

LAICU Leads: Reopening Safe and Resilient Campuses



LAICU

LOUISIANA ASSOCIATION OF INDEPENDENT
COLLEGES & UNIVERSITIES

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Introduction

Louisiana higher education is amid very challenging times due to the COVID-19 crisis. Louisiana colleges and universities have worked collaboratively to arrive at solutions to meet the everchanging complexities presented by the pandemic. Louisiana's private nonprofit colleges and universities have led through these unprecedented times remaining committed to collaboration and committed to the communities they serve. The Louisiana Association of Independent Colleges and Universities (LAICU) institutions have been an essential part of the recovery efforts in each region where they reside. For example, LAICU institutions have been on the forefront of COVID-19 research, provided insight into the effects of health disparities, accelerated healthcare graduates to join the workforce in the fight against COVID-19 and utilized 3D printers to aid in the development of PPE. Our colleges and universities remain committed to continuing these essential activities while delivering learning to the students that are enrolled at our schools. As we prepare to safely re-open our campus for students, faculty, and staff to return we have arrived at a set of guiding principles that will inform our colleges and universities. Given that each of the LAICU institutions have a unique mission, we have developed these principles by embracing the unique attributes of our colleges and universities, while highlighting, the common values shared across our sector, private, nonprofit higher education. Each LAICU college and university has developed specific reopening plans for their institution and this document should not be used in place of the individual plans. These principals are to serve as a binding complement to the plans and guidance issued by each of our member institutions. Please visit the campuses websites to learn more. Ultimately, this document should serve as a framework of the shared principals and considerations that will guide our colleges and universities toward a safe and resilient future.

LAICU Colleges and Universities – Shared Values for Leading Safe and Resilient Campuses

LAICU Colleges and universities represent Louisiana's 10 private nonprofit institutions. Each institution has a unique mission and vision and during the crisis it has been the foundational attributes of the institutional missions that have guided us through this pandemic. Our institution's missions range from, the discovery of new knowledge and equipping students for lives of learning, leading and serving; to sharing their gifts and talents to create a spirit of healing, and producing graduates who excel, become world leaders, are broadly educated, culturally aware and concerned with improving the human condition. Collectively, the LAICU Leads workgroup considered the unique missions of their institutions and arrived at a set of shared values that are representative of our path forward in leading safe and resilient campuses.

LAICU Shared Values:

TEACHING & LEARNING - To keep teaching, learning and the discovery of knowledge at the center of our work

STUDENT CENTERED - To remain student centered and foster environments that pursue educating the whole student (intellectually, physically, spiritually, emotionally, socially, and ethically)

INNOVATION, RESEARCH and WORKFORCE DEVELOPMENT - To increase our capacity to impact the region, nation, world through Innovation and Research and through strengthening the talent development/workforce pipeline

EMPATHY and CARE - To act with empathy and an ethic of care for the communities that we serve

PREPARE GLOBAL LEADERS - To prepare our graduates for global citizenry and to lead and thrive in their chosen vocation, work or continued education in healthcare, liberal arts and sciences or ministry

RESPECT for HUMAN DIGNITY - To create safe spaces, free from bias and respectful of human dignity that allow individuals to learn, grow and develop

COVID – 19 Challenges Realized – Many of the issues that have arisen during this crisis have been unprecedented and left us without examples or best practices to consider. Upon further reflection it is evident that there have been significant challenges throughout that have added to the complexities in developing a comprehensive response to a crisis of this magnitude. As our institutions have developed thoughtful and responsive plans, we felt it important to discuss the challenges that we've faced during this time to see where there were common issues, as well as, issues that may be on the horizon. In each instance our colleges and universities have developed a path forward and arrived at solutions to overcome the challenges presented, nonetheless, they are important to note because they remain causes for concern. Therefore, the following section lists the challenges faced by our institutions as we continue to lead through the crisis, and plan and prepare for re-opening our colleges and universities.

- Accommodating rapid transitions to remote learning or having to suspending academic offerings due to a declared state of emergency
- The digital divide and meeting the technological needs of students, faculty, and staff
- Shifting to virtual admissions processes & projected drops in enrollment

- Virtually addressing student supports & resources – academic advising, access to clinical instruction, support for students that must remain in housing/dining, financial aid/work study guidance, counseling/telehealth, etc.
- Providing adequate support for students facing financial hardships or mental health challenges due undue pressure and stress caused by the pandemic
- Safely returning study abroad students home to the US and & supporting international students that remain on campus and abroad
- Preparing for potential shifts for athletics & extracurriculars
- Ensuring that federal and state legislation includes our sector when introducing legislation beneficial to higher education. Specifically, ensuring that federal and state legislation allocates adequate financial resources and relief to our sector
- Preparing for or responding to simultaneous emergency events (Weather Events “Hurricane Season”, Social Upheaval, Protests, Strikes)
- Preparing for the overall uncertainty and instability – The possibility of an outbreak on campus, The “Unknown”
- Having access to available testing and PPE
- Preparing for Human Resources and liability concerns - faculty, staff, students, parents
- Managing logistics of re-opening – screening, surveillance, disinfecting, cleaning, etc.
- Influencing campus culture, creating buy-in, addressing student, faculty, and staff fear, establishing trust for all parties to embrace the “next” normal on a campus during COVID

Public Health and City, State and Federal Guidelines for Re-opening (adapted from the Louisiana Department of Health)

The Louisiana Department of Health has provided interim guidance based on what is currently known about the transmission and severity of coronavirus disease 2019 (COVID-19). The U.S. Centers for Disease Control and Prevention (CDC) will update this guidance as needed and as additional information becomes available. Please check the following CDC website periodically for updated interim guidance: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

Health officials are taking steps to prevent community spread of COVID-19 into U.S. communities. Institutions of higher education (IHE) can play an important role in this effort. Through collaboration and coordination with local health departments, IHE should disseminate information about the disease and its potential transmission to their students, staff, and faculty. IHE should prepare to prevent the spread of COVID-19 among their students, staff and faculty should local health officials identify such a need. IHE should continue to collaborate, share information and review plans with local health officials to help protect their entire IHE community, including those who may be at risk for severe disease with COVID-19. IHE plans should be designed to minimize disruption to teaching and learning and protect students and staff from social stigma and discrimination. (LDH, 2020)

Institutions of Higher Education Restart Louisiana

The Louisiana Board of Regents developed guidance for higher education institutions to consider as they develop their plans to safely re-open in a phased approach. The full guidance can be viewed here: <https://regents.la.gov/wp-content/uploads/2020/07/Higher-Education-Reopening-Safely-Handout-062920.pdf>

LAICU Shared Principles for Creating Safe and Resilient Campuses

**LAICU's Considerations for Safely
Re-Opening**

LAICU Shared Principles for Creating Safe Campuses – Considerations for Safely Re-Opening

The LAICU Leads Workgroup has worked to develop a list of considerations related to the modifications of campus operations during the coronavirus (COVID-19) pandemic. The areas of focus and elements for consideration to safely reopen our colleges and universities are listed in the pages that follow. The considerations provided in this section are not intended to replace the reopening plans provided by each institution because this is not a comprehensive list but a set of shared considerations that are being reflected across our sector of private nonprofit higher education in Louisiana. Given the varied nature of our colleges and universities across the state of Louisiana, each institution's re-opening plan will be unique, therefore these shared considerations are not intended to be prescriptive. In addition to these lists, each college or university developed their reopening plan by considering the unique make up of their community, as well as, following the guidelines from federal, state, and local governments and health authorities. It is important to note that the considerations listed in this document reflect general principals embraced by our institutions and it does not constitute legal advice or medical guidance. All guidance and consideration for safely reopening is being developed by taking into account local, state and federal governmental entities, The US Department of Education, the White House Guidance, the office of Governor John Bel Edwards, The Louisiana Department of Health, OSHA, and other governmental agencies as instructed.

Considerations for Safely Re-opening

The lists in this section are the shared considerations for safely reopening LAICU colleges and universities. They are outlined and presented as follows:

Academics and Research

- Classroom and Teaching
- Research
- Overall Calendar

Student Life

- Arrival and Orientation
- Residence Halls
- Dining
- Visitors
- Student Health and Counseling Services, Athletics and Extracurriculars
- Forging Community

Policies and Procedures

- Surveillance and Testing
- Waivers, Handbooks and Human Resources
- Cleaning

Communications

- Plan and Structure
- Trust and transparency
- Shared messaging

Operational Infrastructure

- Financial health and financing
- Emergency response team
- Digital capabilities/technology
- Physical Plant

Academics and Research

Classrooms and Teaching

Physical distancing and PPE	<ul style="list-style-type: none"> • Adjust class structure to accommodate physical distancing • Adjust capacity of room/venue, with physical distancing according to Phased re-opening guidelines provided by the state • Masks and protective equipment for Labs strongly recommended • Shared classroom space must be cleaned daily • Outline student cleaning protocol between computer users and provide cleaning wipes for students and faculty to wipe area before leaving class
Lectures	<ul style="list-style-type: none"> • In larger classes with stationary seats, mark the seats students can use • Use alternate spaces as classrooms (auditoriums, gymnasiums)
Hybrid models	<ul style="list-style-type: none"> • Utilize technology to prevent oversize gatherings • Assign high risk students and faculty to continue remote courses • Provide resources for students and faculty without access to the internet or technology to have access • Extend the class schedule • Develop students to Cohorts that do not move- but have teachers to move • Ensure access for all for remote learning - Close the digital divide
Labs/Clinicals – special considerations	<ul style="list-style-type: none"> • Ensure CDC/LDH recommended capacity of the lab size • ensure physical distancing between students in the labs • Provide enhanced cleaning of Lab and CTE space. • Ensure physical distancing between computer stations and enhanced cleaning of stations • Outline student cleaning protocol between computer users.
Entry and exit and hallways	<ul style="list-style-type: none"> • Develop plans to minimize number of students in hallways and common areas between classes.

Research

Research	<ul style="list-style-type: none"> • Stage re-opening of research labs and consider how the physical location of your labs (whether in a remote location or central campus) influence how the openings are prioritized • develop protocols that allow you to demonstrate social distancing in reopened research facilities • Establish procedures to provide oversight for social distancing guidelines in research facilities • Ensure that safety protocols are in place for lab personnel. (Consider special rules for vulnerable individuals – faculty, staff, and students) • Develop a testing, tracking, tracing protocol for research personnel • If your research involves working with live animals and/or living organisms, identify protocols to bring these care facilities to full operation while maintaining distancing guidelines and establish protocols for a transition to full operation. (access, space, and facilities upkeep) • Develop protocols to ensure maximal safety of research personnel and of participants in field study, those who come into contact with external visitors and those that do not require use of university facilities • Ensure that your protocol includes cleaning and sanitizing schedules for all research workspaces
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Overall Calendar

Diversified academic calendar	<ul style="list-style-type: none"> • Consider staggering the start of the school year in order to facilitate alternate ends to the semester • Consider ending on-campus classes and sending students home at Thanksgiving to avoid two periods of travel and lessen the potential transmission of COVID-19 • Consider staggering the start of the semester for students grouped in cohorts by majors or residence hall
Academic deadlines flexibility	<ul style="list-style-type: none"> • Extend the date for students to drop courses without it being reflected on their transcript as a “W” to offer flexibility due to potential COVID-19 related challenges. • Develop considerations for flexibility pertaining to satisfactory academic progress

STUDENT LIFE

Arrival and Orientation

Arrival for registration	<ul style="list-style-type: none">• Stagger arrival times and space arrival times throughout the day to allow safe practices and screening/testing to occur
Testing	<ul style="list-style-type: none">• Outline and communicate the testing protocol for students to enroll (protocols may include: testing all students as they return to campus; testing a random sample; testing those with symptoms or, if not, define the referral process to be used when a student becomes symptomatic)
Screening	<ul style="list-style-type: none">• Outline and communicate the screening process that will be used as students return to campus. (protocols may include temperature evaluation upon entry to campus via infrared or thermoscan mechanism, daily temperature checks, questionnaires, and/or physicals under the supervision of health services or student life/housing personnel)• Have a centralized screening station, preferably outside or in a large, open space, to prevent lines forming or congregating within individual dorm common areas<ul style="list-style-type: none">○ Screen and/or test students○ Complete any needed paperwork○ Give keys or access information
Moving in to on-campus housing:	<ul style="list-style-type: none">• Assign Res Hall occupancy less to encourage diversity but to cluster students that will naturally have closer contact because of other common factors such as athletic teams, majors, or cohort groups• Spread move-in day(s) out over longer time periods to reduce the number of people in spaces at once• Assign students specific days to move in within the available window• Spread the students moving in at the same time out over all dorms and floors to limit the number of people in each hall and stairwell at once• Limit the number of people that may accompany a student to move-in• Limit the number of community members that help with move-in day

	<ul style="list-style-type: none"> • If the community is normally involved in move-in day, identify, and promote other ways to welcome students back. Examples may include (pre-packaged snacks or “welcome packs” that include institution-themed cloth masks or personal thermometers and a card) • Have plan to adjust normal residence life “orientation” meetings and communication to reduce close contact between new residents
Orientation	<ul style="list-style-type: none"> • Include education and training early in the process to help students understand their shared responsibility of caring for the community and obeying campus policies that effect public health
New and returning students	<ul style="list-style-type: none"> • Orientation should be offered in a format that can be used to orient returning student, as well as, new/incoming students, about the changes in campus policies and procedures
Alternate groupings and modes of content delivery	<ul style="list-style-type: none"> • Generally, orientation occurs on campus and through group activities. In order to highlight some of the changes in how campus life will likely occur, the focus of orientation this year should be <u>small, distanced group and possibly through electronic medium</u> to model how activities can be modified to occur safely but still accomplish the purpose of the activity
Connect activities to learning outcomes and goals	<ul style="list-style-type: none"> • Important student learning outcomes or goals should also be introduced through activities focused on helping students understand public health and epidemics. Examples suggested by public health experts include: <ul style="list-style-type: none"> ▪ Analyze COVID-related local data to develop data analysis skills ▪ Discuss the potential impact of underlying medical conditions and race on severity of COVID disease and how that data relates to the local community to develop community connection and service mindset ▪ Examine the relationship between government responsibility vs. personal responsibility, public heath vs. individual rights/privacy to develop critical thinking skills
Training and support	<ul style="list-style-type: none"> • Implement plans to refresh and retrain all students frequently • Implement plans to retrain and modify as guidance and conditions change throughout the semester

Residence Halls

<p>Living accommodations</p>	<ul style="list-style-type: none"> • Provide single occupancy rooms where possible based upon the recommendation from current CDC guidance • Consider having students sign a waiver if they wish to have a roommate. This should be considered for students who are the same year and major in order to minimize an expanded “social bubble.” • Local hotels and other universities with excess capacity should be identified if needed to handle surge of requiring on campus accommodations. • Outline and communicate to the campus community a process for monitoring services, including daily symptom checks and telehealth visits. Engage an on campus and local health care provider for support.
<p>Accommodations for students who have tested positive or students needing isolation</p>	<ul style="list-style-type: none"> • Identify and establish alternative housing for students who have been exposed to and/or who have tested positive for COVID-19. • Develop protocols for Student Health Services to assist students with securing admission to local hospitals should the situation require it and/or to assist students who have been exposed and/or tested positive for COVID-19 to return home. • If, due to exigent circumstances, a student cannot return home, the University should consider creating Quarantine Housing on campus. (There will be robust infection control protocols for any student in Quarantine Housing.) • Consideration should be made for requiring students in Quarantine Housing to execute a waiver.
<p>Training (professional and student staff)</p>	<ul style="list-style-type: none"> • Training should be comprehensive and on-going. Universities should partner with local health experts to provide training. Such training will supplement what will be offered by University personnel. • Campuses should provide full written and on-line materials to complement “live” training and development sessions. • Training manuals and websites should provide FAQs and broad policy outlines. • Web portals on campus website should contain more detailed policies and procedures.

	<ul style="list-style-type: none"> • Faculty and staff should receive in person training on all new procedures and protocols prior to the start of school. • Students should receive a broad policy outline coupled with additional multi-media presentations about how the culture shift impacts living in a residential community prior to the start of school • Students staff (RA's GA's, etc.) should also receive an in-person training prior to the start of school • Students/Residents should also receive an in-person training prior to the start of school
Residence hall contingency and emergency plans	<ul style="list-style-type: none"> • Develop a clearly defined emergency plan and evacuation plan should there be a second wave of outbreaks in the fall that necessitate the closing of campus

Dining

Social distancing	<ul style="list-style-type: none"> • Require a minimum of Six feet for Social Distancing <ul style="list-style-type: none"> • Adjust the arrangement of tables and chairs to ensure optimum and proper distancing. When necessary, tables or chairs should be X'd out to ensure the six feet of social distancing. Floor markings should be placed on the ground to provide a visual for the proper distancing • Provide alternate Dining Areas <ul style="list-style-type: none"> • Designate alternate dining areas to maintain social distancing and reduce congestion. Suggested spaces include classrooms, conference rooms, auditoriums, courtyards, or other meeting areas. • Assign Dining Shifts <ul style="list-style-type: none"> • Offering multiple shifts for dining could be offered (or assigned) to optimize the dining spacing • Discontinue or diversify styles of serving <ul style="list-style-type: none"> • Discontinue buffet style serving to minimize the touching of surfaces by numerous individuals without continual sanitization. • Increase "grab and go" meals allowing the students, faculty, & staff to find their own social distancing measures (outside benches and chairs, offices, etc.)
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Masks and signage	<ul style="list-style-type: none"> • Masks should be worn at all times until individuals are seated and ready to eat. • Dining Hall Staff must wear masks/face shields at all times. • Develop and communicate expectations to all parties entering the dining hall (communication should be made on all mediums (email communication, virtual signage, physical signage, social media, website, Directional signage (floor markings) should be provided to communication the flow of traffic to eliminate congestion, etc.)
Staff, suppliers, and industry regulations	<ul style="list-style-type: none"> • Dining Staff <ul style="list-style-type: none"> • Limit contact between the dining staff and those entering the dining hall to prevent possible exposure and/or the potential of the spread of COVID-19. • Develop and communicate guidance and protocol for sick staff members • Industry Guidance/Federal/State/Local Regulations <ul style="list-style-type: none"> • Ensure that all protocols are developed by the guidance and in compliance with federal, state, and local regulations. • Review industry guidance for restaurants and eateries to gain insight, understanding, and standard practice. • Suppliers <ul style="list-style-type: none"> • Coordinate a schedule and reduce contact with delivery personnel much as possible. • Establish Advance procurement with suppliers to ensure that all supplies will be available when needed.

Visitors

On Campus Visits - Tours	<ul style="list-style-type: none"> • Require masks of all staff, students, and guests. • Develop guidelines for campus visits which may include recommending advance scheduling, no walk-up tours will be allowed; Social distancing will be enforced to the extent possible; No tour groups; individual tours only.
Outside visitors, guest speakers and performers	<ul style="list-style-type: none"> • Establish protocols for access to campus and on-campus visitation • Consider having guest speakers and performers be virtual until further notice. • Provide alternative ways to host outdoor events with social distancing in order to provide a better campus experience.

Student Health Services, Athletics and Extracurriculars

<p>Student health services</p>	<ul style="list-style-type: none"> • Communicate and request required health documentation or information to be collected before students arrive on campus • Communicate the COVID-19 testing protocol, either through on-campus capacity or working with community healthcare partners • Develop protocols with the local health department and hospital emergency rooms including sharing emergency response plans, delineating responsibilities, and coordinating mutual communication when positive cases are detected on campus • Develop Quarantine, isolation, and transportation plans in place for campus members who test positive. • Ensure that a range of supplies and medications been identified and acquired • Ensure that the appropriate type and quantity of PPE been identified and stockpiled and have all Health Center Staff fit tested • Ensure social distancing in terms of the Health Center capacity by limiting capacity, having alternate check-in, isolation and waiting protocols, utilizing signage, and adjusting furniture? • Provide access to telehealth options
<p>Student counseling service</p>	<ul style="list-style-type: none"> • Provide adequate resources to support increased mental health demand • Ensure that the university Counseling Services have adequate training in trauma-informed care and give special consideration for bereavement counseling as well as increased counseling needs due to anxiety from COVID-19 • Prepare an educational programming plan for students returning to campus with various mental health needs related to COVID-19 (e.g., added financial stress, abusive home environments exacerbated by remote learning, isolation, and depression)
<p>Athletics</p>	<ul style="list-style-type: none"> • Develop plans if competitive athletics resume or competitive athletics are canceled and outline what will be the rules around competition/practice/training for student athletes and staff

	<ul style="list-style-type: none"> • Outline policies/protocols for surveillance, temp checks, testing, quarantine, isolation for student athletes • Outline policies/protocols relative to spectators at athletic events (are they allowed, seating capacity, social distancing, masks, signage, ticketing, concessions, cleaning) • Outline policies/protocols for visiting teams, referees/officials (are they allowed in the locker room, social distancing, masks, signage, cleaning) • Outline plans for managing space and cleanliness in fitness/athletic facilities/ Gyms / Locker Rooms (Recreation / Classes / Teams, athletic practices and competitions on campus utilizing NCAA and conferences as guides) • Outline guidance for coaching, staff, medical staff athletic trainers to self-monitor as well as monitor student athletes • Coordinate plans with athletic conference peers • Develop protocols for Sporting Venues (Inside v. Outside)
<p>Extracurriculars, student gatherings (Greek life, parties, major events)</p>	<ul style="list-style-type: none"> • Establish protocols/policies to adjust, re-design, implement and monitor student activities and programs to safely occur following the social distancing and event capacity guidance outlined by the institution for both on and off campus events • Enlist student leaders to assist with implementing physical distancing requirements to allow activities to continue • Provide a campus education plan that addresses the risks of non-college sponsored large gatherings of students, including clear conduct guidelines for participation in these events • Provide on-going training and technological support that communicates expectations, protocols, and any new policies to student leaders and organization advisors • Establish and communicate protocols about campus events and ceremonies (Commencement, Convocation, Alumni Reunion. Etc.)
<p>Public events</p>	<ul style="list-style-type: none"> • Develop protocols and policies in accordance with federal and state guidelines for public events if the campus has suitable facilities • Consider converting in-person gatherings to virtual ones, and ensure that the institution has examined students' access to remote offerings • Develop language for contracts that protects the university in the event of a future closure or change in state, local, or national guidance (i.e., a future outbreak)

Student leaders/student voice	<ul style="list-style-type: none"> • Engage student leaders soon to be part of the solution both because they will have good ideas and because they will need to own it to make the physical marketing campaigns distancing work. • Empower students to develop PSA's to encourage community responsibility, accountability, and maintenance of community standards
Study abroad, community service, internships	<ul style="list-style-type: none"> • Develop protocols/policies and adjust for students participating in Study Abroad, Internships, Service Learning and Community Service

Forging Community

Utilize technology to expand access and engagement in intercollegiate activities	<ul style="list-style-type: none"> • Continue to use online video conferencing platforms for some intercollegiate activities which do not require shared spaces or resources. • Encourage participation in statewide, regional, and national activities using online technology such as regional/national conferences for student associations (e.g., Residence Hall Association, Student Government, cultural engagement, and philanthropic groups) • Promote Residential grouping such as Living-learning communities with a focus on: <ul style="list-style-type: none"> ▪ forging community in manners similar to those we used prior to the pandemic on a smaller scale. ▪ Residential groups serving as community spaces where students form familial units. Programming and services can be brought into the residential group.
Create new traditions	<ul style="list-style-type: none"> • Increase accessibility and comfortability for engagement with student leaders and university administrators, faculty, and student leaders through video conferencing and other online platforms • Increase the relational accessibility between students, administrators, and faculty throughout the whole student body to instill a greater institutional identity for online and students that commute.

	<ul style="list-style-type: none"> Utilize this opportunity to develop new traditions and to re-imagine former traditions both in-person and virtually. Examples include: Presidential Fireside Chats, Administrator or faculty feedback hangouts, Student body representatives addressing the whole student body
Chapel and religious activities	<ul style="list-style-type: none"> Outline and communicate protocols for Chapel and similar activities to adhere to state and municipal guidelines for houses of worship pertaining to institutional screening procedures, social distancing etc. Reconsider attendance requirements, being mindful of the safety and comfort of students, faculty, and staff, and the capacity of chapel facilities for Institutions with required chapel Communicate institutional guidelines concerning visitors and outside speakers in accordance with university protocols
Community policies and practices	<ul style="list-style-type: none"> Develop shared community policies and practices regarding community membership and implement community engagement opportunities and events to correspond with the outlined policies and practices.

Policies and Procedures

Surveillance and testing

Operational nimbleness	<ul style="list-style-type: none">• Develop and revise existing policies and procedures to reflect plans in place and expectations for faculty, staff and students related to the COVID-19 pandemic.• Implement a continual legal review of new policies and any changes made to existing policies related to the COVID-19 pandemic.• Develop a clearly defined refund plan for room and board
Surveillance (Testing) plans and contact tracing	<ul style="list-style-type: none">• Implement and communicate plans for testing (e.g. rapid testing upon entry, alternate testing schedule)• Develop and communicate plans for how to quarantine and isolate students who test positive, (special consideration for Residential campuses)• Enact policies and protocols for health screenings (e.g. temperature checks, questionnaires, etc.) for building entry• Enact processes and related logistics need to manage contact tracing
Masks	<ul style="list-style-type: none">• Establish a protocol for masks
Social distancing	<ul style="list-style-type: none">• Revise and implement housing occupancy for residence halls• Establish protocols to maintain social distancing in hallways and common spaces throughout campus• Establish protocols for emergency evacuations that allow for social distancing• Update the Student Handbook for the coming year to outline the rules for social distancing and related behavior (e.g. requirement of masks)

Waivers, Handbooks and Human Resources

Waivers, catalogues and student and faculty handbooks	<ul style="list-style-type: none">• Update language in student and faculty handbooks regarding adjustments due to COVID-19• Develop a disclosure statement related to possibility of need to shift to remote learning environment for inclusion in Catalog, handbooks, and contracts.
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	<ul style="list-style-type: none"> • Consider additional safeguards that should be explicitly added to Contracts or Handbooks for students, faculty, and staff (outline the repercussions for flagrantly or repeatedly breaking the established community guidelines) • Consider providing signed waivers/statements of acknowledgement (by students and/or parents) regarding the risk contracting the virus.
Human resources	<ul style="list-style-type: none"> • Outline considerations and accommodations that will be made for high-risk faculty and staff • Develop the process for verifying “high-risk” (e.g. age, health profile) individuals • Ensure that all policies related to faculty and staff return to work and accommodation facilitation are transparent. • Review strategy for professional development for online instructional design and implementation in anticipation of potential repeat of the Louisiana “stay-at-home” order.

Cleaning

Develop a cleaning plan and protocols	<ul style="list-style-type: none"> • Consider the many public health considerations, not just COVID-19 related, when reopening public buildings and spaces that have been closed for extended periods. Include measures to mitigate those hazards when developing the plan. • Provide guidance from LDH on suggested courses of action for cleaning protocols when received • Determine what needs to be cleaned, disinfected, or both and develop a protocol responsive to those needs. • Determine processes for HVAC and Duct Cleaning
Develop a plan for implementation	<ul style="list-style-type: none"> • Develop and communicate community standards for cleanliness and ensure that cleaning materials will be available in all classrooms, departments, and common spaces to allow users to easily sanitize workspaces prior and after use. • Ensure access to procure PPE and Cleaning supplies as needed • Ensure the university has an appropriate number of staff to undertake an expanded cleaning and sanitation initiative, such that the needs of the campus community can be met. This may require the institution to outsource the cleaning function or hire additional staff.

	<ul style="list-style-type: none"> • Provide training for cleaning staff to be educated in the proper administration of cleaning agents and chemicals. All cleaning supplies should be labeled with instructions for use that specifies measurement and quantity required for optimal results. • Outline needs, provision, and recommended usage of PPE for cleaning. • Communicate the university’s commitment to provide faculty, staff, and students with the tools they need to drive significant behavioral changes to reduce the spread of COVID-19. This is an essential part of the continuation of healthy practices during the reopening period. • Ensure that Infirmary and health center staff, as well as, staff who have responsibilities requiring them to be in direct contact with students or visitors have more substantial PPE adequate to maximize the protection of their health and safety.
Maintenance and revision of the plan	<ul style="list-style-type: none"> • Designate a specific individual to be responsible for monitoring for new information and making updates to the plan so that the planning document remains current and viable for the duration of the pandemic. • Implement and revisit continuous messaging and enforcement of the standards established by the university is essential to sustaining the culture • Develop policies and protocols that frame cleaning as a matter of social responsibility; change the ways that public spaces are used to work, live, and play, and that will keep personal and public safety at the forefront of thinking.

Communications

Communications

Plan and structure	<ul style="list-style-type: none">• Develop and implement a communications plan outlining COVID-19 protocols and procedures (general protocols, emergency protocols, health protocols and notifications)• Outline the key stakeholders including at least five “vectors” of ongoing communication:<ul style="list-style-type: none">• Internal community – one consistent message that is communicated at the same time.<ul style="list-style-type: none">• Faculty/staff<ul style="list-style-type: none">○ How will you ensure that faculty and staff are sharing the same message with students?• Students• Administration• Parents and trustees (and alumni and donors)<ul style="list-style-type: none">• It seems that the four groups listed here are very different, especially parents. For instance, a parent’s concern will be for the safety of their child. Donors and trustees might be more concerned about financial stability and projecting confidence. Alumni might be more concerned about sporting events, campus traditions, event cancellations and/or postponements.• For a communication to be effective, it will need to be targeted.• The State for updates on campus medical cases• The local/external community<ul style="list-style-type: none">• Should the college have a single office/person that handles inquiries from the local community? These will usually be simple requests about whether a certain building is open, or whether a particular event is cancelled.• Across the higher education community to share best practices as they develop
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<p>Build Trust and transparency through communications</p>	<ul style="list-style-type: none"> • Maintain transparency in communications to build trust amongst constituents • Involve all key decision makers in the development and implementation of the narrative and messaging from the institution • Decide who will lead communications efforts for the university and define which institutions/people the university is consulting for making decisions pursuant to COVID-19. • Ensure that the university's mission is central to the voice by which information is communicated
<p>Shared messaging</p>	<ul style="list-style-type: none"> • Develop PSA's re: community responsibility, mitigation, hand washing, "masking up", etc. • Create education campaigns ex. Xavier's social responsibility campaign • Develop educational videos regarding handwashing, facemask protocol and other public health measures and make available to students and staff? • Develop shared messaging across LAICU institutions and with internal and external stakeholders and constituents

Operational Infrastructure

Operational Infrastructure

Financial health and financing	<ul style="list-style-type: none"> • Secure resources to support student’s continued access and opportunities to continue their education through the pandemic • Develop protocols and policies unique to securing funding to support safely reopening and maintaining university operations • Develop comprehensive business continuity plans (Legal and Insurance Coverage) • Develop policies and protocols concerning reimbursements, refunds, and special circumstances in the event of a shift to remote learning
Emergency response team	<ul style="list-style-type: none"> • Develop and activate the university response team charged with oversight of logistics, procurement and supplies, law enforcement and public safety, coordination with external partners (local, state, federal government, LDH, CDC, etc.) • Provide ongoing training for the Emergency Response Team and for campus stakeholders and leadership through workshops, webinars, and Tabletop exercises
Digital capabilities/technology	<ul style="list-style-type: none"> • Secure infrastructure for ongoing support student in remote learning environments • Enact policies and practices to eliminate barriers to access and strengthen digital/technological resources for faculty, staff, and students • Partner locally, regionally, and nationally with entities focused on eliminating the digital divide. • Enhance cybersecurity measures to ensure that our campus communities are protected from cyberthreats
Physical Plant	<ul style="list-style-type: none"> • Follow all policies and protocols outlined for safely reopening and maintenance of buildings and grounds during the pandemic (Comprehensive cleaning of physical spaces, HVAC and duct cleaning, procurement of adequate supplies, etc.) • Ensure all systems are evaluated, updated and operational in accordance with the policies and protocols outlined for safely reopening

LAICU Shared Principles for Creating Safe and Resilient Campuses

LAICU's Considerations for Creating Resilient Campuses

LAICU's Considerations for Creating Resilient Campuses

Organizations emerge and recover from the aftermath of crisis when they are able to create viable, sustainable, and most importantly, resilient communities. Resilient institutions are institutions that are able to recover after tragic, traumatic, and adverse situations and demonstrate their capacity to be responsive, innovative, and positioned for new levels of impact and contributions to society. The COVID-19 pandemic has presented countless challenges, stresses, and uncertainties, yet, our institutions remain committed to collaboration and are determined to arrive at solutions that will move our institutions and communities toward safe and resilient tomorrows. As demonstrated in the previous section, LAICU colleges and universities have given thorough consideration about how to safely re-open our institutions in light of these unprecedented times. Concurrently, we have also been thoughtful about recovery and understanding the importance of our campuses emerging from the crisis more resilient and positioned for greater contributions to Louisiana and the broader society. We know that when the pandemic has ended, we want to be established as institutions that are thriving and not institutions that merely survived through the challenges. Remaining resolute to our aforementioned shared values, our colleges and universities are committed to developing transformative experiences and pathways to more prosperous futures for the students and communities we serve. The following section lists LAICU's overarching considerations for creating resilient campuses:

1. **Remain committed to the guiding principle – Student Success** – Our colleges and universities are committed to developing transformative experiences pathways to a more prosperous future for the students we serve. While we know that our institutions have various foci and strengths from research to ministerial preparation, the foundational focus on student success will be a guiding principle for our institutions.
2. **Development of the whole student** – re-defining and implementing expanded views on the development of the whole student is essential to restoring and leading our institutions forward. We will have to lean into our missions and ensure that we have considered all aspects of what it means to develop students, intellectually, spiritually, emotionally, physically, as well as ethically, technologically, inclusively, etc. Additionally, given the unprecedented nature and the stress caused by this crisis and the aftermath, attention will be given to supporting student's mental health and wellbeing.
3. **A commitment to fortify communities** – Our institutions will increase their capacity to build the campus community and redefine what community means through an equitable focus on both in person and virtual offerings. Attention will also be given to strengthening our institutions capacity to serve as economic development and community development anchors for their surrounding communities.

4. **A focus on research and academic institutes** – Our institutions will continue to contribute to solving societal and global scientific challenges. Conducting path breaking research, designing effective and sustainable solutions to new and emerging issues and launching academic centers and programs designed for interdisciplinary study of society’s most pressing questions will remain on the forefront of our plans for building resilient campuses.
5. **Collaboration and partnerships across higher education** – Our institutions will continue to work in the spirit of collaboration with the Louisiana Board of Regents, the four systems of higher education in Louisiana and our partners across higher education nationally and internationally. The development of coordinated pathways for access and opportunity for students to realize prosperous futures will be the desired outcomes strengthened partnerships.
6. **Collaborations and partnerships with industry (workforce development, EDOs, corporate partners)** – Each LAICU college and university’s learning outcomes consider what skills and attributes are needed in order for their graduates to successfully enter the workforce or advance study. By obtaining a degree from a LAICU college or university our graduates are equipped with the human or essential skills that are desired by industry today, as well as, preparing them for jobs that have yet to be developed. As such, our institutions will work in the spirit of collaboration with workforce development and industry partners to continually assess and implement academic programs and effective practices, internship programs and experiential learning opportunities to strengthen the pathway for student success and entry into the workforce or graduate education.
7. **Advance the future of work, the impact of technology and the elimination of the digital divide** – Our colleges and universities will contribute to the new knowledge about the future of work while remaining agile and adept at understanding, developing and incorporating technological advancements in how we deliver learning. An understanding of the multifaceted uses of technology will be at the forefront of our efforts to continuously improve and ensure that access to technology is assured for all members of the campus community and that support for digital inclusion with a focus on increasing access to broadband, and training and support is provided.
8. **Envision our colleges and universities through the lens of equity and inclusion** – Building a campus community that is accessible, equitable and inclusive is central to the mission of our colleges and universities. Understanding our past and shaping a stronger tomorrow requires us to evaluate the campus climate, review existing program offerings and areas that need to be reconsidered, and develop programs, services, and opportunities through a lens of equity and inclusion.

9. **Increase pathways for access, and opportunity** – Through institutional commitment, collaboration and partnership, our colleges and universities remain committed to increasing pathways for access and opportunity for all students to enroll and graduate from our institutions. Strengthening programs and support for underrepresented populations, such as students of color, first generation students and international students remains essential to our institution’s missions.
10. **Focus on college affordability** – Securing resources and providing support to decrease the financial burden to students and families is key. In addition to providing institutional, federal, and state student aid, strengthening 2 yr. to 4 yr. transfer avenues, developing joint undergraduate and graduate degree programs, and outlining clear pathways for advanced placement and dual enrollment programs to lessen the time to degree attainment will be essential.
11. **Strengthen the early childhood, K-12 and higher education pipeline** - Developing relationships with early childhood and K-12 educators will allow us to work collaboratively toward preparing students for degree attainment, strengthening teacher preparation programs and defining common goals and objectives to ensure students meet with success.
12. **Continuously evaluate and reexamine how we do business** – Our colleges and universities are constantly assessing and measuring how we operate. Considerations will be given to how we efficiently and effectively carry out our missions. Considerations such as:
 - a. a greater exploration of learning science to fully understand how students learn and adapt to thinking, and how we might consider the development programs in response
 - b. how technology can be employed to improve the quality of experience for students, faculty, and staff; improve the efficiency of business practices and improve the delivery of services
 - c. when evaluating our grounds and physical plant what attention are, we paying to issues of climate and our impact on the environment, and;
 - d. given the shifts that have occurred due to COVID-19, what decisions are we making concerning the intersection of technology (remote learning) and the physical environment (on campus learning) and alternative uses for buildings and grounds
13. **Commission thought leadership** – Establish a team or teams of “thought leaders” or “a resiliency commission(s)” on our campuses to periodically convene to share new knowledge, provide insight into “emerging threats” to institutional stability, to evaluate and reconsider what we are learning and suggest new recommendations if needed to move the plan and vision for our institutions forward. The group should be comprised of representatives from a diversity of internal and external stakeholder groups.

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