Looking ahead while leaving no one behind: Resourcefulness and Resiliency among North American Universities

Chapter by Eleanor Vandegrift (University of Oregon) & Mellissa Withers (University of Southern California)
Background

• Quickly adapt to virtual learning environment

• Drastically reduced budgets at universities for professional development, technology infrastructure, etc.

• Students returned home
Overview of Chapter

• 15 case studies from universities in Canada, Mexico & US

• Student Resiliency
  • Course-based Experiences & Experiential Education

• Faculty Resiliency
Objective

Analysis of:
- designing effective online courses,
- providing students with virtual experiential education and leadership opportunities,
- engaging international students,
- creating a sense of community for students across geographies,
- supporting students’ learning in the new online environment, and
- leveraging technological tools to meet shared educational challenges.
Example: APRU Virtual Student Exchange (student, course-based experience)

- Immersive virtual student exchange through digital technology allowed students to connect with peers to learn new knowledge and skills, exchange ideas and cultures, build new relationships

- **Academic courses; Co-curricular programs** - short, cultural immersion courses (28 offered in 2020 attracting over 400 students)

Examples:
- **Latitude Zero Talks: Explore Galápagos** (Universidad San Francisco de Quito)
- **Picturing Hong Kong through Historical Paintings and Photos** (CUHK)
- **Living in the U.S. and Studying at an American Research University** (UC Riverside)
- **Halal, Is It the Gateway to Win 1 Billion’s Muslim Heart?** (Universitas Indonesia)
- **Mapathon@HKUST** (The Hong Kong University of Science and Technology)
- **Black Lives Matter: Global Perspectives: Contextualizing BLM in the History of Slavery & Segregation** (UCLA)

Source: [https://vse.apru.org/](https://vse.apru.org/)
Example: Online Games (student, experiential education)

• Build community, create a sense of being part of the Trojan family even when not on campus

• Built USC campus on Minecraft using reference photos and satellite images from Google Earth

(Picture Courtesy of Alastair Morrison)
Example: Corona Corps
(student, experiential education)

• University of Oregon partnered with local & state public health authorities to expand public health pandemic workforce & response

• Students were trained through extensive hands-on observation, mentorship and on-the-job training.

• Received academic credit or pay to participate in COVID-19 contact tracing, case management and case investigation

• Could be used in the future for natural disasters
Example: Academic Societies
(student, experiential education)

• Based on Learning Communities Model, created in 2013

• Each Academic Society (9) has 180 students from many disciplines, assigned 1 faculty leader and 15 faculty mentors

Objectives:
• Support the academic and professional growth of its students through learning communities.
• Stimulate knowledge, personal growth and collegiality among students.
• Facilitate constant communication and support between students and faculty.
• Offer personal and professional guidance to students.
• Provide a safe space for integration, wellness and health.
• Establish a network and community of practice once students leave the program.
Example: Academic Societies (continued)
(student, experiential education)

• Effective communication channels already set up through WhatsApp

• 450 students in their final semester manned new lines for public about COVID

• “Pandemis” program shared info through several social media platforms, content created based on students’ clinical rotation. More than 500 posts in the first 6 months of the pandemic.

• Other activities:
  • Mentorship by faculty, as well as between jr/sr students
  • Online tutoring and counseling sessions, individually and in small groups
  • Entertainment-virtual escape rooms, online games, student-led workshops
Example: APRU Teaching in Virtual Environments
(faculty)

12- part webinar series, interactive 90-minute sessions co-led by faculty experts from the APRU network on one key topic

Objectives:
1. Create space where APRU affiliated faculty could connect to share resources and experience with teaching in remote settings.
2. Provide pedagogical, technology, and peer support to faculty across the APRU network facing similar remote teaching challenges.
3. Build community for faculty across the APRU network
Example: 55 Word Stories (faculty)

• Health care providers to share experiences during pandemic, increase connectedness and well-being, promote solidarity

• Shared reflections of up to 55 words on curated website

• Hundreds of stories posted with permission from authors or anonymous.

• Cathartic to read the words of others; helped to reinforce the notion that health care providers were not alone.

• Provided a creative outlet for healthcare workers, including students and faculty, for self-reflection and expression

Useless

Zoom. Computer screen. iPad to the side. Don’t forget your blue-blocking lenses. “Clinical experiences have been suspended – indefinitely”

Immunosuppressed. That’s probably for the best. But how can I help? How can I help if I am stuck behind this screen? Are we even really a part of things? It’s hard to feel like learning anything.

by Tiffani Lautenslager, Medical Student
Conclusions

• Capitalize on new technologies to offer experiential education, virtual exchanges, more leadership opportunities.

• Expand opportunities for low-income students, more equity

• Utilize these lessons for other crises, such as disasters

• Universities must adapt to changing world through innovation
Acknowledgements

• We would like to acknowledge the assistance of Budi Haryanto, Jim Huntley, Paulo Rodrigues, Jolanta Aritz, Anakkarat Tubtim Barth, César Alberto Lucio Ramírez, Claudia Treviño Alanis, Robin Young, Mark Carrier, Grace Honeywell, Jeffrey Measelle, Angela Long, and Jennifer Rice. We also wish to thank the APRU Secretariat for their dedication and hard work.
WEBINAR: TECHNOLOGY-ENHANCED EDUCATION
Presented by the APRU Global Health Working Group on Education & Technology

June 1 from 6-8pm pacific time/June 2 from 9-11am Hong Kong time

In this interactive session, learn about innovative examples of how to leverage technology in higher education.

Speakers:
Irma Eraña, Tecnológico de Monterrey (Mexico)
June Chan, Hong Kong University of Science & Technology (Hong Kong)
Janice Tay Shan Chuan, Nanyang Technological University (Singapore)
Nutthee Am-in, Chulalongkorn University (Thailand)

Moderator:
Catherine Zhou, Hong Kong University of Science & Technology (Hong Kong)

For more details or to register:  https://usc-mphonline.zoom.us/j/97363234995
Questions? mwithers@usc.edu
WEBINAR: INNOVATIVE ASSESSMENT STRATEGIES
Presented by the APRU Global Health Working Group on Education & Technology

July 6 from 6-8pm Pacific time / July 7 from 9-11am Hong Kong time

In this session with international pedagogical experts, instructors will learn about innovative examples of how to use better assessment strategies in the classroom, including public exams, group performance and more.

Speakers:
Ben Wiggins, University of Washington (US)
Lilian Chye Min Yen, Nanyang Technological University (Singapore)
Athel Hu, Nanyang Technological University (Singapore)
María Sol Garcés, Universidad San Francisco de Quito (Ecuador)
Lillian Luk, University of Hong Kong (Hong Kong)

Moderators:
Mellissa Withers, University of Southern California (US)
Catherine Zhou, Hong Kong University of Science & Technology (Hong Kong)

For more details or to register: https://bit.ly/APRU_edu_July2022
Questions? mwithers@usc.edu
Thank you

- mwithers@usc.edu
- www.apruglobalhealth.org
New role of universities: experiences from Taiwan

Speaker: Dr. Tsung-Yi Pan

Author: Tsung-Yi Pan, Hsin-Mu Tsai, Jen-Sen Liu, Chi-Huang Chen, Wei-Shun Chang, Yan-Hong Zheng, and Hung-Chi Kuo
Outline

• Overview of Taiwan government's epidemic prevention in the higher education system

• Impacts of the epidemic on Taiwan’s higher education system

• New role of universities for teaching and learning methodologies: a case of National Taiwan University

• Benefits and opportunities

• Conclusion
Overview of Taiwan government's epidemic prevention in the higher education system
Epidemic situation in Taiwan

The vaccine coverage rate: 0% → 25% → 70%

- Mask
- Mask + contact tracing
- Mask + contact tracing + vaccine
- Mask + vaccine

Upgrading to level 3 → level 2 → Downgrading to level 2 → Cancel warning level

Number of confirmed cases

Warning level 1

- Beta
- Alpha
- Delta
- Omicron

Border prevention => local infected (level 1) => local infected via unknown source (level 2) => community spread (level 3)

Zero-tolerance strategy
Seek zero severe cases and to manage mild cases effectively.

70%

25%

0%
The only time to upgrade to warning level 3 because large-scale local outbreaks infected by Alpha in May, 2021.
Epidemic situation in Taiwan

Key issue: In the face of a highly contagious emerging virus, how can campuses maintain teaching functions while protecting the health of students and staff?

- 1 case from NCKU: caused 2 students to be isolated.
- 1 case from NTHU: may affect 26 students who have been in close contact, and 20 courses with more than 900 students.
- 1 case from NCCU: No contact.
- 1 case from USC: caused 10 teachers and students to be isolated.
- 1 case from NTNU: The school decided to temporarily suspend classes, and distance learning from 4/6 to 4/17.

A 3-day holiday.

Winter from Nov. to Jan.
Epidemic situation in Taiwan

Lesson learn from SARS in 2003, H1N1 in 2009, and H7N9 in 2013.

2003: partition isolation is important.

2009: Personal hygiene habits are important.

2013: Keep distance from birds.
Epidemic prevention in the higher education system

- Ministry of Education:
  - Advisory Group
  - Formulating the Outline
  - Host the Seminar for epidemic prevention
  - Review school-wide contingency plans
  - On-site school visits
  - Establish a regional center

- Colleges and universities:
  - Epidemic prevention team
  - Prevention propaganda
  - Planning for remote teaching
  - Safe schooling for isolated cases
  - Health management measures
  - Tracing activities in campus
  - Pre-planned isolation dormitories
  - Environmental cleaning before school starts
Impacts of the epidemic on Taiwan’s higher education system
Impacts of the epidemic on Taiwan’s higher education system

- The timeline of NTU’s responses to the epidemic

1/30: issued a school-wide epidemic prevention strategy letter.

3/23: cluster infection of Academia Sinica (AS):
1. No visiting between NTU and AS. Using remote learning for two weeks.
2. Home isolation for two weeks for the staff and students who visited AS in past two weeks.
3. No shuttle bus service between NTU and AS for two weeks.
4. No club activities in NTU for two weeks.

3/30: The access control on the main campus.

4/8: Till the end of April, video conferencing only.

5/19: restrictions on gathering size (100 people indoors, 500 people outdoors) will be lifted.

6/8: campus open to public.

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Impacts of the epidemic on Taiwan’s higher education system

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Winter from Nov. to Jan.

Only one purpose: cut off social contact!
New role of universities for teaching and learning methodologies: a case of National Taiwan University
New role of universities for teaching and learning methodologies: a case of National Taiwan University

- The purpose of the new role of universities for teaching and learning methodologies was to effectively prevent the expansion of COVID-19, to ensure both the safety of the large number of faculty, staff, and students as the new semester began, and also the school’s normal operations.

- **Non-contact teaching:** NTU COOL
- **Contact teaching:** an automated temperature-measuring device

**cut off social contact!**
Non-contact teaching: NTU COOL

- NTU COourses OnLine (NTU COOL), a digital learning platform developed and operated by NTU.
- It served approximately 1/3 of NTU courses, i.e., more than 2000 courses, in the Spring 2020 semester. (6 times to those of the previous semester)
Contact teaching: an automated temperature-measuring device

- One of NTU COOL’s best developed features is a custom Video Learning module that lowers the threshold of online teaching.
- It allows users
  - to upload their own videos and import videos from YouTube,
Contact teaching: an automated temperature-measuring device

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  - to **post comments and replies on specific parts of videos,**

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**Center for Weather and Climate Disaster Research, NTU**
Contact teaching: an automated temperature-measuring device

• One of NTU COOL’s best developed features is a custom Video Learning module that lowered the barrier of online teaching.
• It allows users
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  • play videos at different speeds,
Contact teaching: an automated temperature-measuring device

- One of NTU COOL’s best developed features is a custom Video Learning module that lowered the barrier of online teaching.
- It allows users
  - to upload their own videos and import videos from YouTube,
  - to post comments and replies on specific parts of videos,
  - play videos at different speeds,
  - collect video viewing behaviors of students,
  - provide visualized statistical charts/graphics.
• Timeline of NTU teaching policy for Spring 2020.

- Early February: classes with foreign students were asked to offer online learning.
- 3/2: Spring semester started.
- 4/6: Classes with more than 100 students moved completely online.
- 4/20-24: Midterm exam: Many classes performed online exams or conducted assessments designed for online environments.
- 4/27: Classes with more than 60 students moved completely online.
- 5/18: Classes with less than 100 students were allowed to move back to physical classrooms.
- 6/1: All classes were allowed to move back to physical classrooms.

A 3-day holiday.

Winter from Nov. to Jan.
Non-contact teaching: NTU COOL

- the outgoing throughput of the object server.

A 3-day holiday.

6/1: All classes were allowed to move back to physical classrooms.

Winter from Nov. to Jan.
Contact teaching: an automated temperature-measuring device

- During severe acute respiratory syndrome (SARS) in 2003 or new influenza in 2009 (H1N1), and the current COVID-19 pandemic period, infected patients usually have elevated body temperature. Thus, body temperature is a preliminary screening to determine whether or not they are infected.

Is he safe?

Expensive!
Contact teaching: an automated temperature-measuring device

• National Taiwan University Pandemic Prevention No. 1, automated temperature-measuring device was released on March 10, 2020.
Contact teaching: an automated temperature-measuring device

- This "epidemic prevention control system" can upload temperature and foot traffic data taken at each control point on the campus to the NTU database.
Contact teaching: an automated temperature-measuring device

- This is a **cost-effective** system. Only 3,000 NTD (12,700 JPY; 100 USD)
- The **design drawing was published** on the NTU’s Department of Electrical Engineering’s website, and units were offered to those in need across the country.

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### 設計說明

- 在機架上固定一組紅外線額溫槍，此溫槍啟動線路連接可調整感應距離的光電偵測器，該偵測器設置於體溫槍口旁。
- 當人靠近光電偵測器範圍內，偵測器起動時，體溫槍顯示測溫度。
- 裝置之電源供應來自機架下方箱體，內含繼電器及交流轉換成直流電源供應器，並附加充電電池。
Contact teaching: an automated temperature-measuring device

- The visitor does not need to touch any part of the forehead thermometer, as long as the forehead is close to the temperature measurement sensor. Temperature value can be seen from the L-shaped mirror.
Contact teaching: an automated temperature-measuring device

- The visitor does **not need to touch any part** of the forehead thermometer, as long as the forehead is close to the temperature measurement sensor. **Temperature value** can be seen from the L-shaped mirror.
Benefits and opportunities
Benefits and opportunities

- For facing COVID-19 or such a new epidemic in the future, NTU:
  - develop the digital learning platform, NTU COOL, for non-contact teaching,
  - create the low-cost automated temperature-measuring device with a contact tracing system for face-to-face learning.
- Most of the courses and teaching videos were designed and uploaded before early April 2020, i.e., within one month after the beginning of the semester. This demonstrates teachers can start implementing online teaching without much difficulty, by using the training courses about online teaching on NTU COOL.
Benefits and opportunities

- The number of people visiting NTU’s campus reached nearly 26,000 every day, and the number of ID card scans between buildings reached more than 80,000. The system helps avoid cluster spreads in the university.
Conclusion
Conclusion

- Taiwan has developed its current anti-epidemic system based on its previous anti-epidemic experience. Because Taiwan did not have a vaccine for COVID-19 in 2020, so the border epidemic prevention strategy is given priority to prevent the virus from entering the community.
- In terms of colleges and universities, the main strategy is to require everyone wear masks and maintain sufficient social distance to reduce the risk of contracting the virus. At the same time, the real-name system is adopted to improve the accuracy of the epidemic investigation.
- Through cross-domain integration, NTU not only strengthens NTU COOL's remote teaching services, but also develops an automated temperature-measuring device with a contact tracing system to help the Epidemic Prevention Command Center quickly grasp the chain of infection.
- Finally, through the sharing of Taiwan’s experience, we hope that Institutions can refer to it and further enhance campus safety and resilience.
Thank you very much.
Vigorous, Vital, Vulnerable: Universities and COVID-19, Aotearoa New Zealand

Safety and Resilience of Higher Educational Institutions: Considerations for a Post-COVID-19 Pandemic Analysis

2022 APRU Multi-Hazards Webinar Series: 24 May, 2022

Ailsa Holloway, Auckland University of Technology
• HE governance systems that systemically incorporate disaster risk considerations are better placed for a *vigorous* and *coherent* emergency response.

• Universities are *vital* in the frontline response to public health and other emergencies.

• Universities are also *vulnerable* – both externally, with respect to exposures outside the institution and internally with respect to students, staff and operating systems.

Aotearoa NZ pop. 5.1 million (March 2022)

https://www.transpacificproject.com/index.php/maps/
NZ Measles Outbreak


Samoa Measles Outbreak

Whakaari White Is. Eruption


Australian Bushfires

2016 Kaikoura earthquake


2010-2011 Canterbury earthquakes

New Zealand University Sector

Eight universities

180,000 students (2019)
81% domestic
19% international

3,000 (Lincoln Univ – 43,000 (University of Auckland)

National Structures

Ministry of Education

Tertiary Education Commission

NZ Vice-Chancellors’ Committee
- Universities NZ
- Academic Quality Agency for NZ Universities

Tertiary Education Union

NZ Union of Students Associations

Te Mana Ākonga, the National Māori Tertiary Students Association
# Focus on Early Response 2020

<table>
<thead>
<tr>
<th>Phase I: 2 February – 15 March</th>
<th>Initial travel restrictions</th>
<th>Restrictions on arrivals from mainland China, Iran, N. Italy, S. Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase IV: 11 April – 27 April</td>
<td>2\textsuperscript{nd} half of nation-wide lockdown</td>
<td>Continuation of Alert Level 4: Stay at home</td>
</tr>
<tr>
<td>Phase V: 28 April – 13 May</td>
<td>Two-step de-escalation</td>
<td>14 May: Step-down to Alert Level 2</td>
</tr>
</tbody>
</table>
## New Zealand COVID-19 Alert Levels Summary

- The Alert Levels are determined by the Government and specify the public health and social measures to be taken in the fight against COVID-19. Further guidance is available on covid19.govt.nz.
- The measures may be updated based on new scientific knowledge about COVID-19, information about the effectiveness of control measures in New Zealand and overseas, or the application of Alert Levels at different times (for example, the application may be different depending if NZ is moving down or up Alert Levels).
- Different parts of the country may be at different Alert Levels. We can move up and down Alert Levels.
- Services including supermarkets, health services, emergency services, utilities and goods transport will continue to operate at any level. Employers in those sectors must continue to meet health and safety obligations.
- Restrictions are cumulative (for example, at Alert Level 4, all restrictions from Alert Levels 1, 2 and 3 apply).

### ELIMINATION STRATEGY – New Zealand is working together to eliminate COVID-19

<table>
<thead>
<tr>
<th>Alert Level</th>
<th>Risk assessment</th>
<th>Measures that can be applied locally or nationally</th>
</tr>
</thead>
</table>
| Level 4 – Lockdown | Likely the disease is not contained | - Stay home in your bubble, other than for essential personal movement.  
- Safe recreational activity is allowed in your local area.  
- Travel is severely limited.  
- All gatherings are cancelled, and all public facilities close. | - Businesses close except for essential services (for example, supermarkets, pharmacies, clinics, petrol stations) and lifestyle utilities.  
- Educational facilities close.  
- Rationing of supplies and requisitioning of facilities is possible.  
- Reprioritisation of healthcare services is possible.  
- You are encouraged to wear a face covering whenever you leave the house. |
| Level 3 – Restrict | High risk the disease is not contained | - Stay home in your bubble, other than for essential personal movement, including going to work or school if you have to, or for local recreation.  
- Keep 2 metres apart from people you do not know outside home, or 1 metre in controlled environments such as schools and workplaces.  
- Stay within your immediate household bubble, but you can expand this to reconnect with close family, whānau, enable caregiving, or support isolated people.  
- This extended bubble should remain exclusive.  
- Schools (years 1 to 10) and Early Childhood Education centres can safely open, but with limited capacity. Children should learn at home if possible.  
- You must work from home unless it is not possible.  
- Businesses cannot have customers on site, unless it is a supermarket, bank, primary produce retailer, pharmacy, petrol station or hardware store providing goods to trade customers, or it is an emergency or critical situation. | - Other businesses can open premises, but customers cannot enter.  
- Low-risk local recreation activities are allowed.  
- Public facilities are closed (for example, libraries, museums, cinemas, food courts, gyms, pools, markets).  
- Gatherings of up to 10 people are allowed but only for weddings, civil union ceremonies, funerals and tangihanga. Physical distancing and public health measures must be maintained.  
- Healthcare services should use virtual, non-contact consultations if possible.  
- Inter-regional travel is highly limited, for example, for critical workers, with limited exemptions for others.  
- People at high risk of severe illness, such as older people and those with existing medical conditions, are encouraged to stay at home where possible, and take additional precautions when leaving home. You may choose to work. |
| Level 2 – Reduce | The disease is contained, but the risk of community transmission remains | - You can reconnect with friends and family, and socialise in groups of up to 100, on shopping and travel domestically, following public health guidance.  
- Keep 2 metres apart from people you do not know in retail stores. Try to keep 2 metres apart from people you don’t know when out in public. Keep 1 metre apart in controlled environments like workplaces, where practicable.  
- No more than 100 people allowed at social gatherings, including weddings, civil union ceremonies, funerals and tangihanga.  
- Businesses can open if the public follow public health guidance, such as physical distancing and record keeping. Alternative ways of working encouraged where possible.  
- Hospitality businesses must keep groups of customers separated and seated. Maximum of 100 people in a defined space.  
- Sport and recreation activities are allowed, subject to conditions on gatherings, record keeping, and – when practicable – physical distancing.  
- Popular facilities such as museums, libraries and pools can open if they comply with public health measures and ensure 1 metre physical distancing. | - Event facilities, including cinemas, stadiums, concert venues and casinos, can have more than 100 people at a time, provided that there are no more than 100 in a defined space, and the groups do not mix.  
- Health and disability care services can operate as normally as possible.  
- It is safe to send your children to schools, early learning services and tertiary education. There will be appropriate measures in place.  
- People at higher risk of severe illness from COVID-19 (for example, those with underlying medical conditions, especially if not well-controlled, and older people) are encouraged to take additional precautions when leaving home. You may work, if you agree with your employer that you can do so safely.  
- Passengers and workers in transport stations must keep 1 metre apart, as far as reasonably practicable. |
| Level 1 – Prepare | The disease is contained in New Zealand | - COVID-19 is uncontrolled overseas.  
- There could be sporadic imported cases.  
- There could be isolated local transmission in New Zealand.  
- There are border entry measures to minimise the risk of importing COVID-19 cases.  
- Intensive testing for COVID-19 is carried out.  
- Rapid contact tracing of any positive case is carried out.  
- Schools and workplaces can open and must operate safely.  
- There are no restrictions on personal movement, but you are encouraged to maintain a record of where you have been.  
- There are no restrictions on gatherings, but organisers are encouraged to maintain records to enable contact tracing. | - Stay home if you are sick, report flu-like or COVID-19 symptoms.  
- Wash and dry your hands, cough into your elbow, do not touch your face.  
- Avoid public transport or travel if you’re sick.  
- There are no restrictions on workplaces or services, but you are encouraged to maintain records to enable contact tracing.  
- NZ COVID Tracker QR codes issued by the NZ Government must be displayed in workplaces and on public transport to enable use of the NZ COVID Tracker App for contact tracing.  
- Face coverings are required on public transport and aircraft, but not inter-island ferries and school buses. Children under 12, passengers in taxis or ride-share services, and people with disabilities or mental health conditions do not have to wear face coverings. |
On 23 March, the MoE convened a consultation with representatives of key education sector coordinating organisations.

Its COVID-19 Bulletin stated: “All education and research services requiring face to face contact should be suspended immediately. As much delivery as possible should be shifted online…”

“medical research required for combatting COVID-19 is an essential service.”

Within 48 hours of the PM’s announcement, all NZ universities ceased on-site delivery.
• Pre-existing risk management guideline statements through the Academic Quality Agency of NZ Universities as part of (Cycle 5) Academic Audit Framework (2013-2016). These specified “recovery plans & procedures which are designed to facilitate continuity of teaching and learning in instances of infrastructure system failure”

• Anticipatory UNZ coordination action
  On 3 February, 2020, UNZ’s Chief Executive emailed all NZ’s Vice-Chancellors – to clarify UNZ’s role as central sectoral coordinating mechanism for nationwide university response to the novel coronavirus.
### Guidelines for Tertiary Education Organisations on how to operate under different Alert Levels

Updated as at 17 November 2020

#### Level 1 - Prepare

**Status:** The disease is contained in New Zealand

- Wearing a face covering is mandatory on all public transport in to, out of, or within Auckland, and on all domestic flights across New Zealand, from Thursday 19 November. More information, including exemptions, can be found here.

**The Golden Rules for everyone at Alert Level 1:**

1. If you're sick, stay home. Don’t go to work or school. Don’t socialise.
2. If you have cold or flu symptoms call your doctor or Healthline and make sure you get tested.
3. Wash your hands. Wash your hands. Wash your hands.
4. Sneeze and cough into your elbow, and regularly disinfect shared surfaces.
5. If you are told by health authorities to self-isolate you must do so immediately.
6. If you're concerned about your wellbeing or have underlying health conditions, work with your GP to understand how best to stay healthy.
7. Keep track of where you've been and who you've seen to help contact tracing if needed. Use the NZ COVID Tracer app as a handy way of doing this.
8. Businesses should help people keep track of their movements by displaying the Ministry of Health QR Code for contact tracing.
9. Stay vigilant. There is still a global pandemic going on. People and businesses should be prepared to act fast to step up Alert Levels if we have to.
10. People will have had different experiences over the last couple of months. Whatever you’re feeling — it's okay. Be kind to others. Be kind to yourself.

#### Overarching principles for TEOs

- All on-site activities at tertiary education facilities can resume as normal, including classes, lectures, labs, workshops, tutorials, noho, meetings, etc.
- All staff and students should return to on-campus activities.
- TEOs (along with all businesses and services) are required to display the official NZ COVID Tracer QR code posters in a prominent place at or near the main entrances, even at Alert Level 1. This helps enable individuals (i.e. staff, students, and visitors) to keep track of where they have been.
- TEOs may also continue to collect contact tracing information through other mechanisms so long as they protect peoples' privacy and safety.
- TEOs are not required to maintain physical distancing.
- Remote learning and teaching systems should be maintained in case of a move to a higher alert level.
- TEOs are required to move up alert levels at short notice (i.e. be ready to implement the required public health control measures of each level).
- If a staff or student is concerned about their wellbeing, or has underlying health conditions, they should work with their GP or other health professional to understand how best to stay healthy.

#### What this means for...

<table>
<thead>
<tr>
<th>Teaching and learning</th>
<th>Conducting research</th>
<th>Accommodation and student support</th>
<th>Campus operations and management</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teaching and learning activities may run as normal, with no COVID-19-related restrictions other than what would normally be required under the Health and Safety Act and relevant Worksafe regulations.</td>
<td>All research and related activities are allowed as normal, with no COVID-19-related restrictions other than what would normally be required under the Health and Safety Act and relevant Worksafe regulations.</td>
<td>Student accommodation, such as hostels and halls of residence, may operate as normal, with no COVID-19-related restrictions other than what would normally be required under the Health and Safety Act and relevant Worksafe regulations, and the Pastoral Care Code.</td>
<td>All operations and management staff are allowed on site, as normal.</td>
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<td>This means that classes, lectures, labs, workshops, tutorials, noho (including overnight noho marae), close contact courses, workplace-based learning, pastoral care, and meetings, etc. may all run as normal.</td>
<td></td>
<td>Maintaining ‘bubbles’, physical distancing, restricting visitors or social events, etc. are not required for student accommodation.</td>
<td>On-campus businesses such as gyms, pharmacies, cafes, restaurant, etc. may operate as normal, with no COVID-19-related restrictions other than continuing to use NZ COVID Tracer QR Codes, and what would normally be required under the Health and Safety Act and relevant Worksafe regulations, and the Pastoral Care Code.</td>
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<tr>
<td>Guidance for TEOs on how to run on-site examinations at different Alert Levels can be found here.</td>
<td></td>
<td>Tertiary accommodation providers are required to display the official NZ COVID Tracer QR code posters in a prominent place at or near the main entrances of accommodation facilities.</td>
<td>Libraries, recreation areas (e.g. sports grounds, tennis courts etc.), etc. may operate as normal.</td>
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<td>Shared kitchens and communal areas are allowed to open as normal.</td>
<td>Students may travel domestically as normal, though strict border control measures will still be in place for anyone entering New Zealand, including students or staff.</td>
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<tr>
<td></td>
<td></td>
<td>Students may travel domestically as normal, though strict border control measures will still be in place for anyone entering New Zealand, including students or staff.</td>
<td>Student counselling &amp; health services are allowed to operate as normal.</td>
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Detail on the public health control measures for TEOs at Alert Level 2, along with a set of FAQs, can be found here.
Vital: University as Front-line Responder

- A response that engaged science advocacy, epidemiology & rigorous mathematical modelling.

- A response that was enabled by the rapid advancement of COVID-19 genomic sequencing capability.

- A response that profiled effective risk communication. Scientists played prominent roles in augmenting government messaging but adding a vigorous & critical voice.
The bumper Toby Morris & Siouxsie Wiles Covid-19 box set

Risk communication partnership of microbiologist Dr Siouxsie Wiles & Spinoff’s illustrator Toby Morris

Major upheaval for students & staff, despite govt financial assistance, on-line mental health services and intensified university support.

Increased study-related stress levels, mental health challenges due to social isolation. Intense financial pressures.

Challenges of interpreting complex university communications

Māori students stayed with their whānau (family). Only 25% indicated these incl. financial support, although approx 17% had to stop work.
Border Restrictions and Financial Vulnerability

- In 2019, 33,905 international students in NZ. This dropped to 17,570 in April 2020 & to 26,040 (2021).

- Financial “early warning” to NZ’s higher education sector (13-15% NZ university revenue is from international students).

- Materially, 700 university jobs lost due to reduced earnings.
Navigating Future Risk

• HE governance systems that systemically incorporate disaster risk considerations enable agility for a *vigorous* and *coherent* emergency response.

• HEIs are *vital* in the frontline response to public health and other emergencies.

• HEIs are also *vulnerable* – both externally & internally, and …

• … they are crucial for *building societal agility* for unexpected change across time and space (in other words, to advance resilience).
On 13 May, the Minister of Education, launched a consultation on a refreshed International Education Strategy for 2022-30.

This followed the PM’s 11 May announcement that NZ’s borders would fully open from 31 July 2022.


Thank you