



URMIA Checklist of Checklists for Returning to Campus – as of June 17, 2020

Below is a compilation of documents of interest to institutions of higher education as they contemplate processes for determining when and how to return to physical activities on their campuses. All documents mentioned are available in the public domain, or are paraphrased with the authoring organization's permission. Although we reference individual documents, since this is intended to be a "checklist of checklists," URMIA has not formally footnoted each attribute of each document for this reference guide, but intends this effort to refer the reader directly to the sources for more information. This is not an exhaustive list of resources in the public domain, but is intended to illustrate the types of considerations that institutions might take into account as they prepare for the next phase in this unique year.

Step 1 – Are your buildings ready?

A. Prepare the Buildings

1. Cleaning plans, pre-return inspections, HVAC & Mechanicals checks:
 - Quali Ready: Higher Ed Return to Campus Guide:COVID-19 Phase II – Section II
 - Global Center for Health Security Higher Education COVID-19 Pandemic Recovery Guide: Section 2(v)(viii)
 - Cushman & Wakefield, "Recovery Readiness – A How-To Guide For Reopening Your Workplace": Section I, II
 - ACHA Guidelines, Considerations for Reopening Institutions of Higher Education in the COVID-19 Era: p. 4, 9, 11
 - Report of the Higher Education Subcommittee- Reopen Connecticut: Section 2, Appendix II

B. Control Access

1. Protocols for safety and health checks, building reception, shipping and receiving, elevators, visitor policies:
 - Quali Ready: Higher Ed Return to Campus Guide:COVID-19 Phase II – Section III,IV
 - Global Center for Health Security Higher Education COVID-19 Pandemic Recovery Guide: Section 2(i)(iii)(iv)(v)(vii)(viii)
 - Cushman & Wakefield, "Recovery Readiness – A How-To Guide For Reopening Your Workplace": Section II

- ACHA Guidelines, Considerations for Reopening Institutions of Higher Education in the COVID-19 Era: p. 3, 4, 9, 10
- Report of the Higher Education Subcommittee- Reopen Connecticut: Section 2, 3, 5

C. Create a Social Distance Plan

1. Decreasing density, schedule management, office traffic patterns
 - Cushman & Wakefield, “Recovery Readiness – A How-To Guide For Reopening Your Workplace”: Section II, III, IV
 - Global Center for Health Security Higher Education COVID-19 Pandemic Recovery Guide: Section 2(i)(iii)(iv)(v)(vii)(viii)
 - Kualu Ready: Higher Ed Return to Campus Guide:COVID-19 Phase II – Section III, IV
 - ACHA Guidelines, Considerations for Reopening Institutions of Higher Education in the COVID-19 Era: p. 3, 4, 9, 10
 - Report of the Higher Education Subcommittee- Reopen Connecticut: Section 2, 3, 5

D. Reduce Touch Points and Increase Cleaning

1. Open doors, clean desk policy, food plan, cleaning common areas
 - Kualu Ready: Higher Ed Return to Campus Guide:COVID-19 Phase II – Section II
Global Center for Health Security Higher Education COVID-19 Pandemic Recovery Guide: Section 2 (v)(viii)
 - Cushman & Wakefield, “Recovery Readiness – A How-To Guide For Reopening Your Workplace”: Section I, II, III
 - ACHA Guidelines, Considerations for Reopening Institutions of Higher Education in the COVID-19 Era: p. 4, 9, 11
 - Report of the Higher Education Subcommittee- Reopen Connecticut: Section 2, Appendix II

Step 2 – Are your faculty & staff ready?

- A. Duke University published a 12-page “[Guide for Returning to the Workplace](#)” with three main categories of guidance:
 - Return to the Workplace (Expectations & Guidelines, p. 4; Symptom Monitoring Requirements, p. 4; Phased Staffing, p. 5; and Staffing Options, p. 6)
 - Health & Safety Guidance (Personal Safety Practices, p. 7; Guidance for Specific Workplace Scenarios, p. 10; and Mental & Emotional Wellbeing, p. 11)
 - Enter/Exit Controls, p. 12
- B. [Districts Mutual Insurance](#), Districts Mutual Insurance & Risk Management Services, formed by the 16 Wisconsin Technical Colleges, works exclusively with its College members providing insurance coverage and risk management best practices tailored to

the unique needs of technical education. They developed a set of 15 questions administrators should consider when deciding to re-open their institutions:

1. Regarding your plan to reopen, a question to consider first - What would reasonable people appropriately expect a responsible organization to do in this situation? (per Bill Coletti, webinar, March 2020)
2. We will probably not have a single "All Clear" announcement – decide now who you will trust to say it is safe to reopen.
3. Consider whether a phased approach would be appropriate – whether to allow faculty into labs early to prep for student return, when to allow non-faculty to return, when to allow the rest of public to enter.
4. What is the plan for maintaining regular communications before, during and after transition from remote to office work? (Experts agree that communication is the single greatest variable in successfully responding to and recovering from a pandemic event).
5. Have you considered conducting "re-entry debrief" as employees return, focusing on the theme of "what did we learn from this critical event?" Debrief should be conducted in homogenous groups, i.e. President and his/her Cabinet Members; Cabinet Members and their direct reports; these Managers/supervisors and their direct reports; and so on through the college community. Provides participants with the opportunity to compare experiences and socialize anxiety.
6. Have you considered conducting a review of health and safety measures that surfaced during the crisis, i.e. regular hand washing, use of sanitizer, avoiding hand shaking, sanitizing common areas, etc.? For transparency, should document and distribute results.
7. How will you manage continued social distancing and/or use of PPE in certain close contact labs where it may be difficult – cosmetology, nursing, dental, culinary, etc.?
8. Should there be a food handling review conducted for Culinary Programs and Cafeterias? How about allowing employees to eat at their desk or workstation?
9. Ensure life safety equipment is in working order; Building fire alarm and detection systems, Emergency lighting systems and exit lights, Fire extinguisher and AED inspections, Building security systems and alarms.
10. Communicate a detailed review of any administrative/management changes to employees, students and stakeholders (The new normal).
11. Consider publicly acknowledging that the changes in employees/students' lives have been swift and dramatic and "we're all in this together."
12. Consider having counselors available from the EAP to conduct stress management counseling to help employees deal with all the changes that have occurred in a relatively short period of time.
13. Decide in advance what the college's position will be regarding an employee who refuses to return because he/she does not feel safe. (OSHA 13 (a) states an employee can refuse to come to work if he/she feels their life is in danger).
14. Your closing risks were forced on you by the Pandemic. What is the plan for managing the strategic risks of coming back? What will your risk management plan be if an employee becomes ill with the virus after you told employees that it was safe?

15. How will you manage a COVID – 19 related worker’s comp claim submitted by employee?

- C. The Quali Ready [Higher Ed Return to Campus Guide](#) includes in its Section IV a detailed checklist for “Staff Return,” (p. 3) and Section V, “Instruction” (p. 4-5).
- D. The American Council on Education (ACE) released “[Recovery 2020: Key Questions and Principles for Campus Leaders](#),” an 8-page document including employee considerations related to workplace expectations, stakeholder communication, PPE and policy distribution, travel, and liability.
- E. Insurance broker Arthur J. Gallagher offers a “[Top 10 Employer Return to Workplace FAQs](#),” including questions about workforce screening measures (p. 1), returning employees who may have been exposed (p. 2), and employee status when returning from furlough or layoff (p. 5).
- F. The Global Center for Health Security (GCHS) at the University of Nebraska Medical Center provides a [Higher Education COVID-19 Pandemic Recovery Guide](#). Included are multiple checklists for Administrative Campus Controls, Policy & Procedures (p. 3), Personal Protective Equipment Policy and Procedures (p. 14), and Large Group Campus & Community Gatherings Policy considerations (p. 15).
- G. The American College Health Association (ACHA) published “[Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#),” including guidance about the Workforce - Employee, Supervisor, and Faculty (pgs. 3-4).
- H. The American Industrial Hygiene Association ([AIHA](#)) published a series of expert, industry-specific guidance for both businesses and consumers to safely re-open and re-engage as they emerge from the COVID-19 quarantines. Their “[Reopening: Guidance for General Office Settings](#)” includes information that offers practical guidance for employer and employee led actions in an office setting. It aims to address key questions by providing tips for workplace preparation, workforce management and employee readiness.
 - What should an employer do to prepare their employees for reopening? (p. 7)
 - What should an employee do to prepare to go back to the office? (p. 8)

Step 3 – Are your students and the community ready?

Health considerations (testing, tracing, PPE)

- A. State of Connecticut’s Subcommittee on Higher Education May 2020 “[Reopen Connecticut](#)”
 - Gating Conditions – Prerequisites For Reopening Campuses (p. 5-9)
 - Disease Prevalence
 - Testing supplies and administrative/financial support
 - Contact tracing

- Health guidelines
 - PPE availability
 - Surge Capacity
 - Safe Harbor
- B. The University of Nebraska’s Medical Center Global Center for [Health Security Higher Education COVID-19 Pandemic Recovery Guide](#)
- Guidance for Protection and Home and in the Community (p.6.)
 - Active Screening of Learners, Faculty, Staff and Guests (p. 8-9)
 - Personal Protective Equipment Policy and Procedures (p. 14)
- C. The American College Health Association (ACHA) [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#)
- Student Health Services (p. 5-7)
- D. The State of Texas Higher Education Coordinating Board [Minimum Standard Health Protocols for Career and Technical Education](#) (3 page checklist)
- E. The Quali Ready Higher Ed Return to Campus Guide: COVID-19 Phase II
- Student Return (p. 3)

Residence Halls and Campus Repopulation

- A. State of Connecticut’s Subcommittee on Higher Education May 2020 [“Reopen Connecticut”](#)
- Reopening Considerations (p. 9-12)
 - Repopulation Steps
 - Monitoring
 - Containment
 - Plan for Another Shutdown
- B. The University of Nebraska’s Medical Center Global Center for [Health Security Higher Education COVID-19 Pandemic Recovery Guide](#)
- Campus Physical Distancing Policy and Practice (p. 8-9)
 - Cohorting, Personnel Workflow and Movement Policy (p. 9-10)
 - Residence Halls and Campus Living Policy and Practice (p. 14-15)

Communication

- A. The American College Health Association (ACHA) [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#)
- Effective Community Messaging (p. 15-17)
- B. The University of Nebraska’s Medical Center Global Center for [Health Security Higher Education COVID-19 Pandemic Recovery Guide](#)

- Communication and Educational Programs (p. 5)

Extracurriculars/Co-Curriculars

- A. State of Connecticut's Subcommittee on Higher Education May 2020 ["Reopen Connecticut"](#)
 - Assess Extracurricular activities (p. 16)
 - Visitors To Campus (p. 16)
- B. The American College Health Association (ACHA) [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#)
 - Athletics/Recreation (p. 11-15)
- C. The University of Nebraska's Medical Center Global Center for [Health Security Higher Education COVID-19 Pandemic Recovery Guide](#)
 - Large Group Campus & Community Gatherings Policy (p. 15-16)
 - Off Campus Experiential Learning Experiences (p. 16-18)
 - Co-Curricular Programs and Campus Activities (p. 18-19)

Travel

- A. The American College Health Association (ACHA) [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#)
 - International Travel and International University Community Members (p. 17-20)
- B. The University of Nebraska's Medical Center Global Center for [Health Security Higher Education COVID-19 Pandemic Recovery Guide](#)
 - Business & Personal Travel Policy and Practice (p. 12-13)

Instruction

- A. State of Connecticut's Subcommittee on Higher Education, May 2020 ["Reopen Connecticut"](#)
 - Rethink the Academic Calendar (p, 14)
 - Staffing configurations (p. 15)
 - Enhance training for faculty on distance learning (p. 16)
- B. The American College Health Association (ACHA) [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#)
- C. Instruction and Learning Environments (p. 4-5)
- D. The Quali Ready Higher Ed Return to Campus Guide: COVID-19 Phase II
 - Instruction (p. 4-5)
- E. The University of Nebraska's Medical Center Global Center for [Health Security Higher Education COVID-19 Pandemic Recovery Guide](#)
 - Teaching and Learning Environment Policies and Practice (p. 10-11)

- Research Laboratory, Studio & Rehearsal Space Policies and Practice (p. 11-12)

Other Considerations

- A. State of Connecticut's Subcommittee on Higher Education May 2020 "[Reopen Connecticut](#)"
 - Institutional Planning (p. 12-16)
 - Engage Your State Government
 - Urge Accrediting Agencies to be Flexible
 - Engage Your Unions
- B. Considerations for Institutes of Higher Education: <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>
 - Guidance for Administrators
 - Guidance for Student Foreign Travel
- C. Johns Hopkins University COVID-19 Planning Guide and Self-Assessment for Higher Education: <https://www.centerforhealthsecurity.org/our-work/publications/covid-19-planning-guide-and-self-assessment-for-higher-education>
 - Guidance
 - Risk Assessment

Note: URMIA wishes to thank the sources of this material for their effort in making these resources publicly available. Also, many thanks to the URMIA institutional members who compiled and edited this document:

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