

RECOVERY 2020

KEY QUESTIONS AND PRINCIPLES FOR CAMPUS LEADERS

Throughout history, higher education has demonstrated a remarkable ability to evolve to meet new needs and, at its best, provide leadership and viable solutions during unprecedented times. This current crisis is no different. Colleges and universities across the nation have responded with absolute rigor to the coronavirus pandemic. The swift and decisive actions taken thus far demonstrate higher education's commitment to protect every member of the extended university community and to continue to deliver on our mission despite rapidly changing circumstances.

But our collective work is just beginning. We now turn to the process of reopening our campuses in likely varied forms for individual institutions, systems, and states. The rich diversity of our sector defines the great strength of American higher education and reopening will look different for each institution depending on the contextual factors at play. It is a critical time for all campus stakeholders to lean in to tough decision-making and problem solving as a collective, particularly during this time of crisis. How we make decisions will matter more than ever because the choices are about to get much more difficult.

Over the past weeks, we have collected information and insights from the ACE Board of Directors, public health experts, association colleagues, and policymakers regarding the planning and safeguards necessary for successful reopening of our campuses.

We have synthesized these insights into a set of guidelines that we hope will assist and affirm campus teams engaged in planning and decision-making.

ACE offers the following leadership principles to guide this work:

- Begin with your institutional mission and organizational values as the framework for change and adaptation.
- You are not doing this alone—promote and empower a shared leadership model, including learning from peers and regional partners. There are no silos in a crisis.
- Engage the campus community in a dialogue to develop a shared vision for managing the change.
- Establish priorities, plans, and assessment metrics for both the immediate and long term.
- Apply a student-centric, safety-first, and equity-minded lens while emphasizing financial sustainability from conceptualization through implementation. This includes putting diversity, equity, and inclusion front of mind and being aware of how decisions impact underrepresented and marginalized communities.
- Commit to continual improvement and ongoing assessment and ensure that proactive and ongoing communications across campus offices and with internal and external constituents, from students and parents to state and local public officials and civic leaders to members of the media, are taking place.
- Embrace the need to be adaptive, flexible, and resilient as new dimensions of the crisis emerge.

Even as we offer these principles of institutional change and transformation, ACE recognizes that planning is underway by campus teams to prepare for reopening in a safe and timely fashion. There is much to be considered during this process, and the following non-exhaustive check list offers some high-level areas to consider as you undertake campus planning in the coming weeks. We intend this to be an iterative, living document. We welcome feedback—we will update regularly with your suggestions.

Be well, and know that ACE is here for you.

QUESTIONS TO ASK IN A PLANNING PROCESS¹

1. Local Health Conditions

- State/local coronavirus cases
- Number of tests administered
 - Coronavirus positive test percentage trends
- State/local hospitalization rates
- State/local hospital capacity
- State/local death trends
- Community status
 - K–12 schools' status
 - Business/partner status

2. Mission Considerations

- Mission alignment
- Equity impacts
- Financial contingencies

3. Financial Planning

- Financial aid reviews
- Tuition
 - Differentiated? (online/in-person)
 - Timing of billing, including deferrals
- Room and board
- Student activity fees

4. Physical Return to Campus

- Phased return options
 - Staff
 - Faculty
 - Students
 - Campus visitors (e.g., prospective students and families; job candidates)
- Workplace expectations for staff/faculty
 - Testing policy before return
 - Health/sickness expectations
 - Remote work options

¹ In some cases, there are well-developed metrics and guidelines for answering these questions; others will necessarily become the subject of careful local discussion of options. Where there are widely accepted guidelines, we have (or will) provide links to the appropriate sources. We have also appended several planning documents that may be helpful as your campus undertakes the process of discussion.

- Expectations for students
 - Testing policy before return
 - Health/sickness expectations
 - Travel to campus
 - › Family/friends on campus on arrival
 - › Commuter students
 - › International students
- Surveys reflecting public opinion
 - Staff and faculty
 - Students
 - Parents/families
- Communication
 - Campus stakeholders: board, alumni, parents, students, faculty, staff
 - Mayor/governor
 - Accreditors

5. Medical Preparation on Campus

- Protective personal equipment
 - Acquisition policies
 - Distribution policies to faculty/staff/students
- Prophylactic policies
 - Guidance
 - › CDC
 - › Local/state
 - › In-house/campus
 - Mask policies
 - Testing procedures
 - Sanitation stations
 - Cleaning procedures for each type of campus building
 - Controlled access to campus buildings (e.g., limited entry points)
 - Flu shots and other healthy campus initiatives
- Symptoms policy
 - Temperature checks
 - Policies for symptomatic individuals

6. Testing/Tracing Policies

- Estimated number of tests needed for the semester/quarter
 - Acquisition strategies
- Intermittent testing policy
 - Procedures for those who refuse to be tested
 - Testing policies for symptomatic individuals
 - Testing policies for asymptomatic individuals
- Testing logistics
 - On-campus vs. off-campus
 - Protection of health data
 - False positives/false negatives

- Contact tracing policies
 - Estimated contact tracers needed
 - Acquisition of contact tracing app
 - Quarantine policy for contacted individuals
 - Policies for those who refuse to provide tracing information

7. Policies for Those Who Test Positive

- Intake procedure for students/faculty/staff
- Quarantine procedures for students/faculty/staff
- Hospitalization procedures for students/faculty/staff
- Communication and notification

8. Academics

- Impact of social distancing on teaching and learning space
 - Lecture hall
 - Seminar rooms
 - Laboratories and other clinical settings
 - Libraries
 - Study rooms and lounges
 - Computer rooms
 - Entries and elevators
 - Use of non-academic buildings and spaces
 - Technology and support needed in classrooms for streaming, video recording, etc.
- Scheduling
 - Semester/quarter timing
 - Course scheduling
 - Building closures/hours
- Academic Affairs
 - Grading policies
 - Awards and honors
 - Tenure policies
 - Ongoing teaching and learning support
 - › Professors
 - › Students
- Policies for immune-compromised faculty to teach remotely

9. Student Life

- Housing
 - Singles vs. doubles
 - Restrooms
 - Common spaces
 - Elevators
- Dining
 - Buffets
 - Size restrictions
 - Support for food-insecure students

- Common spaces
 - Gyms and fitness centers, including pools
 - Student centers
- Organizations and clubs
- Events including orientation, commencement, speakers, plays, and concerts

10. Athletics

- Early access to campus
- Differentiated testing policies
- Differentiated travel policies
- Fan attendance
 - Seating
 - Entry
 - Parking
 - Concessions
- Different policies for different sports and categories of sports (varsity, club, IM)

11. Travel and Visitation

- Public transportation guidelines
- Transit sanitation
- Travel policy for students during the semester
- Travel policy for faculty and staff
 - Conference policy
 - Traveling to/from high-impacted areas
- International student travel
- Study abroad programs
- Limiting visitors on campus

12. Enterprise Safety

- Delivery and warehousing
- Distribution
- Facilities and grounds protections

13. Liability

- Federal/local liability waivers
- Individual campus waivers (if no blanket liability waiver)
 - Students
 - Faculty/staff

14. Ongoing Tracking

- Health markers
 - Physical health
 - Mental health
- Equity considerations
- Finance

15. Outbreak Scenario Planning

- Health markers for closure
 - Communication with local/state officials
- Planning for closure
 - Finances
 - Academics
 - Students

APPENDIX

(WILL BE UPDATED AS APPROPRIATE)

1. Centers for Disease Control Guidance, available at: <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/index.html>
2. U.S. Chamber of Commerce State-by-State Business Reopening Guidance, available at: <https://www.uschamber.com/article/state-by-state-business-reopening-guidance>
3. American College Health Association guidelines, available at: https://www.acha.org/documents/resources/guidelines/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May2020.pdf
4. ReOpen Connecticut: Report of the Higher Education Subcommittee, available at: <https://portal.ct.gov/-/media/Office-of-the-Governor/News/20200506-Recommendations-to-Governor-Lamont-for-a-phased-reopening-of-colleges-and-universities.pdf?la=en>
5. College and University Professional Association for Human Resources COVID-19 Resources, available at: <https://www.cupahr.org/knowledge-center/covid-19-resources/>