Safe Re-Opening for Higher Education

Thursday, May 21, 2020

8:30 – 10:30 am

Presented by:

Introductions and Overview of the Webinar Format

Co-facilitators:

- Beth Tankersley-Bankhead, Ph.D., President & CEO, KC Scholars
- Elizabeth MacLeod Walls, Ph.D., President, William Jewell College
- C. Mauli Agrawal, Ph.D., Chancellor, UMKC

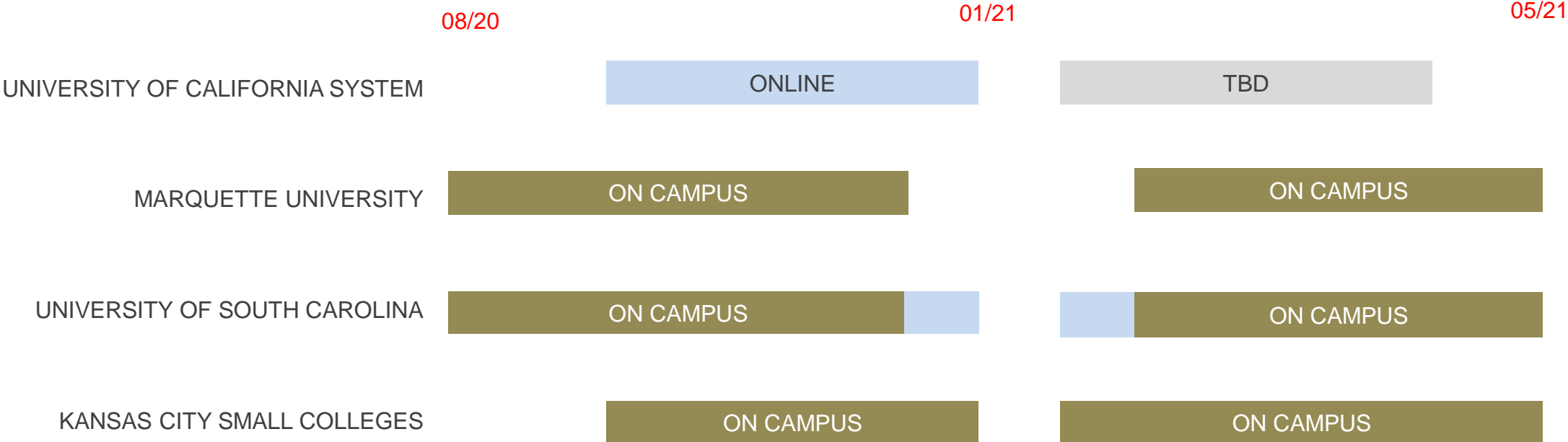# Guidance and Advice from Architecture and Engineering

Presenters:

- James Pfeiffer, Principal & Higher Ed Leader, BNIM

- David Reid, AIA, Principal, AIA, ALEP, Associate UDL, Principal with Gould Evans and Co-Founder of STEAM Studio National Education Practice Leader

Designing for
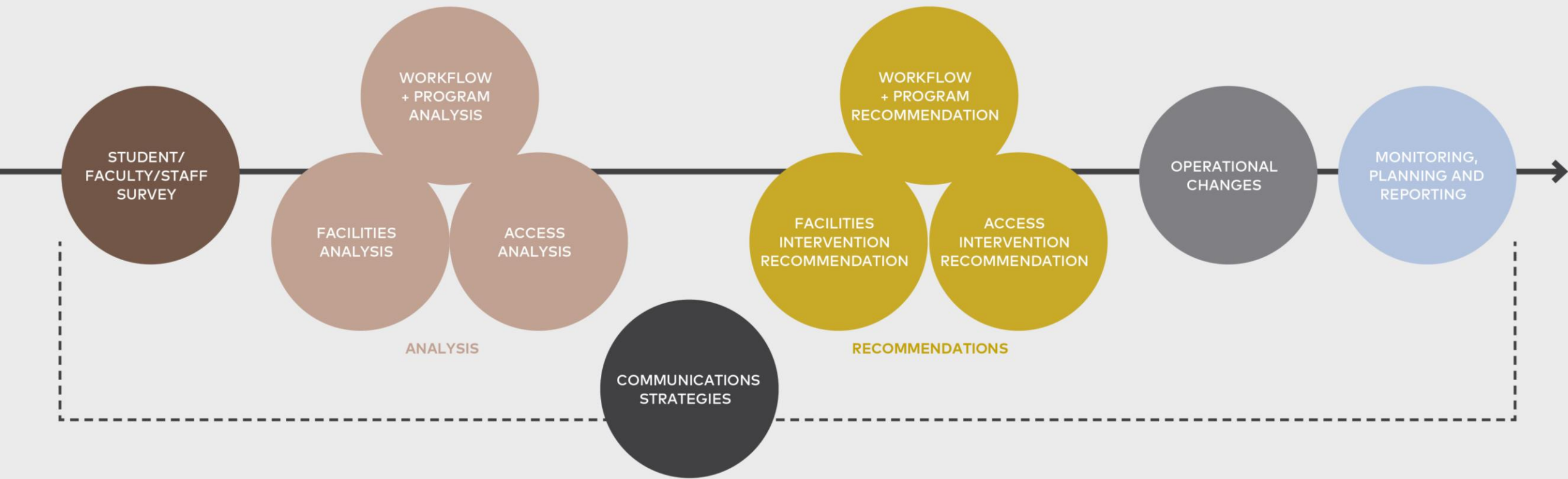# Continuity and Resiliency

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"What happens at Grinnell is not necessarily what will happen at Columbia."

TERRY W. HARTLE, SENIOR VICE PRESIDENT OF THE AMERICAN COUNCIL ON EDUCATION
A TRADE ASSOCIATION OF COLLEGE PRESIDENTS

08/20   01/21   05/21

UNIVERSITY OF CALIFORNIA SYSTEM	ONLINE	TBD
MARQUETTE UNIVERSITY	ON CAMPUS	ON CAMPUS
UNIVERSITY OF SOUTH CAROLINA	ON CAMPUS	ON CAMPUS
KANSAS CITY SMALL COLLEGES	ON CAMPUS	ON CAMPUS

Finding the Right Model
Reopening Campuses and Classes

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Process for Reopening

Immediate Steps

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Communication and Tracking

- Staff
- Visitors / Customers / Clients
- Students / Faculty

Entry Procession

- Doors - reduced touch solutions, sensors, walk-off mats
- Vestibules - visitor control, ventilation, health screening, cleaning stations, tracking
- Elevators - air filtration, occupancy, voice activation, antimicrobial materials
- Stairs - clarity on circulation flow, ventilation

Space Configuration

- Limit exposure to droplet spread
- Spacing
- Orientation
- Dedicated space
- Common space guidelines
- Screening
- Sanitizing stations
- Procedures and protocols
- Access / circulation
- Signage for reminders

Work Surfaces

- Sustainable and anti-microbial
- Cleanability
- No-touch operation of doors, lighting, security, AV, and other touch devices

Air Quality

- HVAC
- Load reduction
- Spot filters
- Air stratification
- Active monitors
- Plants
- Seasonal strategies
- Best practices

Checklist for Reopening
Immediate Considerations

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- Declining Enrollment
- Changing Job Market
- More Focus on ROI
- Blended Education
- Greater Accountability

Forces Reshaping Higher Education

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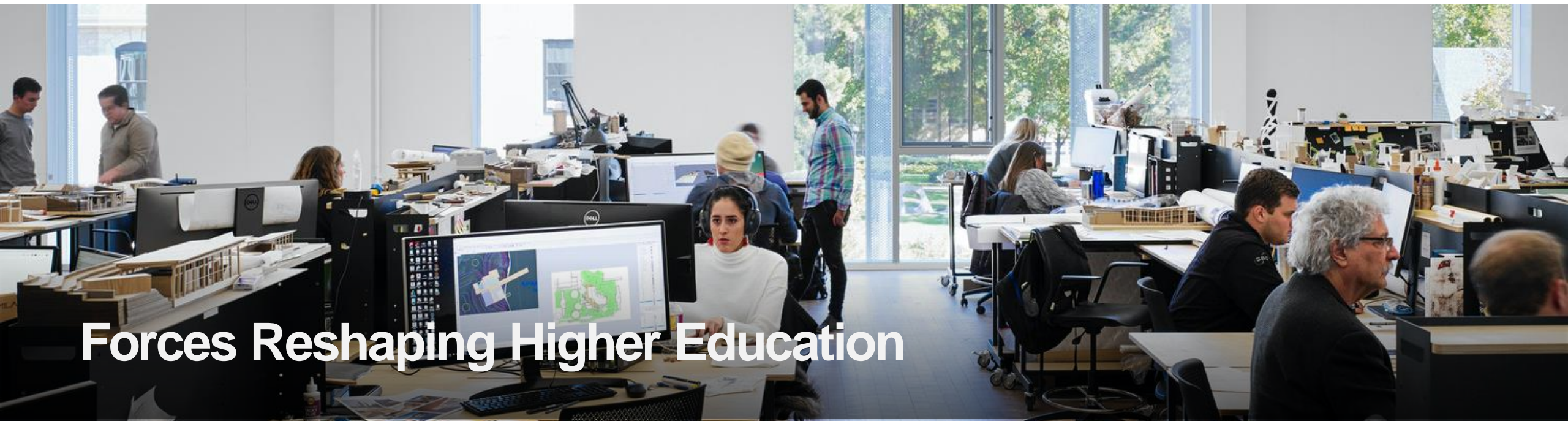
- Continue to recognize constraints as opportunities for innovation
- Maximize (and grow) value, minimize waste
- Positive, proactive leadership
- Inclusion not exclusion
- Be nimble

Redesigning Design

Now　　　Near　　　Far

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Human Health, Wellness + Safety

Maximize Value, Minimize Waste

Adaptability

Designing for Continuity and Resiliency

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1

Human Health, Wellness + Safety

- How can our buildings better support the well-being of students/ faculty/ staff and the planet?

- The comfort and health experienced by building occupants drive productivity and enrollment/retention.

- How can institutions maintain a compelling product offering while moving to a more hybrid model?

- The built environment's role to provide a support structure to help fight against a reduction in humanity, isolation, and loneliness

- The built environment's role in promoting/improving mental health

Introverted Concept

Extroverted Concept
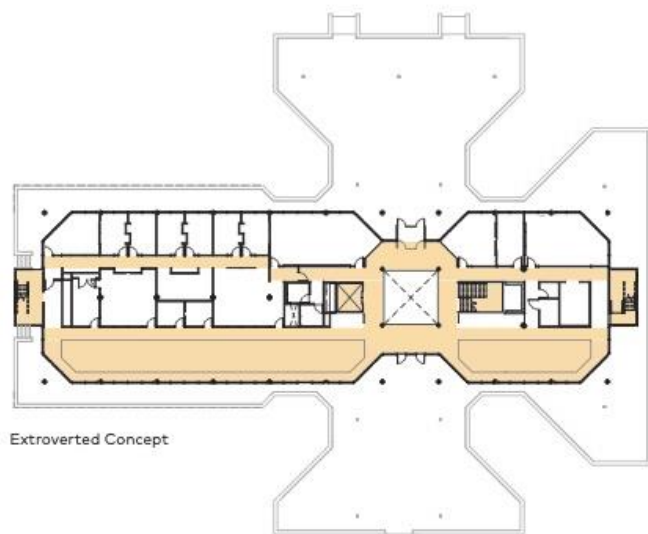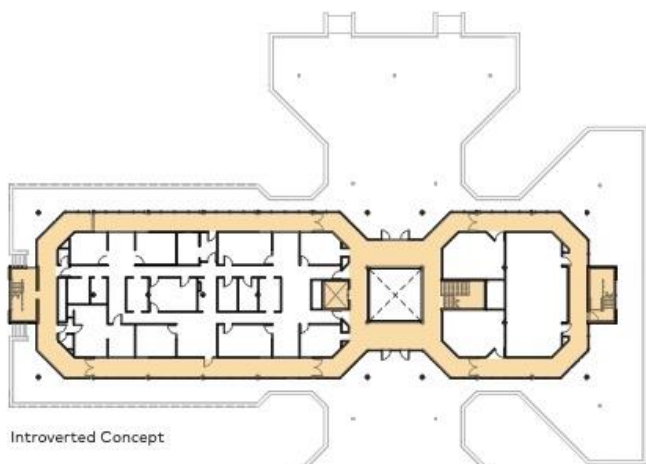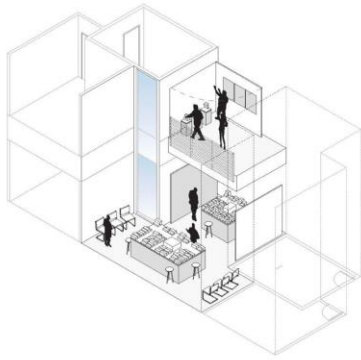
- Upper Porch: **Small Group pin-up**
- Lower Porch: **Large Model Stagin**
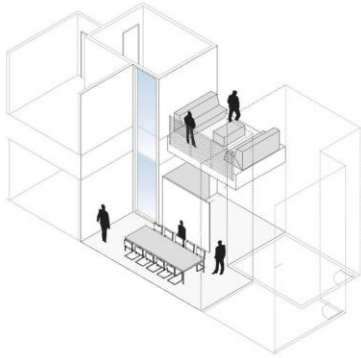
- Upper Porch: **Shared Hangout**
- Lower Porch: **Team work/study**
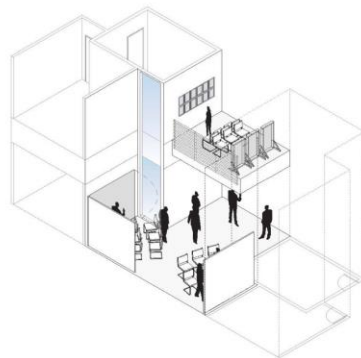
- Upper Porch: **Rotating Studio Display**
- Lower Porch: **Group Critique**

**Healthy Environments
lead to meaningful outcomes**

- Design for Ventilation and Air Filtration

- Design for Daylight and Views

- Design for Movement

- Design for Thermal Comfort

- Design for Healthy Materials

- Design for Access to Nature

- Design for Equity and Community

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2

Maximize Value, Minimize Waste

- Resiliency in the built environment is an intricate balance of strength and flexibility.

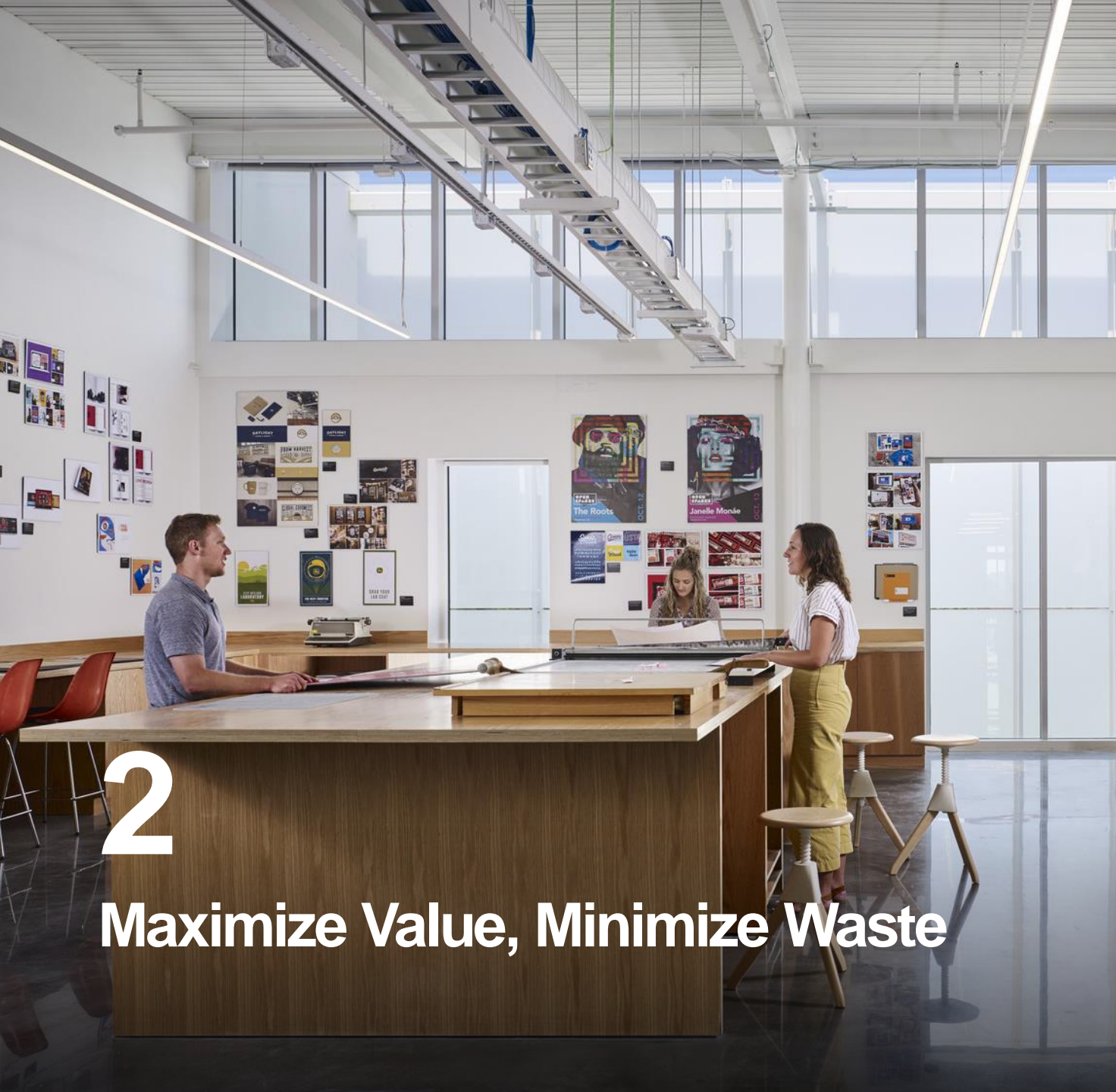- Creation of "safe" spaces lead to invaluable, memorable experiences

- Spaces for education require resiliency within several key performance metrics: health of occupants (for human resiliency), reduction of greenhouse gas emissions and embodied carbon (for our planet's resiliency), low-energy and high-performance (for organizational resiliency).

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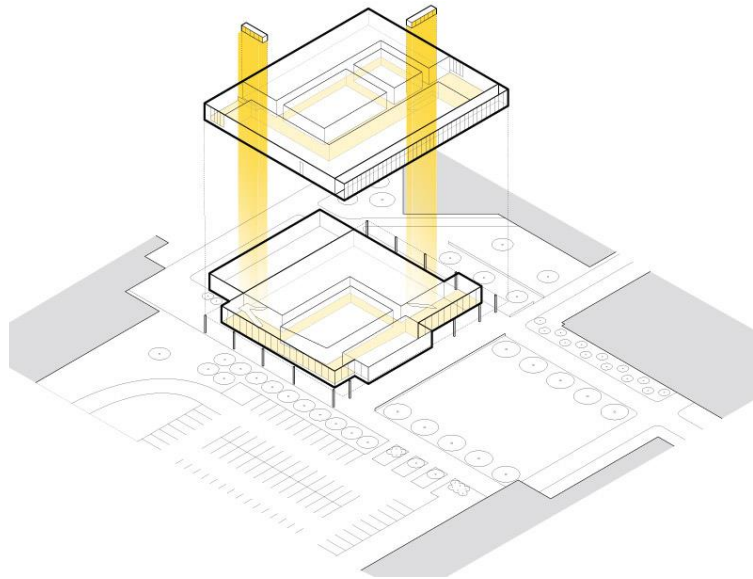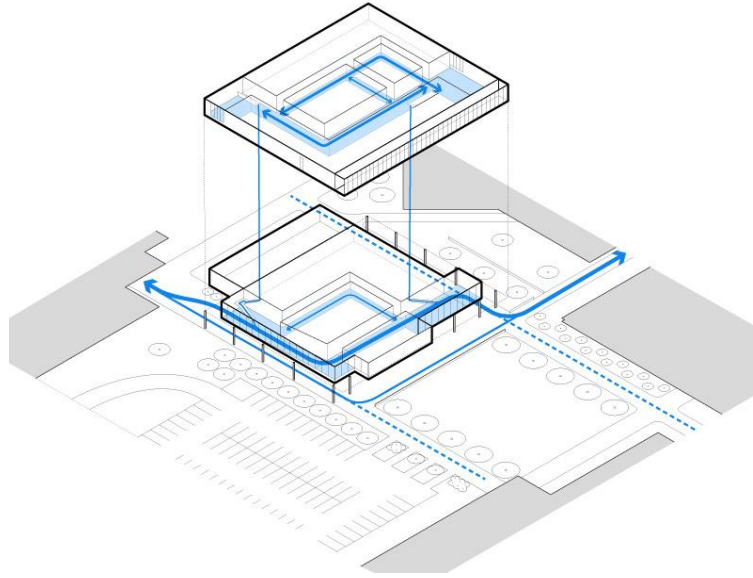
3
Adaptability

- As witnessed during the pandemic, what was once a single-use building quickly became adaptable and multi-purposed - death of single-purpose spaces?

- "Long life, loose fit" strategies

- Creation of flexible learning, community and hybrid spaces

- To reduce the embodied carbon and to design for future flexibility, it is critical that buildings are adaptable.

- Robust structures that support variable and equitable environments within are most supportive of our ever-evolving human needs.

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In her excellent piece, Vanessa Quirk states that "many community colleges—by virtue of their being driven by fiscal responsibility—have been ahead of the curve in flexible design for decades. Without the resources to create single-use buildings for gyms, libraries, classrooms, etc., many community colleges have embraced the collaborative, hybrid spaces we are now seeing pop up in universities around the globe."
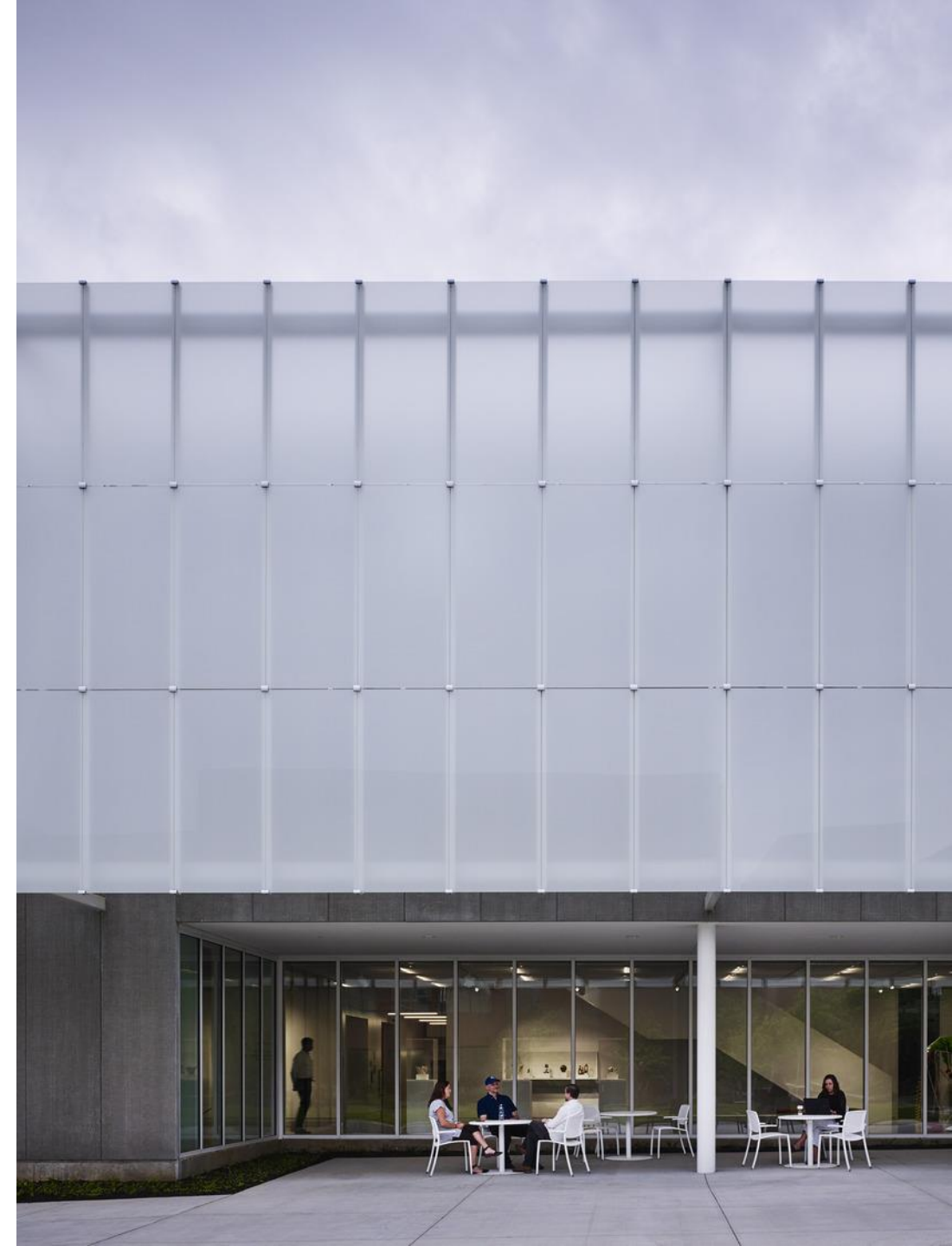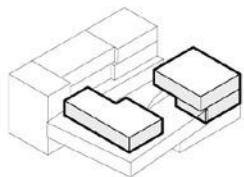
EXECUTIVE EDUCATION
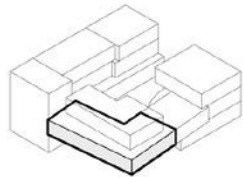
INNOVATION LAB
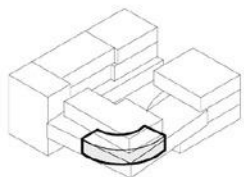
FINANCE LAB
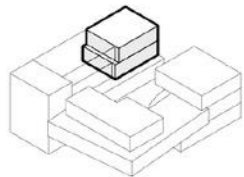
TIERED CLASSROOMS
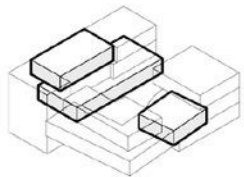
EXPERIENTIAL LEARNING
CLASSROOMS
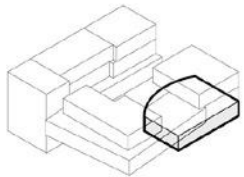
AUDITORIUM
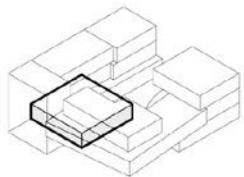
BEHAVIORAL LAB
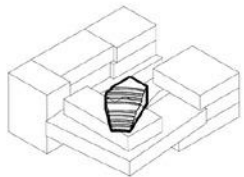
ATRIUM

"Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next.

We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it."

ARUNDHATI ROY

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Designing the "COVID Learning Experience" Holistically

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A. Understand Degrees of Impact to Provide Safety

DIRECT, Person to Person

INDIRECT, Surface to Person

**INDIRECT, Airborne Contaminants /
Air Transmission**

B. Recognize That SOME Amount of On-Line Learning is Highly Likely

66% — Some version of F2F with social distancing that can also accommodate students who prefer to **stay off-campus**

60% — Hybrid where certain classes "must" be F2F but **others are online**

40% — Fully resume F2F operations with contingency plans to go back to **remote if needed**

23% — Fully **remote/online** classes, research, and operations

3% — Fully resume F2F operations
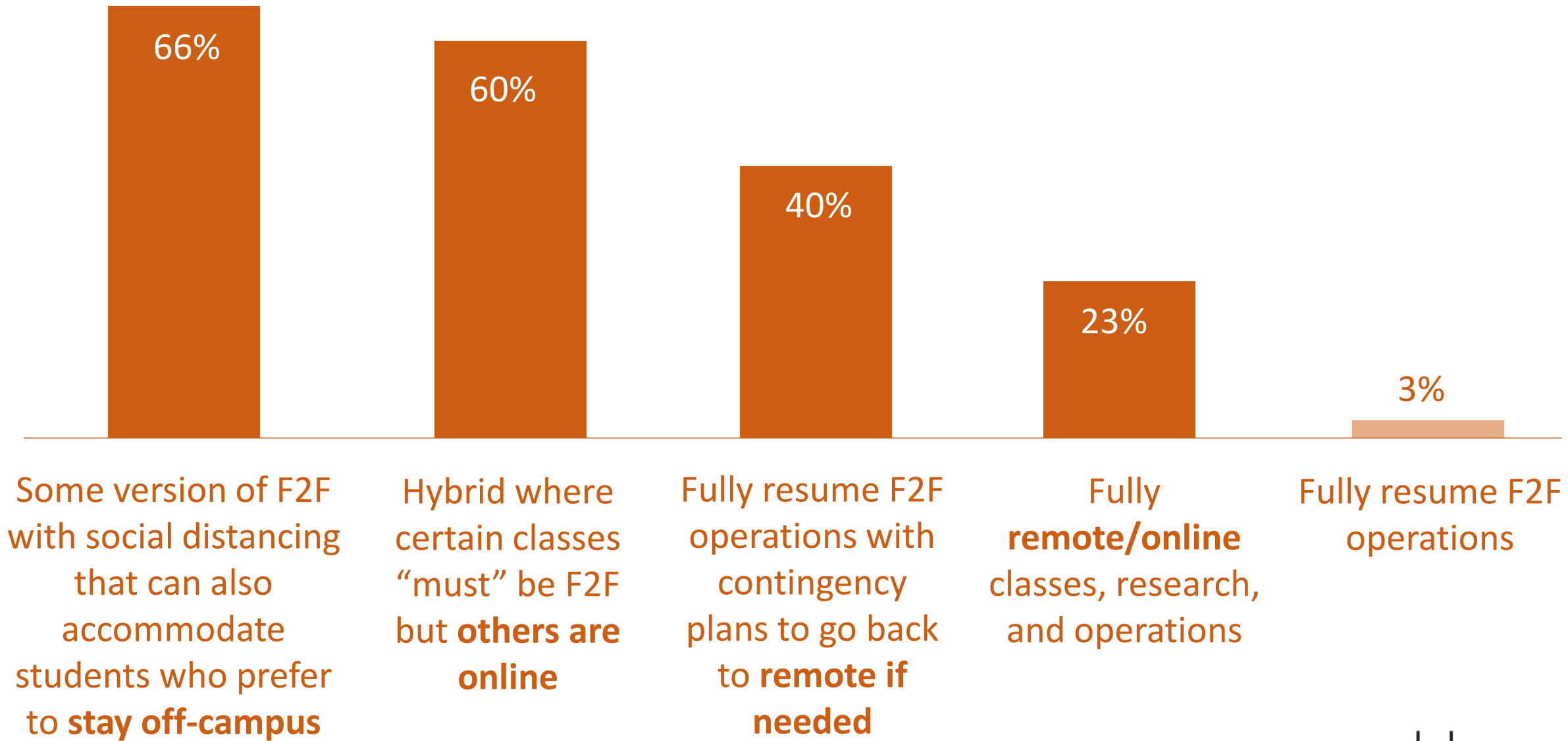
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C. Lean-In to the Forces Reshaping Higher Education

Change

- Changing Student Demographics & "Customer" Expectations
- Changing Job Market, Challenging the Value of Traditional Degrees
- Rising Costs of Higher Education, Does the Value Equate to the Cost?
- Declining Enrollment

Covid-19

Time
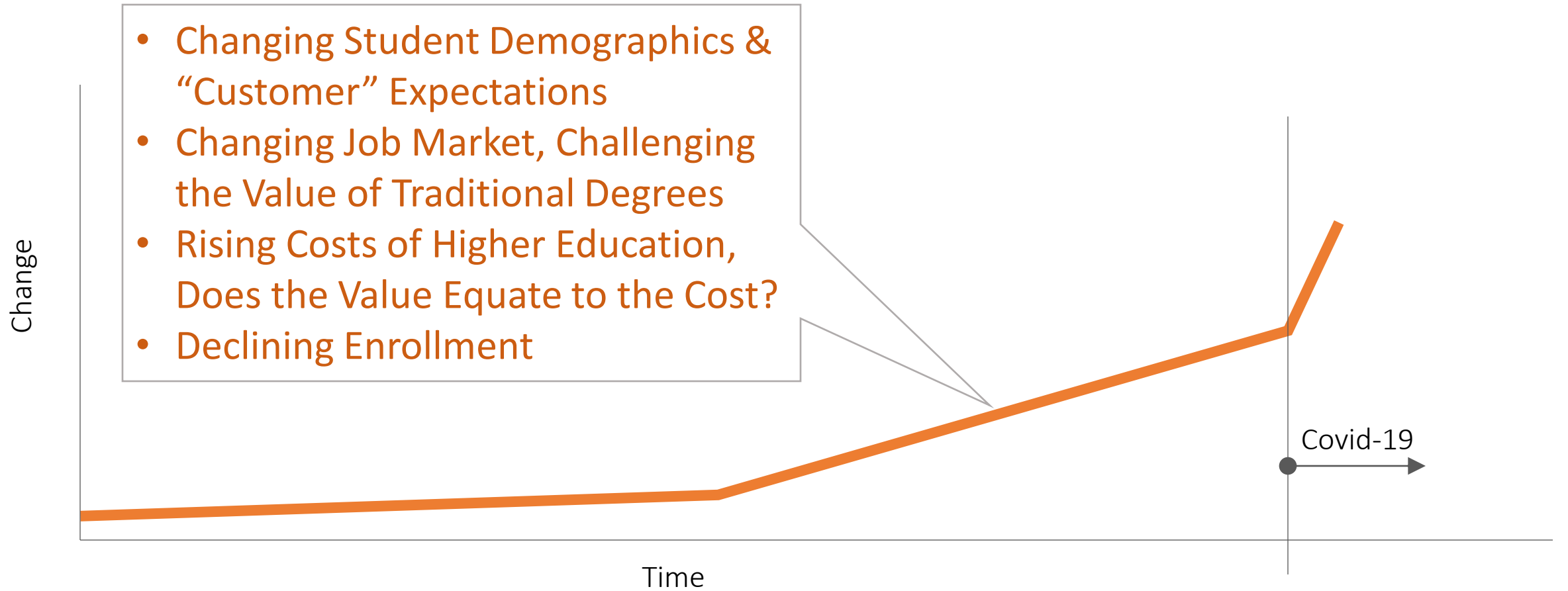
Rate of Change in Higher Ed

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1.

What can we do with our Physical Spaces to Support Health & Safety RIGHT NOW, while also Planning for a Resilient Future?

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SOCIAL DISTANCING
CONFIGURATION:

995 S.F.
19 STUDENTS
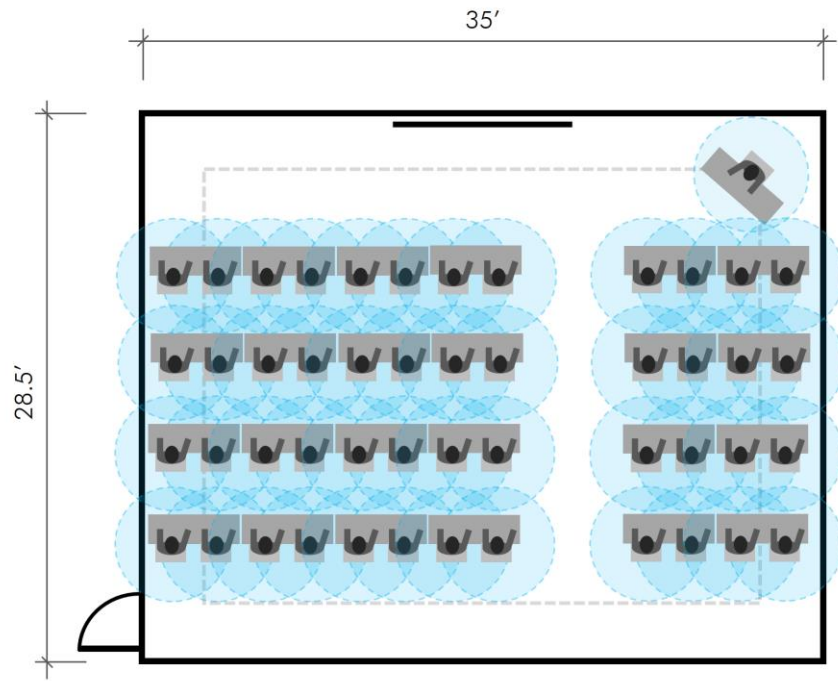
52 S.F./STUDENT

"PRE-COVID" CONFIGURATION

995 S.F.
48 STUDENTS
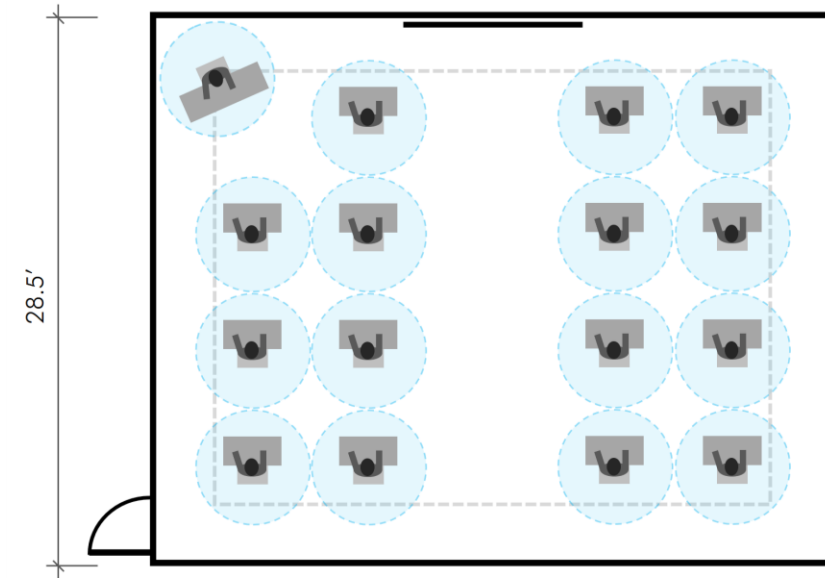
21 S.F./STUDENT

SOCIAL DISTANCING
CONFIGURATION WITH
CLEAR CIRCULATION:

995 S.F.
15 STUDENTS

66 S.F./STUDENT
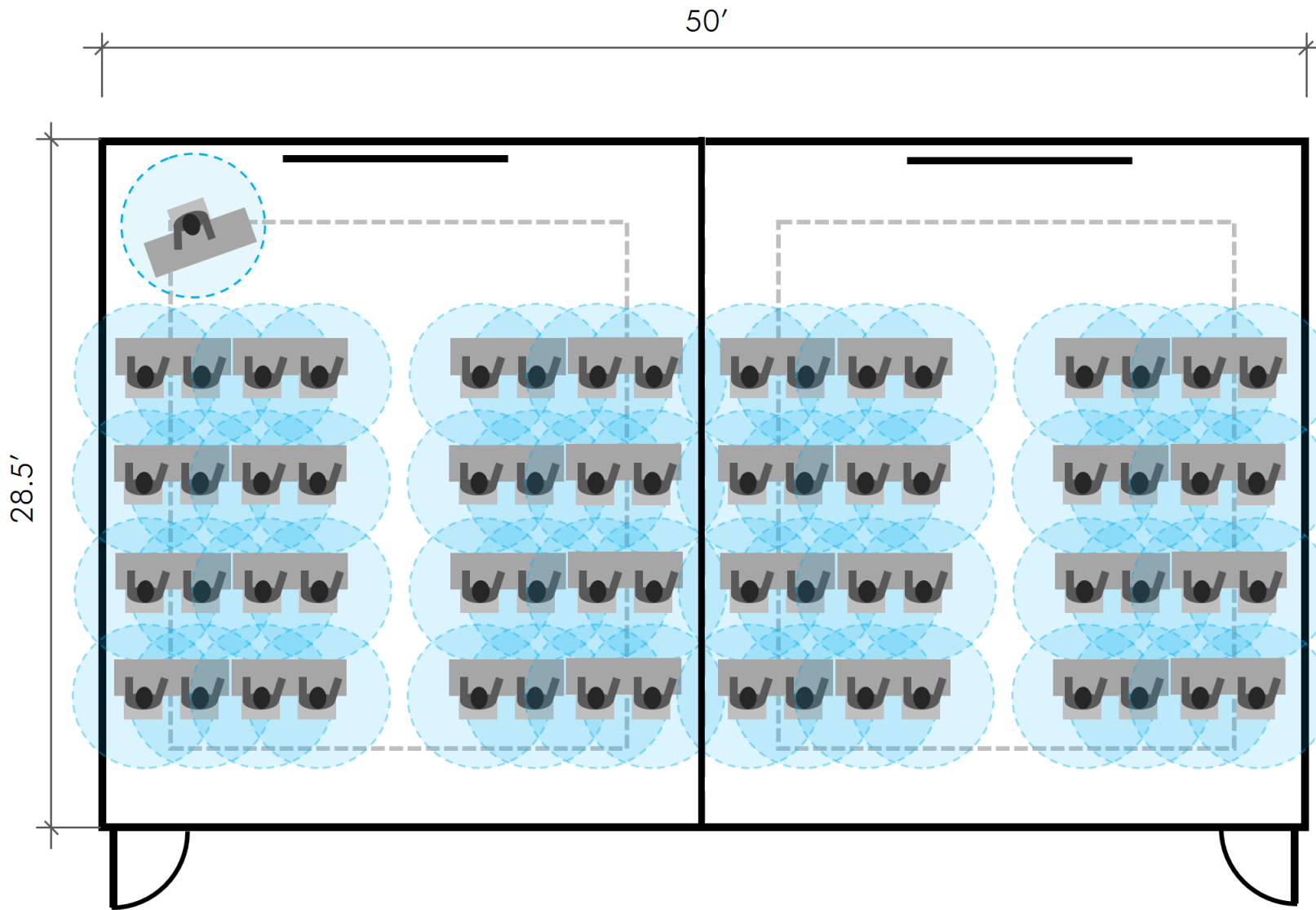
"PRE-COVID"
CONFIGURATION :

712 S.F.
32 STUDENTS

22 S.F./STUDENT
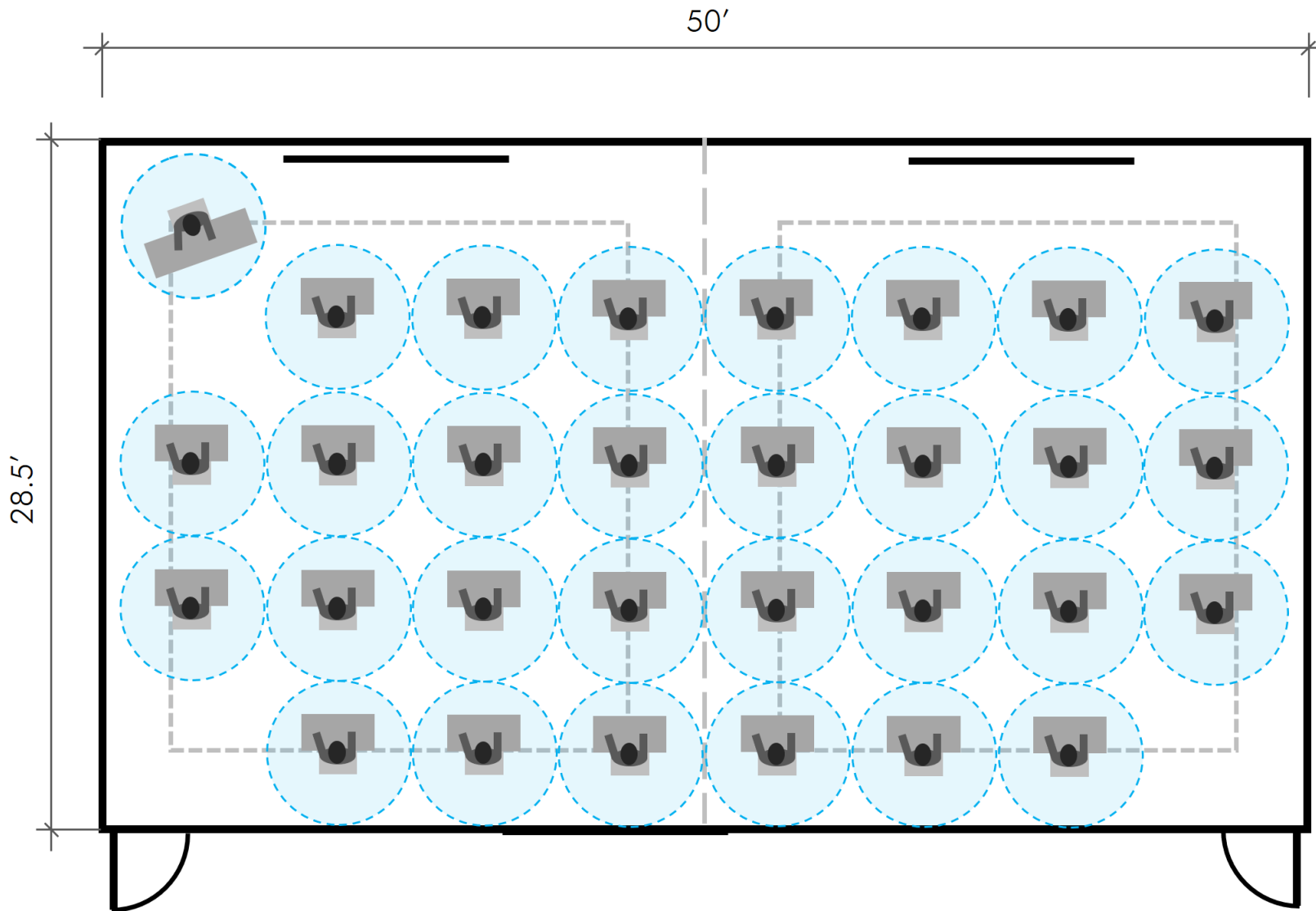
SOCIAL DISTANCING
CONFIGURATION :

712 S.F. (x2)
14 STUDENTS ea.
28 STUDENTS per INSTRUCTOR

51 S.F./STUDENT

50'

28.5'
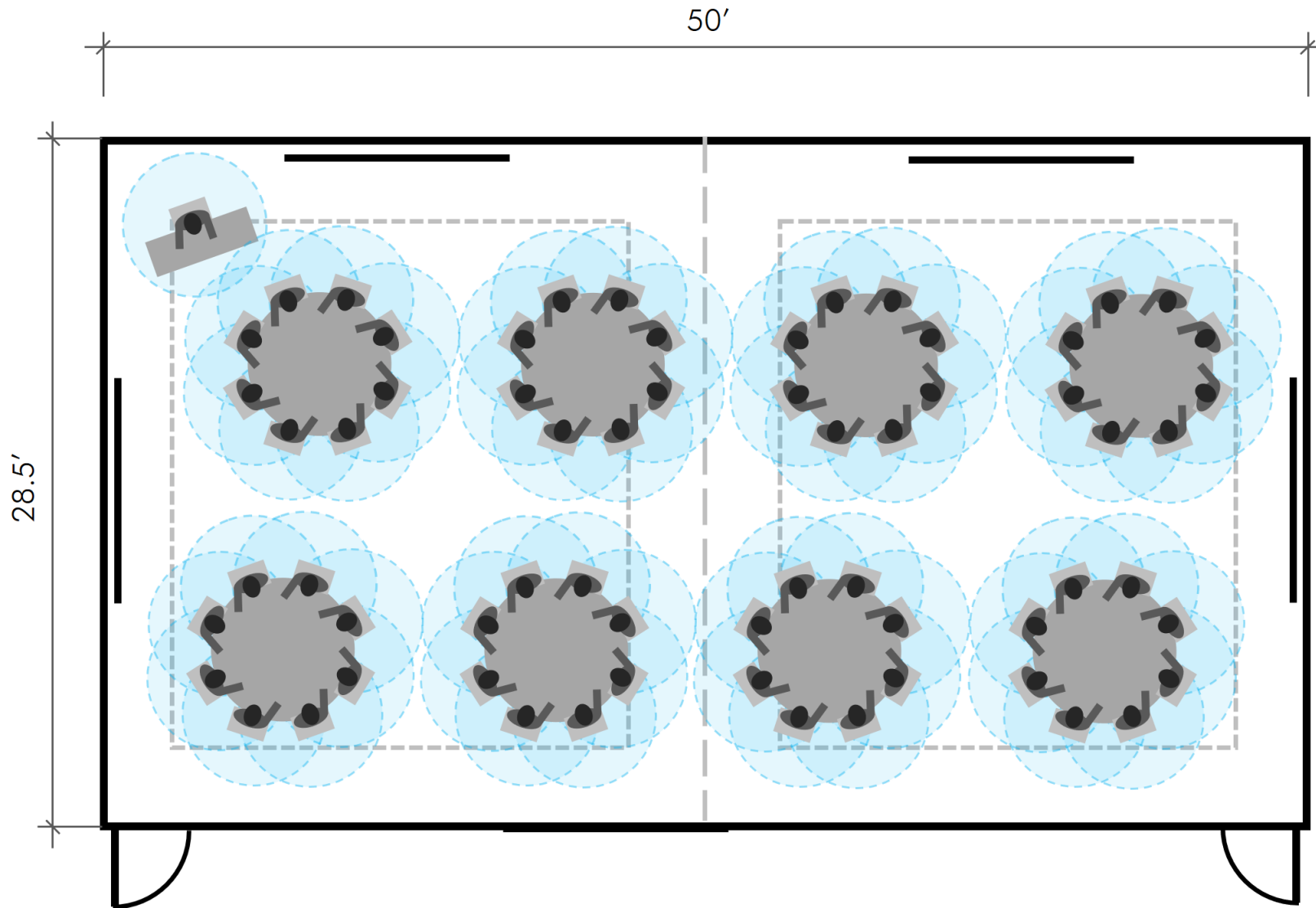
POST-COVID CONFIGURATION :

1,424 S.F.
64 STUDENTS

22 S.F./STUDENT

50'

28.5'

ACCELLERATE IMPLEMENTATION OF ACTIVE & REAL-WORLD LEARNING
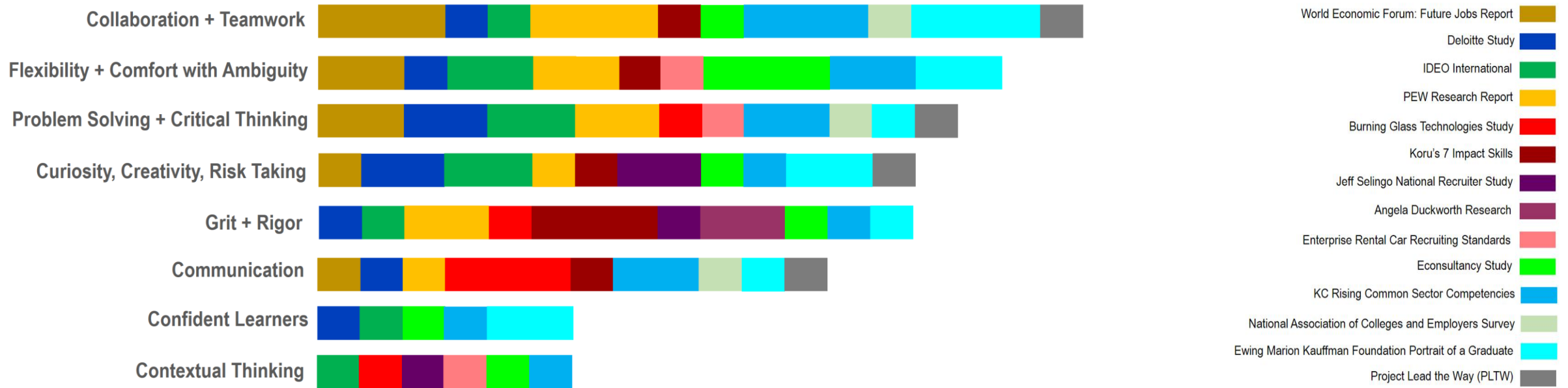
E-STUDY SPACE ("MINI-LEARNING COMMONS")

FURNITURE STORAGE

COMBINED CLASSROOMS

COMBINED CLASSROOMS
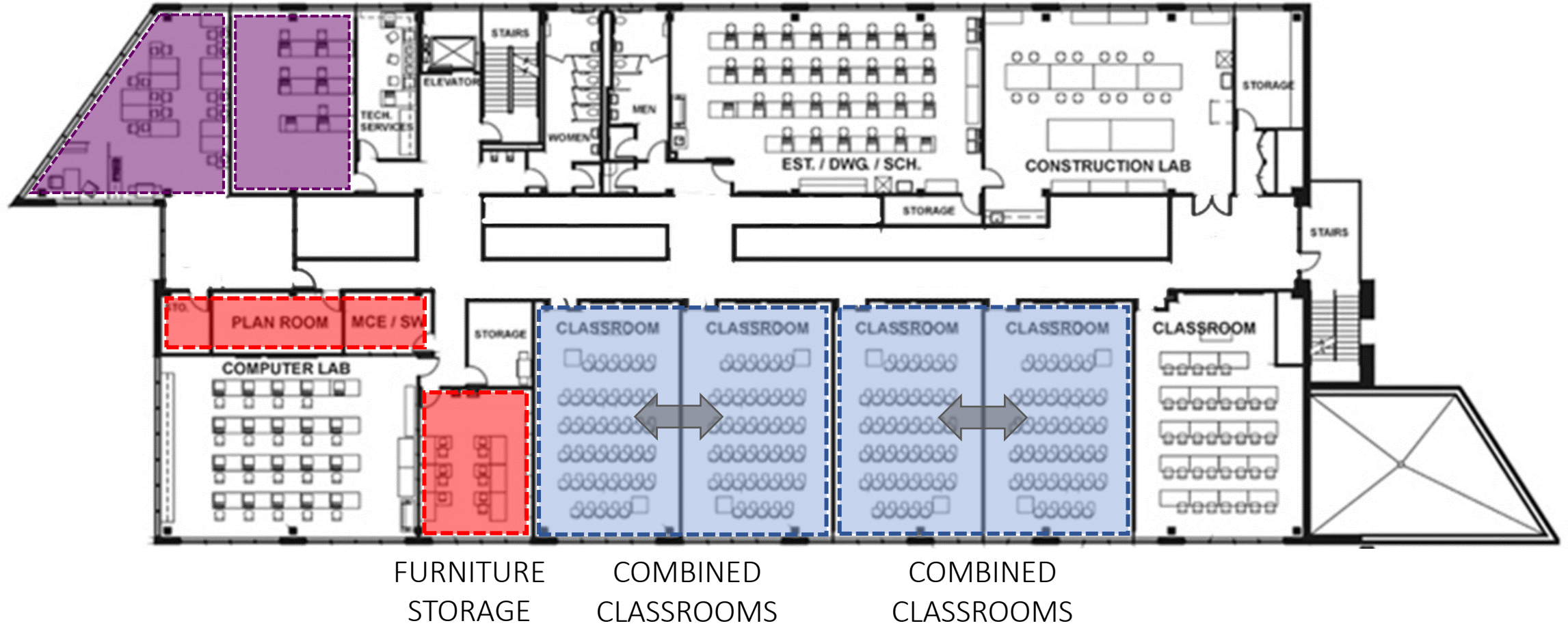
L2 COMMON AREAS *distancing*
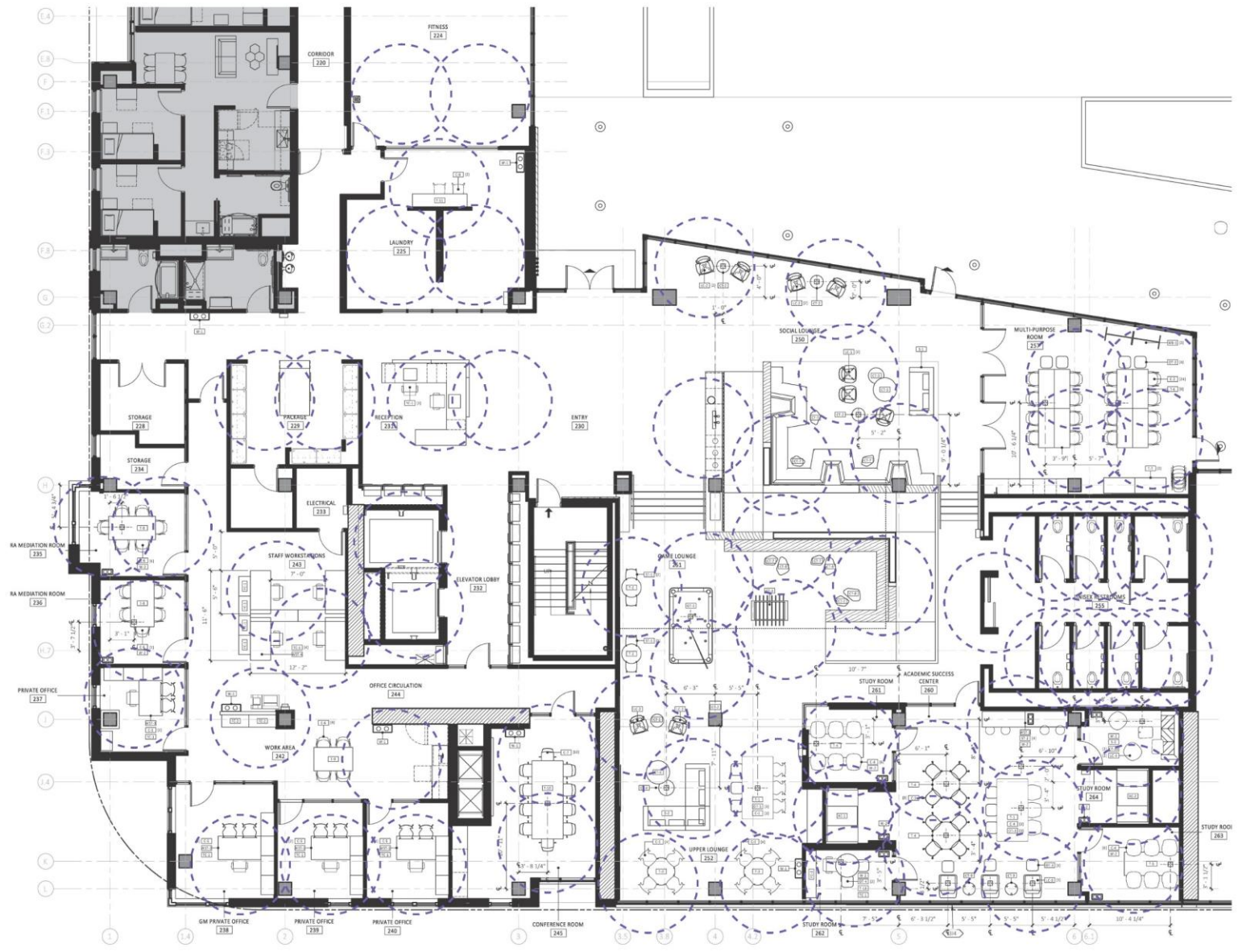
6ft social distancing

ADDITIONAL HIGH-CONTACT AREAS

Light Switches + Power Receptacles
Remotes
Windows

L2 COMMON AREAS *contact map*

Legend:

- ● high-contact zone
- ● high-contact: multiple users
- ● high-contact: single user
- ● hands-free fixtures
- ⬭ 6ft social distancing

ADDITIONAL HIGH-CONTACT AREAS

Light Switches + Power Receptacles
Remotes
Windows

L2 COMMON AREAS *ff+e finish assessment*

Legend:

- ● laminate
- ● solid surface
- ● engineered quartz
- ● natural wood
- ● textile: bleach cleanable and/or anti-microbial
- ● plastic/metal seating
- ● textile: solvent cleanable
- ● specialty surface: upholstered wall
- ● specialty surface: feature wall

2.

In Scenarios Involving On-Line Learning, how do we **Provide Value & Equity**?

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Photo: Phil Conrad, Purdue University
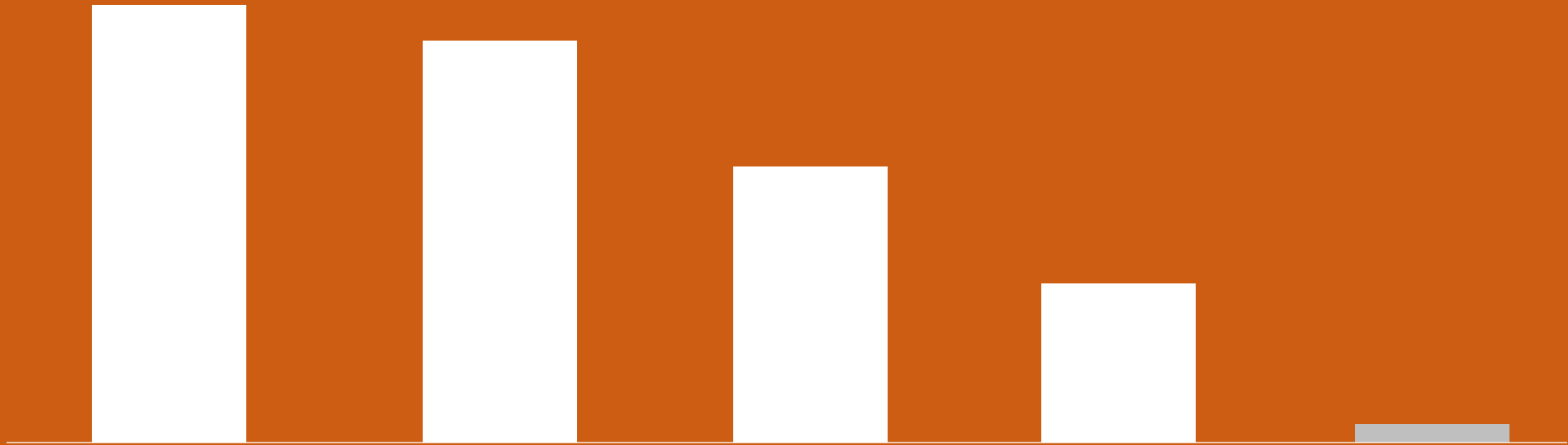
EQUIP MOST LEARNING SPACES TO SUPPORT ON-LINE AS WELL AS F2F

- Outfit learning spaces to support, A/V recording and sending capabilities

- Consider sound reinforcement systems for larger spaces (and talking through masks)

- Acoustics to compliment A/V recording – mitigate reverberation, enhance sound transmission

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EQUITABLE ACCESS FOR _ALL_ LEARNERS

- Consider "E-Study Spaces" (mini-Learning Commons) – there will be excess demand on the campus Library/Learning Commons. Leverage small classrooms around campus.

- Consider WiFi Hotspots on and around campus.

- Address inequity issues in On-Line Learning for students that don't have reliable internet access.

This is NOT what students are paying for…

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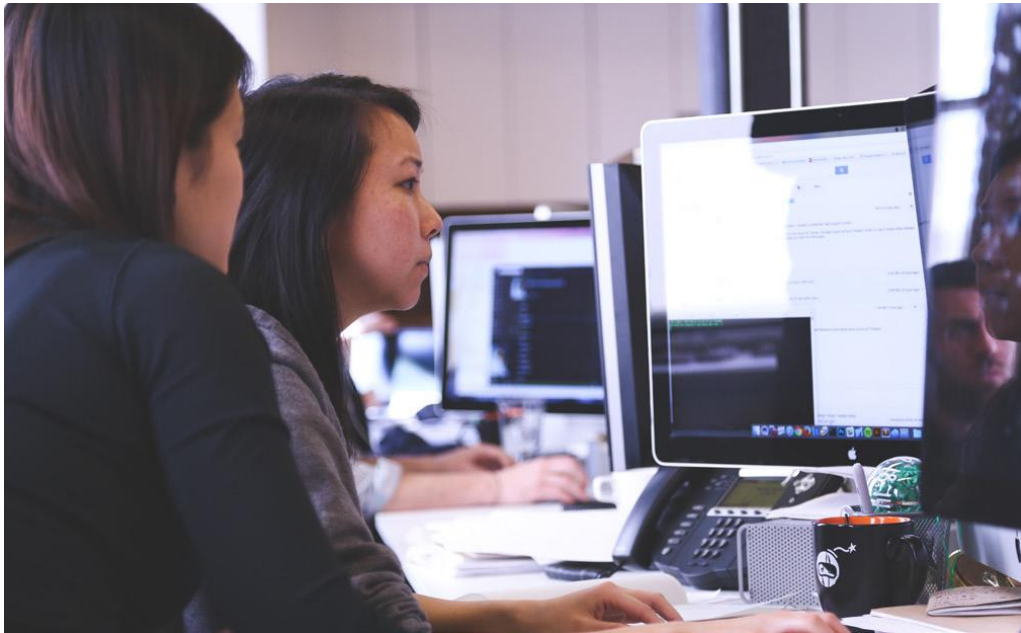
PREPARE FOR LARGE SCALE FACULTY TRAINING

- Professional Development and Teacher Training Center(s) for on-line learning instruction will be CRITICALLY IMPORTANT!

- Joint effort between pedagogy specialists and I.T. specialists. (No siloes)

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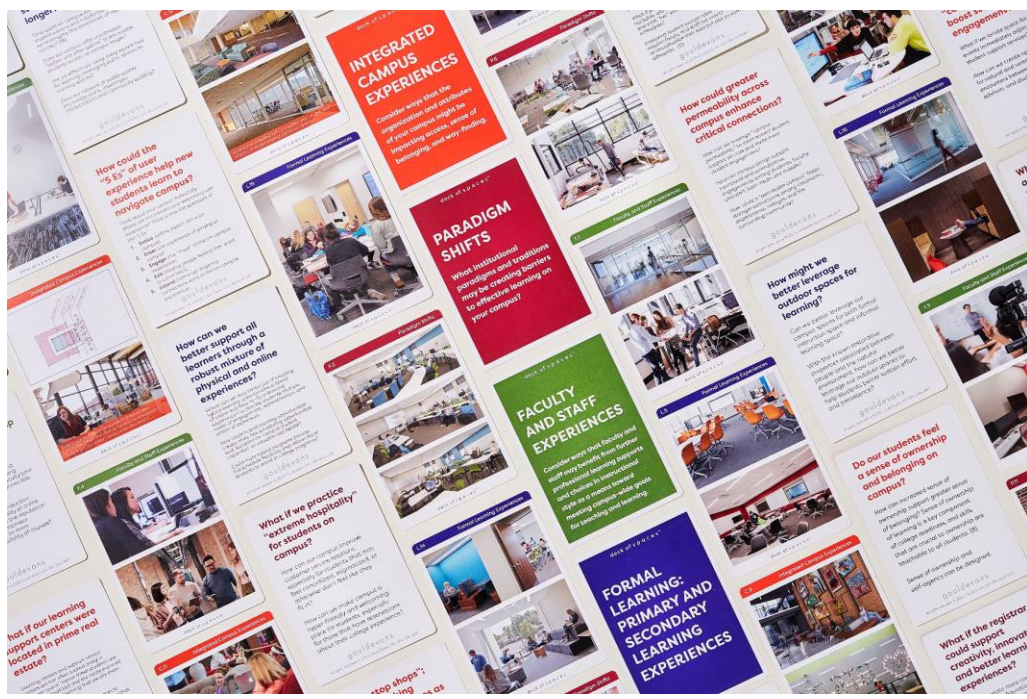
EXPLORE THE VALUE OF UNIVERSAL DESIGN FOR LEARNING (UDL)

- Leverage the benefits of the UDL framework and support systems – enhance learning access for ALL learners regardless of learning barriers

- UDL –IRN has been helping entire districts better deliver online learning

- UDL started with technology assisted learning 20+ years ago

  www.UDL-IRN.org

  www.GouldEvansEducation.com

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3.

At a Time When Stress Levels are Spiking, How do we Support Mental and Physical Wellness for our Customers?

Your space is the body language of your institution. What message is your space sending to your customers? How is it shaping your culture?

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- *Provide places and services to support students with physical and mental wellness.*

- *Put these programs on display!* ***Communicate a message of care and empathy****.*

- *Space impacts culture, and CULTURE TRUMPS STRATEGY!*

Harvard Plaza, Stoss Landscape Urbanism

Photo: Swarthmore College

- *Leverage outdoor spaces – allow students to come together to safely socialize with distancing protocols.*

- *We must exaggerate the importance of community by putting community-focused initiatives "on steroids".*

Parting Questions to Ask Ourselves…

- How do we make sure students don't feel pressured to attend on campus if they don't feel safe?

- How can we facilitate more real-time conversations with students to ensure they feel safe? What's on their minds?!

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- What can we do this Fall that will help us be <u>stronger a year from now</u> … design for resiliency?

- How can we take advantage of <u>the learning data</u> gathered from spring 2020 on-line learning?

- How can we LEVERAGE DESIGN?

"Coming to campus while abiding by these measures creates a worse experience than learning remotely!"
-Educator

Resources:

GouldEvansEducation.com

Steelcase.com

HendersonEngineers.com

Operation Safe Campus

Presenters:

- Elizabeth MacLeod Walls, Ph.D., President, William Jewell College
- Joe Garcia, COO, William Jewell College
- Tom Sack, Ph.D., President & CEO, MRIGlobal

Mission Objective

The objective of **Operation Safe Campus** is to incorporate risk management best practices to provide a safe learning and living environment for our students, while protecting the health and well-being of our valued employees and contractors.

Joint Task Force Approach

We will pursue our objective by partnering with Liberty Hospital and MRIGlobal to leverage their capabilities in medical and biosafety expertise.

Threat Assessment Matrix Tool

Using the military's defense conditions as a framework, William Jewell College developed **threat levels across a continuum of the coronavirus risk**. The framework leads to uniform and consistent planning, education and training, and necessary response for each level.

Demo of Threat Assessment Tool

William Jewell College: Operation Safe Campus

Current Threat Level Condition: Level B - Moderate

Level	Situtational Assessment	Crosswalk with Clay County	Response	Examples of Risk Mitigation
0	Baseline (new normal post-pandemic)	Clay County Phase 4	Routine	Maintain best practices. Continuously improve campus capability to respond to the next pandemic or significant health event. Handwashing, high facilities sanitation, vaccinations, routine health alerts, education and training is normal behavior.
A	No active COVID-19 cases reported in Liberty, Clay County or KC Metro, but conditions exist that warrant precautionary measures such as cold weather or flu season	Clay County Phase 3	Limited	Introduce long-term solutions to mitigate the spread of disease and lift all restrictions associated with COVID-19. Continue vaccination plan, monitor student and employee symptoms, prompt testing as needed, continued education.
B	Active COVID-19 cases reported in Liberty, Clay county or Kansas City metro but cases do not exist on Campus	Clay County Phase 2	Moderate	• Maintain social distancing (6' of space) including all gatherings • Limit gatherings to 10-50 participants based on Health Department Guidance • Employees may work on campus as directed by supervisors • Wear a face covering in public settings • Limit all non-essential travel • People at higher risk should be evaluated for individual plan • Stay home if you have a fever, other symptoms of COVID or if your were exposed • Report symptoms or possible exposure to the College to facilitate contact tracing • Hybrid academics- in person and online classes; Teleconference over in-person meetings when possible • Maintain attendance records for all in-person gatherings to facilitate contact tracing • Plan for vaccination and begin when available • Maintain hygiene, clean and disinfect
C	Active COVID-19 case(s) confirmed on campus	Clay County Phase 2	Avoid Contamination	In addition to Level B requirements: • Conduct contact tracing • Notify any individual that might have been exposed to virus • Quarantine individuals who were exposed to virus • Close affected areas for cleaning and disinfecting • Follow guidance from CDC, MRIGlobal, Health Dept and Liberty Hospital • Determine necessity for online classes or suspending large gatherings
D	Regional Hotspot - high number of active COVID-19 cases in Clay County	Clay County Phase 1	Containment	In addition to Level B and Level C requirements: • In coordination with Health Department: suspend all on-campus activities; instruct employees to stay home; move classes to on-line format

Creating solutions using science and technology for a healthier, safer, more sustainable world

Lessons learned from current environment

Gap assessments vs. pandemic recommendations from CDC, local, regional, federal guidance

Frameworks to include decision matrix for expected 'threat' scenarios

COVID-19 safety, emergency response training for stakeholder audiences

Establish mechanisms for infectious disease emergency response operations

External review and partnerships

Incorporate infectious disease actions

Safety Plans

Emergency Response Operations Plans

Continuity of Operations Plans
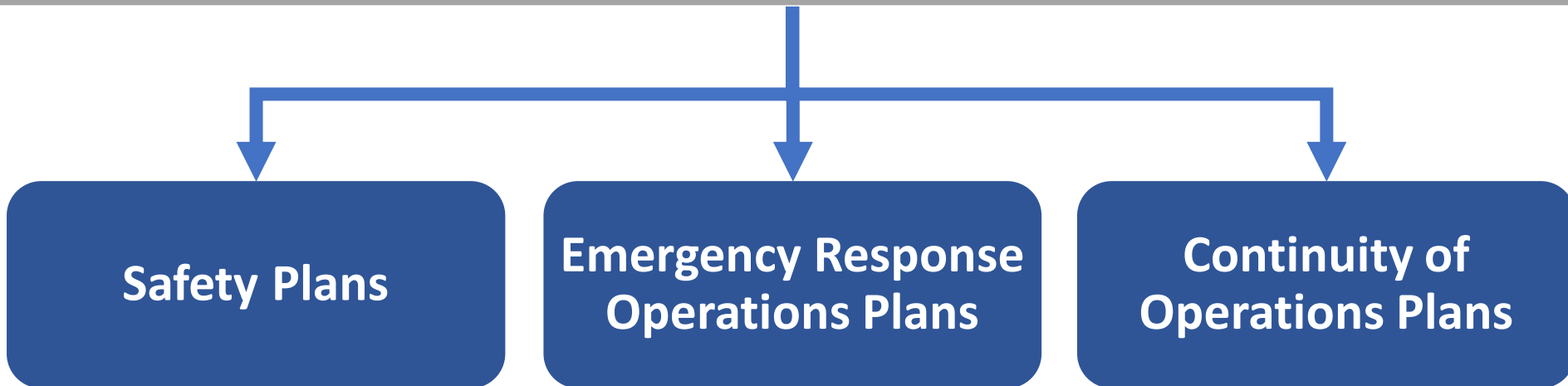
Value of Partnerships

- Establish partnerships before incidents occur

- Rapid response
  - Already familiar with procedures and practices
  - Allows for quick action to address situation

- Unbiased assessments/advice

- Can provide specific information and references

- Will understand limitations and provide alternative solutions

Creating Psychological Safety and Confidence

Presenter:

- Chris Cardetti, Executive Strategy Director, Barkley

Be Useful

- Simple journeys
- Open Briefs
- One question at a time
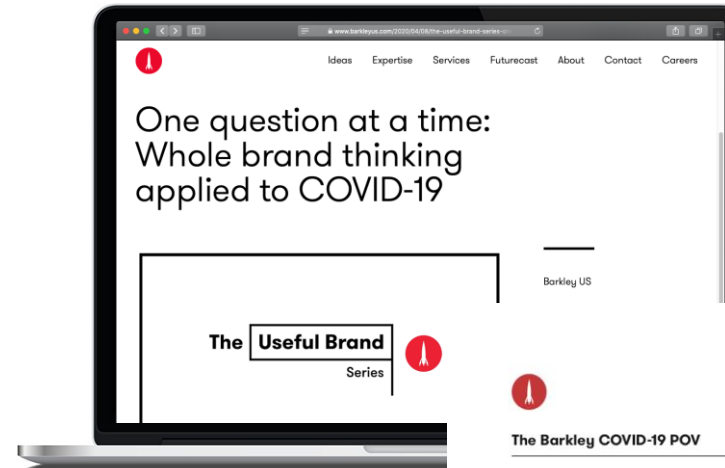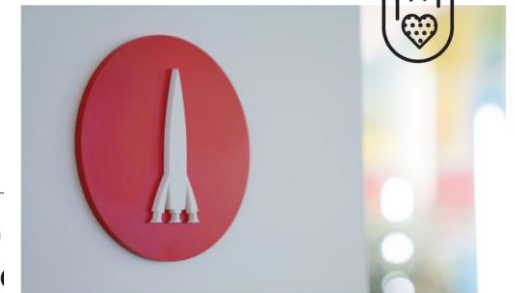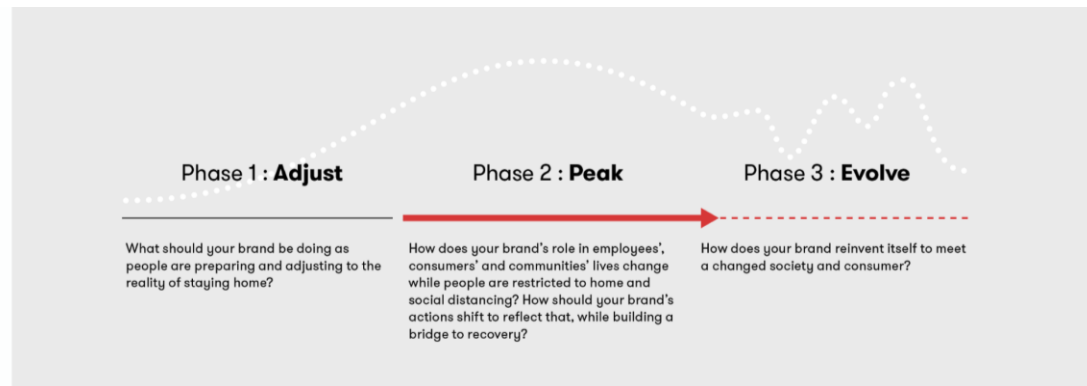
"Speed to Usefulness"

1. Where is consumer sentiment right now?
2. How do you research this summer?
3. How do you communicate going into fall?

1. Where is consumer sentiment right now?
2. How do you research this summer?
3. How do you communicate going into fall?

The biggest areas of concern are related to financial health, mental health and public health.

Largest concerns of the US population related to COVID-19[1]

% of respondents who are very concerned or extremely concerned

■ Very concerned / extremely concerned

Concern	%
The US **economy**	65%
Not knowing how **long** the situation will last	63%
Overall public **health**	61%
Health of my relatives in vulnerable populations	58%
Safety of myself or my **family**	54%
Taking care of my **family**	45%
My personal **health**	44%
Impact on upcoming **events**	43%
Contributing to the **spread of the virus**	39%
Impact on upcoming **travel** plans	39%
Not being able to get the **supplies** I need	36%
Negative impact on my **job or income**	35%
Not being able to **make ends meet**	32%

65%
of Americans are very or extremely concerned about the **US economy**

Each piece of "Total Health" creates safety. You have to do all three.

Public Health

Financial Health

Mental Health

Vast majority of consumers are comfortable submitting to a temperature check before entering public places.

"How comfortable would you be submitting to a temperature check in the following places/locations?" (*% saying very or somewhat comfortable*)

	At Work	**Grocery Store**	**Restaurant**	**Airport**
As of April 13th	86%	75%	67%	75%

Optimism persists and is highest among younger cohorts, indicating a willingness to help you with big challenges.

Confidence in own country's economic recovery after COVID-19[1]
% of respondents
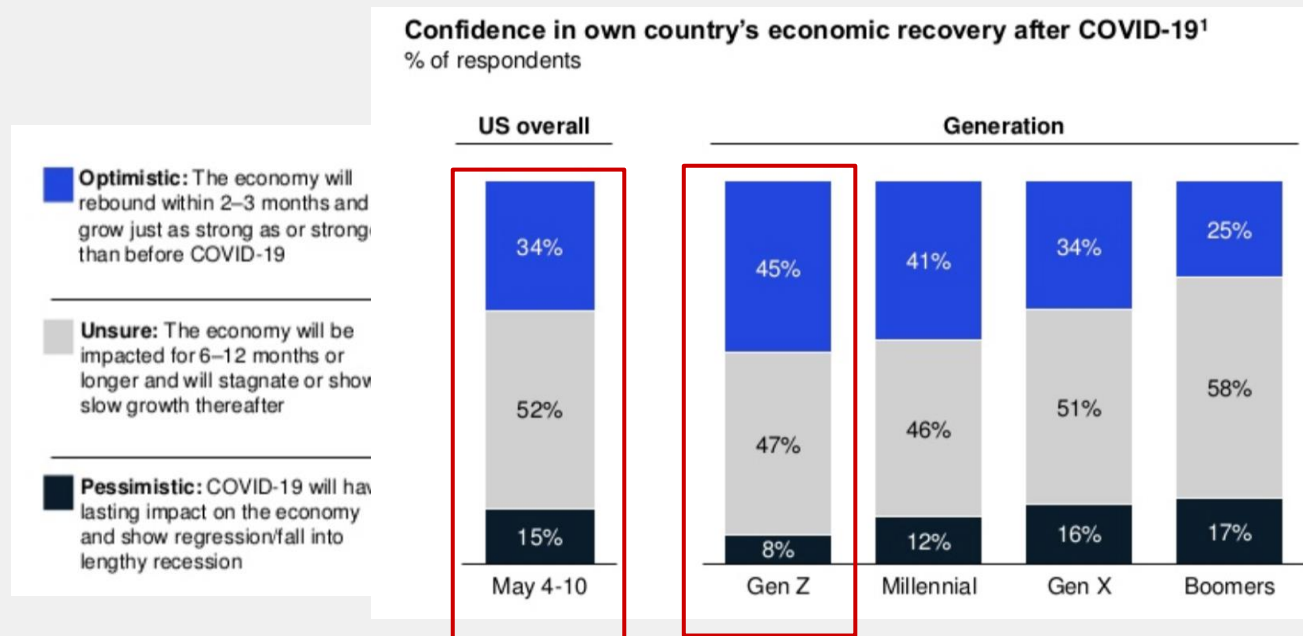
56%

of Gen Z agree that they have the potential to impact the world.

57%

of Millennials say the same.

In-person matters. And worry abounds in the educational process – near-term and long-term.

Concerns Over Educational Challenges Posed by the Pandemic Are Common for Gen Z

Thinking about your experience as a student during COVID-19, do you agree or disagree with the following statements?

Legend:
- Strongly Agree
- Somewhat agree
- Don't Know/No Opinion
- Somewhat disagree
- Strongly Disagree

Statement	Strongly Agree	Somewhat agree	Don't Know/No Opinion	Somewhat disagree	Strongly Disagree
I learn better in-person compared to online or distance learning	47%	19%	14%	12%	8%
I am worried the COVID-19 pandemic will impact my education for years to come	37%	26%	13%	16%	9%
I am worried I will fall behind in school because of the COVID-19 pandemic	34%	24%	11%	16%	16%
I am worried the COVID-19 pandemic will impact my career prospects for years to come	29%	30%	17%	15%	10%
I think all schools should offer online classes, even after social distancing ends	27%	26%	14%	18%	15%
I enjoy online classes	15%	22%	11%	21%	31%

COVID-19 is creating a stronger desire for rational thinking + compassion.

PERSONAL VALUES

Honesty Is the Most Important Value for Gen Z; Care For the Needy Seen as More Important in Light of COVID-19

The share of Gen Z respondents who say that each value is...

■ Very important in general   ■ More important in light of COVID-19

Value	Very important in general	More important in light of COVID-19
Honesty	71%	57%
Open-mindedness	63%	52%
Rational Thinking	61%	59%
Reliability	61%	54%
Intelligence	60%	53%
Commitment	59%	48%
Compassion	59%	56%
Authenticity	53%	45%
Individuality	53%	38%
Care for those more needy	43%	54%
Respect for elders	42%	43%
Transparency	39%	42%
Respect for authority	34%	35%
Spirituality	32%	31%
Doing what it takes to get ahead	28%	32%

GENERAL CONCERN

Gen Z Puts Others First: Most Concerned About COVID's Impact on Their Family, National Health

The share who say they are very concerned about each of the following in light of the coronavirus outbreak:

National health	73%
My family	73%
The economy	71%
My friends	67%
My education	63%
My physical health	61%
My finances	59%
My career or job prospects	55%
National security	53%

Source: Morning Consult GEN Z CORONAVIRUS IMPACT TRACKER, 5/1-5/3/20
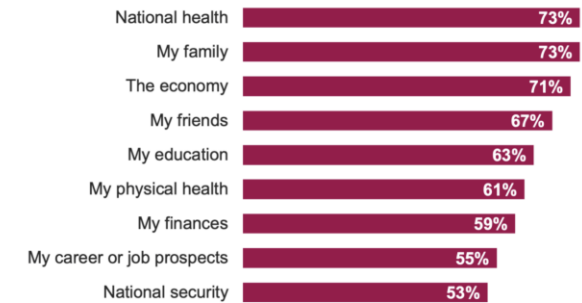
Their goals haven't changed.

Highschool	Post-High School	College	Graduating	Post Graduation (working)

Growth in **Identity** | Seeking **Exploration** | Learning of **Independence** | Practice of **Autonomy** | Prosperity **Building**

College entrance
Remote learning
My milestones

Value of college
Summer employment
My purpose

Financing degree
Internships
My "role"

Job prospects
Degree value
My plans

Upward mobility
Opportunities
My future

Concerns

But their current needs have.

Be creative with solutions.

Highschool	Post-High School	College	Graduating	Post Graduation (working)
Growth in **Identity**	Seeking **Exploration**	Learning of **Independence**	Practice of **Autonomy**	Prosperity **Building**
Remote learning assistance Missed milestones Shared sense of identity	Network connectivity Non-traditional opportunities Purpose	Assistance paying for school Ways to showcase skill building Ways to initiate fun with family	Reassurance Differentiation Ways to increase autonomy	Mapping goals Leverage privilege Positive activities

Needs

1. Where is consumer sentiment right now?

2. How do you research this summer?

3. How do you communicate going into fall?

Let them build your future with you

- Online focus groups + co-creation
- Chat rules
- Short, ongoing surveys
- Ongoing idea forum
- Find new need states
- Find new consumer segments
- Test new models
- Create unexpected pairings

1. Where is consumer sentiment right now?
2. How do you research this summer?
3. How do you communicate going into fall?

Communicating Your Plan

1. Combine Purpose + Practicality
2. Address "Total Health & Safety"
3. Continue + Create rituals
4. Brand the plan
5. Communicate the full details
6. Overcommunicate regularly
7. Find your 1-source expert public (not a cheerleader)
8. Find your "surplus"
9. Ask students/stakeholders to do their part
10. Create your evolve oath
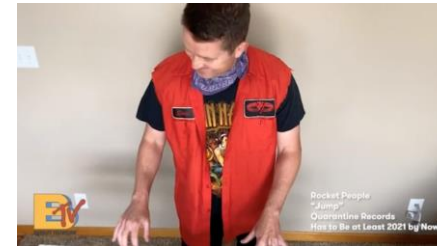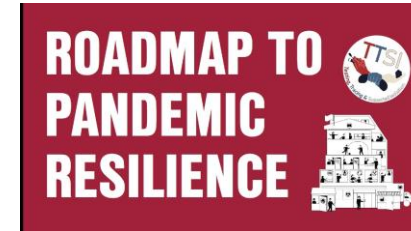
Over half of consumers equate purpose with positive impact for people & planet.

Barkley Purpose Research, 2019

Communicating Your Plan

1. Combine Purpose + Practicality

2. Address "Total Health & Safety"

3. Be useful, be creative

4. Brand the plan

5. Communicate the full details

6. Overcommunicate regularly

7. Find your 1-source expert public (not a cheerleader)

8. Find your "surplus"

9. Ask students/stakeholders to do their part
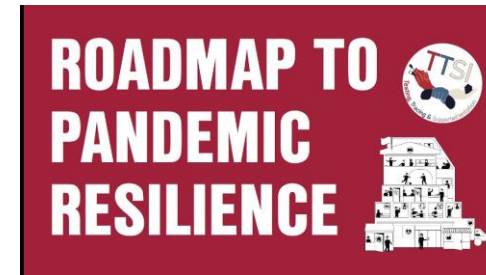
10. Create your evolve oath

Messaging

	Consider across all brands	Design the right blend of priorities based on impact on your category	
	Core Focus – Show Commitment to Purpose	**Priority A – Drive Business that Helps**	**Priority B – Deliver Value for Future Business**
Approach & Target Categories	Play a leadership role in the community, aligned with the brand's purpose.	Adapt to new needs; show empathy; and find opportunities to meet them with product innovations, solutions, and messaging.	Find a way to deliver value to customers lives, even if it's not possible to tie directly to your product/services.
Business Goal/ Value Proposition	Opportunity to **strengthen perception of purpose** and be a brand consumers want to be affiliated with	**Drive traffic and maintain business.** When solutions involve discounts for budget-conscious families, embrace driving top line growth and acquiring new customers at the expense of margin	**Remain top of mind** for existing customers, attract new ones, so that when recovery begins, engagement with your brand is strong
POV Element	Purpose	Practicality	

The hardest times are the best times to reinvent yourself.

Phase 1 : **Adjust**

What should your brand be doing as people are preparing and adjusting to the reality of staying home?

Phase 2 : **Peak**

How does your brand's role in employees', consumers' and communities' lives change while people are restricted to home and social distancing? How should your brand's actions shift to reflect that, while building a bridge to recovery?

Phase 3 : **Evolve**

How does your brand reinvent itself to meet a changed society and consumer?

Consumer

Make your consumers feel useful

Employee

Turn your employees into inventors

New Consumer

Create a new consumer for life

Partners

Find a new partner in recovery

Make a plan.
Then plan to change.

KICK THE SH█ OUT OF OPTION B

Survey Results: On What High-Priority Items Would You Benefit from Collaborative Discussion with Higher Education Colleagues

Presenter: Beth Tankersley-Bankhead, Ph.D., President & CEO, KC Scholars

Would Like to Discuss with Campuses

Theme	1	2	3	4	5	6	7	8	9	10	#
Safety and Wellbeing	X	X	X	X	X	X	X	X	X	X	10
Supporting Students	X		X	X			X	X			5
Adaptability/Mission		X	X	X			X				4
Supporting Faculty, Staff, & Administration		X		X	X						3
Course Delivery/Teaching & Learning		X		X			X				3
Legal	X			X							3
Campus Climate						X	X				2
Other	X		X	X	X						4
Workforce					X						1
Technology						X					1

What Keeps You Awake at Night

Theme	1	2	3
Safety and Wellbeing	X	X	
Enrollment Planning	X	X	
Rise of Infection		X	
Student and Faculty Mental Health		X	
Food Service			X
Vulnerable, Under-served Students	X		
Online Teaching		X	
Sports/Athletics	X		
Other			

Most Helpful as you Make Decisions

#1 most frequent theme:

- Similar guidelines across campuses for students returning to campus; what must we do; what are other campuses doing; what are the best practices; guidelines on use of masks; what constitutes prudent and wise actions that still enable us to function in a manner that students and their families expect; is there guidance already out there; how are others applying the available guidance; having a better source of information that is helping guide campuses to make decisions; CDC guidelines about safe distance in labs; what do vulnerable populations do even when campus is "open" again?

Single frequency responses:

- Availability of testing and contact tracing

- We are relying on guidance from state and local officials on re-opening

- Being data informed in association with health departments by region

- Examples of population guidelines

- Supporting, yet mobilizing, our communities in preparation for August

Seeking & Receiving Guidance

- Upper administration, law firm, university legal counsel/risk management, internal campus group/constituents, alumni
- Federal government and county and state officials
- CDC, public health and safety officials, scientific community, infectious diseases experts, community agencies
- MDHEWD
- Other campuses, peers across the region
- Council on Independent Colleges in MO and Kansas Independent College Association
- Professional organizations: NAICU, AGB – Association of Governing Boards
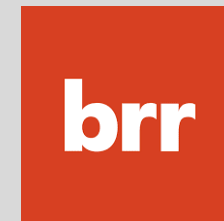- Consulting organizations: MRIGlobal and EAB
- Community leaders

Q&A

Presenter:

- Maria Maffry, Principal, Chief Business Development Officer, BNIM

Member Firms

Next Steps

- Elizabeth MacLeod Walls, Ph.D., President, William Jewell College

Helpful Resources:

- Regional-based Resources for PPE: https://www.biokansas.org/page/COVIDSuppliers

- CDC Guidance on Re-opening Campuses: https://insidehighered.com/quicktakes/2020/05/14/pence-devos-hold-call-14-college-presidents?utm_content=buffer27eb2&utm_medium=social&utm_source=twitter&utm_campaign=IHEbuffer

- Washington Post article highlights Park University: https://www.washingtonpost.com/opinions/the-future-belongs-to-the-pandemic-pragmatists/2020/05/15/5f79abc4-96de-11ea-82b4-c8db161ff6e5_story.html

- Fall opening plans of all campuses nationwide: https://www.chronicle.com/article/Here-s-a-List-of-Colleges-/248626

- Association of Community Colleges highlighted fall opening plans for KCKCC: https://www.ccdaily.com/2020/05/a-kansas-colleges-comeback-plan/

Contact: Beth Tankersley-Bankhead at btankersley-bankhead@kcscholars.org