up a call line at 716-645-1420 for students to report positive coronavirus test results and receive assistance. >>>

**New confirmed cases.** The webpage reporting positive cases among UB students and employees is now being updated daily. >>>

**Classes commence.** President Satish K. Tripathi welcomed students, faculty and staff back for a fall semester unlike any other, amid stringent health and safety measures and mixed feelings among the campus community. >>>

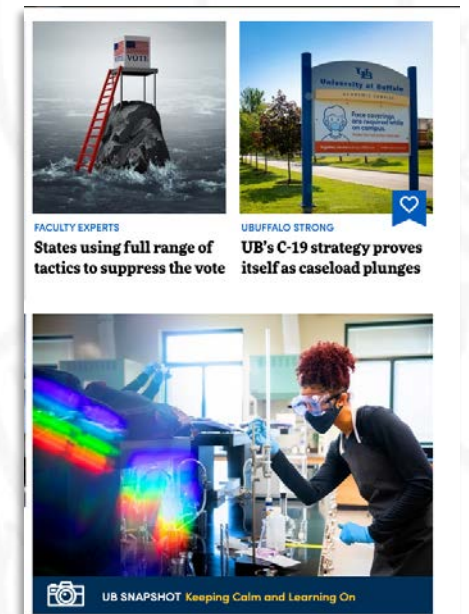
## Web banners and homepage module

### Web Banners

- Total clicks on COVID-19 web banner:  
536,251 since March
- Most clicked-on web banners:
  - Phone line set up for UB students to report confirmed positive COVID-19 cases
  - Tripathi and Weber announce plans for Fall 2020
  - Important updates on campus housing

### Home Page Modules

- Media quotes and stories highlighting Faculty Experts whose work focus on COVID related topics
- UBuffaloStrong stories of resilience
- Health and Safety outcomes and successes
- A visual diary of our lives



## Key successes

- Multi-channel communications strategy generated significant reach and engagement with stakeholders and was effective in building understanding of and confidence in UB's plans and protocols.
- Public rollout of UB's health and safety guidelines was extensive/comprehensive and helped build confidence among students, prospective students, faculty and staff in the run up to the Fall 2020 semester.
- "Together, we are UB" public health campaign produced widespread compliance with UB's health and safety guidelines, particularly on campus.
- A commitment to transparency and timely response to questions and concerns helped build trust and understanding.

## Key successes

- Creation, branding and production of outdoor and indoor digital signage helped to guide on-campus behavior and supported successful university operations.
- Engagement with unit-level communicators helped generate consistent communications and response throughout the university.
- Collaborative partnerships with County Department of Health and SUNY communicators supported consistency of communications and aided nimble, coordinated responses to issues, new initiatives and stakeholder concerns.



## Lessons learned

- Changes to UB health and safety guidelines, resulting from input from outside agencies, require communications to be more nimble and would benefit from greater collaboration across university committees and units.
- Stronger focus needed on compliance with health guidelines, particularly with off-campus students.
- Need to better anticipate impact of major changes in operations on students.
- Need better understanding of how personnel policies impact university-wide implementation.

## Lessons learned (continued)

- Must continually build trust in UB's reporting of positive cases and overall response.
- Need stronger focus on wellness resources and opportunities for community connections.
- Need to better measure efficacy of student outreach and engagement, particularly the effectiveness of email communications.
- Additional communications to parents will build better understanding of UB health guidelines and pandemic response.
- 24/7 monitoring of social media was effective in early identification of UB community concerns and facilitated effective university-wide response.

# SPRING SEMESTER COMMUNICATIONS PLANNING



## Spring semester communication plan

**Communications strategy:** To instill confidence, trust and understanding of/in UB's plans for the spring semester, as well as compliance with UB's health protocols, the university will continue to deploy highly coordinated, multi-channel communications, providing all stakeholders with need-to-know information.

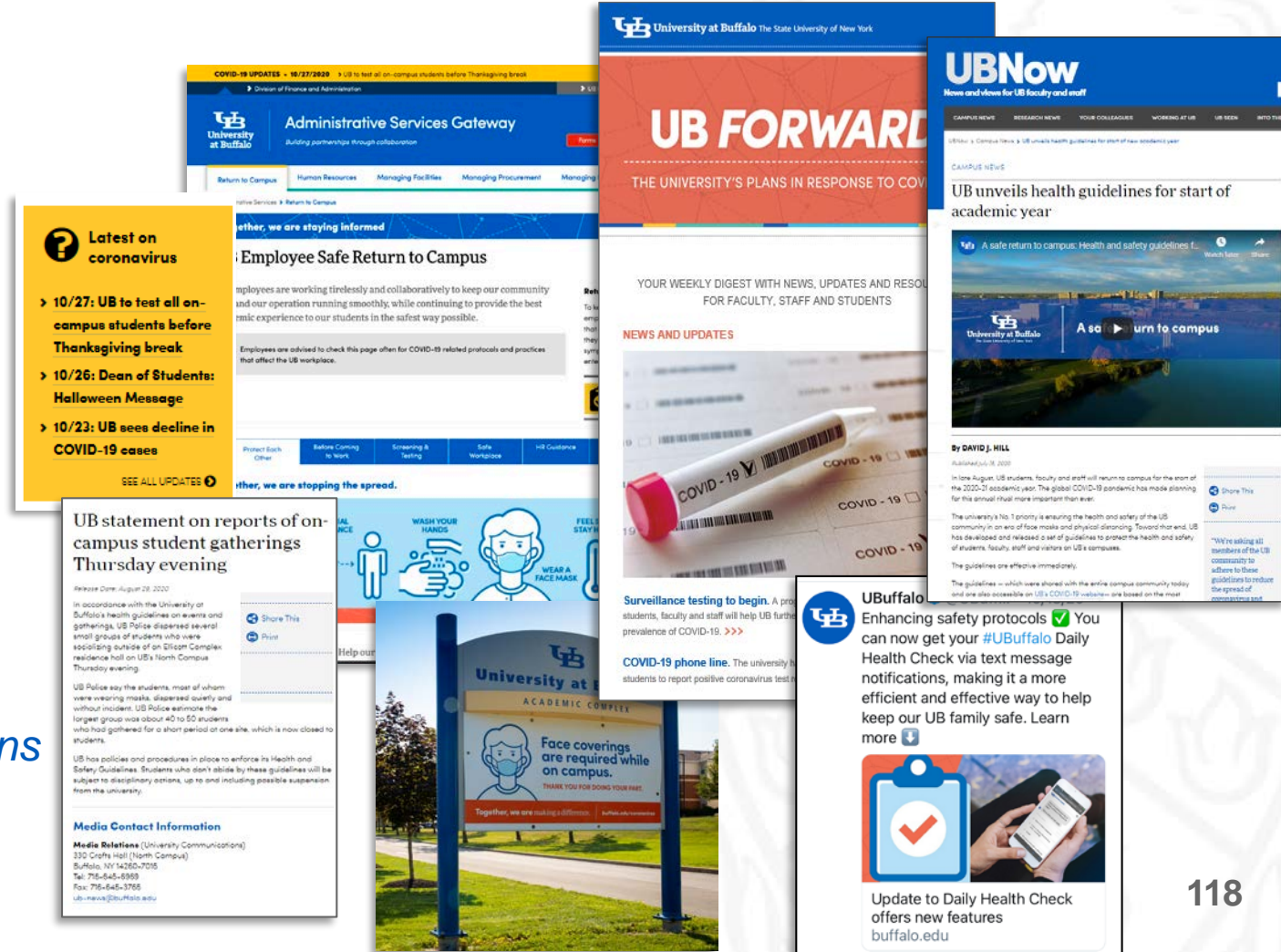
The monitoring of the UB community's reaction to and understanding of UB's plans and protocols will be continual, timely and constant in order to respond immediately to questions and concerns.

## Key Messages

- The health, safety and wellbeing of the UB community is our utmost priority.
- UB's health and safety guidelines have been strengthened, are evidence-based and will be updated throughout the semester in response to the pandemic.
- Benefiting from lessons learned from Fall 2020 semester, UB is implementing a comprehensive and flexible plan for the Spring semester addressing all aspects of UB's mission and operation.
- UB's goal is to deliver the best educational and research programs possible, while protecting the health, safety and wellbeing of the university community.
- As we implement the plan, UB will provide concise information to stakeholders and will provide timely updates whenever the course of the pandemic requires changes to the plan.

## Multi-channel communications will again be deployed

- Leadership communications
- COVID-19 response website
- Campus signage
- UB Forward
- UB Now
- Website banners
- Back-to-campus webpages
- Social media channels
- Shared unit-level messaging
- External media relations
- *New focus: extending parent communications and measuring effectiveness of email communications to students*



## Key stakeholders

- Current students
- Faculty and staff
- Prospective students
- Parents of current and prospective students
- Alumni
- County and state health officials
- Auxiliary services and partners operating on campus

### Spokespeople:

President, Provosts, VPs, AD, Deans, UB medical and public health faculty, Dir. of Student Health, Student Leaders

## Secondary stakeholders

- SUNY administration
- NYS government
- Regional elected officials
- Regional community members
- Higher education peers
- Regional and national news media

## Three stages of communications plan for Spring 2021

Stage 1: Planning and coordination – November through February

- Synching with SUNY and Governor's office
- Providing updates on the planning process and progress
- Behind the scenes preparation with internal partners

Stage 2: Announcing Spring Semester Protocols – December through February

- UB announcement of Spring semester plans and improvements to health guidelines
- Providing concise, actionable information
- Emphasis on health, safety and wellness

Stage 3: Spring Semester Communications – February thorough May

- Continual updates and responses to key stakeholders
- Directing stakeholders to authoritative information
- Providing additional direction/updates on health and safety measures



# ROSTER: COVID-19 PLANNING COMMITTEES AND SUBCOMMITTEES



## Executive Leadership Committee

- **A. Scott Weber**, Chair, *Provost and Executive Vice President for Academic Affairs*
- **Michael Cain**, *Vice President for Health Sciences and Dean, Jacobs School of Medicine and Biomedical Sciences*
- **Beth Del Genio**, *Chief of Staff, Office of the President*
- **Laura Hubbard**, *Vice President for Finance and Administration*
- **Robin Schulze**, *Dean, College of Arts and Sciences*
- **Robert Shibley**, *Dean, School of Architecture and Planning*



## COVID-19 Screening, Testing & Contact Tracing Protocol Committee Membership

- **Michael Cain**, *Chair, Vice President for Health Sciences and Dean, Jacobs School of Medicine & Biomedical Sciences*
- **Chris Bartolomei**, *Chief of Police, University Police*
- **Robert Cenczyk**, *Director of Academic Operations, School of Nursing*
- **John DellaContrada**, *Vice President for University Communications*
- **Jocelyn Jakubus**, *Director, Presidential Events and Initiatives*
- **Chris Putrino**, *Director, Employee Relations*
- **Chunming Qiao**, *Professor, Computer Science and Engineering, School of Engineering & Applied Sciences*
- **Joseph Raab**, *Director, Environmental Health and Safety*
- **Thomas Russo**, *Professor, Microbiology and Immunology, Jacobs School of Medicine & Biomedical Sciences*
- **John Sellick**, *Professor, Medicine, Jacobs School of Medicine & Biomedical Sciences*
- **Kenneth Snyder**, *Neurosurgery, Jacobs School of Medicine & Biomedical Sciences*
- **Sue Snyder**, *Director, Health Services*
- **John Tomaszewski**, *Professor and Chair of Pathology and Anatomical Sciences, Jacobs School of Medicine & Biomedical Sciences*
- **Jean Wactawski-Wende**, *Dean, School of Public Health and Health Professions*
- **Greg Young**, *Assistant Health Commissioner, Erie County*

# Strategic Financial Management Advisory Group Membership

- **A. Scott Weber**, Co-Chair, *Provost and Executive Vice President for Academic Affairs*
- **Laura Hubbard**, Co-Chair, *Vice President for Finance and Administration*
- **Craig Abbey**, *Associate Vice President and Director of Institutional Analysis*
- **Carrie Bramen**, *Professor, English, College of Arts and Sciences and Director, UB Gender Institute*
- **Todd Brown**, *Professor, Vice Dean for Academic Affairs, School of Law*
- **Beth Corry**, *Associate Vice President for Business Services and Controller*
- **Sandra Drabek**, *Senior Associate Dean for Resource Management, Jacobs School of Medicine and Biomedical Sciences*
- **Peter Elkin**, *Professor and Chair, Biomedical Informatics, Jacobs School of Medicine and Biomedical Sciences*
- **Nico Fesser**, *Medical Student, Jacobs School of Medicine and Biomedical Sciences*
- **Jo Freudenheim**, *SUNY Distinguished Professor and Chair, Epidemiology and Environmental Health, School of Public Health and Health Professions*
- **Sambandamurthy Ganapathy**, *Professor and Chair, Physics, College of Arts and Sciences*
- **Rod Grabowski**, *Vice President for University Advancement*
- **Nancy Kielar**, *Assistant Vice President/Chief of Staff, Administrative Operations, UBIT*

# Strategic Financial Management Advisory Group Membership *(continued)*

- **Joseph Lewandowski**, *Director, Resource Planning*
- **Joan Linder**, *Professor and Chair, Art, College of Arts and Sciences*
- **Troy Miller**, *Associate Vice Provost and Director of Admissions*
- **Marilyn Morris**, *SUNY Distinguished Professor and Chair, Pharmaceutical Sciences, School of Pharmacy and Pharmaceutical Sciences*
- **Chris Putrino**, *Director of Employee Relations*
- **Peter Rogerson**, *SUNY Distinguished Professor, Geography, College of Arts and Sciences*
- **Suzanne Rosenblith**, *Dean, Graduate School of Education*
- **Erik Seeman**, *Professor and Chair, History, College of Arts and Sciences*
- **Sanjukta Das Smith**, *Associate Professor and Chair, Management Science and Systems, School of Management*
- **Ann Segarra**, *Unit Business Officer, College of Arts and Sciences*
- **Mark Swihart**, *UB Distinguished Professor and Chair, Chemical and Biological Engineering, School of Engineering and Applied Sciences*
- **Matthew Taboni**, *Undergraduate Student, School of Management*
- **Joseph Zambon**, *Dean, School of Dental Medicine*

# Campus Planning Committee Membership

- **Robert Shibley**, Chair, *Dean, School of Architecture and Planning*
- **Mark Alnutt**, *Director of Athletics*
- **Brice Bible**, *Vice President and Chief Information Officer*
- **Ann Bisantz**, *Dean of Undergraduate Education*
- **Jake Bleasedale**, *PhD Student, School of Public Health and Health Professions*
- **Mark Coldren**, *Associate Vice President for Human Resources*
- **Beth Corry**, *Associate Vice President for Business Services and Controller*
- **Beth DelGenio**, *Chief of Staff, Office of the President \*ex-officio member*
- **John DellaContrada**, *Vice President for University Communications*
- **Venu Govindaraju**, *Vice President for Research and Economic Development*
- **Robert Granfield**, *Vice Provost for Faculty Affairs*
- **Graham Hammill**, *Vice Provost for Academic Affairs and Dean of the Graduate School*

Continued on next page.

## Campus Planning Committee Membership *(continued)*

- **Christina Hernandez**, *Interim Vice President for Student Life*
- **Kemper Lewis**, *Dean, School of Engineering and Applied Sciences*
- **William McDonnell**, *Associate Vice Provost for Academic Planning*
- **Lee Melvin**, *Vice Provost for Enrollment Management*
- **Robert Miletich**, *Professor, Nuclear Medicine, Jacobs School of Medicine and Biomedical Sciences and Chair, Faculty Senate*
- **Tonga Pham**, *Associate Vice President for University Facilities*
- **Despina Stratigakos**, *Vice Provost for Inclusive Excellence*
- **Paul Tesluk**, *Dean, School of Management*
- **Tim Tryjankowski**, *Director of Honors College Research and Co-Curricular Activities and Chair, Professional Staff Senate*
- **Jean Wactawski-Wende**, *Dean, School of Public Health and Health Professions*
- **Evviva Weinraub Lajoie**, *Vice Provost for University Libraries*

# Academic Continuity, Retention and Completion Membership

- **Graham Hammill**, Chair, *Vice Provost for Academic Affairs and Dean of the Graduate School*
- **Amy Bisantz**, *Dean of Undergraduate Education*
- **Randall Borst**, *Director, Accessibility Resources*
- **Michael Cowen**, *Professor, Mathematics, College of Arts and Sciences*
- **Kelly Duran**, *Assistant Chief Information Officer and Director of Strategic Portfolio Management, UBIT*
- **Katherine Ferguson**, *Senior Associate Dean for Academic Initiatives and Special Programs, College of Arts and Sciences*
- **James Jensen**, *Professor, Civil, Structural and Environmental Engineering, School of Engineering and Applied Sciences*
- **Kemper Lewis**, *Dean, School of Engineering and Applied Sciences*
- **Michael Montero**, *PhD Student, College of Arts and Sciences and Student Representative, UB Council*
- **Valerie Nessel**, *Associate Professor, Information Science, Graduate School of Education*
- **James O'Donnell**, *Dean, School of Pharmacy and Pharmaceutical Sciences*
- **Donald Reed**, *Senior Associate Athletic Director for Athletic and Academic Performance*
- **Kara Saunders**, *University Registrar*
- **Korydon Smith**, *Professor and Chair, Architecture, School of Architecture and Planning*
- **Carol VanZile-Tamsen**, *Assistant Vice Provost for Educational Effectiveness*
- **Jean Wactawski-Wende**, *Dean, School of Public Health and Health Professions*
- **John Wood**, *Interim Vice Provost for International Education*



# Academic Continuity, Retention and Completion

## UNDERGRADUATE COMMITTEE

- **Amy Bisantz**, Chair, *Dean of Undergraduate Education*
- **Brian Becker**, *Professor, Organization and Human Resources, Senior Associate Dean, School of Management*
- **Jeffrey Errington**, *Professor, Chemical and Biological Engineering, Associate Dean for Undergraduate Education, School of Engineering and Applied Sciences*
- **Gaspar Farkas**, *Associate Professor, Exercise and Nutrition Sciences, Associate Dean for Academic and Student Affairs, School of Public Health and Health Professions*
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- **Todd Hennessey**, *Professor, Biological Sciences, College of Arts and Sciences*
- **Igor Jankovic**, *Associate Professor, Civil, Structural and Environmental Engineering, School of Engineering and Applied Sciences*
- **Krista Hanypsiak Krause**, *Assistant Vice Provost, Undergraduate Education*
- **Catherine Mann**, *Clinical Associate Professor, Assistant Dean for Undergraduate Studies, School of Nursing*
- **Christina Milletti**, *Associate Professor, English, College of Arts and Sciences*
- **R.J. Multari**, *Assistant Dean for Undergraduate Education, Adjunct Instructor, School of Architecture and Planning*

# Academic Continuity, Retention and Completion

## UNDERGRADUATE COMMITTEE (CONTINUED)

- **Justin Read**, *Associate Professor, Romance Languages and Literatures, Associate Dean for Undergraduate Education and Experiential Learning, College of Arts and Sciences*
- **Debra Street**, *Professor, Sociology, College of Arts and Sciences*
- **Cheryl Taplin**, *Senior Associate Vice Provost and Director of Student Success*
- **Shauna Zorich**, *Clinical Assistant Professor, Epidemiology and Environmental Health, School of Public Health and Health Professions*

# Academic Continuity, Retention and Completion

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- **Kemper Lewis**, Chair, *Dean, School of Engineering and Applied Sciences*
- **Aviva Abramovsky**, *Dean, School of Law*
- **Gwen Appelbaum**, *Assistant Dean and Director of Career Resource Center, School of Management*
- **Sean J. Bennett**, Professor, Department of Geography, Associate Dean for New Academic Programs and Initiatives, College of Arts and Sciences
- **Kathy Boje**, *Associate Professor, Pharmaceutical Sciences, Associate Dean for Academic Affairs, School of Pharmacy and Pharmaceutical Sciences*
- **Catherine Cook-Cottone**, Professor & Associate Dean of Academic Affairs, Graduate School of Education
- **Katharine Darling**, *Associate Dean for Academic Services, The Graduate School*
- **Joyce Hwang**, *Associate Professor, Architecture, School of Architecture and Planning*
- **Stephen Koury**, *Research Associate Professor, Biotechnical and Clinical Laboratory Sciences, Jacobs School of Medicine and Biomedical Sciences*
- **Arun Lakshmanan**, *Associate Professor, Marketing, School of Management*
- **Heather Ochs-Balcom**, *Associate Professor, Epidemiology and Environmental Health, School of Public Health and Health Professions*

# Academic Continuity, Retention and Completion

## GRADUATE AND PROFESSIONAL COMMITTEE (CONTINUED)

- **Victor Paquet**, *Professor and Chair, Industrial and Systems Engineering, School of Engineering and Applied Sciences*
- **Kristen Tjaden**, *Professor, Department of Communicative Disorders and Sciences, Associate Dean for Faculty Affairs, College of Arts and Sciences*
- **Connor Walters**, *PhD Student, School of Social Work*
- **David Watson**, *Professor and Chair, Chemistry, College of Arts and Sciences*
- **Lois Weis**, *SUNY Distinguished Professor, Educational Leadership and Policy, Graduate School of Education*

# Academic Continuity, Retention and Completion

## CLINICAL AND PRACTICAL COMMITTEE

- **Jean Wactawski-Wende**, Chair, Dean, School of Public Health and Health Professions
- **Gretchen Bennett**, Clinical Associate Professor, Communicative Disorders and Sciences, College of Arts and Sciences
- **Jennifer J. Chazen**, Director, Student Services, The Graduate School
- **Catherine Cook-Cottone**, Professor, Counseling, School and Educational Psychology, Associate Dean for Academic Affairs, Graduate School of Education
- **Gretchen Ely**, Professor, Associate Dean for Academic Affairs, School of Social Work
- **Joseph Gambacorta**, Clinical Instructor, Restorative Dentistry, Assistant Dean for Clinical Affairs, School of Dental Medicine
- **Lisa Jane Jacobsen**, Associate Professor, Obstetrics and Gynecology, Associate Dean for Medical Curriculum, Jacobs School of Medicine and Biomedical Sciences
- **Marsha Lewis**, Dean, School of Nursing
- **William Prescott**, Clinical Professor and Chair, Pharmacy Practice, School of Pharmacy and Pharmaceutical Sciences
- **Christian Westermeier**, Student, School of Dental Medicine

## Faculty & Graduate Professional Research Continuity Membership

- **Venu Govindaraju**, Co-Chair, *Vice President for Research and Economic Development*
- **Graham Hammill**, Co-Chair, *Vice Provost for Academic Affairs and Dean of the Graduate School*
- **Elizabeth Adelman**, *Associate University Librarian for Law, Vice Dean for Legal Information Services*
- **Paschalis Alexandridis**, *UB Distinguished Professor, Chemical and Biological Engineering, School of Engineering and Applied Sciences*
- **Joseph Balthasar**, *Professor, Pharmaceutical Sciences, Associate Dean for Research, School of Pharmacy and Pharmaceutical Sciences*
- **Peter Biehl**, *Professor, Anthropology, Associate Dean for International Education and Enrollment, College of Arts and Sciences*
- **David Castillo**, *Professor, Romance Languages and Literatures and Director, Humanities Institute, College of Arts and Sciences*
- **Lorraine Collins**, *Professor, Community Health and Health Behavior, Associate Dean for Research, School of Public Health and Health Professions*
- **Michael Farkas**, *Assistant Professor, Ophthalmology, Jacobs School of Medicine and Biomedical Sciences*
- **Sandra Flash**, *Associate Vice Provost for Academic Affairs*

## Faculty & Graduate Professional Research Continuity Membership *(continued)*

- **Elizabeth Hayden**, *PhD student, School of Pharmacy and Pharmaceutical Sciences*
- **Gerald Koudelka**, *Professor, Biological Sciences, Associate Dean for Research and Sponsored Programs, College of Arts and Sciences*
- **Anne Meyer**, *Research Associate Professor, Oral Diagnostic Sciences, Associate Dean for Research, School of Dental Medicine*
- **Mark O'Brian**, *Professor and Chair, Biochemistry, Jacobs School of Medicine and Biomedical Sciences*
- **Raechele Pope**, *Associate Professor, Educational Leadership and Policy, Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, Graduate School of Education*
- **Amy Schmit**, *Assistant Vice President for Administration and Planning, Research and Economic Development*
- **Larry Schnitzer**, *Director, Enterprise Infrastructure Services, UBIT*

# Student Experience and Wellness Membership

- **Christina Hernandez**, Chair, *Interim Vice President for Student Life*
- **Christopher Bartolomei**, *Chief of Police*
- **Eric Blackledge**, *Assistant Director, Campus Dining and Shops*
- **Chris Clune**, *Director, Customer Service, UBIT*
- **Brian Haggerty**, *Senior Associate Director, Residence Life*
- **Jacqueline Hollins**, *Associate Vice Provost and Director, Academic Success Initiatives*
- **Georgia Hulbert**, *Undergraduate Student, College of Arts and Sciences*
- **Sue Huston**, *Director, Enterprise Application Services, UBIT*
- **D'Ann Keller**, *Senior Associate Athletic Director for Sports Administration*
- **Zachary Kralles**, *Master's Student, School of Engineering and Applied Sciences*
- **John Lambert**, *Director, Marketing and Communications, Student Life*
- **Sharon Mitchell**, *Senior Director, Counseling, Health and Wellness*
- **Tess Morrissey**, *Director of Community Relations and Deputy Director of State Relations*
- **Barbara Ricotta**, *Senior Associate Vice President, Student Life*
- **John Sellick**, *Professor, Medicine, Jacobs School of Medicine and Biomedical Sciences and Physician, UB Student Health Services*
- **Katie Tudini**, *Assistant Vice Provost and Director, International Student Services*
- **Eric Walsh**, *Assistant Director of Assessment and Research, Student Life*



## Faculty and Staff Membership

- **Robert Granfield**, Co-Chair, *Vice Provost for Faculty Affairs*
- **Mark Coldren**, Co-Chair, *Associate Vice President for Human Resources*
- **Francine Battaglia**, *Professor and Chair, Mechanical and Aerospace Engineering, School of Engineering and Applied Sciences*
- **Tilman Baumstark**, *Research Associate Professor, Microbiology and Immunology, Jacobs School of Medicine and Biomedical Sciences and Associate Vice Provost for Faculty Affairs*
- **Guyora Binder**, *SUNY Distinguished Professor, Hodgson Russ Faculty Scholar, Vice Dean for Research and Faculty Development, School of Law*
- **Oscar Budde**, *Associate Vice Provost and Director for Immigration Services*
- **Lisa Butler**, *Associate Professor, School of Social Work*
- **Elizabeth Cimasi**, *Director, Resource Management, Research and Economic Development*
- **Heather Cooper**, *Director of Human Resources, Athletics*
- **Myles Faith**, *Professor, Counseling, School and Educational Psychology, Graduate School of Education*
- **Steven Fliesler**, *SUNY Distinguished Professor and Meyer H. Riwchun Endowed Chair Professor, Ophthalmology, Jacobs School of Medicine and Biomedical Sciences*
- **Kim Griswold**, *Professor, Family Medicine, Jacobs School of Medicine and Biomedical Sciences*
- **Erin Hatton**, *Associate Professor, Sociology, College of Arts and Sciences*

## Faculty and Staff Committee Membership *(continued)*

- **Kelli Hennessy**, *Director, Organizational Development and Training, Human Resources*
- **Gregory Homish**, *Professor and Chair, Community Health and Health Behavior, School of Public Health and Health Professions*
- **Marla McBride**, *Director of Health Promotion, Student Life*
- **Neil McGillicuddy**, *Employee Assistance Consultant, Employee Assistance Program*
- **Amy Myszka**, *Director, Benefits and Work Life Balance, Human Resources*
- **Sharon Nolan-Weiss**, *Director, Office of Equity, Diversity and Inclusion*
- **Susan Orrange**, *Assistant Dean for Education and Resident Services, Jacobs School of Medicine and Biomedical Sciences*
- **Michael Poulin**, *Associate Professor, Psychology, College of Arts and Sciences*
- **Samina Raja**, *Professor, Urban and Regional Planning, Associate Dean for Research and Inclusive Excellence, School of Architecture and Planning*
- **Mary Ann Rogers**, *Clinical Associate Professor, Organization and Human Resources, Assistant Dean for Diversity and Inclusion, School of Management*
- **Annette Saraceno**, *Principal Clerk, Office of Financial Management*
- **Nancy Smyth**, *Dean, School of Social Work*
- **Susan Snyder**, *Director, Student Health Services*
- **Diana Tuorto**, *Communications Officer, UBIT*
- **Cherie Williams**, *Human Resources Officer, University Libraries*

## Campus Operations Membership

- **Beth Corry**, Co-Chair, *Associate Vice President for Business Services and Controller*
- **Tonga Pham**, Co-Chair, *Associate Vice President for University Facilities*
- **Christopher Austin**, *Director, Parking and Transportation Services*
- **Christopher Bartolomei**, *Chief of Police*
- **Mark Coldren**, *Associate Vice President for Human Resources*
- **Nicole Dell**, *Assistant Dining Director, Campus Dining and Shops*
- **Tracey Eastman**, *Director of Communications, School of Social Work*
- **Kelly Hayes-McAlonie**, *Director, Campus Planning*
- **Steve Heist**, *Director, Network and Communication Services, UBIT*
- **Mark Herron**, *Information Security Officer, UBIT*
- **Scott Hollander**, *Associate University Librarian for Administration*
- **Jocelyn Jakubus**, *Director, Presidential Events and Initiatives*

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## Campus Operations Membership *(continued)*

- **Kara Kearney-Saylor**, *Director, Internal Audit*
- **Sue Kurowski**, *Associate Athletics Director, Event/Facility Operations*
- **Liz Lidano**, *Director, Student Conduct and Advocacy*
- **Ryan McPherson**, *Chief Sustainability Officer*
- **Ronald Place**, *Director, Real Estate and Property Management*
- **Joseph Raab**, *Director, Environment, Health & Safety*
- **Jay Roorbach**, *Senior Emergency Planning Coordinator*
- **Kara Saunders**, *University Registrar*
- **Jeffrey Smith**, *Associate Vice President for Marketing and Digital Communications*
- **Thomas Tiberi**, *Director, Campus Living*