JOHNS HOPKINS
UNIVERSITY

2020 Planning Town Hall

Stephen J. Gange
Professor and Executive Vice Provost

Jon Links, Professor, Vice Provost, and Chief Risk & Compliance Officer

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Guiding Principles on Returning to Campus

1. **We will fulfill our mission and meet our standard of excellence.** The core mission of JHU remains unchanged, even in a changed environment. We are committed to maintaining our standard of excellence in all the forms that our instruction, research, and other activities may take, including in-person, virtual, or hybrid modalities. Our efforts will focus on allowing our students and faculty to pursue their personal and professional aims and will encompass not only classroom and research activity but also other critical components of campus life, including support services, campus traditions, and co-curricular experiences.
2. **The health and safety of our community is paramount.** Protecting our learners, faculty, and staff is the starting point for each decision. When and how we resume our in-person activities in the physical spaces that animate university life will be dependent on the arc of the pandemic and the best public health practices available to mitigate its impacts, from social distancing and personal protective equipment, to effective testing, contact tracing, and adequate quarantine facilities.
3. **Science, evidence, and pragmatism will guide our decisions.** Our plans for resuming campus activities will rest on guidance from public health authorities and the best available data and scientific information. We will be bold in developing options for resumption of all clinical, research, education, and service activities, but also clear-eyed about the trajectory of the pandemic and the effectiveness and practicality of mitigation efforts across our large, complex community.
4. **We will be flexible and innovative in the face of evolving circumstances.** We will embrace fully the challenge and opportunity of exploring new ways to continue our mission as the circumstances evolve. The path of this pandemic is not linear; indeed, it will require us to be flexible for quite some time. So we will prepare for multiple scenarios and be innovative in providing a robust and dynamic campus experience that plays to our community's greatest strengths—scholarly focus, insatiable curiosity, and a drive to turn ideas into impact—in whatever form those academic encounters occur.
5. **We will provide inclusive and equitable solutions.** Students, faculty, and staff from every part of the university will be integral to shaping and implementing our plans to reflect the full range of our community's needs and interests. The approach we take will be thoughtful and attentive to the disparate impacts of the pandemic on members of our community.
6. **We will heed our responsibility to ensure the university's financial strength and stability.** The success of our response to this pandemic will have lasting effects on the university, and we must be mindful to make decisions that not only help us weather the present crisis but also position us for sustained institutional excellence.

Maryland Strong Roadmap to Recovery

The Roadmap expects that people currently teleworking shall continue to telework for the duration of the State of Emergency. The Roadmap also expects that physical distancing and masking requirements shall continue until the lifting of the State of Emergency

Stages	Impacted Activities	
'Stay at Home'	March 30 Order: Stay at home except to conduct or participate in essential activities; Gatherings larger than 10 prohibited; Closure of non-essential businesses	
Reopening 'Low Risk' Activities ('Phase 1')	Beyond lifting the "Stay-Home" Order, other examples of changes that could be implemented in this stage: • Small shops and certain small businesses • Curbside pickup and drop-off for businesses • Elective medical and dental procedures at ambulatory, outpatient, and medical offices	• Limited attendance outdoor religious gatherings • Recreational boating, fishing, golf, tennis, hiking, and hunting • Car washes • Limited outdoor gym and fitness classes • Outdoor work with appropriate distancing measures • Some personal services
Reopening 'Medium Risk' Activities ('Phase 2') Any businesses that reopen during this period will need to comply with strict physical distancing and appropriate masking requirements.	Examples of changes that could be implemented in this stage: • Raising the cap on social gatherings • Indoor gyms and fitness classes • Childcare centers	• Transit schedules begin returning to normal • Indoor religious gatherings • Restaurants and bars with restrictions • Elective and outpatient procedures at hospitals
Reopening 'High Risk' Activities ('Phase 3') Requires either a widely available and FDA-approved vaccine or safe and effective therapeutics that can rescue patients with significant disease or prevent serious illness in those most at risk to reach a full return to normal conditions.	Examples of changes that could be implemented in this stage: • Larger social gatherings • High-capacity bars and restaurants • Lessened restrictions on visits to nursing homes and hospitals • Entertainment venues • Larger religious gatherings	

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

a. An unexpected increase in hospitalizations or a sustained increase in cases requiring intensive care.

b. Indications that Marylanders are disregarding physical distancing guidelines.

c. Significant outbreaks of community transmission (not clusters or outbreaks in particular nursing homes or vulnerable communities) where contact tracing cannot establish the route of the spread.

A sustained increase in cases over a period of five or more days may require the re-imposition of some prior restrictions.

Johns Hopkins University Phases for Resuming On-Campus Activity

Similar efforts at Johns Hopkins Medicine are also underway

Stages	JHU Activities	
'Essential On-campus Activities' Strict physical distancing and appropriate masking requirements. Testing and contact tracing of symptomatic students and employees.	While the university remains open, telework is the first choice and priority for as many employees as possible, in accordance with Maryland's stay-at-home order. Employees should be on site only when performing essential tasks. All on-campus research is restricted to essential and COVID-19 activities only. Access to all campus buildings is restricted. Instruction is remote/online and all residential and in-person academic programs are canceled.	
Reopening 'Low Risk' Activities ('Phase 1') Continue to comply with strict physical distancing and appropriate masking requirements. Testing and contact tracing of symptomatic students and employees	**Examples** of changes that could be implemented in this stage: • Resumption of research with strict distancing practices, including the use of shifts • Most instruction remains online/remote.	• Graduate classroom instruction and research resumes but instruction limited (e.g. 10 so some seminars can resume, with social distancing and masking). • Limited operation of JHU campus facilities, including libraries • Limited transportation options
Reopening 'Medium Risk' Activities ('Phase 2') **Phase 2A**: Continued reliance on strict physical distancing and appropriate masking requirements. Testing and contact tracing of all symptomatic students and employees, and asymptomatics at a rate similar or better than national, state, and local efforts. **Phase 2B**: Containment with availability of rapid high-capacity testing (and aggressive contact tracing and isolation and quarantine), with some *potential* lessening of physical distancing and masking requirements.	**Phase 2A Examples** of changes that could be implemented in this stage: • More programs begin to resume in-person (low density, and always with an online option). • Grad instruction and research labs continue with low density (6 ft distancing, still with masking). • Limited residential (singles only; no shared facilities) and dining (grab-and-go only) • Transportation options begin to increase • In-person research team activities increase	**Phase 2B Examples** of changes that could be implemented in this stage: • Relaxing of classroom occupancy limits (but not fully back to normal) • Relaxing of residential and dining limits (shared occupancy; limited sharing of bathrooms and kitchens; limited eat-in dining) • Transportation options further increase (but not fully back to normal) • Relaxation of shift work for research labs • Increased return from tele-work
Reopening 'Higher Risk' Activities ('Phase 3') Vaccine, effective therapeutics, or substantial immunity amongst community	**Examples** of changes that could be implemented in this stage: • Instruction in large lecture halls without strict distancing • Unmodified residential and dining activities	• Larger social gatherings (e.g., sports events) • Full transportation options • Return from tele-work for all employees • Unrestricted travel

Recovery may differ across the institution with programs, schools/buildings, business units, or campuses operating at stages

"Stop Signs" requiring the easing to slow, stop, or even be reversed may include:

a. Significant outbreaks of COVID transmission occurring at a rate greater than the Baltimore/ Maryland community

b. Indications that the JHU community is disregarding physical distancing guidelines.

c. Limitations in testing and contract tracing capabilities

d. Continued healthcare capacity

e. Federal, state, and local guidance

JHU efforts will be consistent with Federal and Maryland operating status and requirements

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JHU Planning Process

https://hub.jhu.edu/novel-coronavirus-information/jhu-2020-planning/

Senior Planning Group — Deans

Steering
(Plus Core Team and Work Group Lead)

Universitywide Workgroups

Research

- PI Preparation
- Lab Safety
- Student/Postdoc
- Libraries, Archives, and Museums
- Human Subjects

Academic Programs

- Online Resources
- Homewood Undergrad Programs
- Graduate Programs

Student Life

- Housing & Dining
- Student Activities
- Orientation
- Homewood Student Facilities

Health & Testing

- Student Physical & Mental Health
- Testing & Tracing
- Quarantine

Crosscutting Workgroups

- Faculty / Staff Return to Campus
- Student Advisory Comittee
- Facilities & HSE
- Public Health Forecasting
- **Other Functions**
  Communications
  Finance | Gov't Affairs
  HR | Int'l Services | IT
  Legal / Regulatory
  Procurement | Security

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Planning Process

Multiple workgroups have been formed with representatives from across the university to tackle planning issues related to the resumption of suspended in-person activities. Each workgroup will:

- Evaluate and document options for return to campus, addressing the full range of issues within their respective areas and making recommendations among those options where appropriate.
- Provide the university's deans with broad outlines of how campus operations can be conducted safely so that each school, department, and program can develop detailed plans based on its individual needs and circumstances.

The roles for each of the workgroups are outlined below.

Research Workgroup

The research workgroup is examining lab management and safety strategies for principal investigators, additional supports for learners and trainees in an altered lab environment, and guidelines for resuming humanities research and library use.

► View the complete Research Workgroup roster

Academic Programs Workgroup

The academic programs workgroup is contributing to academic planning across the institution, evaluating a range of in-person, online and hybrid modalities for academic programs, including undergraduate instruction; assessing program readiness and needed modifications for graduate, professional, and Peabody programs; and providing recommendations for and coordinating the development of instructional support resources and educational technologies.

► View the complete Academic Programs Workgroup roster

Student Life Workgroup

The student life workgroup is evaluating options for residential housing and dining, safe practices for student activities, modifications of orientation and transition activities, and safe practices for use of undergraduate facilities.

► View the complete Student Life Workgroup roster

Health & Testing Workgroup

The health and testing workgroup is developing guidelines to protect student and employee health during the COVID pandemic and evaluating protocols for testing, contact tracing, isolation and quarantine, and student physical and mental health services.

► View the complete Health & Testing Workgroup roster

Cross-Cutting Workgroups

These workgroups are considering broad "cross-cutting" issues that affect the entire institution, including the return to campus by faculty and staff, safe use of university facilities, monitoring the public health situation to make informed decisions about university practices, and a variety of other university functions.

► View the complete rosters for the Cross-cutting Workgroups

Student Advisory Committee

20 students representing all nine schools will contribute to university efforts to address range of operational challenges related to COVID-19 pandemic

The members of the Student Advisory Committee are:

- **Kai Abiola**, junior, Krieger School of Arts and Sciences
- **Layan Atieh**, junior, Krieger School of Arts and Sciences and Peabody Institute
- **Vanessa Battista**, third-year graduate student, Carey Business School and School of Nursing
- **Zachary Britt**, second-year graduate student, Bloomberg School of Public Health and Carey Business School
- **Mia Grahn**, sophomore, Whiting School of Engineering
- **Christopher Hartung**, second-year graduate student, Peabody Institute
- **Marissa McDonald**, junior, Whiting School of Engineering
- **Harvey McGuinness**, first-year undergraduate student, Krieger School of Arts and Sciences
- **Sam Mollin**, junior, Krieger School of Arts and Sciences
- **Harry Paul**, doctoral student, School of Medicine
- **Benjamin Peak**, doctoral student, Krieger School of Arts and Sciences
- **Shiselle Povedano**, second-year graduate student, School of Advanced International Studies
- **Robert Scala**, junior, Krieger School of Arts and Sciences
- **Caroline Siebald**, doctoral student, School of Medicine
- **Lanise Stevenson**, doctoral student, School of Education
- **Kate Sully**, second-year graduate student, Carey Business School
- **Eugenia Volkova**, doctoral student, Whiting School of Engineering
- **JiWon Woo**, sophomore, Whiting School of Engineering
- **Etan Yeshua**, second-year graduate student, School of Nursing
- **Yuehan Zhang**, doctoral student, Bloomberg School of Public Health

Questions?

https://hub.jhu.edu/vip/2020-planning-town-hall/