

FLORIDA ATLANTIC UNIVERSITY™

OFFICE OF THE PROVOST

Academic Affairs COVID-19 Recovery Planning Committee Final Recommendations

June 19, 2020

Overview

After unprecedented disruption of the Spring 2020 semester due to the global COVID-19 pandemic, the faculty and staff of Florida Atlantic University (FAU) have taken appropriate steps to transition to remote delivery for all instruction and most business operations. The health and safety of students and employees has been of paramount concern for the university. While eager to once again provide students with on-campus instruction and enriching experiences, the university is committed to doing so in a safe and carefully-planned fashion.

On May 5, 2020, FAU Provost and Vice President for Academic Affairs, Dr. Bret Danilowicz, charged the *Academic Affairs COVID-19 Recovery Planning Committee* with developing recommendations for how to appropriately reopen teaching spaces (classrooms and laboratories) when the university welcomes its students back to its campuses. Working closely in conjunction with FAU's Emergency Operations Team (EOT), this *ad-hoc* committee of both faculty and staff members included representatives with a diverse array of backgrounds and expertise such as public health, environmental controls, and logistics planning.

Committee Members

- **Terry Adirim, MD, MPH, MBA**, Professor, Chair of Integrated Medical Science, and Senior Associate Dean, Charles E. Schmidt College of Medicine (public health specialist)
- **Karethy Edwards, DrPH, APRN, FNP-BC**, Professor and Associate Dean, Christine E. Lynn College of Nursing (public health specialist)
- **Daniel Meeroff, PhD**, Professor and Associate Chair of Civil, Environmental, and Geomatics Engineering, College of Engineering and Computer Science (environmental/engineering controls)
- **Jesse Saginor, PhD, AICP**, Associate Professor and Associate Dean, College for Design and Social Inquiry (space use and logistics planning)
- **Desmond Gallant, MFA**, Associate Professor and Director of the School of the Arts, Dorothy F. Schmidt College of Arts and Letters (public and performing arts planning)
- **James Capp, PhD (chair)**, Assistant Provost for Academic Operations and Planning, Office of the Provost (space oversight academic affairs, EOT member)
- **Frank Novembre, PhD**, Biological Safety Officer/Public Health Officer, Department of Environmental Health and Safety, Division of Administrative Affairs (EOT member)
- **Jaeson Weber, MA (ex-officio)**, Director, Department of Emergency Management, Division of Administrative Affairs (EOT member)

Committee Charge

Combined with guidance from various agencies of the federal government and the State of Florida, as well as FAU's own executive leadership team and EOT, the following document serves as a set of recommendations with which the academic leadership can use to refine plans for the resumption of on-campus academic operations. Specifically, Provost Danilowicz charged the committee with reviewing and recommending best practices for reopening campuses in terms of classroom protocols, lab-specific concerns, logistics/traffic flow, as well as special considerations for the performing arts disciplines.

The committee proposes the following guiding principles to be consulted when developing more specific academic plans for the duration of this public health crisis:

1. **Containment** - to avoid community spread of COVID-19 on FAU campuses, minimize exposure *via* face-to-face contact whenever feasible.
2. **Mitigation** - if an academic program critically needs face-to-face contact, then participants should take special precautions to follow [the Center for Disease Control \(CDC\) recommendations for personal protection](#).
 - a. Frequent handwashing – avoid touching face with unwashed hands
 - b. Physical distancing – maintain 6 feet from others, no gathering in groups
 - c. Face coverings – everyone should wear a cloth face covering in public
 - d. Clean and disinfect spaces – especially frequently-touched surfaces
 - e. Monitor symptoms – including fever, cough, or shortness of breath

As such, recommendations contained within this report are intended to supplement and operationalize FAU's current university-wide COVID-19 Recovery Plan and the Health and Safety Plan. While those important documents provide broad standards to promote a safe reopening process, the recommendations below strive to acknowledge the specific contexts of instruction as it occurs in a variety of disciplines and formats across our campuses.

Classroom Protocols

Reducing classroom capacities

Importantly, setting precise standards to ensure social distancing for COVID-19 mitigation is a point of contention for many different types of organizations that are proceeding with reopening. The Occupational Safety and Health Administration (OSHA) and agencies within the State of Florida have released guidelines that are largely at the macro-level. The CDC's [Considerations for Institutes of Higher Education](#) categorizes even small class meetings with at least 6-feet of social distancing and not sharing equipment as a medium-grade "more risk." What this translates to in terms of classroom capacities is yet to be defined.

One current obstacle is the lack of clear, specific guidelines at this time at a micro-level. Establishing standards for classroom occupancy is a moving target, so the committee

recommends to proceed conservatively and to only relax protocols if additional specific guidance from the appropriate federal and state health and safety agencies becomes readily available.

For example, [the US Fire Administration has shared the following considerations](#) for setting capacity in light of the need for social distancing due to COVID-19:

One way of converting the CDC's 6-foot separation criteria to occupant load is to simply calculate the area of a circle with a radius of 6 feet, which is equal to approximately 113 square feet per person. This represents a conservative approach that accounts for instances when people might be standing along a wall or might not be standing in the center of the circle.

The committee recommends the university rely on broad variable standards, as long as those standards are strictly enforced. For example, in order to develop unique occupancy rates for classrooms, in-depth analysis would need to be conducted to consider whether there is a fixed podium or other structures in the classroom that may impact the net square footage for desks to determine student capacity. Instructors and students are actively refining their Fall 2020 term course schedules. The university could use broad standards to provide them with clearer ideas of class sizes now, rather than conducting unique analyses for each room. While current building and fire codes mandate a minimum of only 20 square feet per person, FAU classroom capacities already provide for more social distancing than this minimum. Adjusting the caps to only half of the current standard would only provide for a little more than 6-foot separation in two directions.

Again, even in a standard lecture-based classroom setup where participants all face the same direction, dynamic factors must be considered, such as design for egress and regular circulation. The committee therefore recommends implementing carefully-reduced classroom capacities that reflect the nature of student seating in each particular space (e.g. moveable or fixed chairs).

In an effort to proceed as cautiously as possible, the committee recommends the following for the duration of this public health crisis:

- **Reduced class sizes of 25% of regular capacity for rooms with moveable student seating**, including teaching labs, to provide for a minimum of 80 square feet per person
- **Reduced class sizes of 20% of regular capacity for rooms with fixed student seating** to provide for a minimum of 100 square feet per person

Managing classroom flow

Even with adjusted capacities, classroom flow will be a major issue, especially for spaces that only have one available entrance. For all classrooms, additional social distancing measures will be needed to ensure minimal contact, especially if desks cannot be located six feet apart from other desks. The CDC currently recommends institutions of higher education consider modifying

classroom layouts by actively spacing desks apart or blocking off seats and rows so that six-foot distancing is mandatory. [OSHA also encourages all workplaces](#) to consider providing physical barriers, such as plastic and glass screens, or physical guides in areas where queueing or congregating occurs.

The following measures are recommended for consideration:

- For classrooms that have two entrances, one entrance can be designated as an entrance and the other as an exit.
- Depending on room orientation, the door closer to the front of the classroom should be enter only, and the door to the back should be exit only.
- If both doors are in the front, one can be designated as entrance and the other as exit.
- Consider crowding due to multiple adjacent rooms being scheduled at the same time.
- Stagger scheduling to avoid too many rooms being occupied simultaneously.
- Remove desks or, if not feasible, physically block off seats to provide 6-feet spacing.
- Seats should all face the same direction whenever feasible.
- Develop mechanisms for students to rotate attendance between on-campus and remote learning in order to comply with reduced room capacities.
- May need to assign seats and have seating charts to minimize lines from forming and for the purpose of tracking should a student test positive for COVID-19.
- Plan class breaks to avoid overcrowding and queues from forming, so that students who are visiting vending areas or restrooms can maintain physical distancing.
- Instructors should dismiss students individually until students understand the process.
- Consider providing physical barriers, such as plastic or glass screen, at podium.
- Have decals/signs delineating six-foot intervals leading to podium along the front of the classroom for students waiting to discuss anything with instructors.

Classroom cleaning and disinfection

Cleaning and disinfection are core components of maintaining healthy classrooms. The CDC [Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#) recommends that institutions create plans for “frequently touched objects and surfaces that will need routine disinfection following reopening,” adding that “more frequent cleaning and disinfection may be required based on level of use.” Included in the lists of items that will need frequent disinfection are “door handles, desks, phones, light switches, and faucets.” The CDC also states that “certain objects,” especially shared objects, “should be cleaned and disinfected before each use.”

At FAU, the Health and Safety Plan stipulates how such federal guidance is implemented in practice. For instance, the FAU plan outlines that “classrooms will require a wipe down of high contact surfaces in between classes at a minimum and will be conducted by each class” and that “students should wipe down their desks upon entry into the room.” Additionally, the university’s plan notes that classrooms “will be professionally cleaned by the approved FAU vendor using an

approved protocol at least once per day.” These practices align with the CDC guidance that organizational-level planning should reflect how COVID-19 mitigation is a shared responsibility.

The committee recommends that the university require custodial teams to clean all frequently-touched surfaces in classrooms and labs between use. Understanding scarcity of resources and the practical difficulty of cleaning so many large surfaces in so many buildings multiple times per day, the university could explore creative solutions beyond FAU’s historical vendor model. While the recommendation is for professional custodial teams to clean frequently-touched objects and surfaces between use, if faculty members and students participate in cleaning their own work surfaces, these individuals should first receive appropriate training regarding COVID-19 prevention and safety protocols.

When possible, equipment should be assigned to students or instructors for the duration of the semester in order to minimize the need for disinfecting shared objects. This includes electronic equipment such as lapel microphones, which will become an essential component of any video streaming solution for instruction. Similarly, sharing books or other materials should be discouraged and instructors should develop mechanisms for assignment to individual students.

Cloth masks and/or face coverings in the classroom

Anyone participating in on-campus instruction – including faculty members, teaching assistants, and students – should wear cloth face coverings at all times when in any academic building and especially in the classroom. While special accommodations may be necessary for students with hearing impairments, cloth masks or face coverings should not be lifted unless under an additional clear face shield.

Professional Health Programs

Specific exceptions to physical distancing protocols should be made for professional health programs in accordance with their own guidelines for clinical education and skills-based lab instruction. For example, the Charles E. Schmidt College of Medicine and the Christine E. Lynn College of Medicine have approved detailed plans for resuming experiences that require closer contact while still using appropriate clinical-grade face shields or masks. These programs are also taking precautions to ensure appropriate supervision in a variety of learning environments, including classrooms, labs, and off-site clinical placements.

Lab-specific Concerns

Instructional considerations for teaching labs

Teaching labs are important opportunities to engage students. The institution should strive to provide access to such hands-on activities only if physical distancing and personal protective equipment (PPE) are strictly mandated. As noted earlier, the committee recommends to reduce capacities by 25% for rooms with moveable seating, including teaching labs, to account for safe

spacing during instruction. Occupancy limits should be posted and reviewed prior to reopening. If countertop protective shields are necessary, they should not be used to artificially reduce or circumvent the percent reduction for safe spacing/density.

To account for 20-25% capacities, faculty should consider rotated, staggered lab sessions over multiple periods (e.g. one 3-hour lab session may need to be replicated 5 times to accommodate all students). Faculty might consider mitigating this extra contact time by using recorded demonstrations, virtual simulations, at home kits, etc. without reducing the content or student outcomes. For example, some engineering fluids lab experiments or some basic chemistry lab experiences can be done at home with common household/kitchen items.

Faculty should consider investigating whether curricula of lab classes, particularly introductory lab classes, can be broadened to allow for qualitative assignments or experiences that are related more to concepts than specific techniques or instruments. Specifically, ACS.org, labster.com, and others have virtual chemistry, anatomy/physiology, biology, engineering, physics, and medicine desktop simulations for experiments such as pipetting, titrating, materials testing, PCR, spectroscopic techniques, and more, so that students can have a meaningful lab experience without physically using the instrument. It is recommended to consider substituting any hazardous materials required to conduct in-person lab experiences, particularly if reactive with common mask materials.

If departments choose to offer multiple versions of smaller sections, this will put pressure on lab assistant time (10-hour or 20-hour per week positions) and faculty supervision time constraints. Faculty members could be consulted for approaches to maximize the existing (and minimize any additional) teaching assistant resources while still delivering essential course outcomes.

If group work is required, particularly if there are not enough lab stations to accommodate those sections with higher enrollments, faculty members should consider if all or some fraction of group members must be present in the lab at the same time, since group work can still occur in virtual environments for analyzing data and preparing the lab reports. Lastly, academic programs may consider assessing student learning outcomes related to prerequisite skills needed for subsequent coursework and adjust accordingly.

Logistical considerations for teaching labs

It is recommended for faculty to clearly articulate the check-in, in class, and check out/exit procedures. With respect to personnel movement, whenever possible, there should be a one-way traffic pattern. For check-in, the procedure should consider how students satisfy the entry protocol (e.g. symptom checks, PPE checks, hand sanitizing checks, etc.). There should be 6-foot markings at the entrance to allow for queuing safely. Door handles should be wiped with disinfectant in between each use, or else hands-free, motorized doorways should be explored. Once students have satisfied the entry protocol, one option is to have students file in to the lab room with the first student assigned to the farthest station and proceeding in order to the nearest

station to the door. Each student entering should be assigned a number to a lab station with all items pre-placed on the work space.

During the lab, the traffic pattern should be clearly marked so that each student can move safely in between stations. If fume hoods are going to be used, they should be limited to one person at a time. Finally, an exit pattern should be established to allow for the first student who completes the lab work to be the first one out, and so forth, or another option could be for the student nearest to the door to be the first one out, such as with airplane disembarking. After each lab session, students should use wipes to disinfect their workspaces and then place the equipment and materials in the pre-lab position to prepare the experimental set up for the next group of students. The instructor or teaching assistants should verify that this is completed before initiating any student exit procedure. Sufficient time should be allotted in between sessions to allow for disinfection of stations, high-touch areas, and shared work spaces.

PPE requirements (face coverings, safety goggles, gloves, lab coats) for teaching labs

As noted previously, the CDC advises against sharing objects without cleaning between use. Furthermore, objects that are essential to lab-based instruction, such as some PPE, may be difficult to disinfect. Sufficient PPE must be available to each student, or occupancy limits will need to be reduced to match current inventory of supplies.

The committee recommends that face coverings be required for working in all labs. Students, instructors, and teaching assistants will need to provide their own facial coverings as described in FAU's Health and Safety Plan. Students should be given the option to provide their own PPE (particularly masks, safety glasses, and lab coats) so they can take personal responsibility over their own safety, as long as it meets or exceeds the minimum requirements for PPE provided to other students.

Specific considerations for different types of PPE:

- Preferably, students would be assigned any safety glasses or face shields for the duration of the term. If sterilization cabinets for safety glasses are shared, the committee recommends to have the university's EHS department inspect those cabinets and complete a sterilization control check to ensure they are working properly.
- Most labs do not have laundry services for lab coats, so steps should be taken to ensure that students have access to their own individual coats. Likewise, students would be responsible for personally cleaning them.
- Glove station procedures should be revised to discourage any queuing or crowding.

Protocols for human subjects in teaching labs, including any Institutional Review Board (IRB) and Environmental Health and Safety (EHS) requirements, should include a COVID-19 amendment, which should be reviewed prior to reopening the particular teaching labs. Essential field experiences must maintain physical distancing guidelines. Faculty may explore replacing field trips with virtual field recordings. Field sampling can be adjusted as needed.

Logistics and Traffic Flow

A majority of issues related to logistics and traffic flow within academic buildings can be addressed most easily by requiring people to wear face coverings, strict physical distancing, and emphasizing the importance of not overcrowding certain areas, such as elevators and bathrooms, *via* signage. Additionally, the easiest way to minimize bottlenecks is to stagger the location and limiting the number of rooms used on each floor/building. These recommendations provide passive methods that can facilitate on-campus instruction for the duration of the pandemic.

Understandably, staggering of locations and times will not always be feasible. A more prescribed plan for logistics and traffic flow management may be necessary if the university must schedule students together in a particular floor of an academic building. This is especially true if the schedule develops to the point where a critical mass of more than 50 students might begin to congregate without sufficient space to physically distance themselves.

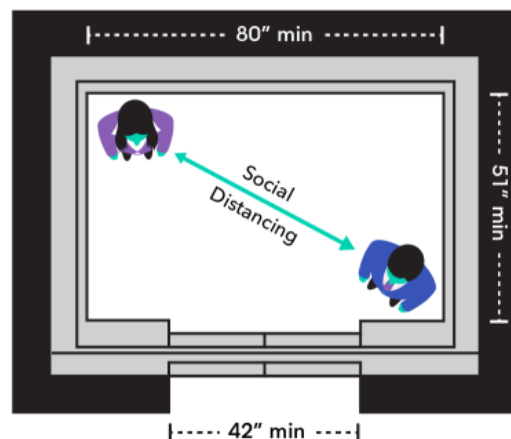
Guidelines from state and federal agencies are broad at this time, intended for adaptation by a variety of organizations and stakeholders. Accordingly, the recommendations below on managing traffic flow for stairways and hallways may be considered to supplant the lack of clear COVID-19 mitigation techniques for academic buildings. Under most circumstances, if the university develops ways to manage traffic levels such as staggering locations and times of classes, then the specific recommendations would not be needed.

General recommendations on circulation

Elevators

- FAU should strongly emphasize that overcrowding needs to be avoided.
- Use signage inside elevator to delineate how to promote physical distancing

Elevator Distancing



Note: One example of a passenger elevator that's compliant with federal accessibility law, demonstrating that social distancing between two workers is theoretically possible.

Source: United States Access Board

Bloomberg Law

Stairways

If staggering of locations and class meeting times is not possible:

- Limit entry points and designate one-way stairways for entering and exiting buildings. The National Fire Protection Association guidelines stipulate that stairwells can be designated based on building/floor layout, but special signage should clarify that the one-way protocols do not apply in case of an emergency.
- The steps closest to the central entrance should be designated as the entering staircase, with other staircases as exiting.
- Signage will likely be required at floor and eye level to reinforce the one-way nature of certain areas. Floor decals are only marginally effective.
- Some staircases are not conducive to social distancing, which is why staircases may need to be viewed as one-way only, to minimize the likelihood of infection.

Hallways

If staggering of locations and class meeting times is not possible:

- Ground-level arrows and eye-level signage to designate flow. Hallways will largely need to be one-way to the greatest extent possible, but special signage should clarify that the one-way protocols do not apply in case of an emergency.
- The one-way recommendation may obviously become problematic when moving people to and from bathrooms and other high-traffic areas. Accordingly, appropriate physical guides and signage may be necessary to avoid overcrowding.
 - Eye-level signage is important, as ground-level arrows are only marginally successful in places such as grocery stores, without any strict enforcement.
 - Decals or something similar that can be removed when no longer needed.
 - Space out decals at six-foot intervals to encourage appropriate physical distancing as well as one-way circulation.

Implications for traffic flow

Due to space constraints, specific buildings will require resolving bottlenecks where stairs, elevators, and high-traffic areas converge, especially when there is minimal open space to accommodate multiple pedestrian flows and ADA compliance. Additional considerations should be made for high-traffic areas due to heavy circulation in relation to the classrooms, such as restrooms, department offices, academic advising offices, and related non-classroom uses.

Performing Arts

The visual and performing arts act as building blocks of a community, providing experiences for individuals to develop skills in cooperation and collaboration, interpersonal relationships, creative thinking, and divergent problem solving. Through the process of artistic interaction, the

visual and performing arts help build community, foster mutual respect, celebrate diversity, and remind us all of our human connection. With this in mind, the committee and stakeholders from the respective academic programs agree that an exclusively virtual or remote learning experience is not feasible for even a minimally effective learning experience. This applies to all practical courses, rehearsals, and performances.

While most courses not involving the application of learned skillsets can be taught in a virtual or hybrid manner, the practical courses will need to be conducted in-person. The inherent latency of video communication (regardless of technological platform) makes real-time performances impossible for music, theatre, or dance. Departments are already devising ways of rehearsing with large and small ensembles so as to provide the best learning experience possible while making safety and health a priority, as noted below.

Large instrumental and choral ensembles could rehearse and perform in outdoor venues, as COVID-19 transmission has shown in at least one study to be 20 times higher indoors than outdoors. As such, outdoor options should and will be considered for large band ensembles such as the FAU Marching Owls and the FAU Wind Ensemble. These could include both amphitheaters at the Dorothy F. Schmidt College of Arts and Letters and the Schmidt Family Complex for Athletic and Academic Excellence, as well as various outdoor FAU green spaces.

Additionally, indoor rehearsals and concerts could consider larger venues such as the Carole and Barry Kaye Auditorium or other off-site venues when appropriate. University Theatre, which normally accommodates approximately 50 performers at once, would have reduced capacity for 28 performers with adequate physical distancing (assuming the university is permitting crowds of this size to gather). Larger groups – such as the FAU Wind ensemble (50 members), the FAU Women’s Chorus (40 members), and the University Chorus/Scholar Cantorum of Florida (50-60 members) – will require a reduction in members or to dividing into two smaller groups to rehearse or perform at the same time. Even for smaller ensembles – such as the FAU Chamber Singers (25 members) and ¡Cantemos! (15 members) – regular rehearsal spaces such as AL 219 would not be large enough to accommodate these groups, and the above-referenced spaces should be considered for rehearsals.

For instrumental musicians, the instrument acquisition plan will be strategically altered to include the purchase of a new piccolo and euphonium for two studios, additional mouthpieces for saxophones, whereas the tubas used for marching band in Fall 2020 can be repurposed for the Spring 2021 semester. In terms of instrument cleaning, hygiene procedures implemented in Spring 2020 will continue, including increased exterior sanitization. Interior sanitization cannot be guaranteed short term, so instruments will be stored for a minimum of 3 weeks before being played by someone else.

For brass and woodwind instruments, a recent study done with the Vienna Philharmonic showed that droplet dispersal from woodwind and brass instruments was not much different than someone simply sitting and breathing in a room. Each musician with a spit valve instrument will be required to bring, remove, and clean a small personal container into which

they are to empty their instruments. This will reduce the risks associated with saliva being dumped onto the performance floor.

For vocal performers, evidence seems to suggest that saliva droplet dispersal may be greater while singing and loudly talking. In addition to other regularly employed precautions, face shields and physical distancing beyond even 6-feet may be required.

For large theatre or dance ensembles, productions and concerts of 25 performers or more would be suspended until guidance from the state and university permits larger groups to gather. For productions of 15-25 performers, assuming the university is allowing crowds of such size to gather, strict 6-foot physical distancing will be enforced and spaces such as the Studio 1 Theatre and Student 2 Theatre (AL 102) could accommodate the groups for rehearsal.

Performances on Campus

All indoor performance venues should comply with appropriate physical distancing protocols. Currently, the Dorothy F. Schmidt College of Arts and Letters proposes 33% reduced capacity to enable 6-foot spacing between parties as follows:

- University Theatre (500 Seats) - New capacity 165 patrons
- Studio 1 Theatre (155 Seats) - New capacity 52 patrons
- Studio 2 Theatre (75 Seats) - New capacity 25 patrons
- Other spaces will not allow groups of more than 10 people

Additionally, the first three rows of seats in each venue would not be sold to maintain distance between performers and audience. In terms of lobby procedures, in-person box office sales will be suspended and all sales will be online. Physical distancing signage will be installed. Ushers at theatre entrances will require members of the public to use hand sanitizer upon entrance, and trash cans will be available for disposal of paper tickets and hand wipes.

All frequently touched areas will be disinfected no more than 1.5 hours prior to opening, as well as before intermission. Objects targeted for disinfection include handles of doors, handrails in the theatres, restroom areas after each performance, and all seating (prior to house open only).

Backstage and in restricted spaces, all high traffic and frequently touched areas will be wiped down 1 hour prior to the performance call (or report time) for students. These include door handles, light switches, keyboards and mice used in connection to computer equipment. Dressing room counters will be sanitized at least daily, and all skin contact items shall be laundered nightly with appropriate soap and water to insure cleanliness. Each communication headset device will be labeled for exclusive individual use, with ear pads and microphone pads being sanitized at the beginning and end of each shift.

All event crew and performers shall be required to undergo a screening prior to entering for work. This includes, but is not limited to, faculty, staff, and students engaged in the event. Based on the phase of the opening, this means that anyone entering a protected backstage

area will be screened prior entering the premises for symptoms. Either a university-provided app or self-assessment tool could be used.

Unless in front of the audience or making a direct entrance/exit to the audience, all event crew members and performers should wear a face covering during all activities. It is recommended that the venue conduct touchless thermal thermometer checks of all event crew members and performers prior to entering the restricted area. Anyone with a temperature of above 100.5 will be sent home. If a crew or performance member is sent home due to screening requirements, this person cannot return to the protected area without following the university's approved criteria for returning to work.

For co-curricular activities, such as the marching band and other performance-based student groups, faculty advisors and their supervisors should approve appropriate plans to limit the size of groups when rehearsing and performing. Outdoor spaces are encouraged to mitigate COVID-19 spread and promote safe practices among our students and faculty.

Conclusion

Across the nation, specific guidelines regarding universities reopening in Fall 2020 (and for the duration of this public health crisis) are major works-in-progress. These recommendations can serve, when appropriate, as guidance when specific federal or state-level guidelines are not specific or clear. As more specific guidelines are established, most likely at the state and federal levels, these recommendations would need to be adjusted to ensure conformity and compliance. COVID-19 mitigation is a matter of personal responsibility, and individuals will all need to play their own important roles to protect our campuses from community spread of this novel virus.