

COVID- 19 Return to On-Campus Operations



Community and Public Engagement Committee

August 31, 2020

O f f i c e o f t h e
C H A N C E L L O R
I ILLINOIS

Table of Contents

Executive Summary	3
Section 1: Guidelines for Community Engaged Learning (CEL)	6
Decision Options and Guidelines on Community Engaged Student Learning.....	6
Values Guiding the Development and Operation of CEL Activities.....	7
Types of CEL Activities and Their Centrality to Degree.....	7
Prioritizing Student CEL Activities for Fall Semester.....	8
Health and Safety Expectations for Students, Community Partners, and University CEL Organizers...	9
Section 2: Visitor Protocols	10
Section 3: Access and Awareness through Technology and Communications	12
Access and Awareness through Technology Recommendations.....	12
Section 4: The Path Forward --	
Developing a Framework for Public Engagement and Partnerships	14
Reciprocal and Meaningful Public Engagement Collaborations.....	14
Conclusion	16
Appendix A: May 11, 2020 Charge Letter	17
Appendix B: Committee Subgroup Members	20
Appendix C: DDDH Notice – Fall 2020 Event Guidance	21

Executive Summary

Community and public engagement are critical to solving some of the world's most pressing societal challenges and the role of colleges and universities is pivotal to finding needed solutions. We are now faced with some of the most pressing societal challenges of our lifetime, notably the COVID-19 pandemic, which has also revealed the disproportionately high rate of COVID-19 infections among African Americans, Latinos, and Indigenous populations -- thus unmasking the persisting inequality throughout our society, in this instance racism and social injustice.

The Return to On-Campus Operations: Community and Public Engagement (CPE) Committee first convened on May 18, 2020. The May 11, 2020 charge from Chancellor Jones (Appendix A), suggested a focus on current and impending COVID-19 recommendations. Therefore, this report attempts to provide a balance between recommendations on short-term, return to on-campus operations and framing the path forward for public engagement at the University of Illinois.

To address the charge, the committee was organized into the following four subgroups (Appendix B) with the corresponding goals:

Subgroup 1: Design and Policies for the On-Campus Transition

- ◇ Identify, evaluate, and design the comprehensive and multiphase implementation processes related to safely resuming community engagement activities and university sponsored public events

These issues should consider our scholarly engagement, our role as community convening authority, our status as a gathering point for athletic, artistic, entertainment and educational events and the impact on the health of our surrounding communities.

Subgroup 2: Health and Safety Standards/Guidelines

Guidelines will align with public health expert guidance for the following:

Faculty members and students engaging in university-sponsored community engagement activities (i.e., student internships, research activities, external training), both to protect university students, employees and the broader community.

University-sponsored public events, such as allowable size and social distancing considerations. This includes activities such as events for returning students (student geared entertainment) for this summer or whenever they return; hosted events for UI students and public in our facilities beginning in the fall and third-party use of our facilities or events planned primarily for public.

Subgroup 3: Framework for Public Engagement and Partnership

Outline the priorities that should guide our partnerships with state and non-profit organizations to ensure the health, security and well-being of our neighbors in East Central Illinois.

Recommend ways to build these priorities into our decision-making, with a special focus on where structural inequality and racism thrusts an unequal share of the pandemic's burden.

Develop a conceptual framework/working concept (similar to the state "Restore Illinois" framework) that acknowledges we are not just re-booting but pivoting toward new ways of thinking about public engagement that rest on a constructive critique of what was not working pre-COVID and needs to be rethought in order to shape this new, unforeseeable world of work, education and "the public" itself.

Subgroup 4: Access and Awareness through Technology and Communications

Develop strategies for using technology to allow remote access to in-person public events, such that in-person events can proceed as safely as possible with reduced density while also augmenting overall access.

As “societal actors for the public good,” develop a public awareness campaign to educate the community (especially communities with disproportionate death rates) about COVID-19 and ways to be resilient during the pandemic.

Recommendations

Section 1: Community Engaged Learning (CEL)

Focused on decision options and guidelines, values, types of activities (completion and learning, prioritizing), health and safety expectations, the University places a high value on community engaged learning (CEL). The reciprocity of the benefit affects students and community partners alike and we recommend continued support for CEL activities during COVID-19; though in-person CEL activities must be increasingly limited.

When determining the level of appropriate on-site activity, we recommend giving different priority for the following type of CEL activities:

- Formal structured internships or field placements (degree required): High priority
- Volunteer or community service scholarship requirements: High priority
- Formal structured internships or field placements (credit-bearing, but optional): High/secondary priority, depending on circumstances
- Community-immersed learning through specific courses: Lower priority if not possible remotely
- University organized or supported community engagement activities such as volunteer projects: Lower priority if not possible remotely

Units should be encouraged to emphasize remote CEL activities to the greatest extent possible at least until well after the fall semester begins and the University has implemented and assessed other aspects of University operations.

When in-person activities are necessary, an approved health and safety plan must be developed by the designated University faculty or staff member and the designated community partner representative, and agreed upon by them and each participating student.

Section 2: Visitor Protocols

Inherent in the mission to serve the community and the state, the campus will have visitors which must be treated with extreme caution. We distinguish between two types of visitors: “hosted” visitors and “unhosted” visitors and provide guidance and recommendations for each type of visitor as well as the host. We recommend that the University provide a clear, easily identified guidance for these types of visitors.

Section 3: Access and Awareness

We recommend utilizing services from the Center for Innovations in Teaching and Learning for online public events as well as incentivizing and supporting the use of technology so that events are either fully

online or are hybrid with an online component. We also recommend making a concerted effort to reach out to the most prominent public engagement events to ensure that they have the support to continue. Along similar lines, it will be important to provide training options for individuals who want to learn more about online events. Unified instructions must be made available for organizers to provide consistent messaging on the use of personal protection equipment (PPE) for events as well for University students. This may include harnessing groups such as We CU community engaged scholars and the Office of Volunteer Programs to assist with public engagement and messaging as well as developing a central messaging site where people can seek guidelines and policies.

Section 4:

1. Identify (via PE portal data/GivePulse) the range of projects, programs and initiatives that constitute Illinois' PE ecosystem
2. Create a plan for logistical and technical support to bridge the technological divide; develop new approaches to program delivery tailored to the needs of the underserved
3. Provide educational opportunities to further advance the university's familiarity with public engagement activities, post-COVID; include revisions to the incentive and reward structure in this (coordinate with Provost's office efforts) and attention to the impact on poor and minority communities;
4. Educate students/student organizations on how to support the community through civic engagement activity, post-COVID

Introduction

Community and public engagement are critical to solving some of the world's most pressing societal challenges and the role of colleges and universities is pivotal to finding needed solutions. That is, colleges and universities are often recognized as the central sources of the production of new knowledge and discoveries at the frontier, the disseminator of that new knowledge throughout the world, and a leader in societal impacts. Effective campus-community collaborations have never been more important than today. It is imperative that our campus work *with* the community rather than *on* the community, in a trusted and mutually beneficial manner.

We are now faced with some of the most pressing societal challenges of our lifetime, notably the COVID-19 pandemic, which itself has resurfaced another pernicious societal challenge. The disproportionately high rate of COVID-19 infections among African Americans, Latinos, and Indigenous populations has unmasked the persisting inequality throughout our society – in this instance racism and social injustice. Indeed, some experts have declared racism to be a public health emergency.

The work of this Community and Public Engagement (CPE) Committee was initiated by Chancellor Jones' charge issued in his May 11, 2020 correspondence on COVID-19 Committee on Return to On-Campus Operations. The nature of that charge suggested a focus on current and impending COVID-19 recommendations. Therefore, this report attempts to provide a balance between recommendations on short-term, return to on-campus operations and framing the path forward for public engagement at the University of Illinois at Urbana-Champaign (UIUC).

Safely resuming community engagement activities and university sponsored public events is an important part of the UIUC's transition back to on-site operations. Our first priority must be public health and the safety and wellbeing of our students, faculty and staff. In addition, the university is part of a larger local, statewide, and global community in fostering the health and wellbeing of our neighbors and broader

stakeholders. Thus, this crisis presents a unique opportunity to cement our commitment to the public good, seek creative solutions to complex problems, and engage with our broader community to build stronger connections for the near and long term. All recommended plans and decisions must be aligned with directives from the Centers for Disease Control (CDC), the Restore Illinois: Phase 4 Guidelines for Reopening, Champaign-Urbana Public Health Department, and the University.

As structured by the steering committee, each committee has representation for communications and information technology issues embedded within the committee. This helps ensure adherence to and alignment between this committee's recommendations and those areas. In addition, recommendations and decisions will also be aligned or coordinated with issues pertaining to human resources and research activity/infrastructure.

SECTION 1: GUIDELINES FOR COMMUNITY ENGAGED LEARNING (CEL)

Decision Options and Guidelines on Community Engaged Student Learning

One important aspect of UIUC community engagement involves immersive learning by our students through collaboration with community partners, which hereafter we will refer to broadly as community engaged learning (CEL). It is important to note that we are considering only activities that are initiated and organized with University involvement primarily for learning and/or related community service, as opposed to social activities or other student-initiated activities. Such learning involves a wide range of partners across geographic spaces, including government agencies, schools, medical facilities, nonprofit service agencies, businesses, and other organizations. It also varies greatly in terms of the length and intensity of the experience, the centrality of the experience to overall learning objectives, the degree to which campus units structure and supervise arrangements, the extent to which students engaged in activities move onto and off campus, and many other factors.

The University places a very high value on these CEL experiences, and especially in recent years has worked hard to develop and encourage them. CEL allows students to integrate classroom learning with pertinent real-world practical experience, and it deepens the learning networks in which students engage. It provides large subsidiary benefits to our community partners, both through sharing the talents of our students and faculty members on applied agency problems and by establishing linkages that facilitate job placements and mutually beneficial collaborations.

Toward these ends, we recommend continued support for CEL during the COVID-19 pandemic. However, we recognize that CEL provides health and safety challenges that extend beyond the already complex steps required to protect health and safety on campus. Most notably, these activities typically involve interactions with community partners off-campus, and so involve great variances in facilities and local conditions as well as exposure to broader publics. It therefore is important to provide some overall guidance designed to protect the health and safety of students and community partners engaged in such activities, and in turn to reinforce the safety of all campus members.

The following assumes that the state of Illinois remains in Phase 4 of the Illinois Recovery Plan during the fall semester. If that status changes, particularly if the state at any time returns to a stay-at-home order, we would recommend suspending all student CEL activities except those that can be delivered remotely.

Values Guiding the Development and Operation of CEL Activities

CEL activities involve reciprocal relationships among students, community partners, and University faculty and specialized staff members. Balancing the needs of all of these participants is important. Following are some values that guide our recommendations regarding participation in CEL activities during the fall semester.

- The health and safety of both student and community partner participants should be the first priority in determining whether activities can occur, as well in designing the expected operating standards for activities.
- Because students move into and out of community agencies as they engage in CEL activities, safety concerns extend to community partner staff and other members as well as to members of the campus. Health and safety measures thus must include consideration of potential secondary impacts of CEL activities on both campus and community members.
- CEL activities have differing importance in terms of meeting both University learning objectives and community needs. As the University, partner agencies, and communities face multiple demands associated with the pandemic, it is reasonable to prioritize some CEL activities and pause others until the pandemic is more fully controlled.
- CEL activities vary a great deal across University academic and service units. Thus, while some central guidance is needed to encourage consistency in approaches, the units are better positioned to implement standards in the sensitive and nuanced manner most responsive to participants.

Types of CEL Activities and Their Centrality to Degree

Completion and Learning

There are many different types of CEL activities. In determining whether and how best to support such activities, defining some categories is useful. Our intent is to recognize the diversity of these activities, and to prioritize types of activities that should be supported during the pandemic. Following are some principal types of activities:

- Formal structured internships or field placements. These involve formal relationships between the University and community partners in which students complete a portion of their studies in community settings. They are distinguishable in that they are credit-bearing and structured as part of a degree, certificate, or educational enrichment experience.
 - Degree-required. Many students have requirements to complete internships to earn their degrees. These vary widely in terms of where they take place, the length of placement time and credits earned, and whether they involve movement into and out of campus.
 - Credit-bearing, but optional. These are placements that are not required for a degree, but they constitute useful enrichment experiences. These include placements needed to earn a certificate or related credential, as well as courses designed completely as community immersion experiences such as study away.
- Volunteer or Community Service Scholarship Requirements. There are some scholarships and grants that require a commitment, and in some cases a minimum number of hours required, related to community service (i.e. Legacy of Service and Learning Scholarship).
- Community-immersed learning through specific courses. Many courses not designed totally as CEL experiences nonetheless include important components of CEL as part of the course.

- *Instructor or UIUC organized.* Many instructors have developed important relationships with community partners that involve participation in CEL projects as part of the course requirement, or as an optional assignment. In some instances, units also have specialized programs to encourage immersive learning experiences in the context of particular courses.
- *Individual student projects.* Individual students may be involved in CEL projects that are self-initiated or arranged with instructor assistance as part of independent study or other courses.
- *University organized or supported community engagement activities such as volunteer co-curricular experiences.* Students are involved in many non-course CEL activities that range from one-time community events (clean-ups for example) to ongoing activities that span many weeks. While these are not credit-bearing, they may be important as vehicles for students to demonstrate community commitment; such activities are influential in some fields when applying for graduate study or other opportunities. Some students undertake such activities on their own, but here we are distinguishing those organized by University service units or by College departments or programs.

Prioritizing Student CEL Activities for Fall Semester

The degree to which CEL activities are safely supportable depends on the level of the pandemic as the fall semester begins and progresses. Consistent with consideration of in-person versus remote course instruction, as the level of concern with the pandemic increases, in-person CEL activities must increasingly be limited.

If the state remains in its current stage 4 phase, and assuming recommended safety standards can be implemented for each CEL activity (see following section on health and safety expectations), some level of each of the on-site CEL activities described above may be acceptable. However, given the intense pressure which the University and community partners will be under to maximize safety across their diverse functions, we recommend efforts to constrain such on-site activities during the fall semester. This will require units, perhaps with strong central guidance, prioritizing the CEL activities considered most important to implement. While recognizing that most CEL activities benefit greatly from an on-site presence, ***units nonetheless should be encouraged to emphasize remote CEL activities to the greatest extent possible at least until well after the fall semester begins and the University has implemented and assessed other aspects of University operations.***

Consistent with this general advice to focus fall semester CEL on remote experiences to the extent possible, we recommend the following differential priorities for each type of CEL activity described in the previous section:

- ***Formal Structured Internships or Field Placements (Degree Required):*** **High priority.** Not fulfilling required internships can delay progress and graduation. Units with such requirements should work closely with students and community partners to accommodate placement needs, which may include safe on-site activities as well as remote activities to the extent allowable by unit rules and accreditation standards. If units are unable to safely accommodate student placement needs due to the pandemic, or if students have underlying health conditions or COVID-19 related circumstances that compromise internship completion, they should be provided the option to delay placements and defer attendance if necessary.

- **Volunteer or Community Service Scholarship Requirements: High priority.** There are some scholarships and grants that require a commitment, and in some cases a minimum number of hours required, related to community service (i.e. Legacy of Service and Learning Scholarship). Units with such requirements should work closely with students and community partners to accommodate placement needs, which may include safe on-site activities as well as remote activities to the extent allowable by unit rules and accreditation standards. If units are unable to safely accommodate student placement needs due to the pandemic, or if students have underlying health conditions or COVID-19 related circumstances that compromise internship completion, they should be provided the option to delay placements and defer attendance if necessary.
- **Formal Structured Internships or Field Placements (Credit-bearing, but optional):** **High/secondary priority, depending on circumstances.** The priority of these activities depends on the centrality of courses or certificates to student experiences. For example, those necessary to obtain certificates expected by students should have a higher priority, as should other credit-bearing courses for which departments cannot provide remote activities or alternatives course options. Study away elective coursework generally should be discouraged during the fall semester; international study away trips already have been stopped.
- **Community-Immersed Learning through specific courses: Lower Priority if not possible remotely.**
 - **Instructor or UIUC organized.**
 - **Individual student projects.**

Both of these types of activities are valuable to the quality of particular courses. However, they do lead students and community members to additional exposure that crosses over between the campus and the community. For this reason, we recommend limiting such engagements during the fall semester unless they can be completed remotely. If such engagements are considered critical by instructors or students, an approval process should be implemented at the unit level, and a safety plan should be required.

- **University organized or supported community engagement activities such as volunteer co-curricular experiences: Lower Priority if not possible remotely.** These CEL activities represent important opportunities for many students, and if well-operated may deliver important community services. However, they also often involve dispersed and loosely organized interactions among large numbers of students and community members. It therefore seems prudent to make these a lower priority during the fall semester even though they remain highly valued. It is recommended that volunteer experiences continue to be encouraged through remote delivery, and on-site engagement of this type be limited and closely monitored. For University-wide projects of this nature, the UIUC Student Engagement Office should be responsible for approving any on-site engagements, and these should be subject to safety requirements and development of a safety plan with all agencies in which such activities will be held. For such activities to be approved, the community partners engaged also should stipulate that the activity is of high importance to the agency and/or its constituents. Similar procedures should be required at the unit level for campus units that choose to engage in unit-level engagement activities.

Health and Safety Expectations for Students, Community Partners, and University CEL Organizers

As with other University activities, development of health and safety guidance for CEL activities needs to follow directives from the CDC, the Restore Illinois Plan, and the University. This should involve

following, as closely as possible, requirements that will be in place on campus to guide health and safety in instruction and other campus activities. However, precise replication of University procedures in disparate spaces will not always be possible, so the intent is to approximate these as closely as is reasonable. A second difference from on-campus activities is recognizing that our students also pose risks to the community partners with which they may engage, and so we must encourage as much accountability for student actions as possible as students move into and out of community spaces.

Toward these ends, following are recommendations designed to guide health and safety in all University sponsored or supported CEL activities. Personnel at the campus and unit levels (depending on type of activity) must be identified to assure that health and safety standards are mutually agreed upon before the student engagement begins.

- An approved *health and safety plan* must be developed and agreed upon by the designated University faculty or staff member, the designated community partner representative, and each participating student. The plan should include precise descriptions of the activities to take place, and when and where they will occur. It will include a clear description of the health and safety measures in place, including but not limited to how social distancing will be practiced, what PPE will be used and who will provide it, other practices in which the community partner agency has in place to protect safety (i.e., cleaning, staff staggering), and provisions for notifying and possibly removing employees and students when positive tests within the agency occur.
 - In agreeing to the health and safety plan, students acknowledge adherence to the plan and related agency procedures, and they also agree to not participate at times they may experience symptoms of illness commonly associated with COVID-19.
 - Students also must agree to any *testing, notification, and quarantining processes* in place at the agency as a condition of internship approval.
 - In agreeing to the health and safety plan, *community partners* agree that *safety measures* for participating students will be consistent with those in place for agency employees.
- Before engaging in an approved CEL activity, students must take *health and safety training* provided by campus or the operable unit.
- Testing: consistent with university guidelines, all faculty, staff and students who enter campus must adhere to the mandatory requirement of testing twice weekly.

In implementing guidance such as recommended above, we should note that it will not be feasible for responsible University officials to closely monitor adherence to plans. Instead, plan adherence will depend heavily on reaching clear consensual agreement on plans, and then relying on strong working relationships with community partners and participating students to maximize sound implementation. However, if either participating students or partner agencies indicate deficiencies in compliance with the agreement at any time after the activity begins, it is the unit's responsibility to either rectify the issue or terminate the activity. Designated University officials must be cognizant of this more limited monitoring capability and related unit responsibilities as they determine whether to approve proposed CEL activities.

SECTION 2: VISITOR PROTOCOLS

Our University has a mission to serve the community and the state. As part of that mission, the University regularly welcomes on-site visitors for educational, engagement, and research purposes. That openness to the community, in turn, enriches the University.

The University also has a responsibility to protect the health and safety of the community. The COVID-19 pandemic requires that health and safety must be the priority. The University will comply with guidelines and practices as directed by the State and local CUPHD.

In short, campus will be open to on-site visitors, but the University needs to exercise extreme caution. Opportunities for virtual participation in campus events and programs have been and will continue to be intentionally expanded to welcome community members and visitors.

Our students, faculty, and staff members must aid the campus in ensuring on-site visitors follow public health guidelines. While the University will remain open to on-site visitors, those visitors must participate in all of the University's safety protocols as will our students, faculty, and staff. Anyone who does not comply with safety protocols will be minimally required to leave the event, facility, or campus property. As per the Human Resources and Staffing Committee's Report: face coverings are required and if staff sees a person/visitor not wearing a face covering, then such staff must maintain social distancing and notify their supervisor.

We distinguish between "unhosted" and "hosted" visitors. An **"unhosted" visitor** may come to campus without the intent to participate in a specific University function. Unhosted visitors may be on University outdoor grounds while wearing a facial covering, practicing social distancing, and ensuring hand hygiene. *Unless a University facility is specifically designated to welcome unhosted visitors*, such visitors will not be allowed to enter University facilities.

On-site visitors may encounter Wellness Support Associates (WSA) throughout campus grounds and at facility entrances. WSAs are a part of our University's ongoing efforts to ensure our students, faculty, and staff are complying with our aggressive Covid-19 safety protocol. On-site visitors should comply with the directives of WSAs.

Several facilities will be open to the public this fall. The subgroup recommends that a list of facilities and attractions on campus and their status be published on the COVID website page. For example, Illini Union—open; Alice Campbell—closed; Spurlock Museum—by appointment; etc. This information could also be available on the Illinois app.

A **"hosted visitor"** has been invited by a host to participate in a campus event or specific function. This would include contractors and deliveries. Hosts must receive permission for these visits and will take responsibility for their on-site visitors. It is expected that the University will host many fewer visitors to campus than under normal circumstances. Proposed visits should be evaluated according to their benefit to the University's mission. Where practical, visits should be delayed or postponed. Visits should also involve the minimum number of individuals possible. Hosts of campus events and programs must provide education and support for visitors. Hosts must also be held accountable for the behavior of the visitors they host. Hosted visitors may be invited to meet their host at another pre-arranged facility entrance to be granted access to facilities for these limited and scheduled programs and events.

The University will provide clear, easily identified guidance for on-site visitors. Safety protocols will be clearly communicated through the University website, social media, and physical signage. This communication will include a checklist of safety protocols.

On-site visitor expectations:

- a. Pre-arrange their visit to campus with their host
- b. Share contact information
- c. Engage in safety training: video/review other safety materials

- d. Wear a face covering
- e. Practice social distancing and follow signs
- f. Practice appropriate hygiene (wash hands, sanitizer, etc.)
- g. Participate in any subsequent contact tracing

Visitors are encouraged to take a COVID-19 test before coming on to campus. When possible, they should test for COVID-19 at a University facility. The procedures for testing on-campus visitors are yet to be determined.

Host expectations:

- a. Meet and escort their visitors in any University facility
- b. Collect contact information from visitors
- c. Identify when and where (date, time) the visitor is visiting
- d. Make safety training available
- e. Make safety equipment available (face coverings, sanitizer)
- f. Maintain a record of the visit for at least 30 days
- g. Obtain permission from the Dean or appropriate executive officer to host the visitor in advance of the visit

If the host intends to use a separate University facility for an event that includes visitors, the host must provide the facility manager with a comprehensive safety plan as part of the space reservation process.

The sub-committee discussed the possibility of a limited number of entry points for unhosted visitors. It was decided that this approach was not feasible given the lay-out of the campus.

SECTION 3: ACCESS AND AWARENESS THROUGH TECHNOLOGY AND COMMUNICATIONS

There is not a meaningful distinction between the need for testing the campus and the community in terms of COVID-19. The CU community is engaged across the campus, with over 10,000 academic and administrative staff employed in administrative operations, crafts & trades, education & student services, research, service operations, technical and other jobs. Students are also engaged throughout the community, through paid jobs that are critical to support their studies or family and friends. There is currently a significant distinction, however, in terms of access to and affordability of testing for members of the community.

It is important that our social distancing messaging focuses on the ongoing safety of our entire CU community whatever their connection to the university, and uses technology, public awareness campaigns and other mechanisms to keep people engaged and together while we promote physical distancing for everyone's safety.

Access and Awareness through Technology Recommendations:

1. Incentivize and support the use of technology so that events are either fully online or are hybrid with an online component. Whether this practice becomes ongoing standard practice going forward remains to be seen. Provide clear web pages including information about:
 - Services available from the Center for Innovation in Teaching and Learning for their staff to support online public events

- Information provided by Technology Services with guidance on how to choose the right technology solution based upon the needs of the event in matters such as: i) Conference style presentations ii) Individual engagement and meetings iii) Vendor floor at a conference where people can browse and walk up on their own

- Best practices provided by Public Affairs with information on how to organize and host online events

- Training possibilities for those wanting to learn more about online events

- Connect to other sites, for example, Strategic Marketing and Branding.

2. Designate representatives to reach out to connect to the most important campus public engagement events that have routinely been held to make sure that these have the support to continue to be held in an online or hybrid mode, maintaining connections to the community.

3. Make sure that there are unified and regularly updated instructions available for organizers to provide consistent messaging on the use of masks, practices or social distancing, and other PPE.

4. Leverage existing COVID-19 messaging at the university, for example the messaging for students, to include the community and work to reinforce important messages and themes. Make sure that messaging that could be re-used by community organizations is easily findable, either through the university web pages, or via sites such as champaigncountysafe.org. Important topics for community messaging include:

- Importance of, and access to, testing through the extension of the university's testing infrastructure to the community as this happens.

- Importance of wearing face coverings

- Importance of social distancing (e.g., how far apart, indoor vs. outdoor, etc.)

5. Acknowledging the fact that community members are accessing COVID-19 information prepared for the university, include well known community leaders in our videos and other COVID-19 media to help spread the messages to the wider Champaign-Urbana community.

6. Understand how student volunteers, through programs such as We CU and the Office of Volunteer Programs, can play a role in public engagement and messaging. For example, for broad impact in the community there is a need to translate materials into languages other than English.

7. Investigate where university training programs, e.g. for Wellness Associates, may be provided to community members who can train others, e.g. utilizing a "train the trainer" approach.

8. Ensure there is a forum for units already reaching out to the community, e.g. the cultural centers, to collect together and share community needs, best practices and resources.

9. Designate representatives to work with units to engage community representatives and a community audience, for university events with remote participation opportunities in the Fall Semester, around issues in surveillance, data, public health, etc., where we have an opportunity to include a broad range of voices and opinions.

10. Develop a central messaging site where people seeking guidelines and policies for the public engagement ecosystem can find reliable COVID-related information that is regularly updated; Rokwire is a complement to this rather than a substitute.

SECTION 4: THE PATH FORWARD -- DEVELOPING A FRAMEWORK FOR PUBLIC ENGAGEMENT AND PARTNERSHIPS

This charge involves identifying and re/committing to institutional principles and values in the wake of COVID. It requires a university-wide assessment and extensive public conversation about how to run a public flagship in the midst of constant disruption -- how to prepare for a foreseeable future where the norm is a zig zag rather than a straight line, and how to make plans that allow us to proactively and responsibly pivot when necessary due to shifting public health concerns. The pandemic has underscored our interdependence on partners both local and global. What traditions and practices of public engagement are still relevant and doable; what is the proportionate role of the social, the cultural, the economic and the technological in shaping our approach to the public; and what do the post-COVID publics we aim to serve want and need from the university now?

Reciprocal and Meaningful Public Engagement Collaborations

As previously stated, University of Illinois community and public engagement activities will comply with state and local public health protocols for public gatherings on and off campus as they evolve. This will consist of developing detailed, adaptable guidance and centrally coordinated decision-making, and clear guidelines regarding approval authority, about what is permitted and under what conditions, with attention to consent and risk (the recently issued “2020 Fall Event Guidance” represents a baseline, Appendix C). Prioritization must be given to community-based stakeholder collaborations in decision-making about public engagement strategies. These strategies must recognize the diversity of publics Illinois aims to recruit through engagement.

Recommendations include:

1. Identify (via PE portal data/GivePulse) the range of projects, programs and initiatives that constitute Illinois’ PE ecosystem
2. Create a plan for logistical and technical support to bridge the technological divide; develop new approaches to program delivery tailored to the needs of the underserved
3. Provide educational opportunities to further advance the university’s familiarity with public engagement activities, post-COVID; include revisions to the incentive and reward structure in this (coordinate with Provost’s office efforts) and attention to the impact on poor and minority communities;
4. Educate students/student organizations on how to support the community through civic engagement activity, post-COVID

This is potentially a two-year project, August 2020-August 2022

This charge involves identifying and re/committing to institutional principles and values in the wake of COVID and the Black Lives Matter (BLM) movement. Issues pertaining to racism and social injustice will be the express focus of the Community Action and Public Engagement Working Group of the Steering Committee to Address Systemic Racism at the University of Illinois. The CPE charge requires a university-wide assessment and extensive public conversation about how to run a public flagship in the midst of constant disruption -- how to prepare for a foreseeable future where the norm is a zig zag rather

than a straight line, and how to make plans that allow us to proactively and responsibly pivot when necessary due to shifting public health concerns. The pandemic has underscored our interdependence on partners both local and global. And recent attention to systemic racism and calls for its dismantling at Illinois allow us to make clear that public engagement can contribute, implicitly and explicitly, to these newly articulated imperatives.

What traditions and practices of public engagement are still relevant and doable; which have reproduced the inequities we are committed to eradicating? What is the proportionate role of the social, the cultural, the economic and the technological in shaping our approach to the public; and what do the post-COVID publics we aim to serve want and need from the university now? What does it mean to “re-open” and what does openness mean today? These are both philosophical and practical questions that deserve a campus- and community-wide hearing, a recommitment to anti-racist practices, and dedicated, holistic strategic planning.

1. Survey partners and stakeholders (including faculty, staff and students involved in PE) with the aim of determining their needs and expectations; follow up with regular check-ins to account for shifting public health environments; build out priorities with these data in mind); we are meeting with the Economic Development Corporation to aid with their community survey, which is being revised to assess more current needs and expectations;
2. Develop a central messaging site where people seeking guidelines and policies for the public engagement ecosystem can find reliable COVID-related information that is regularly updated; Rokwire is a complement to this rather than a substitute; there are numerous examples of peers who have done this already, including the University of [Minnesota](#); see also Campus Compact’s “[Engagement in the Time of COVID](#)” website;
3. Set aside and/or create new funding streams for the provision of hardware, WIFI and other requirements for the delivery of remote programs and/or activities;
4. Focus on projects that address public health infrastructure, housing, food insecurity, educational access and attainment in the Champaign-Urbana community; look beyond technology fixes for solutions;
5. Prioritize programs and projects that focus on those born in 1998 and after whose working lives are upended by the pandemic; extend educational pathway projects and economic development schemes geared at this demographic, with special attention to first in family, rural populations and ethnic and racial minorities
6. Convene town halls both remote and embodied (the latter as advisable) to develop a broad campus, community and partner conversation about what PE means post-COVID;
7. Recognize that public engagement is a field of its own, with protocols and expertise and best practices; draw on and better resource our own Illinois faculty and staff in this field and prioritize hiring across the university dedicated to embedding these skills and knowledge and practices across all departments and units [just as we are not all public health experts, few of us are public engagement experts] (start the next hiring cycle, with a 5-year plan and assess at the end of years 2 and 4);

8. With the help of the Graduate College, assess graduate degree programs for their attention to public engagement and develop a strategy for incentivizing curricular and department culture change to improve commitments to public partnerships and engagement that has racial equity and diversity built into doctoral and professional training; seek to make Illinois a leader in this space;
9. Jump-start a much-needed review of the General Education curriculum and link it to a rethinking of undergraduate degree content to allow for more direct training in (via new curriculum, service learning requirements, etc.) and valuing of a public engagement strategy that is expressly designed for social and racial equity as part of a 21st century liberal arts degree;
10. Review and enhance, if needed, the infrastructure that assists students and student organizations in connecting with ways to be aware of and address community needs in ways that prioritize attention to racial equity and underserved populations.

CONCLUSION

Due to the far-reaching and unprecedented challenges brought on by the COVID-19 global pandemic, the university's commitment to public engagement may be more paramount than ever before. Providing guidelines for community-engaged learning, visitor protocols, and access and awareness through technology; involving stakeholders in decision-making, maintaining clear expectations for students, faculty, staff and visitors; and providing a framework for future engagement efforts are the areas that the Community and Public Engagement Committee believes will empower faculty, staff, students, and community partners to continue the ever-important work of community and public engagement.

Appendix A: COVID-19: Committee on Return to On-Campus Operations Community and Public Engagement Original Charge letter



OFFICE OF THE CHANCELLOR
517 Swanlund Administration Building, MC-304
601 E. John St.
Champaign, IL 61820

May 11, 2020

COVID-19: Committee on Return to On-Campus Operations

Community and Public Engagement

Wanda Ward, Executive Associate Chancellor for Administration and University Relations (Chair)
Gabrielle Allen, Associate Dean for Research and Research Education, College of Education
Steve Anderson, Dean, School of Social Work
Bill Bernhard, Vice Provost for Academic Affairs
Jeff Brown, Dean, Gies College of Business
Antoinette Burton, Director, IPRH
Brian Farber, Executive Assistant to the Associate VC for Student Affairs/Director of Auxiliary Services
Bob Flider, Director, Community and Government Relations
Tony Franklin, Associate Director, ACES/Extension
Kevin Hamilton, Dean, College of Fine and Applied Arts
Jim Hintz, Associate Vice Chancellor, Student Success & Engagement
Connor Josellis, Student
Marty Kaufmann, Senior Associate Director of Athletics, External Relations
Pradeep Khanna, Associate Vice Chancellor for Corporate Relations and Economic Development
Ruby Mendenhall, Assistant Dean, Carle Illinois College of Medicine
Rachel Switzky, Director of Siebel Center for Design
Scott Genung, Deputy CIO IT Operations (*ex officio*)
Brian Mertz, Communications Architect (*ex officio*)
Katie Shumway, Director, Community Learning Lab (*ex officio*)

Dear Colleagues:

Thank you for agreeing to serve on the Community and Public Engagement team under the coordination of the COVID-19: Executive Steering Committee on Return to On-Campus Operations. Executive Associate Chancellor Wanda Ward will chair this team and Katie Shumway will provide staffing and support. Your work will complement the efforts of six other teams being charged as part of this effort: Academics, Finance and Operations, Human Resources and Staffing, Research and Scholarship, Shield: Target, Test, Tell and University Life.

A clearly enunciated, consistent and scalable process to allow the resumption of community and public engagement and public events consistent with state and local health department guidelines is essential to ensure the ongoing safety and health of our students, faculty, staff and local community as we return to on-campus operations. Developing this system and designing an implementation process is the fundamental charge I am presenting to your team. No one has ever done this and there is no established map. I leave it to you to determine the specific steps, actions that will be required and to prioritize them.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

217.333.6290 • chancellor@illinois.edu

COVID-19: Committee on Return to On-Campus Operations | Community and Public Engagement
 May 11, 2020
 Page 2

More broadly I ask your team to:

- Identify, evaluate and design the comprehensive and multiphase implementation processes related to safely resuming community engagement activities and university sponsored public events that will be a major component in the university's transition back to on-site operations, notwithstanding the persistence of COVID-19. These issues should consider our scholarly engagement, our role as a community convening authority, our status as a gathering point for athletic, artistic, entertainment and educational events and the impact of our location and scale on the health of our surrounding communities.
- In this immediate, first phase of your work, establish the framework and planning necessary for a **summer transition back to on-campus operations and activities** after Gov. Pritzker lifts current stay-at-home orders.
- In a second, ongoing phase (**planning for fall 2020 and beyond**), recommend the actions, policies and processes that must be implemented for resumption of our campus life activities for the fall 2020 semester, the total academic year and beyond as necessary.
- Develop plans for coordination and communication of your team's activities and recommendations with the Executive Steering Committee and the other six working teams.
- Articulate safety standards/guidelines, aligned with public health expert guidance, for faculty members and students engaging in university-sponsored community engagement activities (i.e., student internships, research activities, external training), both to protect university students and employees and the broader community.
- Develop health and safety standards/guidelines governing attendance at and delivery of all university-sponsored public events, such as allowable size and social distancing considerations. This includes activities such as events for returning students (student geared entertainment) for this summer or whenever they return; hosted events for UI students and public in our facilities beginning in the fall and third-party use of our facilities or events planned primarily for public.
- Outline the priorities that should guide our partnerships with state and non-profit organizations to ensure the health, security and well-being of our neighbors in East Central Illinois. Please recommend ways to build these priorities into our decision-making, with a special focus on where structural inequality and racism thrusts an unequal share of the pandemic's burden.
- Develop a conceptual framework/working concept (similar to the state "Restore Illinois" framework) that acknowledges we are not just re-booting but pivoting toward new ways of thinking about public engagement that rest on a constructive critique of what was not working pre-COVID and needs to be rethought in order to shape this new, unforeseeable world of work, education and "the public" itself.
- Develop a plan that includes providing logistical, technical, and other support for sustaining and expanding campus-community partnerships that focus on teaching, learning, social responsibility and active citizenship.
- Develop strategies for using technology to allow remote access to in-person public events, such that in-person events can proceed as safely as possible with reduced density while also augmenting overall access.

COVID-19: Committee on Return to On-Campus Operations | Community and Public Engagement
 May 11, 2020
 Page 3

- As “societal actors for the public good,” develop a public awareness campaign to educate the community (especially communities with disproportionate death rates) about COVID-19 and ways to be resilient during the pandemic.

In addition, your team should operate using these three critical considerations:

- 1) Lead with the most vulnerable in our communities in mind: those who depend on public assistance and non-profit support (see the local agencies on [IPRH COVID Donation Website List](#)) and those in these organizations who serve them. It is important that they are offered positions of leadership in our projects so we are sure to prioritize their vantage points and experiences. These are the frontline people in Champaign-Urbana and they should be recruited as part of “the public” we aim to engage;
- 2) Make the local public school system -- for its own sake and as a pipeline to a better life through what Illinois can do -- central to our priorities and deliberations and action items; build on existing relationships and forge new pathways of connection; and
- 3) Work with local community agencies and others (e.g., United Way, Champaign County Coalition, Authority of Champaign County, local sports bars, etc.) to train 500 community members in psychological first aid.

This pandemic has brought us unprecedented challenges. So, we are asking you to assist us in determining the best approaches to address these challenges. I only ask that your decisions and recommendations be guided by these core principles:

- Protection of the safety and health of our students, faculty, staff and local community
- Preservation of our land-grant missions of education, scholarship, service and engagement
- Processes that are transparent, open, consultative and respectful of our traditions of shared governance

As the first step of this process, I ask your team to coordinate with Mike DeLorenzo who chairs the Executive Steering Committee to identify some preliminary timelines and milestone goals for this first phase of planning.

As you know, there is both great urgency and great need for planning and actions, so I hope your team will begin meeting as soon as possible.

I thank you for your service as we navigate through this difficult time.

Sincerely,



Robert J. Jones
 Chancellor

Appendix B: Committee Subgroup Members

Subgroup 1: Design and Policies for the On-Campus Transition

Lead: Bill Bernhard, Vice Provost for Academic Affairs

Brian Farber, Executive Assistant to the Associate VC for Student Affairs/Director of Auxiliary Services

Bob Flider, Director, Community and Government Relations

Rachel Switzky, Director of Siebel Center for Design

Subgroup 2: Health and Safety Standards/Guidelines

Lead: Steve Anderson, Dean, School of Social Work

Jennifer Dillavou, Associate Vice Chancellor for Alumni Relations

Kevin Hamilton, Dean, College of Fine and Applied Arts

Connor Josellis, Student

Marty Kaufmann, Senior Associate Director of Athletics, External Relations

Subgroup 3: Framework for Public Engagement and Partnerships

Lead: Antoinette Burton, Director, IPRH

Jeff Brown, Dean, Gies College of Business

Tony Franklin, Associate Director, ACES/Extension

Jim Hintz, Associate Vice Chancellor, Student Success & Engagement

Pradeep Khanna, Associate Vice Chancellor for Corporate Relations and Economic Development

Subgroup 4: Access and Awareness through Technology and Communications

Lead: Gabrielle Allen, Associate Dean for Research and Research Education, College of Education

Bill Bell, Executive Director for Marketing and Communications, Grainger College of Engineering

Scott Genung, Deputy CIO IT Operations (ex officio)

Ruby Mendenhall, Assistant Dean, Carle Illinois College of Medicine

Brian Mertz, Communications Architect (ex officio)

Appendix C: DDDH Notice – Fall 2020 Event Guidance

This document was finalized July 31, 2020.

Please continue to check the covid19.illinois.edu website for the latest information and updates.

University of Illinois at Urbana-Champaign Restore Illinois Phase 4 – Revitalization Campus Meeting, Program & Event Guidance

This meeting, program and event guidance is intended to inform the safe planning and conduct of university-sponsored and university-hosted gatherings outside of academic instruction. It lays out minimum expectations for these meetings, programs and events, as applied from current and emerging recommendations of the [Centers for Disease Control and Prevention \(CDC\)](#) and [State of Illinois Department of Commerce Restore Illinois Plan Phase 4](#), specifically for “[Meetings and Social Events](#)”. [Intercollegiate Athletics facilities](#), [Recreational Sports facilities](#) (i.e. club and intramural sports) and [Outdoor Theaters](#) will follow the specific [State of Illinois Department of Commerce Restore Illinois Plan Phase 4](#) guidance for those venues.

Individual compliance with meeting, program and event expectations will be key to the health of not only attendees, but staff and the surrounding community with whom we share spaces. Convenings should only take place within State and CDC guidelines, and under circumstances that allow for identification and addressing of non-compliance by attendees.

In all matters this document sets out minimum expectations per current public health expertise, and is subject to change. The guidance will be reviewed regularly, and any updates will be communicated to campus as needed. Meeting, program and event organizers should pay attention not only to updates from the State and CDC, but from professional organizations and bodies attending to the health dimensions of the activities at hand across recreation, sport, entertainment, education, and more.

Virtual Events

Virtual events are the safest option during the COVID-19 pandemic and should be considered whenever feasible. Many on-campus venues have equipment available to use (some for a fee). Many classrooms have computers with Skype for Business and Zoom (can be used with any USB microphone/camera provided by the presenter) and some [rooms have an audio bridge](#) (no external microphone needed). Contact the Technology Services Help Desk for questions: (217) 244-7000 or consult@illinois.edu. The Center for Innovation in Teaching and Learning (CITL) offers staffed services for event recording or live streaming at any location on a first-come, first-served basis. CITL also offers presidential Teleprompters and captioning assistance. For more information about CITL Recording Services: <https://citl.illinois.edu/citl-101/online-strategy-development/IMR/event-recording-services>. If you plan to use your own equipment (even a phone) you are encouraged to contact the Designated Official for the facility to determine if any special setup is needed. Some livestreaming services (YouTube, Facebook live, etc.) may suspend your broadcast if there are copyright concerns.

If you plan to provide live and/or prerecorded meetings, programs, and events, you should consider [accessibility issues](#). All public events, should include the following language: "If you will need disability-related accommodations in order to participate in this program/event, please contact (name, host department) at (phone number, e-mail). Early requests are strongly encouraged to allow sufficient time to meet your access needs." The following links to CITL provide information on options for captioning: <https://citl.illinois.edu/citl-101/online-strategy-development/IMR/event-recording-services/captioning>

Indoor Meetings, Programs, and Events

This guidance is best suited for indoor meetings, programs, and events with fixed seating or limited movement/interaction between attendees. Meetings, programs and events that would include more movement/interaction between attendees should follow this guidance at a minimum but also should enhance safety protocols associated with increased risk (e.g., more than 6-ft. distance between attendees, additional barriers between attendees, or not host an event that increases the level of movement/interaction, etc.).

The State of Illinois allows meetings, programs and events that are limited to the lesser of 50 persons OR 50% of the overall room capacity. No meeting, program or event over 50 individuals is allowed in the same room (not counting facility event staff). However, based on room design, the room may only be able to accommodate less than 50% of normal overall room capacity in order to adhere to physical distancing, especially for movement within the room. The Designated Official responsible for the space for the meeting, program or event will determine if all applicable guidelines and requirements are being followed. The Designated Official may require additional safety protocols based on the nature of the meeting, program or event. The Designated Official must approve the Safety Management Plan before any event can take place.

Multiple groups of 50 or fewer are permitted at once if:

- Facilities allow for social distancing of groups;
- Groups meet in separate rooms during the meeting or event, subject to a maximum capacity of 50 persons in each room and maximum occupancy standards to meet distancing in each room are met;
- Event start/end times are staggered to discourage interaction; and
- Groups are static for duration of the meeting or event.

If the event includes multiple sessions, participants should remain in one room, and speakers/ presenters should rotate between rooms or be digitally displayed (e.g. projected, livestreamed) in multiple rooms.

The room setup should allow for at least 6-ft. of physical distancing between individuals and should be maintained by attendees during the meeting, program, or event. Any seating should be pre-set to ensure physical distancing and signage should be placed to indicate which seats should not be used. Facial covering of the nose and mouth is required for the duration of the meeting, program and event, with the exception of eating or drinking (See *Food Service*). Objects should not be shared by attendees unless sanitized between each individual use. Signage should be used as reminders about face coverings, physical distancing, handwashing, and navigation directions to avoid clustering. Attendees should be encouraged to conduct a personal health assessment prior to attending a meeting, program, or event and not attend if experiencing any [COVID-19 symptoms](#). Upon entrance to the meeting, program or event, attendees should confirm they are not experiencing any [COVID-19 symptoms](#). Attendance tracking is required to assist with contact tracing, if needed. The event organizers should maintain a list of names, emails, and phone numbers for all meeting, program or event attendees. This list should be held by the event planners for at least 30 days after the meeting, program or event and will only be requested for COVID-19 contact tracing.

Individuals staffing an event are required to wear facing coverings and maintain at least 6-ft. of physical distance from attendees as possible. Facility/Event staff and/or host volunteers should be assigned to monitor and enforce safety protocols (i.e. face coverings compliance, physical distancing, etc.). Here is information on reservable indoor spaces scheduled by Facility Management and Scheduling with new capacity limits based on fixed seating setup: [Facility Management and Scheduling Indoor Space](#). For information about spaces not scheduled by Facility Management and Scheduling, contact the [specific venue](#).

Facility/Venue Responsibilities

Facilities with event staff will be responsible for the following, but could be assisted by the event host staff or volunteers:

- Signage at entry with face covering requirements, social distancing guidelines, cleaning protocols, and any reduced capacity limit, in multiple languages as needed.
- Promotion on websites and digital ticket purchasing sites of face covering requirements, social distancing guidelines, cleaning protocols, and any reduced capacity limit, in multiple languages as needed.
- A minimum 6-ft. space allowance between occupied workstations or if not practical, an impermeable barrier between workstations.
- Limiting congregation during entry/ exit and throughout the duration of the meeting, program or event.
- Cleaning and disinfecting common areas (e.g., restrooms) and surfaces which are touched by multiple people (e.g., entry/exit doorknobs, stair railings) frequently; every 30 minutes recommended for high-traffic areas.
- Cleaning and disinfecting occupied tables and seats between use by different groups or parties, and again at closing time.
- Cleaning and disinfecting audio-visual equipment, including any buttons, displays, props, microphones, podiums, photo booths and other customer-facing equipment after each use.

Outdoor Meetings, Programs and Events

The State of Illinois allows meetings, programs and events that are limited to the lesser of 50 persons OR 50% of the overall room capacity. No meeting, program or event over 50 individuals is allowed in the same defined outdoor space (not counting facility event staff). However, based on outdoor space dimensions, the space may only be able to accommodate less than 50% of normal overall capacity in order to adhere to physical distancing, especially for movement within the room. The Designated Official responsible for the space for the meeting, program or event will determine if all applicable guidelines and requirements are being followed. The Designated Official may require additional safety protocols based on the nature of the meeting, program or event. The Designated Official must approve the Safety Management Plan before any event can take place.

The space setup should allow for at least 6-ft. of physical distancing between individuals and should be maintained by attendees during the meeting, program, or event. Any seating should be pre-set to ensure physical distancing. Facial covering of the nose and mouth is required for the duration of the meeting, program and event, with the exception of eating or drinking (See *Food Service*). Objects should not be shared by attendees unless sanitized between each individual use. Signage should be used as reminders about face coverings, physical distancing, handwashing, and navigation directions to avoid clustering. Attendees should be encouraged to conduct a personal health assessment prior to attending a meeting, program, or event and not attend if experiencing any COVID-19 symptoms. Upon entrance to the meeting, program or event, attendees should confirm they are not experiencing any COVID-19 symptoms. Attendance tracking is required to assist with contact tracing, if needed. The event organizers should maintain a list of names, emails, and phone numbers for all meeting, program or event attendees. This list should be held by the event planners for at least 30 days after the meeting, program or event and will only be requested for COVID-19 contact tracing.

Individuals staffing an event are required to wear face coverings and maintain at least 6-ft. physical distance from attendees as possible. Facilities/Event staff and/or host volunteers should be assigned to monitor and enforce safety protocols (face coverings compliance.). Here is information on reservable spaces scheduled by Facility Management and Scheduling: [Facility Management and Scheduling Outdoor Space](#). For information about spaces not scheduled by Facility Management and Scheduling, contact the [specific venue](#).

Food Service

Existing university catering and food handling safety policies apply. In addition, if food is offered at any meeting, program or event, it should be individual servings (e.g., pre-made plates, pre-packaged boxes or bags) for each attendee. Food should not be served as a buffet or family-style meal. Use of disposable food service items (e.g., utensils, dishes) is recommended. Consider the safety of individuals with food allergies. Provide hand-washing options and/or hand sanitizer for attendees.

Safety Management Plan

A *Safety Management Plan* is required for all campus departments and external groups, including Registered Student Organizations. The *Safety Management Plan* should include the following:

- Meeting/Program/Event Name
- Meeting/Program/Event Date/Time
- Meeting/Program/Event Location
- Name of Department(s) or Organization(s) Sponsoring the Meeting/Program/Event
- Name and Contact Information of Person Responsible for the Meeting/Program/Event
- Meeting/Program/Event details (i.e. speaker, performer, what activities will take place)
- Anticipated Attendance (If this is a drop-in or rotation event, provide a total overall and maximum attendance at one time).
- Description of Safety Protocols (face covering requirement, space setup description, staffing, plans for ensuring the safety of attendees, including social distancing, signage, seating, entry and exiting, etc.)
- Will this event have a virtual component?
- Catering/Food Service plans, including contact information for the caterer.
- Plans for registering attendees, tracking actual attendance and maintaining the attendance list.

External Guests

External guests are expected to comply with all applicable university and facility policies and guidelines in order to be able to reserve space or attend meetings, programs and events on campus. In addition, external meeting, program or event planners will be required to submit a *Safety Management Plan* to the appropriate facility coordinator/Designated Official. The *Safety Management Plans* will be reviewed and changes may be required by the facility's Designated Official to ensure compliance with this *Meeting, Program, & Event Guidance*. Designated Officials may limit external guests from reserving space or attending meetings, programs and events as long as any limitation is consistently applied.

Registered Student Organizations (RSO)

Registered Student Organizations are encouraged to conduct business meetings virtually. Registered Students Organizations (RSO) must request space via the [Student Engagement Office \(formerly RSO Office\)](#). Organizations that are in good standing will be able to request space on campus for meetings, programs and events. A *Safety Management Plan* must be submitted and will be reviewed as a part of the space request process. The proposed plan will be forwarded to the facility coordinator/Designated Official with the approved space request. The *Safety Management Plans* will be reviewed and changes may be required by the facility's Designated Official to ensure compliance with *Meeting, Program, & Event Guidance*. The Designated Official must approve the Safety Management Plan before any event can take place.

During Phase 4, the Student Organization Resource Fee (SORF) will not fund travel for students/student organizations. Other campus units (colleges, office, departments, etc.) are discouraged from providing travel funding for student organizations unless there is a compelling case that the travel is related to academic enrichment and it is in compliance with overall travel guidance/policies for campus. The Student Engagement Office has additional

information and resources to assist student organizations. Please note that space on campus may be limited due to academic, administrative department, and cleaning needs.

Off-Campus Events

Any university-sponsored and university-hosted meeting, program or event should follow these university meeting, program and event guidelines. If a local jurisdiction where the meeting, program or event is taking place has additional safety protocols beyond this university guidance, then local safety protocols should be followed. If a local jurisdiction where the meeting, program or event is taking place has fewer safety protocols than these university guidelines, then these university guidelines should be followed. For example, an event is taking place in St. Louis, MO. If St. Louis does not have a face covering requirement, meeting attendees are still required to have a face covering per these university guidelines. This expectation also applies to Registered Student Organizations.

Contracts

If entering a contract as part of a meeting, program and/or event, the following should be considered:

Contracts often contain a boilerplate force majeure clause that will allow a party to delay performance (or possibly cancel the contract) due to events that are outside the parties' control and that were unexpected. The effect of the clause is to excuse a party's failure to performance so that it does not constitute a breach of the contract. It is generally a good to have a force majeure clause, but the parties should think about how it will operate in reality and make sure it says what they want it to say. A separate COVID-19 clause also might be helpful because the COVID-19 pandemic is no longer an unexpected occurrence but is a known factor in a transaction. You should discuss the force majeure clause with the contracting office involved in the specific transaction. Here are sample clauses:

FORCE MAJEURE THAT INCLUDES PANDEMICS

FORCE MAJEURE. A party shall be excused from liability for its failure or delay in performance of any obligation under this contract due to an event beyond that party's reasonable control, including but not limited to acts of God, fire, flood, explosion, earthquake, or other natural disaster, war, civil unrest, strike or labor disturbance, acts of government, such as government-declared disaster, pandemic or public health emergency, or any other event that renders the party's performance impossible or illegal. Such excuse from liability shall be effective only to the extent and duration of the event causing the failure or delay in performance and only if the party has not caused the event to occur and continues to use diligent, good faith efforts to avoid the effects of the event and to perform the obligation if possible. The party claiming force majeure must give notice to the other party promptly upon becoming aware of the event. Notwithstanding the foregoing, if the event of force majeure extends beyond [TIME PERIOD] or is reasonably expected to extend beyond the performance period, either party may terminate this contract by written notice to the other party, with the consequences of such termination as if this contract had expired by its terms.

SPECIAL ADDITIONAL CLAUSE FOR COVID – 19

COVID-19 Clause. The parties expressly acknowledge that they are entering into this Agreement during the COVID-19 pandemic ("Pandemic"). If either party determines that its performance has become impossible, illegal, or commercially impracticable because of the Pandemic, that party shall promptly notify the other party that it is invoking this COVID-19 Clause. "Commercially impossible" means that the performance of obligations has become extremely burdensome or unreasonably expensive. "Because of the pandemic" includes but is not limited to: government quarantine or stay-at-home restrictions, government-imposed limits on venue or site capacity, or COVID-19 infection of critical personnel of either party. Pursuant to this COVID-19 Clause, either party may cancel with xxxx days' notice without liability for any damages arising from the cancellation and without any right to refunds of deposits or sums already paid. Alternatively, each party will use its good faith efforts to reschedule the event or to renegotiate and amend the terms of this Agreement to reflect the changed circumstances.