

**Bowdoin**

Report of the:

RETURN TO  
CAMPUS GROUP

SPRING 2020

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## OPENING STATEMENT

In a March 11, 2020, email titled “COVID-19 Important Update,” President Clayton Rose described the unprecedented health crisis brought on by the outbreak of the novel coronavirus and the risk of contagion in Bowdoin College’s residential campus population. The president detailed the College’s dual needs: protecting the health of the Bowdoin community, particularly of those on campus who are vulnerable to severe illness from the virus, and continuing the semester’s teaching and learning to serve our students and provide them a means to complete the semester for academic credit. He announced that students would not be permitted to return from spring break, that classes would resume remotely on March 25, and that the campus would remain open to employees (it would subsequently also remain open to a small group of students remaining in residence), but be closed to the public. The following day, March 12, President Rose held three town halls, one each for faculty, staff, and students, and the Office of Human Resources posted workplace guidelines for campus. Since then, as campus policies and practices have been adjusted in keeping with the shifting parameters of the pandemic, the president has provided regular updates on the virus and its impact on the College.

In an April 2 correspondence to Bowdoin employees and students, President Rose described two significant challenges facing the College: the financial crisis wrought by COVID-19, with its implications for the College’s budget; and the challenging question of how Bowdoin classes and campus life more generally would resume in the fall. He announced the formation of two groups: the Budget Review Group and the Return to Campus Group. The president tasked the second group, this Return to Campus group, with the following charge: “... to provide me with an analysis of the issues that need to be addressed in order to have all our students back on campus for the fall and still be able to safely carry out the semester. The group will also issue a set of recommendations for necessary changes, actions we will need to take, and alterations in behavior that would be required in order to successfully open the fall semester back on campus.” The group was not, we note, asked to consider the decision about whether to go remote or to operate in person in the fall.

Between the time the Return to Campus group convened its first meeting, on April 7, and now, we have been working diligently, first to establish processes for our work and then to advance our own learning about the virus and the disruptions and pressures it has caused. We divided into three subgroups: medical, campus life logistics, and academic life logistics, and we have moved back and forth among these considerations as we learn. The group, comprised of faculty, staff, and students, was charged with thinking institutionally, and we have gained considerable knowledge not only about the virus and its related public health challenges, but also about the College’s varied infrastructures and the ways we would need, in order to make a safe return possible, to shift how we teach, learn, work, and live together. We offer this report based on our best understanding of what circumstances might be like in the coming months. While we are not rendering a view on the remote versus on campus decision, we should perhaps state the obvious at the outset: there is considerable uncertainty about those circumstances. We fully recognize that the crisis brought on by the pandemic could develop in a variety of ways, state or federal regulations may shift in response, and our campus situation may change during the summer or in the midst of the semester itself, necessitating a shift to remote learning for the fall of 2020.

Our outreach has been considerable and involves drawing on the expertise of Bowdoin staff across the campus. We have also drawn on the outside expertise of Bowdoin parents, alumni, trustees, and friends—some friends longstanding and others new—and the reach extends, importantly, to medical professionals in a wide range of fields related to the medical crisis brought on by COVID-19. We have benefitted from a faculty town hall (with attendance of greater than 200) and a student town hall (with attendance of nearly 500) and the questions that accompanied those, as well as from the more than 150 questions and suggestions that have come in via email from all corners of the Bowdoin community. The student class councils shared polls of the student body, revealing students' deep desire to return to campus life; and the Return to Campus group surveyed the faculty, whose 130 responses facilitate our understanding of the enormous challenges of shifting not only our teaching but also our curricula in the face of this pandemic. We have also benefitted from the initial work of the more recently inaugurated Continuity in Teaching and Learning group, whose charge is to “survey students and faculty about their experiences this spring, consult with experienced practitioners, and develop a set of tools and resources for faculty and students to draw upon to teach and learn remotely.”

Our work has been far from static: the realities of continued uncertainty and change that trouble our nation and world apply to our efforts as well, challenging our ability to decipher and adequately represent the pros and cons of the four return-to-campus scenarios we present in this document. While the fall semester options we describe point to a different campus experience, we are committed to ensuring that it will still be recognizably Bowdoin.

In all of this, the Return to Campus group has, as we have stated repeatedly, been committed to Bowdoin College and to a work process that itself enacts both community and humility.

## EXECUTIVE SUMMARY

Medical Considerations: Given that public health considerations have driven and animate all of the work of the Return to Campus group, we begin with a summary of the work of the medical subgroup, which was charged with learning what it would take from a medical/public health standpoint to bring students back to campus safely. Through consultation with experts in the fields of infectious disease, public health, clinical pathology and general medicine, as well as with scientists on faculties and in leadership positions in higher education, we have gleaned the general medical and public health parameters, the details of which we share in the body of this report. We are also mindful of the particular setting we inhabit and have worked to interpret the medical recommendations for application to our context. One should recognize, of course, that the landscape of knowledge changes daily, and we are basing our report on current understandings about what is likely to govern our activities three months from now. We outline the milestones (described below) that will make a return feasible, but the possibility remains that they will not be met. In any case, we make recommendations in the context of an infectious disease for which we do not presently have a treatment or a vaccine. This means that no one should be expecting a return to normal in the fall.

The guiding metric for the Return to Campus group's work is risk. Our specific context here in Maine is a low-density state with relatively low infection prevalence, though with a significant elderly population. Our campus community is small and our resources relatively great. We have strong bonds that bode well for a campus compact.

In order to bring students back safely in the fall, we would need certain conditions in place:

- First, we would need the capacity to test all incoming students for the presence of the virus. Staff and faculty who are returning from out of state could be tested before students arrive, readying the campus for students, whose arrival ideally should be staggered. All students would be tested on arrival unless recent testing in situ could be verified.
- Second, we need the capacity to isolate any student exhibiting symptoms or confirmed to have contracted COVID-19 and to quarantine those in close contact. This will require a robust contact tracing system.
- Third, we need a campus compact to induce behaviors that reduce the risk of transmission, which will include distancing, hygiene, and facial coverings in shared spaces.

For a residential campus, the most difficult aspect of these recommendations is the maintenance of physical distancing. As we achieve the ability to test regularly, and assuming disease prevalence remains low, it is reasonable to expect that these guidelines could, in time, be relaxed in certain settings. Strict guidelines are appropriate for public settings in which encounters are unpredictable and risk is unknown. Our strategy, on the advice of public health experts, is to create a semi-closed campus environment, the parameters of which will have to be determined but may include limiting some student activity off campus, at least during an initial quarantine period, and more generally closing campus facilities to unplanned visitors. This, coupled with symptom and virus surveillance, is designed to maintain the low disease prevalence that will presumably match that of our surrounding area, giving us greater confidence that encounters on campus will be very low risk. This strategy also notes a difference in risk among most students versus that of faculty and staff and strives to protect those populations most vulnerable.

**Academic Considerations:** With an increasing awareness of these medical and public health concerns, the academic logistics subgroup began to develop potential scenarios for a return not only to campus but to the classroom, and to models of education that emphasize broad and deep learning. Following consideration of a wide range of academic options, most of which are under discussion at colleges and universities across the nation, the group settled on the four scenarios described in the body of this report.

In developing these academic scenarios, we have considered the likely number of students returning to campus, the number of faculty scheduled to teach in the fall, the reality that a number of teaching faculty will not, for a range of reasons, be on campus, and the number and array of courses our staffing level will allow. We considered the many benefits to students of being on campus and weighed campus density overall with considerations of risk. We remain mindful of College-wide time sensitivity as well, recognizing that the campus needs soon to move to a stage where we can engage the conceptual curricular work and physical plant modifications necessary for these changes. We also want to ensure that faculty (both as individuals and members of departments) have time to plan appropriately. Another critical element of campus life, equity in faculty workload and decision making, applies to these curricular considerations as well.

The academic scenarios described in this report are intended as the starting point for planning. We recognize that the actual implementation of any of these scenarios will require considerable creativity and flexibility on the part of all involved—faculty, students, and the administration. Our goal must be to attend to the health

and safety needs of our campus community, while also delivering an educational experience for all that is consistent with the liberal arts values embodied in the Offer of the College. This will undoubtedly require considerable effort and accommodation from all quarters. The extensive communications we have had with faculty, staff, and students have revealed to us a widespread spirit of generosity, solidarity, and creative vision. This leaves us optimistic that our community is willing and able to meet the challenges before us.

**Campus Life:** The campus life logistics subgroup, also closely informed by the medical subgroup's findings, and in turn by the proposed academic scenarios, has been investigating the feasibility of having students return to a residential campus experience, focusing its work on three main areas: residences, dining, and student life within the Division of Student Affairs. The subgroup's initial work involved gathering census information and consultations with Residential Life and Dining Services, as these areas are critical to providing an on-campus experience. Once the group had a fuller sense of the residential and dining landscapes, other key aspects of campus life were considered, including, but not limited to, counseling and wellness services, athletics, health services, community standards, safety and security, and student affairs. Our review of these latter aspects only scratched the surface, and any plan for the fall will require further work in these areas by each individual office or department. It is also important to note that, while this subgroup has made recommendations based on current physical distancing protocols and safety guidelines, it is impossible to factor in compliance on the part of students, and it is beyond our scope to undertake how to ensure the compliance of faculty and staff outside of business hours. Compliance, however, will be critical to a safe and successful on-campus experience and will require further consideration.

Each of these areas—residences, dining, and student life within the Division of Student Affairs—is explored in detail in the body of this report. To encapsulate briefly here: for residences, based on the number of individual bedrooms and bathrooms available on campus, we have the capacity to house just over one-half of the total student population without significant modifications to our residences. At this capacity level, each student would have their own bedroom, which is strongly recommended as a “best practice” in the event that students need to quarantine. Our current models, based on the medical subgroup's findings, assume that students will be allowed to live in “households” where they can share bathrooms, remove facial coverings, and possibly socialize more freely (if low levels of prevalence are maintained). In all cases, the medical subgroup's recommendations regarding hygiene and other health and safety guidelines must be followed.

If all students were to return to campus, on-campus housing would be pushed to its limits and potentially beyond. While there are just over 1,840 individual beds on campus, any number of students above 1,800 would likely force triples in first-year or other housing, which is not ideal for distancing guidelines. At student levels this high, the College may need to implement off-campus options or identify where additional beds could be put into existing campus spaces.

Where dining is concerned, determining the appropriate staffing levels for all back-to-campus scenarios will require consideration of the additional labor time needed due to 1) the change from self-service to full-service with prepacking of many products; 2) the time required to perform more rigorous and constant cleaning of all high-contact surfaces; 3) the need for additional checking stations in the distancing models; 4) higher rates of absenteeism to protect staff and others from any illness; and 5) the expected reduction in student and casual staff.

As the number of students within each Fall 2020 scenario rises, the range of services that Dining Services will be able to provide inevitably falls. For example, there will be fewer opportunities for sit-down meals, fewer opportunities to provide any sort of services for faculty and staff, etc. As the number of students goes much past 1,000 in residence, not only will dining options be at a minimum (e.g., takeout only), but eventually Dining Services would be required to contract with outside vendors to meet campus needs.

In terms of student life, the three major and interrelated factors that the campus life logistics subgroup investigated include: 1) student activities, 2) community standards, and 3) mental and physical health. Each of these is summarized in the full report, and each must be considered when developing any return to campus plan, as they are critical to a full and meaningful Bowdoin experience.

In all of the consultations we engaged in, and in all of the communications we received from faculty, staff, and students, we received one message above all: while members of the Bowdoin community fully recognize that the coming academic year presents challenges, they are deeply committed to working creatively, energetically, and collaboratively to rise to the occasion.

## RECOMMENDATIONS OF THE MEDICAL SUBGROUP

The following medical/public health recommendations, identifying both institutional and personal responsibilities, at once transcend and must guide any options for a return to campus in the fall. It will be important that the campus designate one person to oversee the various public health elements of this transition.

### **Testing and Symptom Screening**

The landscape around testing for COVID-19 and the immune response it elicits is complex and fast-evolving, as are the resulting tests. One can test for the presence of the virus or for the presence in the blood of various antibodies targeting the virus (so-called serological testing). The testing picture is rapidly evolving, but we can simply state that we recommend testing for the presence of the virus through screening and diagnostic approaches. For screening, we recommend that the College contract with a recognized vendor possessing high-throughput capacity and high test accuracy, who is capable of returning results within approximately seventy-two hours. This vendor should have the capability, by August, to test every arriving student and, ideally, all faculty and staff arriving from out of state before them. The College should then be prepared to test a sample of the community, students, and staff/faculty, as per “best practice” recommendations at the time, for the purpose of disease surveillance. The College should also maintain the capacity to perform diagnostic testing of individuals exhibiting symptoms with a faster return of a result.

Alternative testing strategies that we have judged insufficient for our setting can be found in [Appendix A](#).

Self-screening for symptoms of COVID-19 should be a mandatory daily practice for all members of the campus community. There are sound reasons to have confidence in self-screening as a beneficial component of our overall strategy. The recent societal restoration of elective procedures has provided a large pool of individuals from the general population both screened for symptoms and tested for the presence of the virus. From this



sample we are learning that, in the general population, the incidence of asymptomatic individuals testing positive for the virus is very low, below 1 percent (although the percentage of infections displaying no or only mild symptoms is poorly understood, but significant). In some weeks, no asymptomatic infected individuals were detected in a state with considerably higher disease prevalence than Maine. This indicates that symptom screening may be a far more effective tool for the purpose of infection surveillance than was thought previously. The College should ensure that, as part of the self-screening routine, all community members have a means of accurately determining their body temperature. If this became part of our daily practice, it would provide a much less invasive prospect for noting health changes immediately, both within the student population and among staff in more high-density services, such as dining.

## **Isolation and Quarantining**

The experts we consulted agree that an ability to isolate infected individuals (or those showing symptoms before the return of a test) must be an element of any return-to-campus scenario. The College must plan for adequate capacity to isolate, based upon the housing model adopted. We note that housing students one per bedroom by its nature provides for isolation capacity (use of bathrooms might need to be modified).

Since symptoms do not generally appear for a period of days after infection, quarantining as a broadly adopted strategy will minimize the risk that individuals with an early infection, one they are not yet aware of, pose to others. Currently, the State of Maine requires individuals arriving from out of state to quarantine for fourteen days. Testing for the virus upon arrival can provide information about infection status as meaningful or better than quarantining. While quarantining in isolation is optimal, it is extremely difficult logistically. The experts we consulted envisioned a semi-closed campus closed for students (in-residence students remain on campus), perhaps in still smaller cohorts (i.e., within residences) as a suitable form of quarantine when coupled with testing.

We recommend that the College work with the Maine CDC to establish an arrival protocol that combines testing with appropriate quarantining.

In the event that we were to reach twenty to twenty-five student cases of COVID-19 on campus, our own health services division would reach its breaking point. Mid Coast Hospital in Brunswick is home to 93 beds, Maine Medical Center in Portland to 637 beds. In planning for a worst-case scenario, where we would need to shut down the campus due to a large outbreak, experts recommend that the College assist students in thinking through plausible evacuation plans.

**Contact Tracing:** Medical experts recognize that an ability to identify individuals at greater risk of contracting COVID-19 through contact with an infected individual will be necessary as we reengage the Bowdoin community. Various means of so-called contact tracing have been implemented elsewhere or are in development. The College should continue to research methods to ensure that the necessary workforce and technology are in place for effective contact tracing when activity resumes on campus.

## Reducing Transmission

**Physical Distancing:** Medical consensus continues to recommend six-foot distancing and recognizes that even this might not be enough to eliminate risk of transmission. We did find support from some experts to consider reducing this distance if other measures have been taken. Nonetheless, given the uncertainty, we recommend a conservative approach for the time being, and encourage the College to treat the six-foot distance as the standard.

Passing in hallways and stairwells does not pose a large risk, but we would want to alter work and traffic patterns, using arrows, signage, and barriers, to reduce congregation and interaction. There is very little evidence of transmission outdoors. Opportunities to spend time outdoors in small groups, therefore, should be seized. However, congregation in large numbers and certain activities, such as those involving close contact, elevate the risk of transmission and should remain restricted.

**Hygiene:** All medical experts identify radical attention to hygiene as essential to mitigating risk. Along with transmission through the air, the vast majority of transmission comes from contact between hands and face. We recommend hand sanitizers at the entry and exit of every shared space on campus. The College should establish procedures for routine disinfection of surfaces in common spaces, with particular attention to high-touch objects.

In any scenario, there will need to be much more personal responsibility for routine cleanliness, to complement the efforts of housekeeping staff. The College will need to provide the community with easily accessible disinfectant wipes. The resulting campus compact, which should be developed with significant student involvement and may, as the campus life logistics subcommittee notes, stand on its own or in combination with existing campus policies, should include a personal commitment to disinfection of surfaces in spaces occupied by each individual (i.e., desks, chairs, work surfaces in shared areas, phones, and other electronics). Students, faculty, and staff may be expected to rotate responsibility for regular disinfecting of common areas, to further reduce the risk of transmission and alleviate pressures on housekeeping staff.

**Facial Coverings:** Properly fitted cloth face coverings reduce the risk of transmission by infected individuals. Facial coverings may also reduce the risk of infection by lowering the likelihood of touching one's face. The College should provide cloth face coverings and the ability to wash them regularly. We recommend that all members of the Bowdoin community don cloth facial coverings in public spaces and that those who must visit campus in service to our community (i.e., delivery persons, contractors, etc.) be required to do the same. Provisions for safe removal of facial coverings to eat in public spaces should be developed. Community-wide facial covering offers the added benefit of promoting cohesion and a shared sense of responsibility among students, staff, and faculty to limit transmission.

**Workplace Risk Assessment:** Maintaining safe work environments for all Bowdoin employees is an important consideration. The Office of Environmental Health and Safety and the Campus Emergency Management Team have begun to address this by working closely with departments to conduct work area risk assessments and develop risk-mitigation strategies.

**In Practice:** For classrooms, physical distancing guidelines will require dramatically lower capacity. Face coverings should be worn at all times. Front-facing desks contribute to lower risk. For residence halls, this means, ideally, single-occupancy rooms. The six-foot distancing should initially be respected and cloth facial coverings worn in all common areas. As pointed out above, however, as our campus demonstrates its ability to maintain low prevalence, it may be possible to relax the guidelines around “rings of safety”—common areas for a few rooms, for an entire floor, or for an entire dorm. In dining halls, service should be largely take-out, mealtimes staggered, hands disinfected at entry and exit, and students separated, potentially by plexiglass screens. Faculty and staff, in most cases, will not be allowed in dining halls. In each setting, the most stringent separation and precautions should be taken for interactions between students and faculty/staff.

**Indoor Environment:** Virus stability is compromised by warmer and more humid air and by sunlight. We recommend that the College consult facilities staff knowledgeable about building operations to search for and implement straightforward strategies to decrease virus stability. Bowdoin’s buildings vary in age by 222 years and by size and design. Their ventilation systems reflect this variation. Opportunities to lower transmission risk also include increasing the rate of air exchange and/or introducing added filtration in ventilation systems.

**Influenza Vaccination:** Many symptoms of COVID-19 resemble those of influenza (i.e., the flu). Minimizing the prevalence of the flu through vaccination, in addition to being a generally recommended practice, would benefit our campus community by reducing the disruptions brought on by the need to quarantine symptomatic individuals until the results of virus testing are known. The College should consider requiring, as appropriate, and providing influenza vaccinations to all campus community members when they become available.

## PROPOSED ACADEMIC SCENARIOS FOR FALL 2020

We remain committed to providing the foundational and distinctive elements of a Bowdoin education, yet the classroom experience will be different in the fall of 2020. Assuming we pursue one of the scenarios outlined below, some faculty and students will meet in person in classrooms, where class sizes will be small, seating will be delineated, hygiene practices will be mandated, faculty and students will wear facial coverings at all times, and inclusive teaching practices such as group work will prove challenging. Some faculty and all students will also engage remotely, with the requisite challenges of not working face-to-face but also, based on the work of the Continuity in Teaching and Learning group, with far better resources for faculty than we had this past spring. Faculty may teach or hold office hours remotely; out of doors, as weather permits; or in spaces outside of our usual locations.

Early on, we began to recognize a major benefit of starting the semester (whatever its format) earlier than normal: doing so would allow us to have all students leave campus by Thanksgiving break, eliminating the chance that, by leaving for that break and then returning to campus, the ensuing travel could provide a significant opportunity for disease transmission. Furthermore, if we can send students home at Thanksgiving, they can remain off campus until the height of the flu season has passed (the potential confluence of a possible COVID-19 outbreak and the normal flu season has many medical professionals deeply concerned). A rough calendar to allow for this would require us to have students arrive on campus earlier in August, keep

students on campus through November 24, and then have them take exams remotely in early December. The Spring 2021 semester could potentially start a bit later than normal, in early February for instance, further alleviating the potential overlap of flu and COVID-19. At the same time, we recognize that starting the academic year earlier than anticipated significantly complicates plans for students, faculty, and staff. With that in mind, we encourage the College to explore ideas that could reduce the degree to which the start of the academic year is earlier than originally planned (for instance, by asking that each class meet on one Saturday at some point during the semester, we could shave a portion off of the overall length of the semester and push the start date further into August, moving it a bit closer to its regular time).

The scenarios below differ in important dimensions (the ways that they would reshape our course offerings, for instance) and all would be conditioned by factors beyond academics (the availability of faculty to teach needed courses in a particular format, or the number of students who could be safely accommodated on campus, given the medical situation in the fall, for example). But they are united in facing two major mathematical challenges: the constraints of our classroom capacities and the number of students needing courses. The physical distancing guidelines discussed above will severely limit the number of students who can be in a single classroom at any one time. Most of our in-person experiences will need to be capped at about twelve students. At the same time, each student needs four class “seats” to make steady progress toward their degrees. If, for the sake of simplicity, we assume we have a student body of 2,000, we would need 8,000 seats for those students. Again, for the sake of simplicity, if we assume that half of each student’s courses are taught in person, we would need to provide 4,000 in-person seats. With enrollment caps of twelve students per course, that would require just over 330 courses (and this assumes that all of those courses fill to capacity, something that never happens under ordinary conditions). Our faculty will be able to deliver about 390 courses; this means that all but 60 courses would need to be in-person classes. The remaining 60 courses would have to provide the needed online seats—again, assuming a full student body taking two online courses each, this would amount to 4,000 seats, or an average of just short of 70 per online class (an enrollment level that is almost never achieved for a single course at Bowdoin, let alone for 60 classes in one semester). This implacable math imposes major constraints on us, and demands that we think very creatively, both about what constitutes an “in-person” class and about how to alleviate the demand for high-enrollment online classes.

As noted in the executive summary, the scenarios below must be understood as guidelines rather than edicts. They are intended to help organize our approach to the fall in crucial ways, but we fully recognize that there must be flexibility in their implementation. We will need to think carefully and expansively about how to craft classroom experiences (whether online or in person or a combination of the two) that satisfy student needs, spark their interests, remain committed to Bowdoin’s standards of intellectual engagement, and consider the health and safety needs of our students, faculty, and staff. This may mean that we have to think flexibly about many things: departmental curricula and major requirements; class formats and delivery methods; modes of decision-making about who teaches what courses and in what formats; and how, when appropriate, to mix online and in-person forms of teaching.

Although the academic logistics group has, after much deliberation and outreach, arrived at these scenarios, we urge the faculty to recognize that, as we gain more information and evidence in the coming months, things could shift again. We invite our academic community to join us through it all in supporting each other, keeping

our students at the forefront of our academic planning, supporting and mentoring junior colleagues, and remaining committed to our liberal arts foundation, including thinking both within and across our disciplinary and interdisciplinary frameworks. The liberal arts education we offer at Bowdoin, even at a time of such enormous stress, will continue to make a fundamental contribution to our students, our communities, and the world.

These four academic scenarios differentiate between housing all or a portion of students on campus at any given time and maintaining a normal length semester or dividing it into sessions. In every scenario, there will need to be a mix of in-person and online courses. In each case, we also must think broadly about what qualifies a course as being delivered “in-person.” We must be guided first and foremost by the need to allow faculty to teach their courses in the manner they feel best suits their delivery under the current circumstances. It is likely that even “in-person” classes will contain an online component. In what follows, we use the term “in-person” for the sake of brevity to denote classes conceived in the manner just described.

The scenarios are: 1) housing all students, offering everyone roughly two in-person courses and two online courses in a regular 15-week semester; 2) housing all students, offering everyone roughly one in-person and one online course in each of two 7.5 week learning sessions; 3) housing half the student body in each 7.5 week session, offering those on campus in-person courses and those off campus their two online courses; 4) housing a smaller portion of the student body (what we are calling “First-Years Plus”) during the first 7.5 week session and housing the other three classes in the second session. The complications of each of these from a residential standpoint are explored later in the report.

For every proposed academic scenario, the College will have to review requests for accommodations that are based on disability. The College must consider course delivery accommodations, including captioning and other resources for remote learning, to ensure that our curriculum is accessible.

The Return to Campus Group acknowledges that international students may face unique challenges in the fall regardless of the academic scenario chosen. We explore that in greater detail later in the report.

### **ACADEMIC SCENARIO 1: Full Residence, Half Online Instruction**

- All students are in residence.
- Students register over the summer for two online courses and two in-person courses.
- The semester runs 15 weeks.

Pros:

- While the faculty would still have to engage in extensive curricular rethinking, retaining the normal length of the semester would ensure that key elements of it would look familiar to faculty and students. As a result, from the point of view of designing individual syllabi, this might be the most straightforward scenario.
- Faculty and students with health or other concerns that prevent them from being on campus in the fall semester have the option of teaching and learning remotely.
- We can serve the entire student population.

Cons:

- Some major curricular challenges:
  - Promising all students two in-person (and necessarily small) classes would require significant curricular planning and flexibility—planning on a level that is unfamiliar (and might feel heavy-handed) to most of our departments.
  - In particular, it will be extremely difficult to fulfill the promise of offering all students a fifty-fifty split of online and in-person courses. Even before factoring in variables such as faculty availability for one form of delivery or the other, how would we determine which classes are online and which are in-person in a way that would allow students to have two of each? Without extremely careful calibration (including perhaps draconian scheduling methods and the need to offer multiple versions of certain courses, thus reducing the overall variety in our curriculum), we might find that some students received quite different mixes of online and in-person courses, which will undoubtedly lead to concerns about equity.
  - Offering the necessary number of in-person classes reduces the number of online courses, so those being taught would need to be quite large unless we can find some way of reducing demand for them (see “ideas...” below).
- Having the full student body in residence under even the best of anticipated conditions would significantly increase the challenges for Residential Life and Dining Services.
- We do have a number of students whose health status will prevent their presence on campus. We would need to ensure that a sufficient array of online courses is available for their needs. Online courses would presumably be spread across the curriculum; it would likely be complicated but not impossible to find them the right mix.
- An abrupt return of all our students would make it extremely difficult to engage immediately, and then adjust as needed, the public health measures we will need to implement. Many of the emerging plans for colleges around the country to return to campus recommend a gradual or phased return (e.g., the recommendations issued by the State of Connecticut). That advice seems well-founded, but this scenario would not follow it.

## **ACADEMIC SCENARIO 2: Full Residence, Semester Split**

- Similar in several respects to Scenario 1, except...:
  - The semester is split into two 7.5-week learning sessions.
  - In each session students take one in-person course and one online course.

Pros:

- (Similar to “pros” listed for Scenario 1)
- Possibility of reducing student intermingling (e.g., students could be housed with members of their first in-person classes), which could help reduce concern about students transmitting the virus from their home communities and generating a widespread outbreak at the start of the semester.
- Learning and teaching in new formats is more manageable—by offering fewer classes at once, students and faculty can adjust to the new models.

- More easily adaptable in...
  - ...the event of illness among students. For instance, if a student became ill in the middle of one of the sessions, that student could continue to take the online class (if their health permitted) and drop the in-person class, or they could (if possible) complete the in-person class via online means. Even in the event of a major illness that required the student to drop both courses, the result would leave the student “down” only two courses. In other words, an illness of that sort would not necessarily create an insurmountable deficit in credits toward graduation.
  - ... the event of illness among faculty. Ordinarily, when a faculty member becomes ill in the midst of a semester and cannot continue teaching, the department or program chair steps in to arrange coverage for those classes (a teaching burden that often falls heavily on that chair). While that burden will always be substantial, the abbreviated length of the semester could lift it from those bearing the weight sooner rather than later.
  - ... the case that we need to pivot once again to fully remote delivery. In the event that we were once again forced to stop teaching in-person classes, only the group of faculty teaching in-person would be immediately affected, and they would most likely only have one course to recalibrate. Furthermore, if such an event occurs, it would be likely to continue for several weeks. We would know therefore that the subsequent session’s classes were likely to start in a fully remote mode, and we could make plans accordingly in advance rather than in midstream.
- While there are many factors that will contribute to the allocation of courses, and the staffing of those courses with individual faculty, during the two sessions of the fall semester, it may be possible in some cases for faculty to choose to teach both of their courses in the same session. That would of course make for a very busy half of the semester, but it would also free that faculty member from teaching obligations in the other half, possibly allowing that faculty member to dive more deeply into research and writing than they would ordinarily be able to during the semester.

Cons:

- (Similar to “cons” listed for Scenario 1)
- To meet the necessary contact hours, classes would have to meet for roughly twice as many hours in any given week compared to a “normal” semester. For instance, a class that normally meets for three hours a week would find itself needing to schedule six hours of meetings in the same time frame. This can be done, but it is a format that is unfamiliar to both faculty and students at Bowdoin, and the transition may be jarring.
- At the same time, each class would be compressed into half the “normal” number of weeks. This would present additional curricular challenges due to the need to reformat courses according to the compressed calendar.
- All of that would entail significant changes – each and every course would need to be rethought in some significant ways. Specifically:
  - With increased tempo to class meetings and shorter time span for the course in its entirety, some courses may need to substantially revise course goals, assignments, etc.
  - The compression of what had been 15 weeks into 7.5 may require some course content to be discarded (e.g., the sorts of projects that require long periods of gestation and reflection; class discussions that require lengthy preparations of readings or problem sets, etc.). This may also set limitations on the kinds of final projects that students could produce (e.g., ruling out dramatic

performances that require more than 7 weeks of preparation and rehearsals). While this could perhaps be offset by new opportunities to reinforce student mastery of course content, it could also diminish the overall amount of content conveyed.

- Splitting the semester in this way will likely produce gaps in student course sequencing—a particular challenge in curricula (e.g., some STEM fields; foreign language study, etc.) that depend on having students steadily develop mastery across the entire year.
- There is a concern that if a student were to fall behind by missing one or two class meetings, it would be hard for that student to catch up, given the rapid pace of the class.

### **ACADEMIC SCENARIO 3: Half Residence, Semester Split**

- Semester is split into two 7.5-week sessions (as in Scenario 2).
- Half the student body is in residence and half off campus at any one time.
- In each session, the in-residence half of the student body takes two in-person classes while the other half of the student body takes two online classes.
- For the second 7.5-week session, students switch their location.
- The model can be repeated for the spring semester.
- Departments and programs offer online and in-person classes.

#### Pros:

- Reduced demand on dining and residence halls.
- Lower density population reduces transmission risk.

#### Cons:

- (While this scenario resolves the “cons” of Scenario 1 that pertain to the pressures of a large student population on campus, it preserves the “cons” that are specific to Scenario 2)
- A significant number of students have reported major obstacles to their full engagement in online classes, due to challenges in their home environments. These students might need to be on campus for the entire semester. This would create challenges in building course schedules for these students that mirror the challenges facing students who must remain off campus for health reasons in Scenario 1.
- The period of residency is half the normal length for all students, greatly affecting their overall experience.
- The obvious ways of splitting our student body in half (e.g., grouping first years and sophomores in one half, and juniors and seniors in the other) often do not correspond to our course populations, creating challenges for departments when deciding which courses to offer in person or online in any given half semester.
- In fact, it's highly likely that certain courses that must include an in-person component (e.g., some STEM lab courses or performance-based courses) would have to be taught in both halves of the semester; it's unclear whether we have the staffing capacity to cover those courses while also offering the range of other courses that are necessary for our students to advance in their academic tracks. It seems likely that the richness and variety of academics at Bowdoin would feel diminished.



#### **ACADEMIC SCENARIO 4: First-Years Plus (builds on Scenario 3)**

- First-year students come to campus in August and take two classes: a First-Year Writing Seminar (most often offered in person) and one other in-person class.
- Meanwhile, most continuing students (sophomores, juniors, and seniors) take two online classes while residing off campus.
- A handful of continuing students are also on campus throughout the semester:
  - Students serving as proctors for first-years;
  - Some international students;
  - Students whose home situations are unsuitable for distance learning;
  - Seniors engaged in complex projects that require being on campus for the full year (for instance, seniors majoring in STEM fields conducting honors projects that require hands-on lab work starting at the beginning of the academic year, or visual arts majors embarking on major “capstone-style” projects that require the use of Bowdoin facilities).
- Midway through the semester, first-year students go home and take one large, intro-style course online (e.g., Psych 1101 etc.).
- The remainder of the continuing students return to campus and take two in-person classes. Their return could be staged in phases: because there will be empty space in some dorms, we could bring back a portion of the continuing students in the days before the end of the first session, allowing us to cautiously build up our population.

#### Pros:

- Strong focus on ensuring first-year students get off on the right foot.
- By allowing for a restrained number of continuing students to also come to campus, we could ensure that some of the most important culminating experiences of a Bowdoin student’s career can still be pursued fully.
- Allows us to ease students back onto campus, moving gradually to do so and testing our systems and safeguards along the way.
- Among those permitted back on campus at the start of the year, we could include students whose situations at home present formidable challenges to their ability to learn remotely. This would allow us to mitigate one of the major inequities that resulted from our pivot to remote learning this spring.
- The early-arriving continuing students (proctors, seniors pursuing honors projects, etc.) would be accustomed to the new safety guidelines by the time the majority of continuing students got to campus, and they could help encourage their newly arrived peers to follow the rules.
- In the event that circumstances change dramatically for the better, first-years could be permitted to remain on campus in the second half of the semester.
- This goes a considerable way toward solving one of the profound problems with all the other scenarios, in that it allows us to divide up our curriculum into fairly logical patterns: small (in-person) and large (online) courses targeting first-years, small (in-person) courses targeting advanced students and majors, and larger (online) courses targeting advanced students.

Cons:

- Delayed return for most continuing students (although if we can start first-years early, the continuing students would perceive the delay as being relatively short—they would return to campus only about a month later than they ordinarily would have, and opinion polls have clearly shown that students would prefer a slightly delayed start to no return at all).
- First-years finish the semester one course credit behind. However, the idea of having all first-years take only three courses at the start of college has been argued on its own merits. There are a number of innovative ways of providing students with the “missing” credit in ways that would be of real benefit to them (for instance, classes targeted at the particular educational needs of the class as a cohort at a strategic moment outside of the regular calendar, e.g., during January or over the summer; these would be considered as part of the overall Bowdoin education and would not entail additional costs for students).
- The curricular restructuring required for this is easier than is the case in some scenarios but certainly not effortless.

For additional, specific information for consideration by faculty, please see [Appendix B](#) and [Appendix C](#).

## CAMPUS LIFE LOGISTICS SUBGROUP RESPONSE TO FALL 2020 SCENARIOS

The campus life logistics subgroup’s work initially focused on consultations with Residential Life and Dining Services, both of which are critical to an on-campus experience and marked by enormous capacity and important limitations. With a fuller sense of the residential life and dining landscapes, we were able to consider other key areas of campus life, including but not limited to counseling and wellness services, athletics, health services, community standards, safety and security, and student life/student affairs. We share some of the information we gathered in those consultations here in the report, and we will share the remainder with the concerned offices and individuals as soon as a decision has been made about Fall 2020. We note, importantly, that while we can formulate plans for physical distancing in dining halls, reduce the density of residential spaces, eliminate large public gatherings, and enact a semi-closed campus environment (the parameters of which will be determined by an implementation group), we cannot ensure student compliance, and it remains beyond the scope of this subgroup to consider faculty and staff compliance outside of business hours. Compliance, however, will be critical to a safe and successful on-campus experience.

## RESIDENTIAL LIFE

The Campus Life Logistics subgroup’s first task involved gaining an understanding of the current state of housing on campus and how many students we could support under different scenarios. For every residential scenario outlined below, the College will have to review requests for housing accommodations that are based on disability. (For a full picture of Bowdoin’s residential landscape, please see [Appendix D](#).)

For Fall 2020, we are working under the assumption that the residential landscape will include 1,269 bedrooms and 407 bathrooms spread across thirty residential buildings. The 1,269 count for bedrooms does not include

the twenty-one rooms in 52 Harpswell, which the group recommends be used for isolation if COVID-19 infections were to arise. It is important to note that these figures also include Pine Street Apartments and Stowe Inn rooms, which were expected to be taken off-line for the 2020–2021 academic year, and assumes the new Harpswell Apartments will be ready for occupancy for in Fall 2020.

Under the best practices model, in which all students are housed in singles and each student could self-quarantine, 1,269 students could be accommodated with the current housing structure. If medical opinions on dorm density were to change and the College were to incorporate a mix of single and double occupancies at that time, we could accommodate 1,808 students; this includes having 15 fifteen “crash rooms” for emergency use as well as 52 Harpswell taken off-line for isolations.

Key factors driving how many students current housing can support include:

- Whether or not students are permitted to live in “households.” A household here is defined as a group of people who within the group may be able to relax physical distancing protocols. This idea is like the “bubble” concept used in New Zealand.
- The number of bedrooms required for isolation. The current recommended number of isolation rooms should be at least twenty. The College should set that number aside regardless of our capacity level and designate 52 Harpswell as the single location for this purpose.
- It must be noted that some residences will require more than two students to share a bathroom; some would have as many as seven sharing a single bathroom (e.g. at Ladd House). In all cases, the medical subgroup’s recommendations regarding hygiene and other health and safety measures must be followed.
- The number of rooms we need to hold back (the “crash rooms” for roommate conflicts, personal emergencies, Title IX issues, concussions, etc.). Residential Life typically tries to hold twenty vacancies in first-year housing and forty vacancies in upperclass housing for these matters.
- The number of additional beds that the College might be able to find through a combination of local hotels and/or modular housing.
- All emerging state and federal guidelines.

Additional considerations:

- The Coles Tower elevators: these will not support six-foot distancing, and therefore it is likely that use of the elevator will be restricted to one (at most two) at a time; pinch points will be mealtimes as well as weekends and prior to any events.
- Laundry and common spaces: specific guidelines will need to be developed for use.
- Stairwells: unidirectional access should be required.

Note: The following situations are roughly in reverse order from the academic scenarios, from the most manageable to the most challenging situations for Residential Life.

### **Residential Life Situation 1:**

One quarter of students on campus (Academic Scenario 4, First-Years Plus, for first session)

In this scenario, first-years and some additional groups of students will arrive in mid-August for a condensed 7.5-week semester. We have capacity in residence halls and in the dining halls for this scenario and therefore there are no major concerns to note. We still expect, however, that residence halls will need to adopt new rules for student conduct designed to limit opportunities for the spread of the virus.

The Office of Residential Life has given some consideration to where first-years will reside in a *First-Years Plus* model<sup>1</sup>. With a ratio of one bedroom per student, first-years will be located within the first-year bricks and throughout certain spaces normally designated for returning students. Residential Life is committed to each first-year cohort having the support of a proctor. Because of the decreased number of first-years per floor (and the subsequent increase in groups of first-year cohorts or “floors”), Residential Life plans on recommissioning RAs during this time to serve as proctors. Therefore, each first-year cohort will have the support of one proctor who will live with the cohort and provide individual and community support. Ideally, Residential Life will organize cohorts so that, if full occupancy is possible in the spring semester, two cohorts can join to become a full floor with both a proctor and an RA.

It is important to note that the Office of Residential Life is committed to providing residential life student staff with support and high-quality training so that they are prepared for this unique semester. Particularly, they are looking to provide extra training around mental health challenges, isolation, and anxiety, as well as discussions with colleagues in the Office of Safety and Security and the Counseling Center detailing how residential life staff can best partner with these offices around these issues.

### **Residential Life Situation 2:**

One half of students on campus (Academic Scenario 3, Half Residence, Semester Split)

In terms of residence halls, we see no major roadblocks or major concerns in this scenario. Students would each be able to live in a single, though they would share bathrooms with other students forming small “households.”

In this scenario, the College could potentially take Coles Tower off-line (or only use the lower floors, which are easily accessed by stairwell). This scenario would leave sufficient “crash rooms” available, would support each student living in a single bedroom, and would also allow 52 Harpswell to serve as our isolation location. At this number of students on campus, a sense of community would remain for students living in the residence halls. We still expect that residence halls would need to adopt new rules for student conduct designed to limit opportunities for the spread of the virus.

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<sup>1</sup> With one student per bedroom, the first-year bricks can hold 265 first-year students. Adding first-years to the following locations provides an additional 242 beds for first-years: Baxter House, Ladd House, Chamberlain Hall, Howard Hall, Stowe Hall, Park Row Apartments. This totals 507 beds for first-year students. If we move forward with this model, when Residential Life delves into logistics and placement of our student staff within the spaces, we may shift some locations.

### **Residential Life Situation 3:**

Three-quarters of students on campus (Academic Scenario 4, First-Years Plus, second shortened session)

In this scenario, sophomores, juniors, and seniors would return to campus for the second 7.5-week session. Based on data from the May 4 student census, approximately 1,475 students would be attending classes if everyone from these three cohorts chooses to return. As of this writing, roughly 140 students plan to live off campus. If the College allows them to live off campus as planned, we would have sixty-six more students than available bedrooms. This scenario would also require that any unexpected challenges of the first session (First-Years Plus) are worked out in advance of the second-session arrivals. Residential Life would have capacity to spread students out among the residence halls and hold back “crash rooms” and spaces for isolation as needed. We recommend a staggered return for these students over the course of at least two days, and ideally more, to minimize risks during move-in as well as to accommodate all the travel complications that will certainly arise.

### **Residential Life Situation 4:**

All students on campus (Academic Scenarios 1 and 2)

For the 2020–2021 academic year, we are working under the assumption that having all students back on campus could equate to as many as 2,028 students in residence based on a snapshot census requested from the Office of the Registrar on May 4, 2020. We realize that this figure is the absolute maximum, and it is likely that fewer students will be in residence. This total assumes no students (or very few) will study abroad; it also includes the 140 students who currently plan to live in off-campus housing.

Based on these numbers, College housing is not currently sufficient to hold all potential students even without the restrictions imposed by the virus. If 1,808 students are in residence (the number that can be accommodated with a mix of singles and doubles) the College would be able to maintain “crash rooms” and 52 Harpswell for isolation, and maintain single and double occupancy in all bedrooms. As that number grows above 1,808, beds will need to be allocated to new spaces.<sup>2</sup> In short, College housing has physical limitations such that the College cannot be guaranteed to meet the demands imposed by this scenario. Even assuming a certain number of students living off campus or not returning, this scenario will stretch the limits of the housing system. Having all 2,028 students back on-campus would require triples, and/or the need for off-campus options, and/or identify where additional beds could be put into existing campus spaces. (Please see [Appendix E](#) for further information about serving a full student cohort.)

## **DINING SERVICES**

The Dining Services (DS) plans were developed with the following key considerations in mind:

- The capacity of the College’s designated dining spaces to adhere to six-foot distancing for both queuing and seating students
- The ability to maintain distancing and safety protocols for staff in kitchen and production areas

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<sup>2</sup> The current estimate of available beds on campus for Fall 2020 is 1,841.

- Average meal counts and peak dining times and the impact on queuing
- The number and availability of regular, student, and casual staff required to serve meals daily
- The capacity of the other dining facilities to handle service within reasonable risk levels if a dining facility closes due to a COVID-19 outbreak within the unit or from a power outage
- Supply chain concerns

**Staffing:** In all scenarios described below, determining the staff levels needed requires considering the additional labor time due to 1) the change from self-service to full-service with prepacking of many products; 2) the time required to perform more rigorous and constant cleaning of all high-contact services; 3) the need for additional checking stations in the distancing models; 4) higher rates of absenteeism to protect staff and others from any illness; and 5) the expected reduction in student and casual staff.

**Distance Protocols:** May 2020 guidance from the CDC regarding restaurant reopening indicates that the number of employees in kitchens should be reduced to maintain six-foot distancing. The nature of the job and tight dining production facilities make it difficult to maintain a six-foot separation between staff in the kitchens. It will require food preparation that does not require fixed equipment to be moved to dining seating areas and assignment of some staff to work a night shift. The adjustments required can be implemented for the fall if the number of students is fewer than 1,000, with the understanding that there will still be times in a busy production kitchen that employees will be closer than six feet apart. The additional staff required to accommodate more than 1,000 students may require more significant adjustments to production set-up and staffing schedules, and additional time would help to put these changes in place. To minimize risk, rigorous hygiene practices, cloth face coverings, and other PPE will be employed as recommended by the Office of Environmental Health and Safety. It may also be possible to install plexiglass shields in some food preparation areas to enhance safety.

**Board Plans:** For simplification, quick access, and safety, the College should consider a variety of approaches to dining, including the possibility that all students would be required to have a full board plan, which is already the norm for first-year students. The cash component and guest component of the board plan will not be available under any of the academic scenarios.

Note: As was true with residential life, the following situations are roughly in reverse order from the academic scenarios, from the most manageable to the most challenging situations for dining.

### **Dining Situation 1:**

One quarter of students on campus (Academic Scenario 4, First-Years Plus, for first shortened semester)

**Staffing:** To feed one-quarter of the student population, Dining Services expects that meal production, service, and sanitation can be handled with current regular staff.

**Distance protocols:** To feed 500+ students, increased distancing for staff can be achieved by moving some food production and assembly that does not require kitchen equipment into the dining seating spaces. Six-foot distancing for students can be met within the current dining facilities.

Program:

- Meals will include breakfast, lunch, and dinner daily; SuperSnack will be closed.
- Students may eat in dining rooms using available seating or take their food to go.
- Menus will retain a fair amount of variety and limited personalization to meet student requests.
- Food will be prepared and served in single-service containers with self-service of prewrapped utensils.
- Some limited drop-off catering may be available.
- Dining halls will not be available to staff; faculty and staff may pick up take-out from Magee's.
- If a dining facility closes due to an outbreak within the unit (e.g., Moulton) or from a power outage, the other dining facility can handle service with additional adjustments to limit numbers served at one time.

Pros:

- At 500+ students, many aspects of the residential dining program will be preserved, including the possibility of some small group events, such as cookouts, being accommodated.
- Starting with one-quarter population allows dining to make modifications to improve its program and more quickly adapt to changing circumstances.
- Seating and spaces beyond current dining facilities would not be required.
- Faculty and staff may still have access to limited options at Magee's.

Con:

- Minimal, or no dining jobs for students or casual staff.

## **Dining Situation 2:**

One-half of students on campus (Academic Scenario 3, Half Residence, Semester Split)

**Staffing:** Dining will require replacing full-time staff who are unable to work and may need additional qualified staff to provide for coverage of others due to illness. This scenario will require the use of some student and casual help. Some staff will have to work overnight.

**Distance protocols:** With additional modifications and use of dining seating space it will be possible to adhere to six-foot distance protocols for guests. Some dining staff will be required to work a night shift to reduce the number of staff on duty at any given time, allowing dining staff to operate in relative safety. Further encroachment of dining seating space will be needed for student queuing space, food preparation, and storage. (For more information regarding campus life implementation considerations, please see [Appendix F.](#))

Additional program changes from previous population level:

- May require assigned meal service hours to account for queuing space requirements, which is likely possible through an online ticketing program.
- Dining operations (including Magee's) will not be available to faculty and staff.
- Service will be primarily take-out.
- Some pre-prepared frozen meals may be necessary to alleviate production demand.
- Catering, even on a small-scale basis, will probably not be available.

Pros:

- Still retains some aspects of residential dining.
- Does not require the addition of non-dining spaces for service, queuing, or production.
- If a dining unit must close due to an outbreak or power outage, the other units may be able to meet the needs for a limited time period with additional adjustments, such as having students in apartments prepare their own meals, extending mealtimes, or not following distance protocols for affected meal periods.

Cons:

- Less seating available to students due to use of seating space for queuing and production.
- Increased staffing requirements.
- Higher risk if a dining location needs to be closed for a period of time, such as during a power outage.

Further Considerations:

- Additional assistance will be required during service times to staff additional checking locations, monitor queuing, conduct constant sanitation of high contact areas, and cover additional stations required for full-service instead of self-service.
- Some seating space in dining halls will need to be used for production to ensure distancing, and an additional entry and exit will be required at Moulton Union. (Further details can again be found in Appendix F.)
- All private dining spaces will need to be converted to dining storage and production space.

### **Dining Situation 3:**

Three-quarters to full population of students on campus (Academic Scenarios 1 and 2; second half of Academic Scenario 4, First-Years Plus)

If the College population exceeds 1,000, other dining options to accommodate higher meal counts will be necessary. Meal production, service, and sanitation cannot be handled with regular, student, and casual staff even with additional hiring to replace staff members who cannot work.

Program:

- All services are for students only.
- Take-out only.
- Other non-campus options to accommodate service need to be employed OR students in apartments and off-campus housing may need to be required to cook for themselves. (Please see [Appendix E](#) for additional housing and dining information for serving a full student cohort.)

Further Considerations:

- This scenario requires replacing full-time staff vacancies plus hiring additional staff and/or contracting with an outside caterer for food production and service at a fourth service location.
- Distancing protocols can only be met by using all dining seating spaces for queuing and production and by adding a fourth service location at Morrell Gymnasium. (For more information, please see [Appendix F](#).)



- A modular unit could also serve as a fourth location. This is recommended as the best long-term solution should distancing protocols still be in place next year. There is an approximate three- to four-month lead time and a one-year lease requirement, therefore, Spring or Fall 2021 would likely be the earliest start time. Please see [Appendix E](#) for additional options to supplement Dining Services.

### **Supply Chain Concerns**

It has been difficult for our vendors and producers to predict supply availability, and Dining Services has been unable to gather definitive information at this point. It is likely that there will be some scarcity, such as in meat products. Food availability issues will be addressed by quickly changing menus to use substitute menu items that are readily available. This may pose difficulties for students with severe food allergies, and they will likely require additional communication and personalized service from our staff dietitian.

Paper supply availability may also be limited, as virtually all restaurant and commercial food service operations are converting to take-out service. The goal is to use sturdy compostable containers and flatware with consistent design to meet specific menu needs. When designated supplies are not available, Dining Services will use the closest substitute possible. Substitutions may not be a sustainable product and may not be as effective or efficient as we'd like to transport hot and cold foods across campus.

## **CAMPUS LIFE CONCERNS THAT TRANSCEND ACADEMIC SCENARIOS**

While residential life and dining were the primary focus of the campus life logistics subgroup's work, the Return to Campus group recognizes that campus life involves many other facets of the student experience. While time did not permit a deep dive into other areas of campus life, we feel it is important to acknowledge them and the core themes that emerged. (For a list of the campus life staff consulted, please see [Appendix G](#)).

**Student activities:** Some aspects of student life that have been taken for granted will likely not be available in the fall, and others, such as athletics, are uncertain. Given that, and building on the experience of this spring, the College has already begun to identify new ways to engage students outside of the classroom. To understand both how a lack of opportunities can have potentially negative consequences on student well-being and the creative new possibilities for fostering community, our group consulted with several directors in the Division of Student Affairs, whose staff members are exploring ways to modify the campus experience and keep students mentally and physically active. Still, we note that this area represents a significant challenge in bringing students back, with a set of core issues that include the utilization of campus spaces and the kinds of gatherings that will be permitted. Within a split campus scenario (Academic Scenarios 2, 3, and 4), one issue will be how to integrate programming that accommodates interactions between students on campus and those off campus.

Student activities – clubs, and other programming, as well as athletics, are an integral part of the Bowdoin experience for students, faculty and staff. The benefits of these activities must be strongly considered in any return to campus plan. The Department of Athletics is assessing each sport individually as well as developing comprehensive departmental guidelines, and the NESCAC presidents are looking to late June to decide collectively on conference play and what will be allowed on a school-by-school basis. Key considerations for

Fall 2020 will be (1) equity among athletes, i.e., Bowdoin's athletic program may determine to not support only those sports deemed low-to-no contact; and (2) equity among athletes and non-athletes, i.e., athletics should not be the only student activity taking place on campus. The office of Student Activities is reviewing whether club sports will be able to continue since they include inter-collegiate competition. They foresee a potential increase in demand for intramural sports if intercollegiate athletics is not possible.

**International students:** We recognize that our international students face particular challenges in the current environment, and they will continue to in the circumstances that are likely to prevail in the fall. The Return to Campus group encourages the College to work closely with these students to ensure that they are able to make informed choices about their best course of action for the coming academic year, to assist them in coming to campus to take part in the in-person component of their fall experience in as timely a manner as possible, and to communicate with the appropriate government agencies in seeking ways of ensuring that our international students' education can continue with as little disruption as possible.

**Community standards:** One of the biggest areas of concern identified by our subgroup was community standards. Any plan for a return to campus will need to recognize the desire students have for close contact and for personal freedom, and the need to develop new conduct policies in response to specific physical distancing and other safety guidelines. On average, Bowdoin security officers respond to 12,000 calls for service each year, many of which require close contact with individuals or being within their living space or workspace for varying time periods. A significant percentage of all call volume is directly related to student activity on campus, and a higher percentage still within incident reports. It is important to note that any scenario the College adopts for Fall 2020 will likely involve limited "freedom" to move about campus, restricted group sizes, reduced extracurricular activities, and a significant volume of free time. These factors, experienced under stressful conditions, are likely to result in increasing Office of Safety and Security responses to substance abuse, prohibited gatherings, mental health concerns, disturbances, and other incident types requiring close contact with complainants, suspects, and victims.

It is recommended that the College develop a COVID-19-specific policy for students that clearly and explicitly lays out a set of rules and consequences for breaking those rules. We recommend that the College also specifically consider what, if any, guidelines could be put forth for students who opt to live in off-campus housing or, alternatively, consider requiring that students in residence live in campus housing. We also note that faculty and staff may also be potential disease vectors on campus. Given that the College has little or no ability to regulate the off-campus behavior of faculty and staff, who will regularly interact with a range of people while they are off campus, they will need to be part of the campus compact.

**Mental and physical health:** The pandemic-related mental and physical health challenges of students, faculty, and staff must be considered in a return-to-campus scenario, as must the possibility that the campus could experience one or more deaths. Many college employees, even those not directly affected by the virus, may experience elevated levels of stress from the uncertainty, disruption in routine, loss of immediate community, and continued fear of infection brought on by living within its scope. Many students faced health concerns in the pre-COVID-19 world; the change and uncertainty brought on by the disease will only increase those challenges going forward. For some of our students, being at Bowdoin represents a significant improvement over their home lives in terms of having a safe and supportive environment, and we should

recognize those students, and their unique needs and burdens, when considering a return to campus. We must also recognize that campus services dealing with mental and physical health are likely to face unusual challenges in a return to campus. As much as students want to be on campus, we note that, living in relative isolation, and with reduced interactions due to physical distancing rules, they may experience higher rates of loneliness and depression than they would in a “normal” semester. On the physical health side, staff will be treating students for the variety of concerns that come up in a regular semester as well as those that emerge because of COVID-19.

## CONCLUDING REMARKS

The Return to Campus group has become well versed in the myriad challenges that COVID-19 poses to the Bowdoin community. We hope this report conveys not only the complexities of our collective situation but also the principles that guide our work and our College: integrity, humility, hard work, passion for learning, and mutual responsibility. While challenges undoubtedly lie ahead, the group’s shared work, its varied forms of outreach, and the learning that resulted, confirm one of our basic premises—that we are part of a remarkable academic community.

## **Appendix A: Alternative Testing Strategies**

Here, we describe a few alternative testing strategies and our reasons for not choosing them.

“Point of care” test devices are available, which can return results in minutes to hours. Such devices do not currently serve our purpose due to their very low throughput. In addition, some have recently been shown to operate with insufficient accuracy for our purposes. The possibility of establishing local test capacity, perhaps in partnership with local healthcare organizations, has been contemplated. We regard this as a strategy with too much inherent risk. A clinical pathologist with expertise in virus testing indicated that such an effort is, of course, a sizeable commitment and, under the best of circumstances, could take considerably more time than we have available. In addition, testing capacity is currently limited in some regions by the availability of reagents and supplies. Knowledgeable experts expect these supply-chain bottlenecks to be resolved by August. At the same time, large, established test vendors are in a better position to maintain adequate supplies, which makes turning to them a more reliable option.

Serological testing cannot be used to screen for COVID-19, as it generally takes more than a week post-infection for antibodies to appear in sufficient concentrations to yield a positive result. It is likely that seropositive individuals possess some measure of immunity against re-infection; however, there are many not-yet answered questions around that. Some public health experts we consulted thought aloud about ways in which people could be organized on campus based upon their individual serological status to reduce the risk of infection (e.g., housing a seropositive student with a seronegative student in a dorm room) or even relaxing certain behavior standards for seropositive students. We urge caution around exploration of these strategies. Although bearing some medical soundness, the complexity of implementation and the harm to community such practices may cause outweigh any benefits. In addition, we do not want to arrange campus life to in any way incentivize infection, by granting different status to seropositive individuals. With this in mind, we see no utility to serological testing in our attempts to keep risk of transmission at acceptably low levels.

## **Appendix B: Approaches to flexibility: methods of adjusting the delivery of courses to best suit the needs of faculty and students**

The academic scenarios described in this document are intended to be helpful guides and not rigid rules. We keenly recognize the need to be flexible in numerous ways: how we define “in-person” class experiences; how we accommodate our staffing capacities and the needs of individual faculty; and how we tailor the delivery of our classes to best provide students with an educational experience worthy of the college’s traditions. There are several dimensions to these challenges:

- Because physical distancing guidelines and our classroom capacities will require low enrollments in in-person courses, we will need to dedicate a significant percentage of our overall faculty teaching load to delivering those courses, leaving relatively few faculty available to provide the necessary seats in online courses. Unless we do something to address this imbalance, our online courses could end up with enrollments considerably larger than Bowdoin courses usually have, placing an additional burden on the faculty teaching them and potentially diminishing the experience for students;

- Staffing situations in some departments may hamper their ability to deliver courses in a particular format, whether online or in-person;
- Student demand for certain courses may make it advisable to provide more seats in those courses than could reasonably be provided in our reduced-capacity classrooms, suggesting that these courses should be delivered in part or entirely online, even if their student audience is on campus;
- Certain courses, projects, and academic experiences may be fundamental to the educational trajectories of some of our students but also nearly impossible to reconceive for online delivery, suggesting that we should think creatively about how to provide those possibilities to students even if an entire course cannot be in-person.

The ideas below seek to address these concerns, attempting to solve problems in ways that also have merits of their own. We will pass these along to the group that will be considering Bowdoin's future approach to online teaching for further consideration and possible developments.

Ideas to reduce the pressure for online classes to have consistently high enrollments:

- Offer one or more special large online classes. Such a course might develop out of courses that have already been developed at the college, or out of work that was done in classes during the past semester as the pandemic developed around us. They might be led by one, or a small number, of faculty, and include a variety of guest lecturers. They could delve into the core elements of Bowdoin's liberal arts ideals – the concept of “the Common Good,” for instance – while also framing the education we provide within the context of current events and issues. Likewise, they might grow out of initiatives already underway at the college (the “Health, Society and Culture” project, for instance). Such courses might be offered for credit to a large number of students using online assessment methods, or might be offered on a Cr/D/F basis. The lectures could conceivably become open to the entire Bowdoin community – not just students enrolled in the class – thus allowing them to serve as a version of the “Common Hour” lectures. We have seen evidence of some real enthusiasm for this concept among our faculty, with several offering up ideas for what such a course might entail.
- Encourage online (or in-person, when feasible) independent studies (each fall we ordinarily teach about 200 of these).
- Gently encourage students carrying at least two extra credits toward graduation to use one of them this coming year to opt out of an online course (there are about 240 students with this status). We are aware that this may not be an attractive option to all students with this status, and so it should be used with sensitivity.
- Create a program to encourage members of the 3 returning class years back to campus to take a course for credit in the summer of 2021 (for instance, in-person expeditionary-learning style courses with low enrollments, some aimed at STEM majors, others at students seeking VPA, etc.).
- Consider the creation of an online January short term (this year or next), perhaps with the eventual goal of using that term to provide members of the first year class with their “missing” credit (one example of this would be a version of the “Becoming a Scholar at Bowdoin” course for first years that was studied a few years ago without being fully developed; another idea would be to build on the “Sophomore Bootcamp” led by CXD). Alternatively, these courses could be aimed at more advanced students, and could take as their themes ways of applying their Bowdoin education to their future lives beyond the college.

Ideas for enabling departments with customarily small enrollments to serve the needs of their students:

- Several language faculty offered an interesting suggestion: that it might be possible to meet some of the needs of their majors by offering a large, unified course on a topic that arises in multiple literary traditions. The course could be delivered to a large number of language students online, that would cover the central themes of the course (perhaps with a primary lecturer and guest lectures from faculty across the college), with students then producing a final project involving study in the language of interest to them. This model could conceivably be appropriate as a way of addressing the needs of other disciplines as well.
- Consider offering a class that would have broad appeal to non-majors, while offering majors the option of signing up for an independent study that would involve participation in the large class and production of a project tailored to the needs of the major requirements.

Ideas for approaching the definition of “in-person” flexibly:

- In Scenarios 2-4, each class will need to meet for roughly twice the normal number of contact hours every week compared to a regular-length semester. For some courses this may be feasible or even desirable, but for others this may present a risk that the class meetings could begin to feel exhausting or monotonous for students or instructors. One solution to this might be to adopt a “flipped classroom” approach, delivering a portion of the course content to the students via asynchronous methods (which they could engage with during an evening or over the weekend). The remaining majority of class time would be spent together in a physically distanced space.
- Bowdoin offers some courses that are routinely heavily enrolled (often because they serve as important building blocks for popular curricular trajectories) but that also require a significant amount of in-person work (for instance, in a lab). Such courses could be taught to students in residence, but via Zoom lectures delivered to large numbers of students at once. They could then retain the crucial “in-person” element by having smaller discussions or labs, led by a professor or a lab instructor. For scheduling purposes, this works best with the split semester scenarios, as numerous low-enrollment lab slots could be built around a very simple schedule in those cases (particular the case with Scenario 4).
- Alternatively, a course might be taught to a moderate number of students using a Zoom lecture, with those students being assigned to discussion sections led by the Professor, TAs, or Writing Assistants.

## Appendix C: Faculty issues for future discussion

In our work, the Return to Campus group received suggestions, learned of issues, and heard of concerns that lie beyond the purview of our work. Taken together, they are worthy of attention no matter which scenario is chosen. We therefore believe that the College's next steps must include immediate conversations about each of these. Our group stands ready to support that work directly or indirectly as it is taken up by Academic Affairs and through faculty governance.

**Childcare:** For many faculty, the uncertainty of childcare and public school access is daunting as they approach any of the scenarios listed. Some of these faculty might decide to teach online. Others may decide to teach in person but would benefit from support from the College. Might the College provide drop-in day care, provided by students, for children of a certain age and for certain of our time blocks? Might the College provide movie nights for children one or two evenings a week, perhaps with pizza for the kids to provide a parent with additional time to work? Might the College provide a certain number of to-go meals, perhaps purchased from local restaurants, to occasionally relieve parents of the time spent cooking and cleaning dishes? We encourage the College to think broadly and creatively about ways that we might assist faculty facing the particular burdens of childcare.

**Junior faculty development:** While the past few months have thrown all of our lives into turmoil, junior faculty are feeling the effects in particularly pronounced ways. Just as they are getting settled into patterns of course offerings, they have seen their curriculum disrupted. Their plans for periods of research and writing have been greatly impeded by travel restrictions, the need for rethinking courses, and the general air of uncertainty. Their ability to travel to conferences—important opportunities to share work, receive feedback, and build professional networks—has been interrupted at a formative moment in their careers. We call upon the college to consider these issues carefully and immediately, convening a group that includes members of CAPT but others as appropriate as well, to help us all understand the ways that the terrain of pre-tenure life has been affected, and the ways that our practices must respond.

**Equity:** We mention this above but want to reiterate that considerations of equity must be part of departmental conversations about fall course offerings and modes of delivery. Members of the Return to Campus group have begun to meet with both the outgoing and incoming associate deans whose responsibilities include diversity and inclusion and the chair of the Working Group on Self-Identified Faculty of Color and International Faculty. We plan to develop some preliminary guidelines for faculty and departments and will share those with Academic Affairs.

**Scheduling:** To what degree can departments establish temporary, fall-2020 specific methods for course registration? In other words, might departments and programs examine their curricula, determine what is necessary for rising seniors, and assign those students to those classes? Likewise, we might be best served this year by registering First Year students in courses ourselves, with their schedules being informed by students' expressed preferences (collected via a survey form, perhaps) but also governed by the need to spread students appropriately among classes. The challenges of fitting student-choice registration with the realities of small in-person and larger online courses may be greater than we can handle without a more rigorous ownership of the process on the part of departments and programs. We recommend that we immediately begin facilitating communication and planning between departments and the Registrar's Office with a goal of quickly finalizing a workable plan for our registration.

**The definition of what counts as “a class” in our teaching expectations:** We should be willing to closely examine our practices for defining the teaching loads of individual faculty. If a department were to decide, for example, that one faculty member would obtain the training, design the lectures for online delivery, deliver all lectures, and do the lion’s share of grading for a 100-person course, would we count that as meeting the semester’s courseload? Similarly, if that person’s two colleagues each took three discussion sessions per week, meeting in small groups with students, would those meetings count as their ownership of a course? We do not claim to have answers to these questions; rather, we urge the College to collectively consider this issue with the goal of arriving at a system that ensures an equitable distribution of work in light of our changed circumstances.

**Creative solutions to the academic challenges of what might be called the “pandemic cohort” of Bowdoin students:** Our students, from incoming first years to rising seniors, have had or will have their college experience altered in profound ways by COVID-19. The repercussions of this have begun to materialize in a wide variety of ways, yet we believe we are only at the beginning of understanding the impact of the pandemic on our students’ learning, their mobility, their financial and family challenges, their progress to degree, and their needs following graduation. We urge the faculty and the College to begin to understand and address these complications, developing for the student members of our community flexible, humane, Bowdoin-worthy practices and supports for their academic work and their lives outside the classroom.

## Appendix D: Residential Landscape

If the medical group determines that bedrooms must be limited to either single or a mix of single and double occupancy, the following information reflects those numbers:

First Year Buildings	Total Bedrooms (SINGLE OCC.)	Student to bathroom ratio		Total Bedrooms (SINGLE & DOUBLE OCC.)	Student to bathroom ratio	Notes
Appleton Hall	34	4:1		64	8:1	
Coleman Hall	41	4:1		77	7:1	
Hyde Hall	40	5:1		76	9:1	
Maine Hall	34	4:1		64	8:1	
Moore Hall	34	4:1		64	8:1	
Osher Hall	43	4:1		79	7:1	
West Hall	43	4:1		81	8:1	
Winthrop Hall	31	4:1		58	7:1	
<b>First Year bedroom total:</b>	<b>265</b>			<b>528</b>		<b>removed 35 UC proctor beds in FY total</b>



<b>College Houses</b>	<b>Total Bedrooms (SINGLE OCC.)</b>	<b>Student to bathroom ratio</b>		<b>Total Bedrooms (SINGLE &amp; DOUBLE OCC.)</b>	<b>Student to bathroom ratio</b>	<b>Notes</b>
Baxter House	16	4:1		29	7:1	<b>233 rising sophomores &amp; House Proctors have already applied and have been accepted to these Houses</b>
Boody-Johnson House	13	3:1		23	5:1	
Burnett House	14	2:1		23	3:1	
Helmreich House	18	4:1		24	5:1	
Howell House	16	3:1		26	4:1	
Ladd House	23	7:1		23	7:1	
MacMillan House	19	3:1		24	4:1	
Quinby House	16	3:1		24	4:1	
Reed House	18	3:1		18	4:1	
<b>College House bedroom total:</b>	<b>153</b>			<b>214</b>		
<b>Upper Class Apartments and Residence Halls</b>	<b>Total Bedrooms (SINGLE OCC.)</b>	<b>Student to bathroom ratio</b>		<b>Total Bedrooms (SINGLE &amp; DOUBLE OCC.)</b>	<b>Student to bathroom ratio</b>	<b>Notes</b>
30 College	2	2:1		2	2:1	
Brunswick Apts.	116	1.5:1		206	2:1	
Chamberlain Hall	108	4:1		137	6:1	
Harpwell Apts.	132	4:1		132	4:1	
Howard Hall	29	2:1		58	4:1	
Mayflower Apts.	20	1.5:1		32	2.5:1	
Pine Street Apts.	36	3:1		48	4:1	
Park Row Apts.	88	4:1		88	4:1	
Russwurm House	4	4:1		4	4:1	
Smith House	9	4:1		10	4:1	
Stowe Inn	38	1:1		54	1:1	
Stowe Hall	22	2:1		44	4:1	
Coles Tower	212	4:1		216	4:1	
<b>Upper Class bedroom total:</b>	<b>816</b>			<b>1031</b>		
<b>TOTAL BEDROOMS AVAILABLE:</b>	<b>1269</b>			<b>1808</b>		<b>Excludes isolation beds, added 35 UC proctor beds back in</b>
<b>Isolation Building</b>	<b>Total Bedrooms</b>			<b>Total Bedrooms</b>		
52 Harpswell Road (single occupancy)	21			21		14 beds are available to be relocated

## Appendix E: Options for Pursuing Housing and Dining with a Full Cohort of Bowdoin Students

### Housing with Full Cohort

If it were deemed necessary to employ off-campus housing to support a full student cohort, the Campus Life group has identified the following as potential options to explore:

- Brunswick Hotel – 48 rooms
- Brunswick Inn – 14 rooms + cottage
- Comfort Inn – 77 rooms
- Fairfield Inn – 81 rooms
- Maine State Music Theatre Housing – 11 bedrooms

**Total: 231 off-campus rooms**

Key considerations for housing students off campus include:

- **Cost:** The cost is likely be substantial for any length of stay; however, we speculate that the College might be able to get a reduced rate given that local hotels are probably being very lightly used
- **Security:** The College would need to determine who is responsible for security - the off-site location or Bowdoin. If the answer is Bowdoin, then this will have to be coordinated with the location. If it is not Bowdoin, then there are questions of how Bowdoin's social codes can be enforced.
- **Housekeeping:** Based on the protocols being used at the off-campus location, the possibility for additional community exposure may increase chances for community exposure.
- **Transportation:** Some locations are relatively distant from the College and would raise issues of how students get back and forth in a timely fashion. Further, because of physical distancing protocols and restrictions on buildings, these students are less likely to be able to simply spend the day on campus.

### Dining with Full Cohort

Options for Additional Dining Service Locations

The subcommittee considered many additional service locations for dining; the two best options are:

- **Morrell Gym:** This is the subcommittee's preferred fourth service location on campus as it has adequate capacity, good accessibility for students and outside food service providers, and support to supply water and electrical. Main entrees and service staff would be provided by an offsite caterer with oversight and assistance from Bowdoin Dining. This space can accommodate lunch and dinner for 400.
- **Use of a Modular Trailer:** This would function in a similar manner to Morrell Gym and would allow Morrell Gym to revert to Athletic Department use when needed.

## Options for Supplementing Dining Services

### 1. **Contract with a Caterer:** (Recommended if fourth service location is needed)

An outside caterer could provide select lunch and dinner menu for 400 students. The selected vendor would provide a select menu and service staff; Bowdoin Dining would provide beverages, all service and flow setups, checking system, trash removal. Of the caterers contacted, three have expressed interest: Churchill Catering, Finest Kind, and Wild Oats Bakery.

Pros:

- Most cost-effective option\* with fewer hidden fees and less complexity of management
- Would help provide a varied menu and improve accessibility during peak service periods.
- Most straightforward way to manage service provision.

Cons:

- Will require an additional on-campus service location (e.g., Morrell) and interest and ability of caterers to provide dependable and continual service.
- \*Cost still to be determined

### 2. **Use a downtown restaurant to provide some meals:** This option is recommended for limited use such as feeding and housing students at Brunswick Inn and Brunswick Hotel.

Pros:

- Additional housing and dining could be taken care of at the same time.
- Students are more likely to be amenable to eating where they are also living.
- Ease of managing cost transfer if business is willing to work within our dining and board fees.

Cons:

- Will these businesses be willing to give up their potential for regular clientele to do this?
- Will students observe the same safety protocols as in campus dining?

### 3. **Contract with a food truck service provider (or multiple):** This is recommended as a possible cash operations replacement for staff and for special student events. Generally, this service would be for a snack or quick lunch and not a regular meal replacement.

Pros:

- Could alleviate menu boredom.
- Could provide convenience for staff.
- It would help support local businesses.

Cons:

- May be difficult to manage usage if part of board plan.

Additional considerations:

- Maintenance costs and sanitation costs need to be considered.
- Food trucks have limited menus.
- Will truck be able to provide service during extreme weather?
- Vendor needs to use their own kitchen for food and supply storage as well as pre-preparation.
- Need to determine appropriate campus location.

**Options discussed but not recommended:**

- Use the “kitchens” in the College Houses
- Use multiple downtown restaurants to provide take-out meals
- Rent a downtown restaurant kitchen for dining staff to use

**Long-term options that may be worth pursuing if necessary:**

- Lease and renovate an old commercial kitchen and dining area at Brunswick Landing. Information is posted on the MRRRA website.
- Lease and use kitchen, dining and housing space at a local closed hotel.

## Appendix F: Campus Life Implementation Considerations

### Dining Seating Analysis

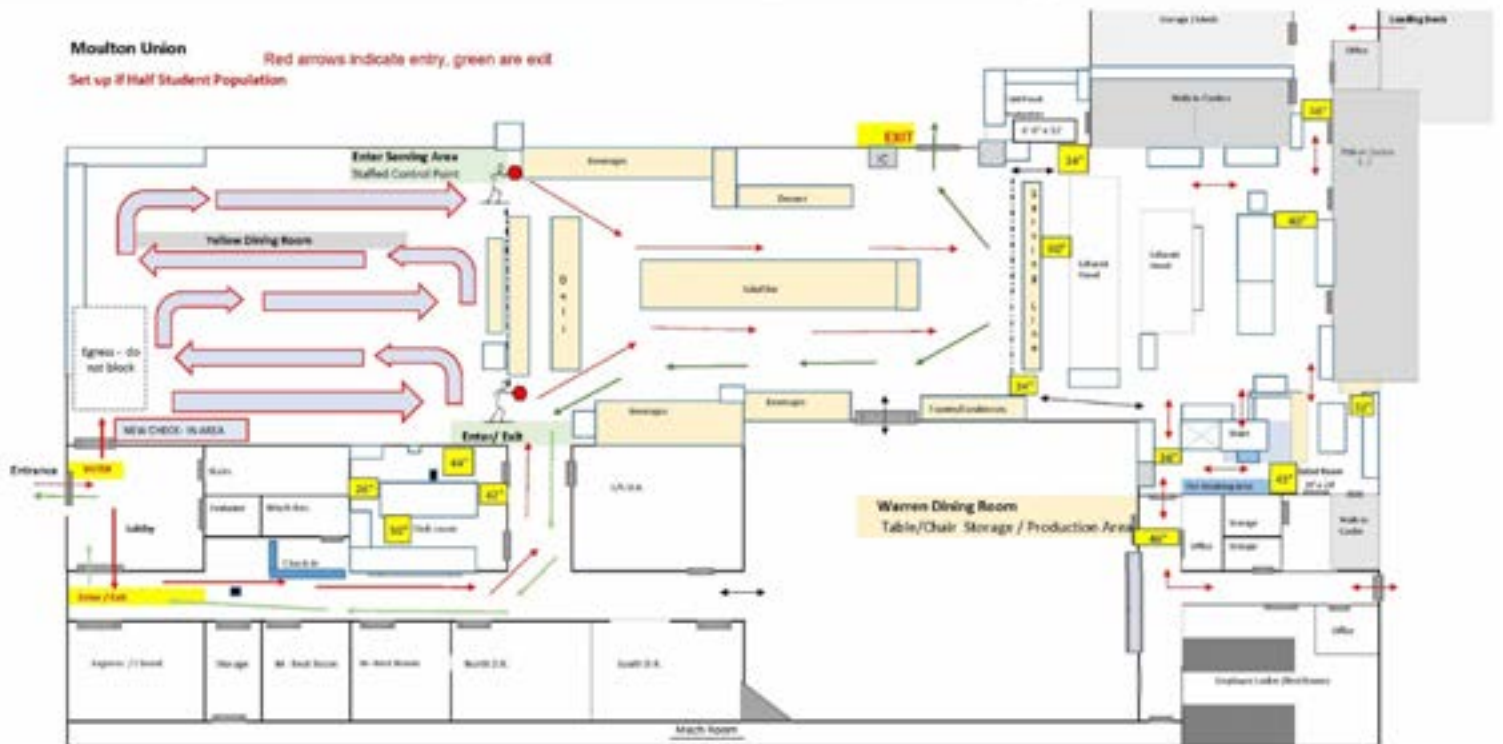
Location	Maximum seating	Seating with 6' distance	Location	Maximum seating	Seating with 6' distance	Location	Maximum seating	Seating with 6' distance
THORNE			MOULTON UNION			OTHER		
Main Dining Room	528	117	Yellow Dining Room	164	40	Morrell Gym	290	116
Daggett Lounge	128	32	Warren Dining Room	168	40	Main Lounge	111	28
Pinette Room	36	6	N/S Dining Rooms	24	6	Lancaster Lounge	64	16
Hutchinson Room	36	6	Fac/Staff Dining	32	4			
Mitchell N/S	24	8						
<b>Total Thorne</b>	<b>752</b>	<b>169</b>	<b>Total MU</b>	<b>388</b>	<b>90</b>	<b>Total Other</b>	<b>465</b>	<b>160</b>

Location	Maximum seating	Seating with 6' distance
Total Thorne + MU	1140	259
Total OTHER	465	160
<b>Total</b>	<b>1605</b>	<b>419</b>

Includes private dining areas and Daggett Lounge.  
Main & Lancaster Lounges and Morrell Gym.

**Moulton Union**

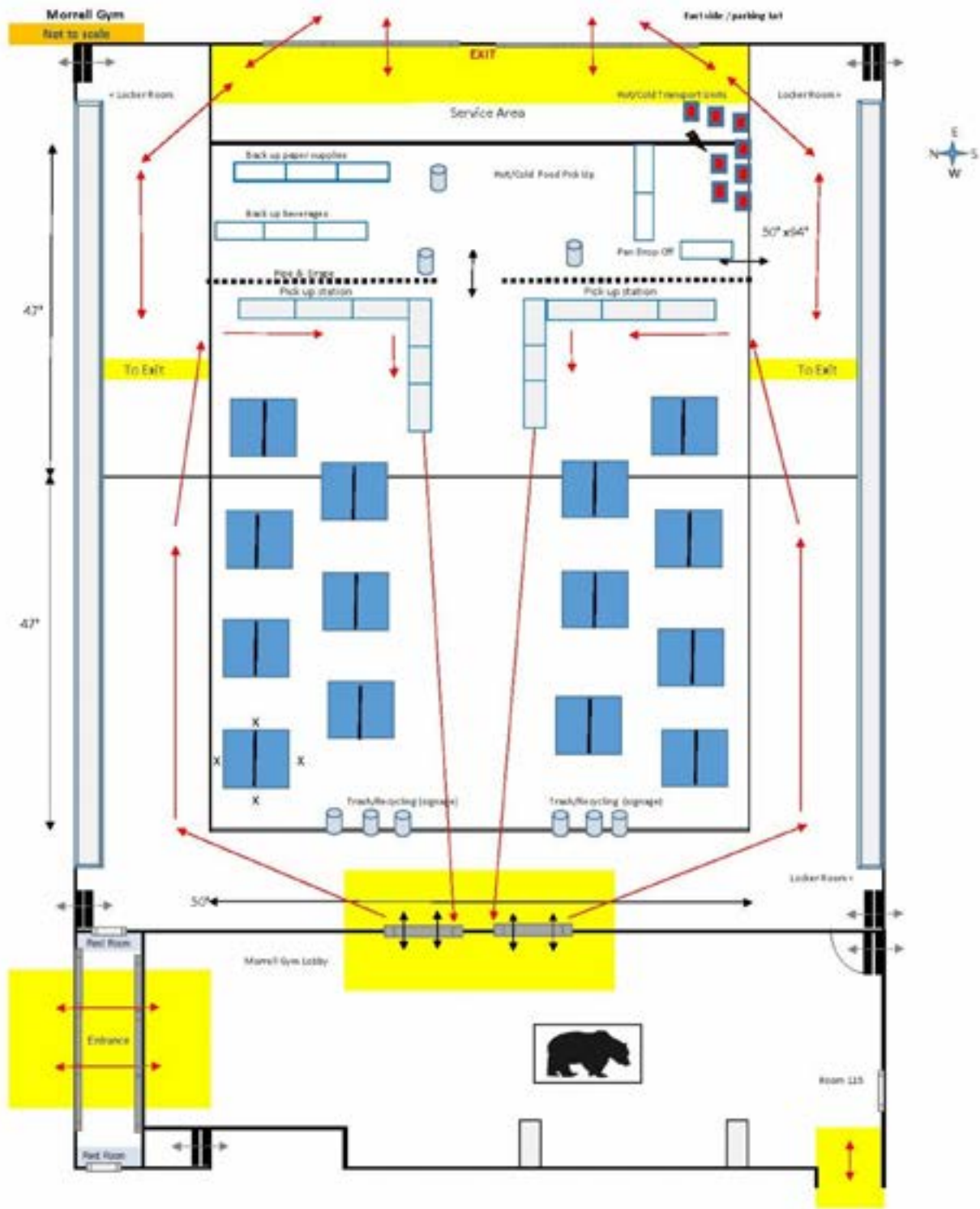
Red arrows indicate entry, green are exit  
Set up if Half Student Population



**NOT TO SCALE**

40 in queue in yellow DR

8 in queue from the checking area to entrance of serving line



- 20 - 6' tables = 14 table of 4 / 56 seats  
Use tables removed from Thorne Hall to accommodate new distancing seating requirement
- 20 - 6' tables / service area
- 12 - 6' tables / Serving line pick up
- 8 - 120/20A outlets for Hot/Cold boxes
- Exit - Keep Area Clear
- 9 Trash Barrels

Queuing - 30 inside of gym (about 15 on each side) plus lobby - TBD  
 Need to determine maximum queuing in lobby with emergency egress requirements

## Appendix G: Campus Life Consultations

The following departments in the Division of Student Affairs were invited to discuss their questions and concerns at a department heads meeting in April:

- Career Exploration and Development
- Center for Sexuality, Women, and Gender (SWAG)
- Rachel Lord Center for Religious and Spiritual Life
- Counseling and Wellness Services
- Gender Violence Prevention and Education
- Health Services
- McKeen Center for the Common Good
- Student Center for Multicultural Life
- Office of the Dean of Students
- Office of Safety and Security
- Outing Club
- Residential Life
- Student Accessibility Office
- Student Activities
- Upward Bound

Additionally, members of the department heads team met with members of the Return to Campus group to review the academic scenarios developed by the academic logistics subgroup, after they were presented to the faculty. Several of these departments also had individual consultations with the campus life subgroup, including:

### *Athletics*

**Tim Ryan**, Ashmead White Director of Athletics

### *Community Standards*

**Katherine O'Grady**, associate dean of student affairs and community standards

### *Counseling and Wellness Services*

**Dr. Bernie Hershberger**, director of counseling and wellness services

### *Health Services*

**Dr. Jeffrey Maher**, director of health services

### *Office of the Dean of Students*

**Khoa Khuong**, associate dean of upperclass students

### *Residential Life*

**Lisa Rendall**, director of residential and housing operations

### *Student Accessibility Office*

**Lesley Levy**, director of student accessibility

### *Student Activities*

**Nate Hintze**, director of student activities and the David Saul Smith Union

**Silvia Lorrain**, associate director of student activities

**Mike Ranen**, associate dean of student affairs and director of residential and student life