Planning and Executing Your Reopening
Considerations for Higher Education Leaders

June 2020
The COVID-19 pandemic has already inflicted significant disruption to the global higher education ecosystem and has unleashed significant uncertainty regarding its near- and longer-term future. A network of institutions that serve roughly 200 million students and employs well over 50 million people in what has historically been primarily on-site, has suddenly and abruptly been transformed into an enterprise requiring remote learning and remote work. While based on anecdotal data, it seems as though this grand remote “experiment” has been uneven at best, with the potential for significant negative consequences from both a financial and experiential perspective. Thus, the pressure to return to some semblance of “campus life” has been quite high.

Determining if, when, and how to reopen requires balancing competing priorities and risks associated with curricular needs, personal health and safety, economic realities, institutional mission, and community (“town/gown”) relations; this is an exceptionally daunting task.

The following document is not intended to be entirely prescriptive, but represents our best thinking with regard to the myriad considerations that institutional leaders and stakeholders should take into account when developing a playbook for bringing students, faculty and administrators back to campus, as well as strategies to consider should closing down again become necessary. Colleges and universities are not unlike large cities, and the complexities involved in continuing academic operations during a pandemic are no less formidable. We hope that the material that follows will be useful as you develop your own plans for your institution.

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How can Higher Education effectively respond to COVID-19?

Balancing broad-based institutional needs across multiple variables is required to respond to, recover from, and thrive through the COVID-19 pandemic.

**Leadership Imperatives**

- **RESPOND**
  - Manage continuity
- **RECOVER**
  - Learn and emerge stronger
- **THRIVE**
  - Prepare for the next normal

**Institutions have responded; they are now looking to RECOVER**

Recovery will require leaders to balance reopening with the health of **students**, **faculty**, and **staff**.
Right now, institutions are looking beyond responding and are considering steps to reopen and recover from the disruption caused by COVID-19.

Understanding the Decision to Reopen:

• Is reopening more “expensive” than remaining virtual? And for how long?
• What are the relevant liability concerns and appropriate steps to managing that risk and what are the second- and third-order risks associated with each option?
• What policies may need to be adjusted to prioritize safety while enabling blended (face-to-face and virtual) activities over the next 12 – 18 months?
• If we do reopen, then how? Should we open all at once? Or should we do it in phases? And what if there is a resurgence in COVID-19?
• If we can’t reopen in the Fall, then what should we do in the meantime? What steps should we take to ensure we’re prepared when the time and conditions are right to reopen?

Sensing the Impact to Students, Faculty and Staff:

• How do I prioritize the safety and wellbeing of students, faculty and staff as we transition from immediate response to what’s next?
• How do we balance student success with program requirements, particularly for programs that require more hands-on learning?
• What are the considerations for “town and gown” relations and what proactive steps should be taken to minimize conflict and community concern?

Scenario Planning the Physical Campus:

• How should classroom / workplace / common areas be configured for the minimum necessary contact between students, faculty, and staff?
• What physical plant preparations need to be completed and what procedures need to be in place to maintain the safety, preparedness, and cleanliness of facilities?
Supporting Reopening & Recovery

Transitioning from crisis response to reopening your campus and academic operations poses key questions every step of the way. Central management is typically needed to coordinate and act, while a phased, risk-based approach can guide decisions.

1. **Am I ready to reopen and when?**
   - Conduct risk-based assessment to determine readiness & timeline to open

2. **How do I open?**
   - Develop reopening & recovery plan informed by risk-based assessment

3. **What do I do on “day 1”?**
   - Create a phased, step-by-step reopening & recovery plan for who does what, when, and where

4. **I am open... now what?**
   - Execute reopening & recovery plan; track signs of COVID-19 resurgence

5. **I need to close again, now what?**
   - Rapidly roll-out response plan; monitor readiness to reopen

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**Central Management Hub**

**Risk-Based Decision Framework**

Extensive and regular testing, as well as contact tracing and tracking can be considered an essential response to inform where and when to begin reopening and guide the central management of a risk-based approach.
Designing a Path to Reopening & Recovery

Central Management Hub

- How can I prepare to make strategic decisions about what academic operations should reopen – considering mission priorities and external factors?

Assess Needs of Critical Capabilities & Stand-Up Central Management Hub

Drive Central Management Hub operations & design solutions as needed

<table>
<thead>
<tr>
<th>CAPABILITY</th>
<th>KEY QUESTION</th>
<th>OUR APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>How can we drive coordinated action to create optimal impact?</td>
<td>Create a phased step-by-step reopening &amp; recovery plan</td>
</tr>
<tr>
<td>Workforce</td>
<td>How can we enable continued academic operations and meet faculty &amp; staff needs?</td>
<td>Apply insights from faculty &amp; staff sensing to develop a readiness plan</td>
</tr>
<tr>
<td>Communication</td>
<td>How can we meet evolving needs of all institutional constituents?</td>
<td>Engage students, faculty, staff and community to understand needs</td>
</tr>
<tr>
<td>Risk</td>
<td>How can we anticipate and prevent future risk and what are the 2nd and 3rd order risks associated with the strategy?</td>
<td>Identify, plan for, and manage risk; implement risk mitigation strategies for evolving risk</td>
</tr>
<tr>
<td>Analytics</td>
<td>How can we generate real-time and predictive insights to inform our decisions?</td>
<td>Run analytics to inform decisions and predict/monitor changes</td>
</tr>
<tr>
<td>Logistics</td>
<td>How can we enable smooth academic and auxiliary operations?</td>
<td>Develop supply chain strategy, “back-to-campus” re-entry plan, and transportation plan</td>
</tr>
</tbody>
</table>

Risk Based Approach

- How do I know when, where, and what to begin reopening?
- How do I develop or acquire needed resources?

Identify and Assess Risks & Opportunities

Apply rapid risk assessment methodology to identify and assess risks and opportunities that have emerged due to COVID-19

Prioritize Risks & Opportunities

Focus resources on the most significant risks & opportunities by prioritizing them using analytical methods to rank and stack across various factors

Plan and Implement Risk Responses

Test and validate effectiveness of existing risk response plans

Develop Leading Key Risk Indicators

Develop key risk indicators (KRIs) to anticipate emerging risks

Conduct a Strategic Risk Assessment

Conduct assessment to ensure leaders understand the risks that inform strategic planning, stand in the way of achieving objectives, and may arise from response activities

Program Management

Tools & Technology Infrastructure and Support

Monitor Resurgence and Return to Response as Needed
Central Management Hub

A central management hub should be designed to support risk informed leader decisions, direct capabilities, and integrate action across critical functional areas as your institution plans to reopen and transitions from recovery to a next normal.
The Hub should Conduct Scenario Planning...

Reopening likely requires an iterative process, defining what in-person learning looks like in the ‘return to normal.’

**Risk**

Establish the foundation for Minimum Viable Programming (MVP), sets the ‘floor’ for the Day 1 plan

**Functional Areas**

(Academics, Operations, Research, HR, Enrollment Mgmt, Student / Faculty / External Affairs, Athletics)

Within the confines of regulations, functional areas and logistics & planning have interdependencies, but will be driven by the desired student experience

**Logistics**

**Planning**

Programmatic decisions drive the activities in other functional areas

**Workforce**

**Analytics**

**Communications**

While a risk assessment can help establish the operating parameters, the logistics and planning thread should establish how an institution will address safety
...And Hold “Table Top” Exercises to Test Scenarios

The Central Management Hub should stress test reopening strategies through a “war game” or table top exercise with all key management functions present.
“Table Top” Exercises Recommended Approach

The Table Top Exercises (TTX) can provide an opportunity for institutional leaders and the Central Management Hub to test and refine reopening plans and scenario-based contingencies.

<table>
<thead>
<tr>
<th>Preparations</th>
<th>Execution</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop risk-based core reopening plan</td>
<td>• Run a TTX using action and reaction game play</td>
<td>• Stress-tested plan and rehearsed leadership team</td>
</tr>
<tr>
<td>• Build table top or virtual model to run exercise</td>
<td>• Organization leaders, central management hub leaders, and each functional leader (in that order) outline their actions to:</td>
<td>• Refined by-phase plans well-suited to potential risks</td>
</tr>
<tr>
<td>• Develop overall reopen scenario</td>
<td>• Prepare their function for reopening</td>
<td>• Understanding across key leaders on how to work together to deal with core reopening phase and to handle contingencies</td>
</tr>
<tr>
<td>• Develop scenario injects to test plan</td>
<td>• Conduct reopening activities</td>
<td>• Coordinated, integrated, and synchronized response to contingencies across academic and academic support areas</td>
</tr>
<tr>
<td>• Issue reopening plan, exercise base scenario, and exercise instructions to participants</td>
<td>• Respond to challenges</td>
<td>• Central command hub prepared to direct operations</td>
</tr>
<tr>
<td></td>
<td>• Prepare for move to next phase of reopening</td>
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<tr>
<td></td>
<td>• Facilitators can inject risk based changes to the situation for leaders to react to</td>
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<td></td>
<td>• Provide coaching for staff and conduct after action reviews as a group and with individual leaders</td>
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<td></td>
<td>• Take notes for refinement of core reopen plan for each phase and for development of contingency plans</td>
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</tbody>
</table>
### Key Reopening Activities for Central Management Hub (1 of 4)

<table>
<thead>
<tr>
<th>Central Mgmt. Hub</th>
<th>Academics</th>
<th>Operations</th>
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</thead>
<tbody>
<tr>
<td><strong>Am I ready to reopen &amp; when?</strong></td>
<td><strong>How do I open?</strong></td>
<td><strong>What do I do on &quot;day 1&quot;?</strong></td>
</tr>
<tr>
<td>• Stand-up Central Management Hub; evolve governance as needed</td>
<td>• Develop strategies to support and protect older faculty and those with co-morbidity risk factors</td>
<td>• Document lessons learned from transitioning services</td>
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<td></td>
<td>• Update minimum enrollment and course scheduling strategies, including adjunct instructor needs</td>
<td>• Continue response activities (virtual operations, remote solutions)</td>
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<td></td>
<td>• Determine parameters for a reduction or consolidation of courses, programs, and employees</td>
<td>• Develop a staff reduction plan across all operations</td>
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<td>• Review potential administrative office consolidations and opportunities for productivity gains through tech modernization</td>
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<tr>
<td></td>
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<td>• Document lessons learned from transitioning services</td>
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<tr>
<td></td>
<td></td>
<td>• Create a phased step-by-step reopening &amp; recovery plan for who does what, when, and where, informed by risk</td>
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<tr>
<td></td>
<td></td>
<td>• Evaluate and implement ongoing cost reduction strategies</td>
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<td></td>
<td>• Establish quarantine facilities for potential outbreaks</td>
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<td></td>
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<td>• Verify the equipment in classrooms and other spaces work properly</td>
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<td></td>
<td></td>
<td>• Ensure facilities and offices have appropriate cleaning and sanitization supplies</td>
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<td></td>
<td></td>
<td>• Review performance and service level metrics</td>
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<td></td>
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<td>• Stress-test “last mile” CTT system to ensure integrity</td>
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<td></td>
<td></td>
<td>• Implement testing protocol</td>
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<tr>
<td></td>
<td></td>
<td>• Prioritize and resolve issues in academic and student spaces</td>
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<tr>
<td></td>
<td></td>
<td>• Recommend and ensure access to cloth face coverings, hand hygiene, and respiratory etiquette</td>
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<td></td>
<td></td>
<td>• Fully implement new workplace, security, and safety guidelines / rules</td>
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<td></td>
<td></td>
<td>• Monitor budget and use of funds</td>
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<tr>
<td></td>
<td></td>
<td>• Conduct tabletop exercises to test new closure strategies</td>
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<tr>
<td></td>
<td></td>
<td>• Stop, start, transition, and continue identified back office activities, iterating based on evolving needs</td>
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<tr>
<td></td>
<td></td>
<td>• Analyze daily employee absentee rates to proactively identify rising trends</td>
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<tr>
<td></td>
<td></td>
<td>• Notify faculty, staff, families, and the public of closures and any restrictions due to COVID-19 exposure</td>
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<tr>
<td></td>
<td></td>
<td>• Isolate infected individuals for 14 days and consider quarantining those who have been in close contact</td>
</tr>
</tbody>
</table>
### Key Reopening Activities for Central Management Hub (2 of 4)

<table>
<thead>
<tr>
<th>Am I ready to reopen &amp; when?</th>
<th>How do I open?</th>
<th>What do I do on “day 1”?</th>
<th>I am open…now what?</th>
<th>I need to close again, now what?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
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</tr>
<tr>
<td>• Develop institution-wide emergency response team specific to institutional research governance, management and support</td>
<td>• Direct faculty and research administrators to central resource / website for research-related questions and answers</td>
<td>• Request that only essential staff are present to conduct an assessment of on-site support needed for ongoing research activities</td>
<td>• Deploy communication regarding the impact of the shutdown on their ability to make progress on deliverables and meet deadlines</td>
<td>• Deploy communication regarding the ongoing management and oversight of research efforts</td>
</tr>
<tr>
<td>• Apply compliance with Federal guidance for COVID-19 Pandemic Contingency Planning for Animal Care and Use Programs</td>
<td>• Develop resources providing guidance to researchers on continued management of active projects and upcoming proposals</td>
<td>• Determine if there are gaps for researcher support due to absences and mitigate accordingly</td>
<td>• Instruct researchers to document the impact of the shutdown on their ability to make progress on deliverables and meet deadlines</td>
<td>• Instruct researchers to document the impact of the shutdown on their ability to make progress on deliverables and meet deadlines</td>
</tr>
<tr>
<td>• Assess guidance specific to Federal Award Impact and particularly regarding the use of Human Subjects</td>
<td>• Prepare guidance specific to research operations which accounts for the safety of individual researchers</td>
<td>• Deploy communication regarding guidance from research emergency response team</td>
<td>• Ensure pre-defined critical roles and essential personnel continue to manage ongoing research to institutional plan</td>
<td>• Ensure pre-defined critical roles and essential personnel continue to manage ongoing research to institutional plan</td>
</tr>
<tr>
<td>• Develop institutional plan detailing guidance for oversight of research facilities (on-site and off-site)</td>
<td>• Ensure adequate approach is in place to support review and approval of IRB and IACUC protocols, COI issues and other regulatory items</td>
<td>• Confirm infrastructure (such as shared use facilities) is in place to adequately support researchers</td>
<td>• Monitor continued needs of researchers during period of shutdown</td>
<td>• Monitor continued needs of researchers during period of shutdown</td>
</tr>
</tbody>
</table>

| **Human Resources**          |                |                          |                     |                               |
| • Conduct workforce sensing to understand perspectives | • Apply insights from workforce sensing and risk-based assessment to develop workforce readiness plan | • Determine who will come back to the office and when | • Update staffing plans and job descriptions to reflect workforce changes or reductions | • Rapidly scale remote / flexible work solutions as needed |
| • Provide guidance to executives on workforce transition or reduction strategies | • Determine what flexible / remote solutions to stop, start, and continue | • Develop step-by-step plan to stop, start, and continue flexible / remote decisions | • Continue to engage faculty and staff frequently to understand evolving perspectives | • Determine / implement workforce response plans based on risk and lessons learned from wave-one of COVID-19 |
| • Review federal, state, and local guidance on reopening, contact tracing, and employee care | • Prepare safety and security workplace guidelines to address COVID-19 risks | • Assess the ongoing impact and absentee rate of workforce | • Provide regular, transparent communications on the status of reopening to faculty and staff | • Closely monitor and ensure safety guidelines are being followed |
| • Assess and monitor public health metrics published by nearby communities | • Ensure that policies comport with faculty productivity and work expectations | • Closely monitor and ensure safety guidelines are being followed | • Develop plans and set expectations for grades and exams in event of a shift in learning modality | • Develop plans and set expectations for grades and exams in event of a shift in learning modality |

| **Faculty Affairs**          |                |                          |                     |                               |
| • Work with faculty governance to understand faculty demographics and develop appropriate protocols and norms to protect at-risk populations | • Conduct training for faculty on teaching modalities and expectations | • Closely monitor and ensure safety guidelines are being followed | • Consider additional on-going training and faculty direction to align with potential shifts in students’ preferred courses of study | • Shift faculty back to 100% virtual teaching |
| • Revise expectations around faculty productivity, and clearly define expectations | • Clearly outline social distancing expectations, and illustrate examples for common faculty – student interactions; ensure that policies comport with faculty productivity and work expectations | • Continue to gather feedback from faculty on their experience | • Establish support center for faculty around teaching modalities and expectations | • Communicate expectations around grading and exams |
| • Conduct training for faculty on teaching modalities and expectations | • Engage faculty to understand needs and concerns | • Establish support center for faculty around teaching modalities and expectations | • Develop plans and set expectations for grades and exams in event of a shift in learning modality | • Provide pedagogy and technology support to faculty |

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## Key Reopening Activities for Central Management Hub (3 of 4)

<table>
<thead>
<tr>
<th>Am I ready to reopen &amp; when?</th>
<th>How do I open?</th>
<th>What do I do on “day 1”?</th>
<th>I am open...now what?</th>
<th>I need to close again, now what?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Affairs</strong></td>
<td>• Assess the ongoing COVID-19 impact on students • Define reopening goals and identify gaps between goals / current state • Develop engagement strategies that adhere to safety guidelines • Update orientation and onboarding strategies for new students • Develop plan for “last-mile” CTT tech roll-out with returning students as a condition of return</td>
<td>• Develop department specific reopening plans (e.g. Housing, Dining, Career, Recreation, Health, Counseling) • Update residence hall move-in procedures to reduce crowd size • Communicate new guidelines for promoting a safe environment to students and families as well as quarantine procedures should an outbreak occur</td>
<td>• Closely monitor and ensure safety guidelines are being followed • Continue to gather feedback from students on their experience • Engage students to understand needs and concerns • Engage and communicate required changes with student organization leaders • Limit nonessential visitors, volunteers and activities involving external groups</td>
<td>• Identify gaps in safety practices and update plans • Refine and develop improved virtual engagement strategies for each department • Develop enhanced safety protocols that could be used during the transition period of a future closure • Based on lessons learned, decide and be prepared to partially or fully close during a future crisis • Consider antibody tests to students when available</td>
</tr>
<tr>
<td><strong>Enrollment Management</strong></td>
<td>• Review discounting and aid strategies to determine if changes are needed • Review changes made to admissions requirements in response to COVID-19 and update as needed • Forecast net tuition impact • Determine need for digital and social engagement platforms</td>
<td>• Refine and update recruitment and marketing strategies to meet target enrollment and class composition as new insights emerge • Monitor enrollment analytics on student demographics and course modality preferences (e.g. fully online, face-to-face, hybrid)</td>
<td>• Continue daily year-over-year monitoring of application and enrollment statistics • Continue to measure financial impact of students and families • Update student retention plans to provide early support to new students admitted without standardized test scores or lowered requirements</td>
<td>• More clearly articulate value of virtual experience • Update recruitment and marketing strategies to reflect demographic shifts and expanding markets to meet enrollment goals • Update or refine virtual processes and solutions to improve student retention</td>
</tr>
<tr>
<td><strong>External Affairs</strong></td>
<td>• Understand contact tracing strategies and quarantine rules in your locality / state • Establish key points of contact with legislators, public health officials, and local officials • Project the financial impact on capital campaigns and annual giving • Establish early and regular interactions with community officials to maintain “town-and-gown” relations</td>
<td>• Evaluate impact on reopening to local community • Test communication channels, and develop channel specific plans for different scenarios • Develop protocols for information sharing • Reach out to alumni and donors to share reopening strategy; engage them in the rollout of the reopening plan • Develop alternative engagement strategies to replace all events and social interactions that are physical</td>
<td>• Communicate, communicate, communicate: ensure that local officials know what to expect, and who to contact with concerns • Establish a strong leadership presence and partnership in the community to show united effort • Capture the moment: document and share progress with donors and alumni</td>
<td>• Establish regular check points with local officials to avoid surprises • Keep alumni and donors apprised of your successes</td>
</tr>
</tbody>
</table>
### Key Reopening Activities for Central Management Hub (4 of 4)

<table>
<thead>
<tr>
<th>Am I ready to reopen &amp; when?</th>
<th>How do I open?</th>
<th>What do I do on “day 1”?</th>
<th>I am open...now what?</th>
<th>I need to close again, now what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Align institutionally around the role of athletics post pandemic</td>
<td>• Develop plan for providing health services and testing as well as procedures for positive exposure</td>
<td>• Conduct testing of staff and student athletes, review process and improve as necessary</td>
<td>• Monitoring student athlete health and health of competition</td>
<td>• Enact remote management plan for student athletes</td>
</tr>
<tr>
<td>• Review athletics budget to support return of operations (testing, scheduling, scholarships, housing, equipment)</td>
<td>• Prepare for local, state, and institutional regulatory requirements; understand legal exposure</td>
<td>• Inform athletes of protocols and deliver support services for health and well-being</td>
<td>• Engage in communications with institution, staff, fans, students, and community</td>
<td>• Rapidly transition staff and operations to support student athlete health and wellbeing</td>
</tr>
<tr>
<td>• Develop a strategic approach to scholarship and grants adjustments</td>
<td>• Define scheduling strategy with regard to all on / off campus considerations (e.g. travel limitations, other school approaches, conference and broadcast obligations); set competition schedule</td>
<td>• Communicate approach with fans, sponsors, staff, donors and media</td>
<td>• Update training and competition schedule based on information from states and institutions</td>
<td>• Implement institutional guidelines for closing, including special considerations for athletic activities</td>
</tr>
<tr>
<td>• Develop financial scenarios for an expected decrease in donors and corporate sponsorships</td>
<td>• Adapt contracts for games, sponsorships to reflect pandemic</td>
<td>• Develop training and operating plans</td>
<td>• Monitor news and national and regional guidelines as well as other schools</td>
<td>• Assess and communicate impact on remaining schedule</td>
</tr>
<tr>
<td>• Develop contingency plans for reopening without athletic events that involve student / fan participation</td>
<td></td>
<td></td>
<td>• Enact remote management plan for student athletes</td>
<td>• Communicate strategy to fans, sponsors, donors, and media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Rapidly transition staff and operations to support student athlete health and wellbeing</td>
<td>• Evaluate financial impact of ticket refunds and sponsorship strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Implement institutional guidelines for closing, including special considerations for athletic activities</td>
<td>• Prepare for impact to student eligibility and scholarships</td>
</tr>
</tbody>
</table>
Taking a Risk-based Approach Can Help

Risk management can help institutions respond in the immediate-term, recover in the short-term, and thrive in the long-term by enabling leaders to manage cross-cutting risks in a time of heightened uncertainty.

**RESPOND**

**Identify and Assess Risks And Opportunities**
Apply rapid risk assessment methodology to identify and assess risks and opportunities that have emerged due to COVID-19. Use graph analysis and assumption testing to illustrate connectivity and challenge status quo.

**Prioritize Risks and Opportunities**
Focus limited resources on the most significant risks and opportunities by prioritizing them. Apply analytic methods to rack and stack across various factors.

**RECOVER**

**Plan and Implement Risk Responses**
Test and validate effectiveness of existing risk response plans. Coordinate planning and monitoring efforts with the Central Management Hub and other COVID-19 working groups.

**Develop Leading Key Risk Indicators**
Develop key risk indicators to anticipate emerging risks. Analyze emerging trends that may impact recovery. Develop data visualizations to identify, anticipate, and accelerate informed decisions.

**THRIVE**

**Conduct a Strategic Risk Assessment**
Ensure that leaders understand the risks that inform strategic planning, risks that may prevent the institution from achieving its objectives, and risks that may arise from the implementation of new plans.

These assessments could focus on existing strategic plans to adapt and refine the objectives, outcome statements, and implementation plans in light of the pandemic. It could also focus on new strategic plans developed by the COVID-19 working groups.

These capabilities, integrated with COVID-19 working groups, can enable leaders to harness risk productively and seize strategic opportunities.
## Risk-based Decision Framework

A "traffic light system" of prioritization and key actions can help guide what to do, when, and where to fully reopen and prepare for the “next” normal.

### Illustrative Actions

#### Red

**Crisis Management Response**
- Necessary, mission-critical on-site functions that support crisis response

#### Orange

**Initial stages of response**
- Phased reopening of critical, academic operations that support COVID-19 crisis response and recovery
- Vulnerable populations on-site
- Non-critical on-site functions

#### Yellow

**First wave cleared, entering recovery**
- Full reopening of critical academic operations that support COVID-19 crisis response and recovery
- Phased reopening of on-site activities
- Vulnerable populations on-site

#### Green

**Entering a "New" Normal**
- All normal activity
- No restrictions

### TRIGGERS

**Allow**
- Necessary, mission-critical on-site functions that support crisis response
- Non-critical on-site functions
- Travel
- Gatherings >10 people

**Prohibit**
- Maximum flexible telework / virtual learning policies
- Use of face masks for on-site functions
- Implement 6 foot social distancing between people

**Suggest**
- Monitor testing and sanitation guidance
- Assess and prepare strategy for reopening and recovery
- Prepare new roles and functions required to monitor and manage on-site student, faculty and staff wellness

**Do**
- Continued flexible telework policies
- Consider on-site temperature checking and wellness testing
- Consider contact tracing
- Reopening plan execution, continuous risk monitoring and response

### Understanding trigger points between phases and monitoring aggressively is paramount for your institutions.
Schools should Define & Monitor Triggers
Successfully operationalizing key performance indicators will bring its own challenges.

Institutions should **monitor triggers** in **real time** for an early warning at a granular level for **decision making**. They might need to consider other variables that deal with **interdependencies** in their area and also **pick the right triggers** for their situation.

**SYMPTOMS**
- Downward trajectory of influenza-like illnesses (ILI) reported within a 14-day period
- Downward trajectory of COVID-19-like syndromic cases reported within a 14-day period

**TESTING**
- Testing capacity
- Serological & antibody testing

**CASES**
- Downward trajectory of documented cases within a 14-day period
- Downward trajectory of positive tests as a percent of total tests within a 14-day period (flat or increasing volume of tests)

**STUDENT and EMPLOYEE HEALTH CAPACITY**
- Ability to quarantine all presumed positive cases
- Robust testing plan in place for at-risk faculty and staff, including emerging antibody testing

**RESOURCES**
- Contact tracing protocols, as necessary
- Hygiene protocols for public spaces
- Supply of PPE, swabs & medical equipment
- Student Health, Safety, and Wellness personnel and services

**Some Examples of Triggers**

**Proximity Tracking** (Students, Faculty and Staff)

**CRM Case Management & Integration with State CTT Systems**

**Quality of Hybrid Delivery Mode**

**Town-and-Gown Relations**

**Student Services Demand Increase** (Health, Wellness, Counseling)
Example Roadmap to Recovery and Reopening

The approach outlined herein is grounded in action and activation, intended to help you to establish what you need, assess and build your return and recovery plan, and translate strategy to action.

**Now**
- Leadership Alignment
  - Detailed Workshop with Institutional Leadership Team
- Conduct Risk Assessment
  - Recommendations and Reopening Vision
- Stand-Up Central Mgmt. Hub
  - Table Top Exercise

**Summer**
- Create Recovery & Reopening Plan
  - Detailed Plan
- Develop Implementation Plan
- Execute Recovery & Reopening Plan
  - Monitor operational performance
  - Table Top Exercise

**Fall & Beyond**
- Completion Target: Prior to Fall Semester
  - Reopening
- Rapid Response

**Legend**
- Risk-based Approach
- Central Management Hub
- Ongoing Activities
- Deliverable

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