NJIT

Pandemic Recovery Plan

Office of the Provost

Contents

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Introduction

The COVID-19 pandemic has disrupted daily life and introduced uncertainty about the future. We hope to reopen in the fall to "business as usual" but must prepare for all possibilities. These include the potential for a long tail to the current wave of infections, a new wave of infections recurring sometime in the fall, or ongoing infections lasting into the winter. We may also be subject to any range of state-mandated orders to close or accommodate some degree of social distancing.

Developed by the Office of Planning and Accreditation under the Provost, the Pandemic Recovery Plan (PRP) describes how we can continue to fulfill our mission in education, research, economic development, and engagement while ensuring the safety and well-being of our campus community. It highlights aspects of normal university operations that must be adjusted to accommodate a flexible social distancing response to the ongoing pandemic. The PRP includes a proposal for delivery of the academic curriculum and recommendations to improve preparedness in other areas. All proposals to flexibly adjust to social distancing must be implemented quickly for us to offer a measure of stability for our students, faculty, and staff in fall 2020. Specific plans should be prepared by area experts, including instructional delivery, campus life, dining and residence halls, and student activities. Preparations should also be made in research, administrative offices, Information Services and Technology, and Public Safety. The need for response plans, however, is pressing.

The national recovery guidelines *Opening Up America Again*[1] describe a phased plan mirrored in the PRP. Beyond the national plan, the PRP offers a set of guidelines for the development of specific strategies in operational units to address multiple phases of recovery. (Specific unit plans developed by area experts will be added as appendices.) In addition to guiding the development of specific strategies, the plan presented here will simplify communication and expedite actions by allowing the university to announce a phase that guides units to implement their own tailored response preparation. Smooth communication in this crisis is critical because the university phase designation may deviate from the state and nation as required by local conditions.

Recovery Steering Committee

Our response to the current crisis moving forward will be guided by the Recovery Steering Committee. In the spring 2020 semester, the NJIT Coronavirus Task Force provided admirable leadership during rapidly changing circumstances. The Task Force monitored developments and implemented difficult but necessary decisions in real-time.

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1. https://www.whitehouse.gov/openingamerica/

The experiences of the NJIT Coronavirus Task Force guide its successor, the Recovery Steering Committee, in measured steps beyond the immediacy of crisis and toward planning for recovery. The Recovery Steering Committee will include experts in a broad range of key functional areas and will reflect stakeholder representation insofar as stakeholders have knowledge of critical operations. The charge for the committee is to formulate a forward-looking and technically detailed process that builds on our strong foundation and grows university operations for the long term.

During this spring semester, we have learned more about how to work, create, and live online than we ever expected. This learning will not be lost or neglected—it will be leveraged to expand the effectiveness and convenience of online activities to promote social distancing in the short term and potentially move toward more efficient operations in the future. This is therefore a dynamic document that will develop and evolve as we move towards recovery.

Instructional Delivery

At this juncture, it is impossible to project what phase of recovery America in general, and NJIT specifically, will be in when the fall semester begins. It is almost certain the danger of virus transmission will continue, and it is incumbent on us to ensure the safety of students, faculty, and staff, particularly those in vulnerable populations. If students are to return to campus with confidence, it is imperative that we ensure safety while providing a high-quality learning experience. Balancing these priorities entails a flexible response utilizing synchronous online classes when necessary and face-to-face classes whenever possible. It is not inconceivable that we could begin the semester with significant restrictions that are relaxed or begin the semester with no restrictions that become progressively more stringent. Preparing for this degree of flexibility requires reframing instructional procedures now before the fall semester begins. For details, please see the Academics – Detailed Plan section of this document.

A key component of reopening the campus, with flexibility in the delivery mode, is offering as many courses in the converged modality as possible. First discussed in 2013 as a way to reduce barriers between the physical and virtual campus[2], converged learning offers a location-independent, synchronous experience that allows students to attend class by coming to the classroom, logging in from their residence halls or nearby apartments, or joining the class from another state or country. In effect, converged learning creates an *anywhere* classroom that invites students to converge to the instructor's location, whether in class, at home, or even at a coffee shop. Admission, registration procedures, and costs are the same regardless of the

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[2] "Speaking from Experience: Q&A With Provost Fadi P. Deek." *NJIT Magazine,* Fall 2013
https://magazine.njit.edu/sites/magazine/files/lcms/2013/fall/speaking-from-experience.pdf

location from which students 'attend' class[3,4]. Converged classes provide a flexibility that is well suited to the uncertainty caused by the current pandemic because they allow shifts to the appropriate degree of social distancing by setting a maximum on the number of face-to-face students allowed in each class.

Our shift to remote learning in spring 2020 represents a move to converged learning in which instructors are teaching synchronously using their home computers with students joining regardless of location. Although allowing any face-to-face class attendance is currently impossible due to strict social distancing measures, the remote converged format has worked remarkably well, given its sudden implementation. With a minimum of equipment (laptop, microphone, camera, tablet, and document reader), instructors were teaching and interacting with their students ten days after the official close of campus.

Moving forward, converged learning offers a unique solution that can support appropriate social distancing while still providing students with on-campus, face-to-face experiences. The greatest challenge lies in equipping enough on-campus classrooms to accommodate the converged model with varying degrees of face-to-face instruction.

Other contingency plans also require adjustments before the semester begins. Offering classes on Saturdays and Sundays and extending hours of use during the week would enable optimal use of buildings, classrooms, and laboratories throughout the week. Staggering class schedules would help reduce crowding at peak times of classroom usage. Developing a plan for alternately shortening and extending classes without reducing total semester class time requires careful logistical thought, in advance. Staggered class schedules may be challenging to design but, with proper planning, crowd reductions can be achieved. Reducing or changing the requirements for common exams could also significantly contribute to social distancing at critical times. Finally, hand sanitization and disinfection of high touch surfaces will reduce opportunities for transmission should infections increase. (See Facilities and Building Services for more information.) All of these decisions must be made before the semester and in close consultation with senior administration.

Research Continuity

The research administration office has developed a high-level guide the implementation of social distancing while assuring research continuity in all research undertakings. All laboratories and research facilities will also prepare and submit social distancing plans with flexible levels of response for the research workplace, as needed. These plans may propose such alternatives as

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[3] "Convergence: A Vision and Framework for Leadership in Digital Learning." October 2013. https://www5.njit.edu/provost/sites/provost/files/lcms/docs/2015/Digital_Learning_Document_10-16-2013__final_.pdf

[4] "A New Strategic Vision for Education and Research at NJIT: Q&A With Provost Fadi P. Deek." *NJIT Magazine*, Fall 2015. https://magazine.njit.edu/sites/magazine/files/lcms/2015/fall/2020-vision-deek-qanda.pdf

restructuring work processes to reduce the number of researchers in the lab at any time. This may entail longer hours of laboratory operation with multiple shifts, or it may require the redesign of equipment and procedures to reduce the number of researchers required in a small space at the same time. Most importantly, research facilities must err on the side of caution in the use of personal protective equipment (PPE) to safeguard our researchers, research assistants, and students. For details, see the Research Continuity: Phased Recovery Operations section of this document.

Campus Safety, Facilities and Security

Facilities staff will develop plans to ensure the safety of building occupants. The plans will address different phases of recovery and meet or exceed CDC guidelines, including procedures for disinfecting high touch surfaces daily using approved disinfectants. Other actions will include increasing fresh air and filtered air circulation in buildings as per CDC guidelines.

It is expected that building services will equip all building entrances with hand sanitizer dispensers. Wipes will also be provided in classrooms for students to clean their desks before being seated; alternatively, staff will clean high touch classroom surfaces during each class change period. It may also be prudent to purchase thermometers prior to the semester to measure individuals' temperatures as they enter any building on campus. Such activities would require additional staffing; one option under consideration is to employ students to engage them in meaningful on-campus activities while providing much-needed income.

As with student residences, plans for safer facilities are being prepared now and will be implemented over the summer. These plans provide enforced distance between seats in classrooms, dining areas, and other common areas. They also look to improve ventilation and identify areas with unsafe air circulation. They will also include designs for unidirectional hallway and stairway use and staggered schedules to reduce hallway crowding, should more stringent social distancing efforts be required. Responses to changing conditions in this area require advance thought to optimize effectiveness and flexibility as recovery phases change.

Campus Public Safety

The Department of Public Safety is an active partner in all of the adjustments discussed in this document. If flextime or expanded classroom scheduling is encouraged to reduce the number of individuals on campus, officers may be required to accommodate earlier start times and later end times. The role of Public Safety officers may also evolve to support not only the safety of students, staff, and property but also education regarding appropriate social distancing practices.

Information Services and Technology

The Information Services and Technology group (IST) serves an essential role in ensuring the administrative systems of the university are functioning effectively. Much like administrative offices, IST plans for returning to campus should offer recommendations to maintain social distancing. They should include leveled response contingency plans that ensure our instructional and operational technology needs are met regardless of any response level changes. IST must also prepare business continuity plans that explain to university stakeholders how IST projects will be prioritized and how proper functioning of systems will be ensured.

IST must also quickly assess the feasibility of the converged learning model, investigating minimal technology requirements that would enable a shift to converged courses by September.

Dean of Students and Campus Life

Student support areas that offer drop-in services (e.g., Student Financial Aid Services, Career Development Services, and the Center for Counseling and Psychological Services) should be prepared to operate with significantly increased social distancing. This may entail virtual appointments, processes to meter students into their physical areas to ensure appropriate social distancing for face-to-face service, and the expansion of waiting areas or sign-in lists with text notification where students only enter the physical space when instructed. Tutoring, advising, EOP, and student disability services should similarly consider using virtual appointments to the extent possible, with plans to move entirely online if required.

Lessons learned from the spring 2020 move to remote services can provide important guidance for the future. Many services are being delivered online, and the extent of these services can be expanded. Developing flexible plans for fall 2020 will allow smoother transition in the event of a mandated campus closing or, more optimistically, should social distancing be significantly reduced. The Dean of Students and Campus Life will work with her team to develop appropriate plans to prepare for a fall semester with a fully flexible approach to social distancing. What will campus life be like, and how will student interactions be managed at each phase of recovery? They will develop these plans with the phases of recovery in mind so that strategies for a safe and robust campus life can be implemented seamlessly, as required.

Student Activities

During the fall semester, campus activities should be designed with social distancing in mind. Gatherings should assume strict social distancing, consistent with the phase of recovery. Unless pandemic conditions change significantly, it can be assumed large gatherings will pose a significant risk; should the virus spread through an on-campus event, we may be forced to close

campus for a period of time even without a statewide order. It is therefore prudent to set lower limits on gathering size than appear in *Opening Up America Again* at each recovery phase.

  a. Campus lectures and talks – All lectures, seminars, and talks should be offered with a virtual option. This will allow varied degrees of social distancing or an immediate shift to online events if necessary.

  b. Campus organizations – Organizations should develop plans to accommodate online meeting attendance wherever possible. Rooms for video broadcast (or perhaps converged classrooms) should be made available for student organization use during common hours. The size of student gatherings must be strictly restricted by the phase of recovery.

  c. Sponsored campus events – Events planned for fall 2020 should have an online component and contingency plans to allow varied levels of social distancing or fully online activities if conditions require it. These plans will have the added advantage of opening sponsored events to remote attendees.

Residence Life

In some ways, Residence Life faces the greatest planning challenges in achieving flexibility. The university must commit to a housing plan before the semester begins, and this may afford little opportunity for change during the semester. Residence halls should support social distancing for students' sleeping arrangements. One way to accomplish this would be to ensure single occupancy within an enclosed sleeping space. This would reduce the potential for transmission between students living in close proximity. Room costs could be increased somewhat to partially offset the loss in revenue. As an example of phase recovery plans in Residence Life, it may be possible to begin the fall semester with all single rooms and allow students to transition to lower-cost doubles or triples during the semester if the recovery improves decisively.

Other measures in Residence Life could include advance planning for the unidirectional use of halls and stairwells, to be implemented if necessary at the appropriate phase of recovery. Administrators in Residence Life should consider feasible alternatives while putting the health and safety of our students first and foremost. To that end, RAs should be trained to notify administrators if students appear to be ill, and options to isolate and quarantine students must be identified.

Dining Services

Dining services face unique challenges. They must be prepared for potential increases or decreases in the number of students on campus while also complying with changing government mandates for food services. Meeting these challenges will require flexibility and advance planning.

Some principles are clear. Throughout the semester, meals should be prepared and served in a way that reduces the possibility of COVID 19 transmission, and dining areas should be strictly controlled to reduce crowds. It may be prudent to offer dedicated dining services for residential students with separate options for commuter students. It may also be prudent to offer incentives for students to eat during off-hours, such as reduced off-hour pricing. At a minimum, the physical layout of dining areas must be modified to enforce social distancing, including faculty dining and the University Club. Plexiglass shields for cashiers in dining venues and convenience stores would reduce the risk of infection. Finally, storage and dispensing of utensils and glassware should also be redesigned to decrease the possibility of contamination.

These and other measures, including further contingency plans in the event of increased transmission, should be developed by Gourmet Dining Services. Such plans would make continued food service as safe as possible.

Athletics

All athletic activities should follow guidelines established by the NCAA in response to the pandemic. Because NCAA guidelines may change during the course of the semester, planning for flexibility in advance is required. It must also be recognized that there will be a significant risk associated with having spectators attend athletic events in fall 2020. The athletics department should carefully consider this and develop rigorous social distancing plans. While it may be possible to reconfigure some athletic venues for greater social distancing, online broadcasting, without spectators, will be considered as a lower risk option to bring events to the NJIT community.

Athletic practices and competitions are also not without risk for team members. As with the NBA, significant spread among members of an individual team will prematurely end a season. Practice areas should, therefore, be evaluated with measures taken to ensure appropriate social distancing, sanitation, and hygiene, and protocols regarding reporting and responding to COVID-19 cases among team members will be clearly outlined in advance.

Finally, plans for the safe use of WEC facilities will be developed in advance. These plans should include strategies for levels of social distancing and sanitization measures commensurate with the phase of recovery.

Event Services

Any planned events hosted by external (non-NJIT) entities will be postponed or offered an option to transition to a virtual event. Where on-campus meetings are necessary (and assuming they are allowed based on federal and state restrictions), spaces will be reconfigured to ensure social distancing among attendees. Campus visitors will then be directed immediately to their final destination to avoid interacting with students, faculty and staff. If meals will be provided

to participants, options including pre-packaged lunches will be adopted to reduce interactions with Gourmet Dining Services staff and the use of open food containers (e.g., sandwich trays and salads). Event entryways should be equipped with hand sanitizer dispensers, and areas should be thoroughly disinfected upon completion of the event. As with all plans, flexibility will be required to appropriately adjust to the risk.

Administrative Offices

Each administrative unit is preparing and will submit a social distancing plan describing how on-campus activities will resume in their work areas. As with other units, these plans will address the different phases of recovery. Returning employees to the workplace during and after the pandemic will not be as simple as announcing a reopening or return-to-the-workplace date and carrying on business as usual. Not only will many workplaces be altered initially, but some changes may be long term, even beyond the conclusion of the pandemic.

Efforts to maintain social distancing may include having reduced on-campus staffing by continuing telework, creating a rotating work-from-home schedule, moving workstations to increase separation distance, defining visitor contact protocols (i.e. using video or telephone conferencing instead of in-person meetings), or encouraging flextime to decrease the number of people on campus throughout the day. Such efforts have the added benefit of reducing facilities usage and decreasing congestion in public areas, elevators, stairwells, parking areas, and on-campus dining facilities. These measures may also enable savings through office sharing and reduced building maintenance costs.

Administrative units must also prepare business continuity plans in the event of another complete campus shutdown. The University administration will discuss with the bargaining units the need for flexibility in the roles and responsibilities of staff, and staff members who may be at particular risk due to health issues should be encouraged to work remotely when possible.

Finally, business continuity plans should prepare for situations in which staff will be out of work for prolonged periods due to illness or the need to care for family members with an illness.

Resources

The sudden shift to remote learning, teaching, and working involved a number of short-term, stop-gap measures. Moving forward, the resources dedicated to maintaining social distancing and preparing for additional restrictions will intensify. Specifically, many of the measures recommended above require sustained investment in additional resources. The list below is not exhaustive but provides an initial accounting of the types of resources that would be required to ensure the safety of our NJIT community as we return to campus and prepare to welcome students back in fall 2020.

Technologies—Classrooms and instructors would require the appropriate technologies to support converged learning. The campus currently offers a small number of classrooms equipped with converged learning technologies. The IST division and the Office of Digital Learning and Technology Support would be instrumental in identifying the minimum equipment necessary to facilitate converged learning in all classrooms. If, at some point in the semester, the campus must be closed, instructors would also need some level of equipment to create 'converged learning outposts' in their homes.

Facilities—Additional investments in cleaning and disinfecting supplies may include hand sanitizer dispensers at high traffic areas (and staff to ensure they are refilled throughout the day), wipes for high touch surfaces (desks, dining tables), and possibly infrared thermometers to detect individuals who may be ill. Supplies should focus on reducing the possibility of contagion among students, faculty, and staff.

Personal protective equipment (PPE)—Research labs and facilities must ensure that all employees use appropriate PPEs. Because our labs donated their existing PPEs to health care workers in March, we must begin now to replenish our own supplies in anticipation of a full resumption of research. Some supplies may be available through our Makerspace, which is currently producing face shields for health care workers, but due to current shortages, efforts to purchase PPEs should commence immediately to ensure an adequate supply. Other staff (e.g., facilities maintenance and public safety officers) may also require PPEs as a safeguard for their daily activities.

People—Additional human resources may be required, and university administration will work with bargaining units to discuss necessary flexibility in staff roles to address immediate university needs. As an example, additional students may be hired to support instructors teaching more students through a converged modality, and students may be hired to assist with sanitization efforts and 'converged cart' distribution. Teaching Assistants may also be asked to provide these services as part of their job duties.

Finances—The activities outlined above will require financial investments, and all proposed modifications will undergo careful review to estimate the budgetary impacts. Costs must be weighed against the necessity of certain investments to ensure the safety of our university community and the fulfillment of our mission. Where cost-cutting is necessary, the administration will make every effort to ensure such actions minimize harm and mitigate risks.

Appendices

Detailed plans submitted by departments and administrative units are included here.

Plans assume significant social distancing from the beginning of the semester at what is described below as either recovery phase 1 or 2. Unit plans also describe strategies at each phase of recovery with appropriate social distancing ensured. These standards must meet or exceed all state guidelines for the phase of recovery.

Full recovery – fully normal operations with no social distancing expectations

Recovery phase 3 – minimal social distancing with all classes and campus events occurring but with attention given to restricting unnecessarily large gatherings and protecting vulnerable populations

Recovery phase 2 – significant social distancing with classes operating at or below 50% occupancy limits and strict limits on gathering/meeting size, plus reduced campus staffing with some people working remotely

Recovery phase 1 – minimal campus activities, no standard face-to-face classes but continuing research and special classes such as laboratories and studios operating on an as required basis, with the highest possible level of social distancing implemented, most campus personnel working remotely

Recovery phase 0 – campus closure, except for essential staff

This phased approach corresponds to the *Opening Up America Again* plan and is informed by the Proposed State or Regional Gating Criteria. Pandemic recovery may occur inconsistently; as restrictions are eased, infections may increase, necessitating a return to more stringent measures. The phased approach described above allows us to similarly respond to changing federal or state requirements, or even to on-campus incidents that may require a sudden change in campus social distancing.

Academics – Detailed Plan

The key to a successful fall 2020 academic semester will be flexibility, and details for the fall 2020 semester continue to emerge. Some students will be anxious to return to campus, while other students (or their parents) may be concerned about returning too soon. To accommodate these varying preferences while also ensuring appropriate social distancing, several measures can be implemented. First, additional online courses can be offered for students not wishing to come to campus. Online courses are also important to attract non-traditional and international students.

Online courses, however, do not provide the face-to-face experiences that are important to building connections between students and the university. This will be accomplished through the implementation of converged learning in many classrooms. For this to happen, classrooms must have access to the required technology so that the experiences of students in the classroom and those joining remotely are the same. Using a converged learning model, students can be split into two or even three groups that alternate in-class attendance so that there are never more than 33% or 50% of enrolled students in a classroom at the same time. Lecture-recitation courses could similarly benefit from the converged learning model, with a larger number of students enrolled in lectures that can be joined synchronously from any location. Recitation sections could then be smaller or follow the multi-group model to ensure that all students receive individualized attention while maintaining social distancing. Lectures could also be shortened to give more time for recitation.

The technology required to fully equip converged classrooms is costly (~$36,000 per installed classroom), and only classrooms with updated audio-visual equipment can be easily upgraded. One alternative being pursued is to upgrade some classrooms to full-feature converged (supplementing the existing 10+ converged classrooms) by fall 2020. Many, or all, other classrooms will be equipped with converged classroom carts capable of delivering converged classroom functionality. Extended hours for classrooms and the use of converged learning carts will increase the availability of the classrooms equipped for converged learning to assure an appropriate level of social distancing.

Converged classrooms will then be utilized by several courses, where courses alternate meeting remotely and meeting in-class with a reduced physical presence (following the group model described previously). As an example, courses could meet for two weeks remotely. Every third week, groups A or B alternate attending a face-to-face meeting in a converged classroom on campus. The students not on campus would join the class synchronously via converged technology. During the two weeks when the course meets remotely, other courses would rotate use of the converged classroom.

Classrooms equipped with rolling carts will also accommodate converged courses. This solution is much less expensive ($2,000 - $3,000 per cart), and approximately 100 carts could be

equipped to accommodate all classes by the start of the fall semester. Combined with the permanent converged facilities we will be able to offer all courses in a converged format. (This will require increasing the number of teaching assistants and/or graders to aid instructors in grading and responding to students' questions or providing assistance.)

The converged learning model has compelling benefits: 1) students wishing to have on-campus interactions will still be able to do so; 2) students concerned about coming to campus will be able to join remotely regardless of whether the class meeting is remote or in the converged classroom. This converged model further allows the implementation of contingency plans should any change (increase or decrease) in social distancing be mandated. In the event of a complete campus shutdown, instructors' homes will once again become 'converged learning outposts' from which instruction continues with minimal disruption. Alternatively, if the semester begins with a complete shutdown, classes could move to converged on-campus delivery whenever it is permitted. In general, the more converged courses offered, the less intrusive any changes mid-semester would be.

Such a model works particularly well for undergraduate students and graduate students enrolled in on-campus programs. Online programs are still critical as a preferred option for international students who cannot join class meetings synchronously. (Additional online courses at all levels will also reduce the number of students on-campus throughout the week.) It may also be beneficial to offer additional graduate programs fully online as alternatives for international students who cannot travel to the US.

In cases such as laboratories and studios where the class format is not conducive to a converged learning model, we will reduce congestion and maintain social distancing for fall 2020.

a. Lecture halls – Will use converged learning to dramatically reduce the physical presence of students (not more than 50% of room capacity often much less) to ensure adequate spacing between students, as needed
b. Classrooms – Student presence in regular classrooms will be similarly restricted to 50% or less to maintain social distancing and allow for appropriate sanitation.
c. Laboratories – Laboratory courses will develop plans for social distancing. This will often require reduced numbers for students physically present in the lab, although social distancing could also be achieved by increasing the number of stations for experimentation, and/or staggering bench times. Fulfilling the need for these classes will be achieved by expanding the hours during which laboratories are scheduled.
d. Studios – Design and delivery of studio courses is being reimagined to reduce the number of students working together in a confined space for extended periods of time while preserving the studio experience particularly for freshmen and sophomores.

These measures require a range of adjustments to be made as soon as possible. Equipment is being ordered, classroom hours are being extended, and classrooms are being reassigned. The full plan to offer a safe, high quality educational experience for all students will be ready by fall with test classrooms run already in the Summer II session, if conditions permit.

The changes outlined here allow for remarkable flexibility. Under current circumstances, or in 'phase one,' all or most instruction would occur online. In phase two, instruction would shift to the face-to-face mode with significant social distancing. In phase three, most instruction would return to a face-to-face mode with accommodation for at-risk members of the community and those feeling unsafe.

Academic Department Plans

Each academic department is developing its own phased recovery plan to address the particular needs of their programs. Academic department plans submitted to date are available by following the links below.

[Theatre Program](#)

Academic Services—Detailed Recovery Plans

Academic service departments are developing their own phased recovery plan to address the particular needs of the services they provide. Plans for academic service department submitted to date are available by following the links below.

[Chemistry Learning Center](#)

[Math Success Center](#)

[Physics Tutoring Center](#)

[Writing Center](#)

Research Continuity: Phased Recovery Operations

NJIT faculty, staff, and students at research facilities must follow the specific social distancing and safety protocols including the use of personnel protective equipment (PPE) as required by the institutional, state and federal guidelines in the respective phase of the research continuity plan. State and national information regarding current conditions can be found at:

- New Jersey's COVID-19 information hub: https://covid19.nj.gov/index.html
- White House Plan for Opening up America Again: https://www.whitehouse.gov/wp-content/uploads/2020/04/Guidelines-for-Opening-Up-America-Again.pdf

The following guidelines should be adapted with each respective phase for the recovery of research operations.

Recovery Phase 0: All non-essential research operations halted. Essential research operations follow strictest social distancing and safety protocols with only essential staff.

- Safety within laboratories must be rigorously maintained with adequate access to PPE and other safety related supplies. Labs will not be authorized for access unless adequate safety supplies are identified as being available. PIs must identify by name the people that will be considered essential personnel (including replacements/backups). During this time all essential research operations (ERO) must be approved by chair, dean, and the senior vice provost for research through the emergency research continuity plan process currently in place.
- Research involving human subjects that requires face-to-face interaction with human subjects is halted.
- Research that can be conducted remotely should be continued to the extent possible.

Recovery Phase 1: Minimal research operations approved through chairs, deans and senior vice provost for research to pursue time-sensitive priority research such as projects related to COVID-19 response; approved Essential Research Operation (ERO) plans in Phase-0; long-term research experiments with cell-lines, animals, and human subjects that were already underway before Phase-0; grants and contracts expiring within six months; submission of proposals in response to special solicitations (Requests for Proposals); and projects involving students with graduation requirements.

- Requests for projects considered time-sensitive should be directed to departmental chairs. The dean and senior vice provost for research will provide guidance as needed.
- All research operations at NJIT facilities in this phase must follow the highest possible level of social distancing implemented.
- Research that can be conducted remotely should be continued to the extent possible.

Recovery Phase 2: Most research operations, whether sponsored through external grants and contracts or internally funded, may be restarted through the approval of department chairs using significant social distancing and safety protocols with restrictions on the number of researchers and staff present in laboratories at one time.

- The Phase 2 restart may require developing flexible work schedules, plan for supply chain issues, and prepare core and fabrication facilities in advance of need. To ensure social distancing requirements and to reduce density of research personnel in university research spaces, the lab directors should consider permitting flexible lab access schedules, work shifts or staggered workdays, and extended facilities support to enable more round-the-clock operation of research facilities. Under no circumstances should safety be sacrificed due to lack of adequate supplies, type, and quality of PPE.
- Research that can be conducted completely remotely or in addition to the on-campus operations should continue to be conducted in that manner.

Recovery Phase 3: Most research operations on funded and unfunded projects along with research required for future proposal submissions are restored with minimal social distancing and personnel safety protocols.

- Group meetings and research presentations with faculty, staff and students should be restricted and kept to a minimal size protecting any vulnerable participants. If possible, these meetings should continue to be held online until we reach a state of full recovery.
- Other laboratory safety protocols must be strictly followed.
- Research that can be conducted completely remotely or in addition to the on-campus operations should continue to be conducted in that manner.

Full Recovery: All research operations are restored fully with no specific social distancing requirements. However, all laboratory and personnel safety protocols must be strictly followed.

This document refers to research conducted on the NJIT campus in Newark, NJ, including the physical campus and activities that have direct contact with individuals (human subjects) anywhere. Satellite locations, such as the Big Bear Solar Observatory in California, must follow a similar phased approach informed by local conditions.

Real Estate Development and Capital Operations

The Real Estate Development and Capital Operations Pandemic Recovery Plan (REDCOPRP) is a comprehensive document that provides detailed information regarding recovery planning in the areas of campus Public Safety, Facility Systems, Environmental Health and Safety, Facilities Services, and Campus Planning, Design, and Construction. The link to the plan is provided below.

[Real Estate Development and Capital Operations Pandemic Recovery Plan (REDCOPRP)](#)

Administrative Office Plans

Because administrative office plans often contain staff names and contact information, they are stored in the university's document repository and are accessible to anyone with an NJIT UCID and email. Links to administrative office plans are provided below.

[Academic Information Systems](#)

[Office of Development & Alumni Relations](#)

[Office of Research](#)

[Office of Strategic Initiatives](#)

[Office of Student Persistence](#)