12-2020

Higher Education Responses to Crisis: A Case Study of Clark University and the Pandemic of 2020

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Recommended Citation

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Capstone Practicum, MPA3999

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December 3, 2020

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Abstract

The COVID-19 pandemic has delivered an existential challenge to universities and other academic institutions at a time when they are already grappling with other weighty issues that may alter the fabric of higher education. COVID-19 has forced these institutions to consider and employ new ways of conducting its work with a sense urgency that is unprecedented in the recent history of the academy. The rate of learning around these models is rapid, and Higher Education is ripe for change.

Clark University has addressed the pandemic with a plan to *protect and pivot* using strategies that support the continuation of its core enterprises. Leadership, planning, tactical framework, digital capacity, and communication are essential elements of this plan. The University has pursed this work with a focus on adaptability for all solutions, and a commitment to provide wellness resources for all in the Clark community. It has also strived to support its most vulnerable students.

Some universities, as well as businesses and other organizations, will not survive the economic pressures that COVID-19 imposes. Many argue that this pandemic is a *once in a hundred years* public health event. However, the academic community will surely face other significant crises. Studying the successes and failures will yield important learnings that could be applied to future landscape of Higher Education and elsewhere.

Introduction

Higher education institutions have long served as centers of education, research, and innovation that lift our cultures and carve pathways for the improvement of life everywhere. A college education has the power to create critical thinkers, raise people out of poverty, open doors to rewarding careers, and fuel the advancements that make our economy grow. From outside its gates, these ivy-covered institutions can appear insulated from the pressures of Main Street and Wall Street, but most of them struggle under the weight of conflicting pressures, especially when a crisis evolves. This case study will explore the ways that higher education institutions respond to crisis, with a special focus on Clark

University and its reaction to the COVID-19 pandemic. This study will examine Clark's response to the crisis, the outcomes, and learnings to date. It will consider these findings in the context of the activities of other colleges and universities, and the larger community. Finally, this study will assess new opportunities that have emerged from this situation, and what could be done in the future.

The Problem: COVID-19

Since the first known case in November 2019 in Wuhan, China, the novel coronavirus has infected more than 64 million people globally and is linked to nearly 1.4 million deaths.   (Johns Hopkins Coronavirus Resource Center, 2020)   The virus continues to spread rapidly, and many countries are bracing for a second and third waves after experiencing a reduction of infections over the summer. The United States has not evaded the ravages of the virus; it has reported higher infection and COVID-related mortality rates than any other country. To date, more than 273,000 American have succumbed to the disease.   (Johns Hopkins Coronavirus Resource Center, 2020)   The predicted transmission risk for the education sector was comparatively high, based on factors such as social interactions, industry scope, opportunities for working remotely, and workplace size.   (Bill & Melinda Gates Foundation, The Institute for Disease Modeling 2020)   See Figure 1. Higher education institutions found themselves in the crosshairs of this pandemic and would face difficult decisions regarding their responsibilities to faculty, staff, students, and the greater community.

Figure 1

COVID-19 Transmission Risk by Industry
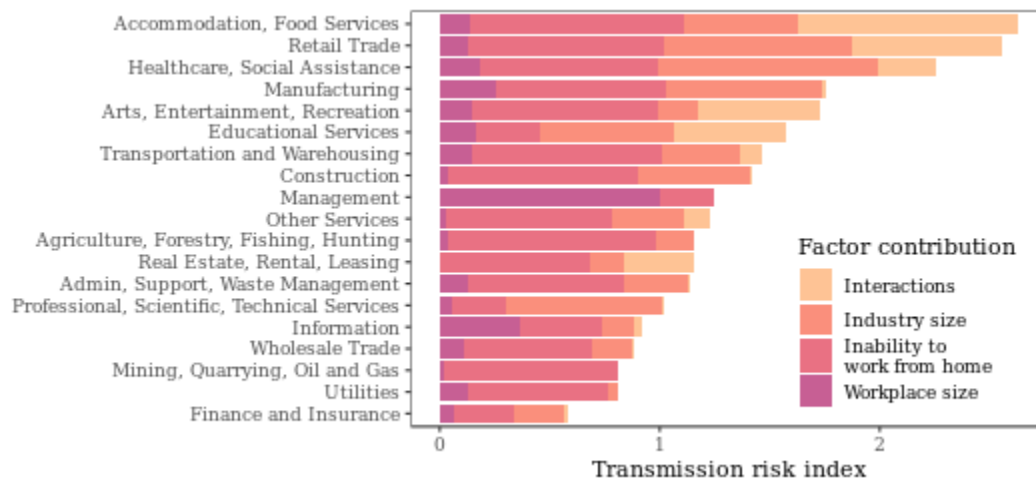
(Bill & Melinda Gates Foundation, The Institute for Disease Modeling, 2020)

The highly contagious virus is an airborne spreader. Therefore, protective measures have focused on isolation and containment practices. These practices have severely hindered the economy and way of life in the United States. The virus and mandated protection measures have become polarizing issues that have further strained an already divided nation. In the early phase of the pandemic, the Northeast region was especially hard-hit by COVID-19, as infection rates soared in New York, New Jersey, and Massachusetts. By March 2020, these and neighboring states were in some form of lock-down. Businesses shut their doors, restaurants closed, and schools sent students home. Meanwhile, the virus mercilessly invaded states to the south and the west. Hospital intensive care units were filled with dying COVID-19 patients, and everyone worried about a potential shortage of ventilators.

By early spring, colleges in the Northeast were faced with the difficult decisions of determining when to shut down and send students home; how to salvage the term so students could continue their studies remotely; and how to support international students who had no way to get home. Many hoped

that the virus would run its course by summer and campuses could return to normal in the fall.

However, as time wore on it became apparent that higher education institutions would be compelled to

plan for a new normal in September. New teaching methods and long term coping plans would replace

emergency online contingencies. COVID response plans would demand long hours, collaboration of

administration, faculty and staff from every function, cooperation with state and local agencies,

guidance from consultants and other experts, capital equipment, supplies, and a deep well of other

resources. The novel coronavirus had become an existential threat for many colleges and universities. To

date, there have been more than 321,000 confirmed cases of the COVID-19 identified across more than

1,700 colleges and universities in the United States, and campuses in Massachusetts have not been

spared. (The New York Times, 2020) See Figures 2 and 3.

Figure 2

Colleges with Coronavirus Cases Since the Pandemic Began

(as of November 19, 2020)
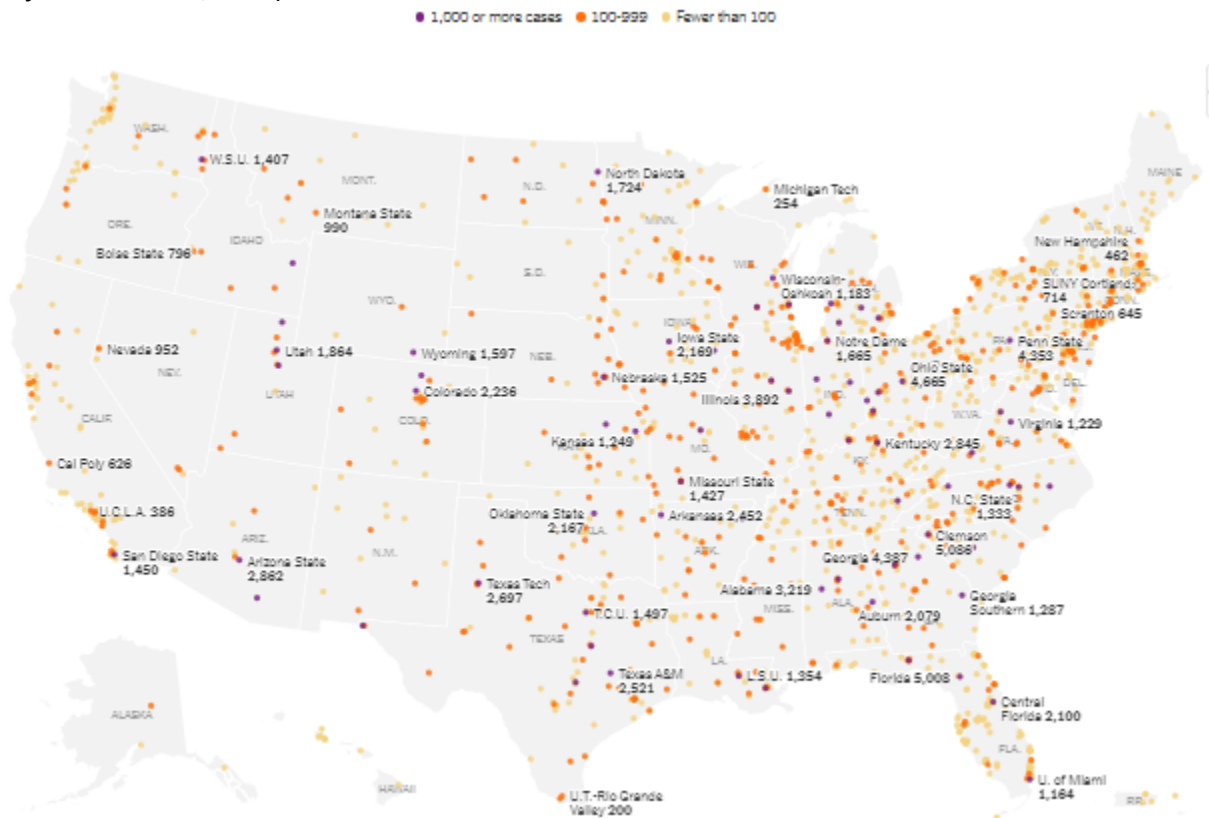
(The New York Times, 2020)

Figure 3

Reported COVID-19 Positive Test Results, 3/1/2020 to 11/18/2020 (The New York Times, 2020)

School	Cases	School	Cases
American International College	28	Massachusetts College of Pharmacy and Health Sciences	44
Amherst College	5	Massachusetts Institute of Technology	150
Anna Maria College	28	Massachusetts Maritime Academy	1
Assumption College	40	Merrimack College	167
Babson College	32	Mount Holyoke College	3
Bay Path University	6	Nichols College	15
Bentley University	99	Northeastern University	275
Boston College	293	Regis College	3
Boston University	362	Salem State University	19
Brandeis University	30	Simmons University	8
Bridgewater State University	44	Smith College	3
Clark University	21	Springfield College	54
College of Our Lady of the Elms	4	Stonehill College	23
College of the Holy Cross	23	Suffolk University	55
Curry College	75	Tufts University	71
Eastern Nazarene College	10	University of Massachusetts Amherst	322
Emerson College	36	University of Massachusetts Boston	31
Emmanuel College	4	University of Massachusetts Dartmouth	65
Endicott College	42	University of Massachusetts Lowell	13
Fitchburg State University	48	University of Massachusetts Medical School	19
Framingham State University	29	Wellesley College	6
Franklin W Olin College of Engineering	2	Wentworth Institute of Technology	32
Gordon College	9	Western New England University	28
Hampshire College	2	Westfield State University	90
Harvard University	205	Wheaton College	21
Hebrew College	1	Williams College	8
Lasell University	12	Worcester Polytechnic Institute	30
Massachusetts College of Art and Design	6	Worcester State University	37
Massachusetts College of Liberal Arts	4		

Pre-existing Stresses

Higher Education Institutions

Colleges and universities faced this pandemic crisis at a time when they were already grappling

with daunting concerns related to the economic sustainability of the tuition models, the ongoing role of

public and private funding, the accessibility of education for families, and the increasing pressure to

address vocational training at the expense of the liberal arts. Some higher education institutions have

already succumbed to these pressures, and have merged with other schools or closed altogether.

Institutional consulting firm *U3 Advisors* calculates that 560 public and not-for-profit U.S. colleges are at

serious risk for potential closure in the next few years.   (O'Neill & Feliz, 2020, August 14)

Financial constraints are especially challenging for liberal arts colleges. Over the last five years,

debt has increased by 57% in this sector. Meanwhile, tuition revenues and new assets grew by only 37%

and 32%, respectively. (O'Neill & Feliz, 2020, August 14) Many institutions like Clark University — small

liberal arts colleges with modest endowments — are highly tuition-dependent. More than 40% of

private not-for-profit schools depend on tuition and student services for over 75% of their revenues,

leaving them sensitive to sudden shifts. (O'Neill & Feliz, 2020, August 14, para. 4) Endowment

limitations further exacerbate the situation; more than 37% of schools do not have healthy endowments

to help cover operational costs. See Figures 4 and 5.

Figure 4

Tuition Dependency

Percent of schools by dependency on tuition and student revenues (private schools only)

Suggested industry benchmark to maintain dependency below 75%

% of Revenues from Tuition and Student Auxiliary Revenues

■ Over 75%	■ 50 to 75%	■ Under 50%
41.4%	34.6%	24.1%
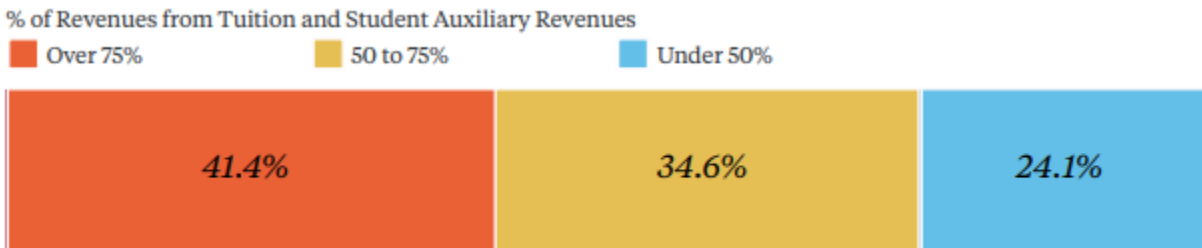
(O'Neill & Feliz, 2020, August 5 p. 4)

Figure 5

Endowment Coverage

Percent of schools by their level of endowment coverage

Suggested industry benchmark to maintain endowment coverage above 33%

% of Operating Expenses Covered by Endowment

■ Under 33%	■ 33 to 100%	■ Greater than 100%
37.2%	30.5%	32.2%
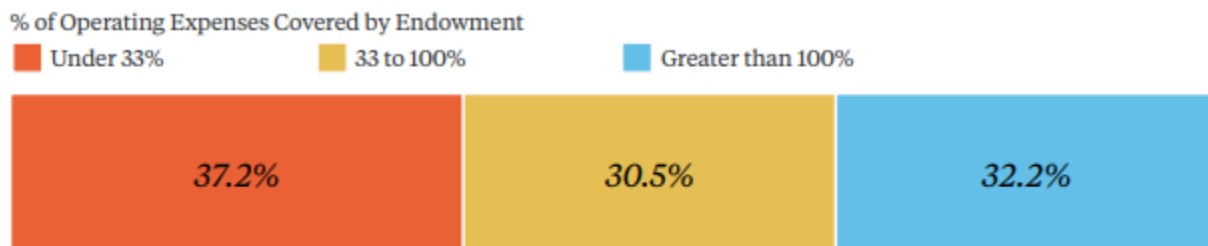
(O'Neill & Feliz, 2020, August 5 p. 4)

When crises do arise, only 60% of these private colleges have the emergency funds to cover operating expenses. (O'Neill & Feliz, 2020, August 14) While revenue shortfalls, endowment limitations, and insufficient contingency funding are concerning, and greater cause for alarm is the decreasing prevalence of balanced operating budgets. At least 38% of colleges have operated at a deficit at least once in the last three years. 18% have operated this way for three consecutive years. (O'Neill & Feliz, 2020, August 6)

Declining birth rates further exacerbate financial pressures, as fewer college candidates are aging into the education system. The population of college-aged students has been falling since 2010. Dr. Nathan Grawe of Carleton College in Minnesota has identified that by 2025 the declining birthrate from the Great Recession is expected to translate into 15% fewer 18-24-year old people in the United States. (O'Neill & Feliz, 2020, August 14) This decline, and other factors that contribute to a dropping enrollment trend, are creating increasingly fierce competition for students among all but the most selective and elite schools. This pressure to attract students has compelled some schools to make risky financial and programmatic decisions, such as tuition discounting or debt-driven amenity creation, which have further weakened their already shaky financial structures. (O'Neill & Feliz, 2020, August 14, p. 4) These colleges sometimes stretch their finances to the breaking point in pursuit of solid enrollment results, persuading themselves that things will get better in the future.

Weakening support from state and federal governments also complicates the financial picture for higher education institutions. Today's students cannot rely on government support as others once did. State funding has declined 21% per full time enrolled student since 2008, and federal funding has declined 11% per full time enrolled student during the same period. (O'Neill & Feliz, 2020, August 14) These trends make college less accessible, drive crippling student debt, and further stress financial conditions.

Colleges are also pressured to address the employment prospect concerns of students and their families. Institutions like Clark use curriculum models that build on a liberal arts foundation designed to develop a broad perspective and critical thinking skills. However, critics argue that colleges must do more to prepare graduates to be competitive in an employment marketplace that is growing more specialized. Higher education institutions must remain relevant by staying on top of learning innovations, and identifying and delivering programs that address future needs in the marketplace. They must accomplish this while preserving the very best aspects of the liberal arts experience that cultivate deep thinking and wide perspective.

Clark University

In addition to the constraints aforementioned, Clark University operates under other pressures that are linked to its unique qualities, programs, culture, and this moment in time. Some of these additional stressors include the responsibilities related to the international student population, a presidential transition, and events related to the *Black Lives Matter* movement that is unfolding in Worcester and across the country.

International students make up approximately 20% of the graduate and undergraduate student body at Clark University.   (College Factual, 2020) When Clark announced COVID-related closure plans in March 2020, the administration had to carefully construct support systems for some of these students who could not go home. In some cases, these students could not afford the travel expenses. Others could not re-enter their home country due to travel restrictions abroad. The college administration felt a responsibility to these students, to make sure that they had safe housing, and access to food and supplies when the campus dining services were shut down.

Clark University was also in the middle of a presidential transition when the pandemic hit Massachusetts. President David Angel was scheduled to retire after the end of the spring term. Angel was at the helm to address the early days of the pandemic, the decision to close the campus in March,

and much of the organizational framework for moving forward during this uncertain time. The Board of

Trustees had elected David Fithian as the tenth president in December 2019. Fithian would begin his

duties as president the following July, just as decisions about a fall term would be imminent. Leadership

was in transition at a critical time when the college needed to make crucial decisions, re-evaluate

traditional administrative roles, employ significant resources, and provide transparent messaging to the

community at large.

Finally, the *Black Lives Matter* movement was gaining momentum across the country after the

alleged killing of George Floyd in Minneapolis. Public tensions ran hot as attention was directed to this

and other racially motivated atrocities. Across the country, citizens took to the streets to protest and

illuminate issues around racial bias and inequality, and sometimes violence or looting ensued. A protest

such as this took place in Worcester in June 2020, and four Clark students were arrested for alleged

unlawful activities. Claims were raised about improper responses by Worcester and University police.

The events drew much media coverage and left the student body seeking a response from their

university. The *Black Lives Matter* movement, as well as the aftermath of the student arrests, became

important consuming issues that the college administration had to manage in addition to the deadly

pandemic during the summer and fall of 2020.

Clark University and other higher education institutions are typically juggling many conflicting

pressures related to internal programming, culture, values, resources, and the greater community.

Colleges rely on proven leadership to manage these many stresses and stay on course to advance their

mission, but they did not anticipate a pandemic that would kill more than a million people, crush the

economy, and threaten nearly every aspect of community living. This COVID-19 pandemic is an

unprecedented event of global scale that has proved to be a cruel instructor for leadership and crisis

response at a time when many colleges are already ripe for change. As *The New Republic* writer Astra

Taylor asserted, "The coronavirus pandemic did not cause the current crisis like an unexpected blow to

an otherwise healthy patient; it has exposed and exacerbated an array of preexisting conditions, revealing structural inequalities that go back not just decades but centuries." (Taylor, 2020, p.24)

The Pandemic Brings New Challenges to College Campuses

Many colleges and universities were initially paralyzed in their response at the onset of pandemic. As this health event was unprecedented, most institutions were initially compelled to sit tight, watch closely, and gather facts. This state of suspension was not only evident on college campuses, but in business, government, and the public sector as well. Few colleges displayed interest in being a front-runner on the issue, but instead preferred to learn and collaborate with other institutions. These schools faced complicated decisions about when and how to close campuses while salvaging students' academic progress. There was no playbook for a COVID-19 response. This would be a global challenge that would impact approximately 10 million students and 1.5 million faculty in higher education. (Johnson, Veletsianos, & Seaman, June 2020, p. 18)

Conflicting external forces came to bear on these decisions, as federal, state, and local authorities issued guidelines and orders. These pressures were motivated by health and safety, the economy, and later, the politics of presidential and congressional election campaigns. The virus became a divisive issue for the country, which only further complicated the collective ability to sift for facts and identify appropriate measures. Initially, President Trump downplayed the serious nature of the virus, despite evidence to the contrary. It would be incumbent on state governors and local authorities to outline COVID-response practices, with the help of public and private research centers. Consequently, practices varied by state, city, and town….and by college. Clark University and fellow institutions would craft their own strategies, based on science, guidance on best practices, and some state requirements…. but in many respects, they would be on their own to sort it out for themselves.

All communities felt the conflicting pressures to reopen and remain closed during the summer of 2020. Higher education institutions were no exception. Many students were anxious to return to

campus and resume their studies and their way of life. Others feared that the inevitable close contact of residential college life would be a formula for viral super-spreaders. Families questioned the value of a tuition investment when no one knew how long colleges could stay open, or how much the learning and student life experience would be compromised. College athletes resented that the virus had stolen competitive seasons from under their feet. Some faculty were anxious to return to their classrooms and laboratories. Others feared for their health, especially since many professors were at risk for serious COVID-19 infection outcomes due to age and other factors. College towns asserted conflicting pressure as well. Some neighbors wanted the students back at school, as they would aid limping local economies. Others worried about the public health consequences of student behaviors. Social gatherings were inevitable on campus. Would these events and the general conditions of college life create a breeding ground for the virus?

The economy was suffering. Some businesses closed temporarily per local or state orders. Others simply did not survive. Jobs were lost. Families were living on credit. Governors were feeling acute pressure from many constituents and President Trump to lift restrictions and allow businesses to recover. Yet infectious disease specialists, other health scientists and some community members were arguing for continued isolation measures. The successes and failures of COVID response among colleges would have regional influences on economies. Moody's revised its higher education outlook from stable to negative in March 2020, citing fiscal projections caused by the virus and related future downside risks. (Coen, 2020, para. 5)   Fitch Ratings credit analyst Emily Wadhwani noted that tuition-dependent colleges with limited liquidity that rely heavily on endowment draws are most vulnerable to operating risks and small shifts in enrollment. About 1,500 small private liberal arts colleges fall into this category, with many concentrated in the Northeast.   (Coen, 2020)   If they failed, the consequences for their communities would be profound. These and other institutions were highly motivated to find safe ways to bring students back to campus in the fall.

College admissions departments routinely provide tuition revenue projections, but in spring 2020 they were hard pressed to offer confident forecasts for incoming classes. It would be difficult to know if the tuition dollars from first year, transfer and new graduate students would sufficiently replace those lost from graduating students. Admitted students might choose a gap year or to forego college for now, due to the uncertain future, strained family finances, and other factors. While colleges were scrambling to estimate fall revenue, they were also striving to calculate the costs entailed for a reopening plan. The added expenses would include testing, contact tracing, reconfiguration of campus spaces, establishment of quarantine and isolation wards, sanitation protocols, supplies, personal protective equipment, upgraded connectivity, additional digital resources, communication plans, policy development, security protocols and the personnel to develop and integrate all of it.

At the same time, colleges would be challenged to manage inequities and student needs in ways not previously experienced. Requests for need-based financial aid increased as many families were feeling the strain of COVID in their household budgets. Students coming from far-away states had to consider the implications of possible future travel bans that could leave them stranded in college towns if the pandemic got worse. International students faced the same concerns, and harbored additional worries related to student visas, travel expenses, and the possibility of potentially being separated from their families for a very long time. The need for mental health services would rise as some students were less equipped to manage the effects of isolation and related stresses that living with COVID-19 would impose.

Crisis Management at Clark University

While the pandemic threatened the survival of many organizations, it also established conditions that would stimulate the creation of new ideas. Colleges and universities possess deep organizational and intellectual resources to apply toward solutions. Success was within reach, if these institutions resolved to reconsider conventions and accept that what was previously *normal* might no

longer be possible. As this crisis would demonstrate, an existential threat effectively weakens many

barriers to change. (Groysberg & Connolly Baden, 2020, para. 2)   Clark's strategies would map a

pathway for students to continue their academic progress safety, and this new blueprint could also

make the college community stronger, reveal much about what sets it apart from other institutions,

drive innovation, and generate valuable learning for the future. As Dean of the College Betsy Huang

stated at a Clark Town Hall Meeting on October 29, 2020, "Education must continue through messy

times, because it empowers us."

Protect and Pivot

Lockdown orders were put into place in the spring as the virus spread. Universities had to act

quickly as social distancing requirements, facility closures and event cancellations were prescribed. To

meet the COVID challenge, Clark developed a response plan around the concept of *protect and pivot*.

(Groysberg & Connolly Baden, 2020, para. 6)   The University aimed to protect its purpose and highest

values: to keep shareholders safe, provide a quality education experience to students, stay true to its

values and mission, and remain financially solvent. To achieve this, Clark assembled cross-functional

teams to creatively solve problems, and organized a structure that would keep people accountable and

focused on deliverables. Clark pivoted to exploit opportunities that had previously been viewed as

countercultural. For example, Clark embraced digital options such as online instruction and remote

meetings. Before the pandemic, these tools were often regarded as inconsistent with the personal

experience of a small liberal arts college like Clark, but new pressures made these options more

attractive. COVID-19 motivated the University to act, and it also opened doors for the exploration of

future possibilities. In this regard, Clark University will play a role in defining the *new normal.*

Leadership

As previously mentioned, Clark University was undertaking a leadership transition when the COVID lockdown was enacted in Massachusetts. President David Angel would retire in June, and President Fithian would take up the helm at that time. The Board of Trustees had coordinated a period of months when the two leaders would work together to affect a smooth transition, as is common in such situations. However, this transition would prove to be anything but typical. There was little precedent for what Clark and other colleges were facing, and the learning curve was steep. Adding a critical presidential transition to these conditions was problematic, but it also offered an opportunity to produce better results. While roles were clearly defined by retirement and start dates, the practical outcome for Clark was that the President's Office was operating with a *Two in a Box* style of management (Bhatla, 2008, para. 2) , where two individuals are jointly responsible to manage an organization or issue. The extraordinary conditions in spring 2020 were well served with this temporary leadership approach*. Two in a Box* can work in situations when the task is broad in scope; the organization is complex; and a succession is planned. (Bhatla, 2008, para. 4) When executed well the beneficial outcomes of this model are collaboration, better quality of decisions, and an excellent learning opportunity. *Two in a Box* is an uncommon approach because it has several significant disadvantages. These include high overhead costs, reduced accountability, slow decision-making, and unclear lines of reporting. (Bhatla, 2008, para. 6) Furthermore, *Two-in-a-Bo*x is risky if it is not implemented well. While this model is difficult to sustain in the long run, it served Clark well during the early days of the pandemic. President Angel brought insight and deep knowledge of Clark to bear as strategies were molded. President-elect Fithian offered valuable experience from other institutions and a fresh perspective. Fithian could question what might seem obvious, while others might be thinking along well-paved paths that only led to familiar solutions.

By the time David Fithian took office, Clark was weighing options for operating in the fall. At a Faculty Town Hall meeting on June 24, 2020, President Fithian outlined the principles that would guide any reopening plans. They included:

- the health and safety of the students, faculty, and staff

- options for students and their families to learn on-campus or remotely with both modalities following Clark's rigorous academic standards and commitment to high-impact learning experiences

- the on-campus experience would need students, faculty, and staff to be responsible for their decisions that will create a healthy, shared campus environment

- Clark would need to be able to adapt rapidly and effectively to the evolving public health situation

- the University would be transparent in communicating these plans and the reasoning behind them to all constituencies

(Fithian, 2020)

Fithian affirmed these standards as the framework for a reopening strategy, but more importantly, he formed connections between challenges and convictions, created meaning in the effort, and inspired others to adopt the plan and take on the tasks.

Leaders drive physical change, but they are also catalysts for perceptual change. They influence viewpoints by finding internal contradictions, clarifying the identity of the organization, acting on multiple changing fronts, and communicating. (Tierney, 2008) Evidence of physical and perceptual changes can be observed on the *Healthy Clark COVID Plan* website, and in behaviors throughout campus. First, the Clark leadership team addressed potential contradictions in surveillance testing protocols when it announced plans to offer COVID testing to students working on campus during the extended winter break. While the anticipated density on campus might not warrant such measures,

testing had become a part of Clark's culture, and continuing the practice through winter break would

underscore the University's values. Second, Clark leadership clarified the identity of the institution by

relating it to the current conditions. Nearly every activity on campus exhibited an element of the

Healthy Clark COVID Plan and the principles behind it.   (Clark University, Health Clark COVID Plan 2020)

Finally, leaders acted on multiple changing fronts by recognizing that every problem had multiple

solutions, treating every solution as fleeting, avoiding solutions that undermined Clark values, and

communicating regularly. For example, when the rate of positive tests increased before Thanksgiving,

the President and Board of Trustees decided to end in-person instruction and send students home early

to complete their terms. It would have been tempting to keep students on campus, as the University

was doing "all the right things" and everyone was so close to finishing the term. However, leadership

recognized that they were entrusted to act on behalf of the community when conditions shifted. They

would not compromise Clark's integrity, or the welfare of faculty, students, and staff, just because the

end of the term was in sight.

Response Planning

Clark crafted a response that was organized around three pillars. First, it assembled *teams* to

address the preparation and implementation of reopening plans. For example, the President formed an

Emergency Response Cabinet (ERC), made up of senior leadership members who provided broad

oversight for the development of Clark's COVID-19 response, identified the priorities for the University,

and established the expectations for upholding Clark's values. The University also assembled a Health

Advisory Board, chaired by John O'Brien, who previously served as the Chief Executive Officer of

University of Massachusetts Memorial Health Care in Worcester, and as a Trustee of the Clark

University. O'Brien and the other Health Advisory Board Members possessed healthcare industry

experience, medical knowledge, and important perspective on advocacy for vulnerable populations.

Another important group was the Clark Reopening Committee (CRC). Vice President Jack Foley served as

the chair of the CRC, and staffed his committee with representation from academic areas, student life, facilities management, business functions, communications, information technology, and others. The members of this team would represent every major competency and function of the University and would coordinate a reopening plan that was simultaneously broad and deep in scope. Second , Clark used *external expertise* to close gaps in its technical and regulatory capabilities. For example, most the Clark's Health Advisory Board's members were external physicians and other healthcare professionals who offered expertise that Clark did not possess internally. The University hired Chief Health Officer Dennis Keefe to oversee the planning and implementation of the health plan. Clark also signed contracts with an epidemiologist and a contract tracing specialist, to bring other essential skills to the response plan. Third, Clark and other universities engaged in *community collaboration* to develop solutions. Colleges worked together to share learning and leverage buying power for essential supplies and services. The Massachusetts Higher Education Working Group produced the report *Safe on Campus: A Framework for Reopening Colleges and Universities*. This invaluable guide was the result of combined efforts and the support of the Association of Independent Colleges and Universities in Massachusetts (AICUM) and the Boston medical community. Another important resource was the *OpenSmartEDU COVID-19 Planning Guide and Self-Assessment for Higher Education.* This document was developed by the Johns Hopkins Center for Health Security, Tuscany Strategy Consulting, and the Council for Higher Education Accreditation (CHEA). Perhaps the most important product of collaboration was AICUM's highly successful efforts to secure accessible, affordable, and timely COVID testing from the Broad Institute.

Tactical Framework

Honoring institutional values is important, but these convictions are meaningless unless they are linked to concrete steps that bring Clark closer to its aims. The *Stockdale Paradox* states "You must never confuse faith that you will prevail in the end—which you can never afford to lose—with the

discipline to confront the most brutal facts of your current reality, whatever they might be." (Groysberg

& Abrahams, 2020, para. 1) Admiral James Stockdale developed this theory from his experience as a

prisoner of war in Vietnam for seven-and-a-half years. (Groysberg & Abrahams, 2020)   While leading a

university through a COVID-19 crisis cannot be compared to the personal despair of a prisoner of war,

the *Stockdale Paradox* offers insight on leadership and crisis management. Effective leaders help people

move beyond doubt by articulating purpose and connecting that purpose to a plan and specific tasks.

(Groysberg & Abrahams, 2020, para. 37) At Clark, purpose and plan were married with criteria for

reopening the campus safely. This included an exhaustive program to *mitigate the probability of*

infection, *manage the spread of infection, protect those at elevated risk*, and c*onfirm that access to*

treatment was sufficient to respond to health care needs. (Fithian, 2020) The details offered here are

not intended to be comprehensive, but to shed light on the expansive effort entailed in identifying,

planning, and implementing a tactical framework for the *Healthy Clark COVID Plan.*

Mitigating the Probability of Infection

The priorities for mitigating the probability of infection would include surveillance testing,

contract tracing, training, social distancing standards, sanitation protocols, personal care, and a

commitment compact. Clark established an aggressive testing protocol; students would be tested upon

return to campus and every three days thereafter. Most staff and faculty would be tested once a week.

(Clark University, *Arrival Testing* 2020) (Clark University, In-session Testing 2020) Testing was conducted

by the Broad Institute of Harvard and MIT. This testing program was conceived in May 2020, when the

Association of Independent Colleges and Universities in Massachusetts (AICUM) reached out to the

Broad Institute requesting support for its members. The Broad Institute agreed to conduct testing for

regional universities and colleges for a charge of $25 per test. This price would represent an enormous

discount, as this test normally costs $100 or more.   (Fernandes, 2020) The Broad Institute has

processed more than 1.1 million COVID-19 tests since March. (Broad Institute, 2020) This partnership

has provided affordable testing to more than 108 colleges and universities and has made safe and responsible reopening possible for higher education institutions in the Northeast.

Contact tracing identified individuals who came in close contact with infected persons, and triggered quarantine requirements. The Worcester Department of Health managed contact tracing and established a network of tracers across college campuses in the city. (Clark University, In-session Testing 2020) Since health experts had determined that infected people could be asymptomatic, the practice of testing, contract tracing and quarantining would be the most effective strategy to stop the spread of infections and influence positive outcomes on campus.

Nonessential workers were encouraged to work from home when possible. Factors such as work schedules, shared spaces and interactions with students were weighed. Accommodations were made for childcare and other family responsibilities. Most people worked a hybrid schedule, dividing their time between a Clark office space and home. Before returning to campus, every student, faculty, and staff member was required to sign the *Clark Commitment* to comply with all expectations of the university on social distancing, wearing masks, limiting social gatherings, etcetera. See Figure 6.   Clark asserted that all who returned to campus would be expected to comply with its exhaustive mitigation policies. Every student, faculty and staff member would be responsible for keeping the campus safe. Clarkies were raising the bar to make a residential college experience possible.

Figure 6

The Clark Commitment

As a member of the Clark community, I take responsibility both for my own health and for protecting others from the spread of COVID-19. I know that my choices affect my well-being and the well-being of others on campus, in the Worcester community, and beyond. I know that I am expected to closely follow social-distancing guidelines, properly wear a protective mask, get regularly tested for the virus, and act in ways that protect everyone around me. I fully accept these expectations and commit myself to living up to them at all times.

I also know that other members of the Clark community around me will be doing their best to meet these expectations, and I will positively support them in doing so. And while I appreciate that Clark is taking significant measures to reduce the risk of COVID-

19 spreading on campus, I know that it is impossible for the University to guarantee that no one in the Clark community will contract the virus while at Clark. In fact, with this virus, it is likely some will. My role is to do everything I can as a member of the community to protect myself and others, and reduce the spread of the virus.

With our shared duty to one another in mind, I commit to the following actions, among other expectations, for the well-being of myself, and the Clark community.

1. *Personal Care*
   - *I will monitor myself daily for the symptoms of COVID-19: a fever of 100.4 °F (38 °C) or higher, dry cough, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or loss of taste or smell.*
   - *If I am a student and experience any such symptoms, I will consult with a health provider (including Student Health Services) and will stay home or in my residential hall room until advised otherwise by Student Health Services.*
   - *If I am an employee and experience any such symptoms, I will consult with a health provider and stay home until advised otherwise by a medical professional.*
   - *I will frequently wash my hands with soap and water and use hand sanitizer when hand washing is not possible.*
   - *I will follow University guidelines in keeping my personal spaces and spaces that I share with others clean and sanitized.*
   - *I understand that the symptoms of the flu are similar to those of COVID-19. I therefore recognize that minimizing occurrences of the flu on campus will improve our community's efforts to identify cases of COVID-19 and mitigate its spread. I know that the University strongly advises I get a flu vaccine when it becomes available this fall.*
2. *Social distancing*
   - *Because I know how contagious this virus can be, I will at all times on campus maintain appropriate social distancing (six feet) and will strive to do so while off campus.*
   - *Because I know how contagious this virus can be, I will always wear an appropriate face mask and other protective gear in any campus public space—including hallways, common areas, classrooms, and campus grounds—as directed by the University; and will strive to do so while off campus.*
   - *I will carefully follow campus signage and instructions to ensure social distancing and healthy practices.*
   - *I will adhere to Clark's rules prohibiting non-Clark guests in residence halls.*
3. *Testing and contact tracing*
   - *I will participate as directed by the University in testing for COVID-19 and related contact tracing to help protect the health of people on campus and in the community.*
   - *Staying Informed*
   - *I will complete the Clark COVID-19 training module in healthy practices that will be required of all students, faculty, and staff before they return to campus this fall.*
   - *I will stay informed of Clark University practices and requests by regularly reading my email, regularly reviewing the Healthy Clark website and following the guidance therein, and immediately responding to outreach and directives by University officials.*
   - *I acknowledge that the University may make changes to campus health protocols and expectations at any time and I commit to following any new required practices.*
4. *Finally, I acknowledge that if I violate my commitment to these expectations, I may be subject to University actions that enforce University policies and are designed to help protect the health and safety of everyone at Clark.*

(Clark University, The Clark Commitment 2020)

Reducing Infection Risk

In order to manage the spread of the COVID-19 virus, Clark identified ways to reduce contact opportunities. The academic calendar was compressed to reduce the number of days that students and employees were on campus.   (Clark University, Academic Schedule: Healthy Clark COVID Plan: Clark University 2020)   Orientation, peer mentorship training and other pre-term programing were accomplished online. The move-in schedule was organized to reduce the number of students moving into residence halls during any period, and to minimize the number of days that they were on campus before classes started. To minimize the potential for students leaving campus, holidays and breaks were eliminated from the school calendar.   (Clark University, Academic Schedule: Healthy Clark COVID Plan: Clark University 2020)   In-person classroom instruction concluded at Thanksgiving, so students could remain home after the holiday, and complete their semester there. Winter intersession courses would observe an online format, and the spring term would begin in late February. Socially distant programming and other strategies were employed to keep students in an environment where everyone observed heightened protection protocols, and to reduce the number of instances when they might venture into the neighboring community, where masks and social distancing might not be regularly observed.

Academic buildings were de-densified and the University became creative in revisioning some of its spaces as non-traditional classrooms.   (Clark University, Academic Schedule: Healthy Clark COVID Plan: Clark University 2020)   Course content was redesigned to support social distancing and underused time blocks were exploited for class schedules.   (Clark University, Academic Schedule: Healthy Clark COVID Plan: Clark University 2020)   Reduced occupancy limits were enforced in common areas, and furniture was removed to encourage compliance. Some classes were moved to a fully online format, especially for faculty who were at-risk for the virus and for those students who elected not to return to campus, by choice or necessity. Many others adopted a hybrid teaching model where instruction was

accomplished in person and remotely.   (Clark University, Academic Schedule: Healthy Clark COVID Plan: Clark University 2020)   Study abroad programs were suspended.   (Clark University, Coronavirus Disease (COVID-19) Information 2020)

Student clubs and organizations were encouraged to remain active, but to adopt a virtual format whenever possible. Attendance was limited for physical events, and refreshments and travel were restricted. Athletics would be permitted to continue training and conditioning, but all competitive games were cancelled.   (Clark University, Minimizing Spread: Healthy Clark COVID Plan: Clark University 2020)

The dining hall was modified for reduced seating and satellite seating areas were created. Disposable service items replaced traditional sustainable plates, cups, forks, etcetera. All self-serve stations were eliminated. Heightened sanitation protocols were adopted to increase frequency and scope, and hand sanitizing stations were placed throughout campus. (Clark University, Minimizing Spread: Healthy Clark COVID Plan: Clark University 2020)

Employees and students were required to wear facemasks all, except when alone in private offices or in dormitory rooms. (Clark University, The Clark Commitment 2020)   Campus visitation was limited to employment interviews, contract work, and eventually private tours for prospective students. Clark suspended the rental of facilities to outside groups, and all university-business travel was suspended.   (Clark University, The Clark Commitment 2020)

Containment protocols were established for addressing confirmed and presumed cases of COVID-19 within the Clark community.   (Clark University, The Clark Commitment 2020)   Those who tested positive or displayed symptoms were required to stay home. Those who were in direct contact with infected persons were required to self-quarantine. Clark set aside 186 dormitory beds to serve as quarantine and isolation spaces for students.

Protecting Those at Elevated Risk and Providing Access to Treatment

Students could elect to take the remote, hybrid or in-person courses that met their needs. Those employees who were in risk categories received priority for working remotely. Clark's student health services program, which is contracted to University of Massachusetts Medical School, coordinated the physical care needed for COVID patients who were unable to go home. Counseling and psychological services were provided through the Clark University Center for Counseling and Personal Growth (CPG). (Clark University, Support Services: Healthy Clark COVID Plan: Clark University 2020)   A hybrid model of telehealth combined with urgent care offered in person was implemented to protect students and care providers. Nonetheless, the reduction of in-person supports and perceived uncertainty regarding the access of virtual support were added stressors for students.   (Mullen, 2020)   This was a challenge that was being managed by healthcare providers everywhere.

Clark established this series of tactical plans to mitigate infection, reduce transmission risks, protect those at elevated risk, and ensure access to treatment. These were the concrete steps that would deliver the University through this crisis successfully. The granular details often felt burdensome, in their development and execution. They were sometimes costly or inconvenient, but they reflected Clark values and a commitment to its stakeholders and its mission.

Communication

The best communication is transparent, frequent, repetitive, and in varied forms. Clark posted an online daily dashboard to share timely information about COVID cases among students, faculty, and staff, as well as the larger Worcester area. See Figure 7. This information also served as a daily reminder of the threat, and helped to combat the complacency that can easily set in as people grow weary of restrictions and other precautionary measures.

Figure 7

Healthy Clark Dashboard, November 30, 2020
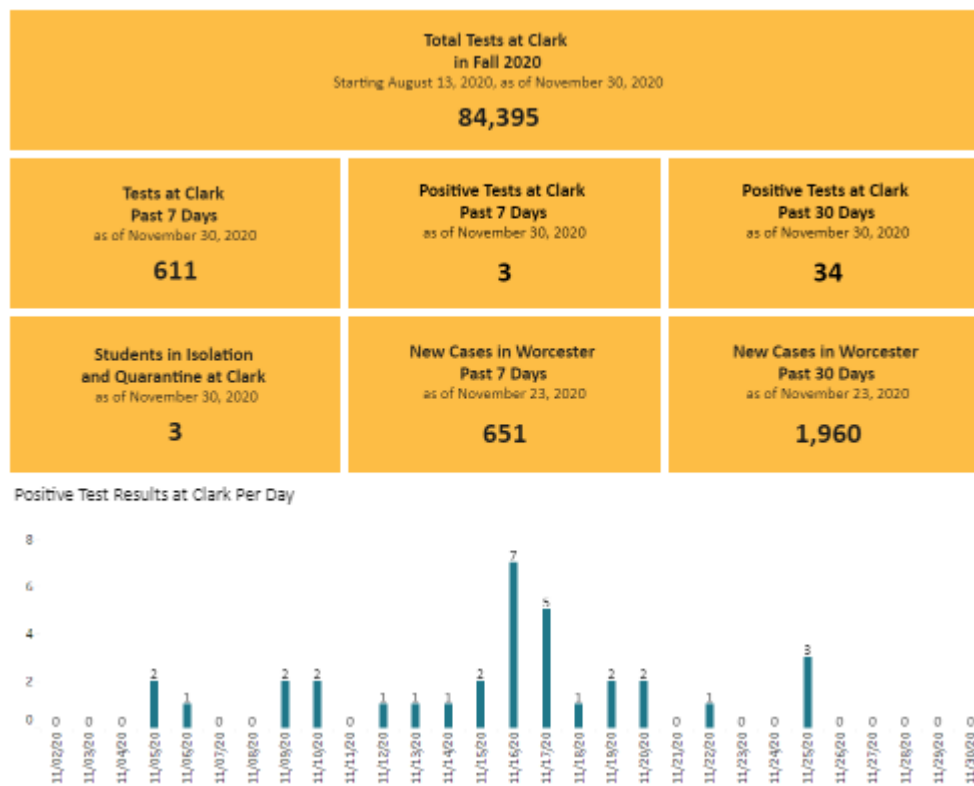
(Clark University, Healthy Clark Dashboard 2020)

The University also used weekly *Healthy Clark Check-in* emails and social media messaging to interpret

trends on campus, offer information, and remind everyone of their commitment to public health

practices. President Fithian (and earlier, President Angel) conducted frequent virtual Town Hall Meetings

for staff, faculty, students, and families. These sessions were used to present updates, clarify directives,

offer perspectives, and answer questions.

Adaptability

Even in times of calm, environments change. Rather than *dealing with it*, successful cultures change with the environment. (Tierney, 2008, pp.11-12)   Most cultures will not thrive in a crisis unless they are adaptive.   (Chatman & Gino, 2020)   To succeed, organizations must have resilient people in their ranks. For example, the Clark Reopening Committee members must have felt overwhelmed by the immensity of their responsibility to prepare the campus for student's return, but they approached the undertaking like other projects: identifying priorities, organizing the work and delegating tasks. In times of crisis abrupt decisions and hand-wringing are common, but these behaviors create lack of confidence. Resilient people will rely on the project management techniques that have always served them well, with the quiet confidence that they can prevail.

Business scholars Francesca Gino and Jennifer Chatman suggest that during this pandemic, organizations should "curate and communicate examples of how the organization is adhering to its cultural values through new practices."   (Chatman & Gino, 2020, para.5)   For example, Clark offered eight open lectures and events themed around the 2020 presidential election. (Clark University, Clark Votes 2020)   Each of these events was streamed in a remote live format that was accessible to all. Rather than cancel the them, Clark employed these alternative methods to preserve the kind of programming that resonates with the values of a politically engaged community. The adapted process achieved the same goal, validated familiar values, and emboldened others to be resilient. Shareholders expect that change is inevitable, but they also need to recognize the Clark they have come to know and love. Modelling transcendent values is always important, but never more so than during a time of crisis.

Digital Capacity

Adapting university activities for these pandemic times would have never been possible without digital capacity. In the early weeks of the pandemic, colleges across the United states modified their instruction techniques. See Figure 8.

Figure 8

Percentage of Faculty Reporting Which Teaching Techniques They Used in classes Moved Online Format
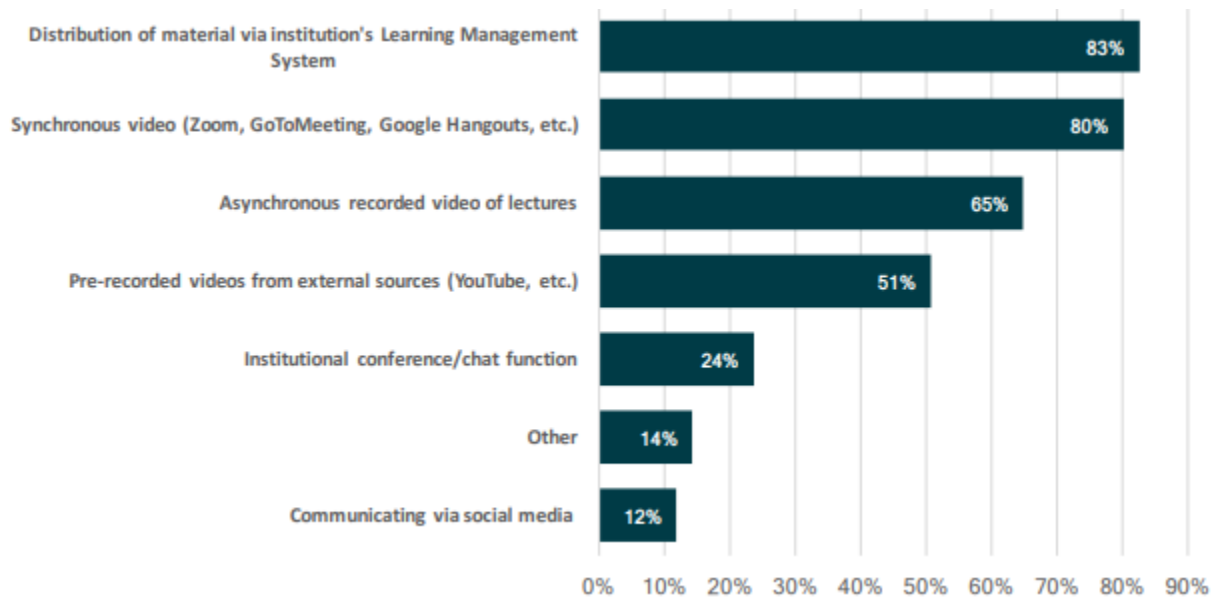
(Johnson, Veletsianos, & Seaman, June 2020, p. 13)

Remote classrooms, online library services, Moodle platforms, email, individually-owned connection devices, and internet access contributed to the resources that made remote learning possible. The School of Professional Studies (SPS) had previously moved some of its courses to an online format, to make its programs more attractive for adult learners. As a campus leader in remote classrooms, SPS served as a best-practice model when the University needed to move many courses online quickly.

Nonetheless, many faculty members were not adequately knowledgeable about online tools. This digital-knowledge gap was not unique to Clark, as it was evident at many higher education

institutions across the globe. (Coyne, Ballard, & Blader, 2020)   Faculty often pride themselves on the

quality of in-person teaching that they provide and some have never been motivated to use online tools.

Once new pressures for remote instruction increased, Clark had to work quickly to help these faculty

members prepare for these new teaching methods. The University offered a summer training program

to help faculty design or revise their classes for online formats. Other employees needed tools and

support to achieve their work from remote locations as well. This transition required leadership,

policies, financial management, planning, technical skills, support services, and engagement. According

to the Joseph Kalinowski, Vice President of Information Technology and CIO, some important steps to

enhance digital capacity and bridge knowledge gaps were:

- Addressing new information security responsibilities, as Clark was "thrust into a mode where everyone wants to know everything about everyone anytime." Additionally, as Clark started to collect new sensitive information, like COVID test results, data security was a high priority.

- Partnering with faculty, to ensure that they understood the best ways to use technology in teaching in new modalities.

- Partnering with staff on how to work in this remote environment, from things like answering the phone, to collecting information electronically and securely.

- Launching Microsoft Teams to administrative staff quickly to ensure they could collaborate at a distance.

- Purchasing a license and launching Zoom for more than 1000+ courses in a week.

- Adding approximately fifty 360 degree cameras and stylus enabled monitors to all centrally scheduled classrooms (about 50).

- Developing a customized campus system to manage COVID testing facilitate scheduling, result reporting and compliance.

- Procuring additional technology, cameras, headsets, iPad's, GoPro's, and more to help staff and faculty continue to work.

(Kalinowski, 2020)

Wellness

A wellness agenda usually includes a strong emphasis on work-life balance, as well as other important physical and mental health objectives. However, University of Colorado Information Security Officer Brad Judy suggests that during this time of crisis, "The phrase of the day is no longer *work-life balance*; it is *pandemic security*. Do people feel secure in their health, their families, their resources and their jobs?" (Judy, 2020, para. 3) Some employees adjusted well to remote offices. Others had home environments that did not suit their work. Many missed the ritual interactions with co-workers. Others were designated as high-risk for COVID-19 complications. In response to such constraints, Clark established a practice of weaving empathy into every COVID plan when possible. This intentional effort was especially evident in leadership. Empathy was obvious when President Fithian outlined the efforts to avoid lay-offs; when he volunteered to work in the testing center; when he supported a plan to give employees the option to work remotely; when he offered frequent information sessions for faculty, staff, students and families; and when he granted extra holidays to employees as a gesture of gratitude for their hard work and concern for their wellbeing. Empathy was also evident in many policies. One example was a policy that allowed faculty and staff to be tested as many times beyond the minimum requirement as they felt they needed to be safe. Another policy offered students the option to take classes pass/fail in the spring, when the campus had to close abruptly and most young people were overwhelmed by the disruptions. At Clark and across the country, some faculty adjusted course expectations as they moved them online. See Figure 9.

Figure 9

Percentage of Faculty Reporting What Changes They Made to Their Classes Made Moving Them Online
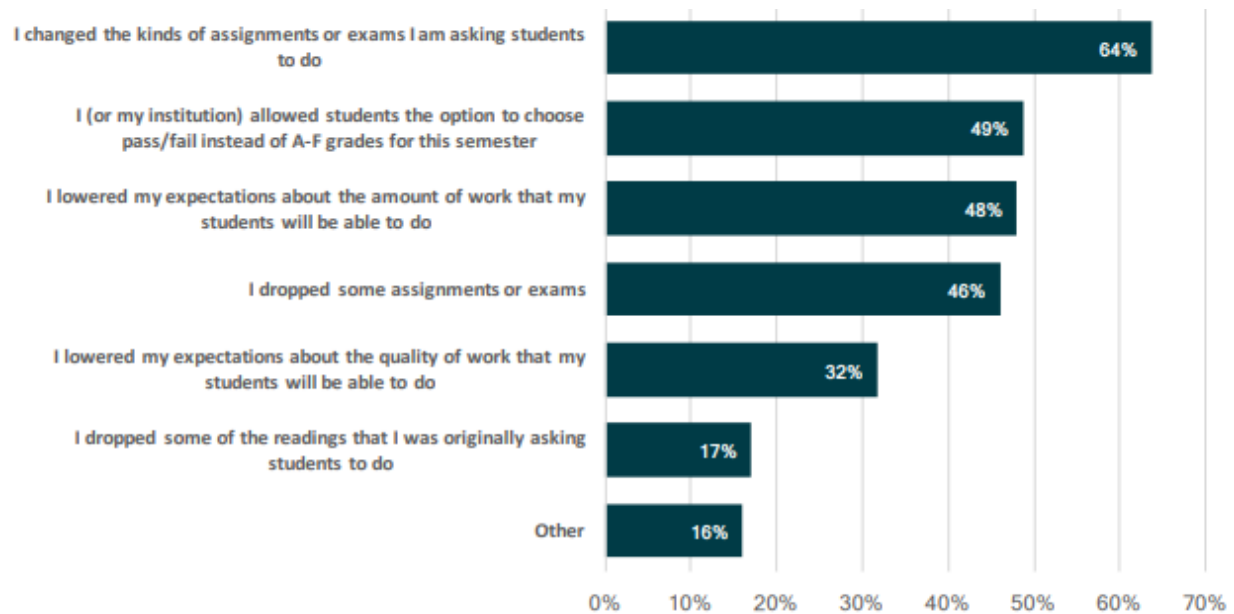
(Johnson, Veletsianos, & Seaman, June 2020, p. 13)

While many academic institutions boast rigorous standards as part of their sterling reputations, and rich academic culture, these temporary adjustments were appropriate and humane actions that supported the welfare of students and faculty.

Professors George Veletsianos and Royce Kimmons from Royal Roads University and Brigham Young University, respectively, collected and categorized thousands of Twitter posts from students who had posted comments about "my professor" identifying common positive and negative experiences about remote learning. Their findings were as follows:

- Students appreciate faculty who remain positive and calm. They appreciate encouragement.

- Students would like faculty to maintain a proper perspective. During a pandemic, it is more likely that other priorities will outrank class from time to time.

- Students appreciate faculty who are empathetic, who are flexible, and who have reasonable expectations. Flexibility of time. Adjusted course expectations. Pass/Fail option

- Professional behavior norms benefit students as well as faculty. Appropriate dress. Reasonable effort to limit interruptions.

- Students want faculty to be comfortable with technology

- Not all students are tech-savvy and connected

(Veletsianos & Kimmons, 2020, para. 4)

Clearly, successful remote learning requires healthy behaviors and reasonable expectations, as well as technical competencies.

Supporting the Most Vulnerable Students

Like most universities, Clark has some vulnerable students in its community. COVID-19 exacerbated financial, food, and housing insecurities for some students. While many students could weather the challenging reduction of critical resources like libraries, study space, campus housing, dining, computers, or access to friends and professors, others would be at risk for academic failure or declining mental health. The sudden dormitory closings in the spring were problematic for students who did not have good places to go home to, and foreign students who could not return home because of precautionary border closings. Occasionally, the digital divide was apparent, revealing gaps in access to hardware or internet access. (Williams, 2020) Managing inequities and student needs became more than a full time endeavor for the Dean of Students Office and the Financial Assistance Office. They assisted these most vulnerable students with increased tuition aid, housing solutions, transportation, counseling services, a food pantry, and more. According to author and grief expert David Kessler, "The loss of normalcy; the fear of economic toll; the loss of connection. This is hitting us and we're grieving. Collectively. We are not used to this kind of collective grief in the air."   (Groysberg & Connolly Baden,

2020)   While all stakeholders have experienced this, some members of the Clark community were less equipped to cope. The University had a moral and ethical responsibility to help.

Outcomes for Other Higher Education Institutions

While the Clark response to the COVID crisis has not been perfect, the University rose to the challenge, acted in the best interest of its stakeholders, and prevented a major infection spread on campus. Like Clark, many other New England colleges engineered response plans that centered around face coverings, limited social gatherings, hybrid class structures, and most importantly, robust surveillance testing protocols. In hindsight, these practices prevented the disastrous consequences that many critics predicted last summer. Unfortunately, these successes have not been universal. There are national and local examples of higher education institutions that have not enjoyed favorable outcomes. Upon review of these failures, several themes are apparent.

A COVID testing program in partnership with the Broad Institute has been the cornerstone of the *Healthy Clark COVID Plan*. Surveillance testing enabled the University to identify and remove infected people from campus and reduce the opportunity for viral spread. Universities that rejected similar testing programs did so at their own peril, and the consequences have been evident across the country. Within two weeks of students' arrival on campuses for the fall term, many colleges experienced frightening infection spreads: infections rose by 5000% at University of Notre Dame; Auburn University's COVID-19 cases quintupled; the University of Alabama reported more than 1,000 new positive cases; and the University of North Carolina at Chapel Hill saw 135 new positive cases. (Curley, 2020) (University of Notre Dame, 2020) (Auburn University, 2020) (University of Alabama, 2020) (University of North Carolina, 2020)   None of these schools had a mandatory COVID surveillance program that monitored all asymptomatic faculty, students, and staff. The Northeast region of the country was not immune to these outcomes. Boston College and Providence College experienced similar outbreaks until they instituted more rigorous testing protocols. (Fernandes, 2020)   Testing is

costly, and may appear prohibitive for many schools. However, testing is imperative for any school that intends to welcome students back to campus before a vaccine is widely available. "What we did at the Broad, it's not rocket science," Laurie Leshin, President of Worcester Polytechnic Institute said. "It could be done regionally across the country. You could build these kinds of labs all over the country; there's literally nothing preventing it. It's the will. The initial capital investment was important. But just as important was the commitment of [Broad] to figuring out the process and making it work." (Fernandes, 2020)

Many colleges and universities have struggled to manage financial difficulties. Some that operate in a cycle of raising tuition and debt financing have struggled to pay for COVID protection measures. These schools are less insulated from declining enrollment trends or state revenue shortfalls. (Merisotis & Besnette Hauser, 2020) Consequently, private and state-controlled institutions of higher education have shed approximately 337,000 jobs between August 2019 and February 2020. See Figure 10. The rate of employment decline in state universities is unparalleled since the U.S. Bureau of Labor Statistics began tracking these industry trends in the 1950s. (Bauman, 2020)

Figure 10

Estimated Number of Workers Employed by Institutions of Higher Education

Shaded periods indicate recessions. Values are seasonally adjusted. September estimates are preliminary. (Bauman, 2020, para 2)

Weaker schools have struggled to innovate solutions for this pandemic and will likely suffer in future crises as well. Some will not survive. Seven U.S. colleges have implemented permanent closure plans during the pandemic and did not accept new students in Fall 2020. (COVID-19: Higher Education Resource Center 2020) This is a sobering reminder that Higher Education is not immune to outside pressure. It must *protect and pivot.*

to the shifting needs of students, families, the marketplace and the common good.

Many schools placed the burden of this crisis almost solely on the students. Expectations for radical changes in behavior — such as abstinence from social gatherings — are problematic because they do recognize the behavioral norms of eighteen year old students. Colleges are in the business of helping young people mature into emerging adults. Therefore, they should have the expertise to identify what they can reasonably expect from their students, and what is just wishful thinking. Furthermore, as leaders working with this population, colleges must demonstrate some empathy for what is happening on campuses. Schools must get creative and offer low risk social options that deter students from going into local neighborhoods where containment and distancing standards may not be faithfully observed. If colleges do not support students with safe opportunities for having their social needs met, they cannot feign surprise when infection rates soar.

Leveraging Positive Attributes

While Clark's success was largely due to the effective leadership, planning, and implementation, the University was also able to leverage some key positive attributes toward achieving favorable outcomes. Some of these aspects were pre-existing qualities of the institution itself, while others were external factors that benefited the college. First, as a small university with a population of approximately 3,000 students and less than 700 employees, Clark had the advantage of establishing processes and procuring resources for a small number of people, as compared to larger institutions. The small campus

proved to be an advantage when it came time to implement changes quickly. Naturally, the resources

of people and money at Clark are scaled for a small school as well, but the size of the project was

nonetheless more manageable. Mid-course corrections were less disruptive at Clark than at large

universities. Furthermore, the risk of introducing the virus to Clark was directly related to the population

on campus. An institution like Pennsylvania State University has more than 40,000 students who could

potentially bring the virus to campus. The likelihood of COVID making its way onsite is far greater at

Penn State, than at Clark.   Second, the absence of Greek life on campus has relieved Clark of some of

the social culture that has been a problematic viral super-spreader at other colleges. Third, the Broad

Institute has been an excellent resource to Clark. Providing affordable and accurate COVID-testing, the

Broad Institute made routine testing possible at a school with a modest operating budget. Clark would

have been ill-equipped to support testing on campus if this attractive resource were not available.

Fourth, Clark's change in presidential leadership proved to be an asset, as well as a challenge, in the

early days of the COVID crisis. Transitions are rarely easy, but they do offer potential benefits. For a

brief time, this institution enjoyed the guidance of two strong leaders. David Angel and David Fithian

each brought wisdom to the problem at hand. Angel drew from the deep experience of leading Clark for

a decade. Fithian applied his own insight from senior leadership roles at the University of Chicago and

Harvard University. Together, they served Clark with a *Two-in-a Box* model that was greater than the

sum of its parts. Finally, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) allotted $14

billion for the Higher Education Relief Fund. (U.S. Department of Education, 2020)   This legislation

made essential funding available to Clark and others to help secure COVID response resources and

provide aid to students who had been negatively impacted by COVID-19.

Silver Linings

The COVID crisis has placed a heavy burden on institutions and the future is unclear.

Nonetheless, the struggle has also revealed silver linings in these perilous storm clouds. First, this public

health emergency has been a catalyst for change at Clark. When unexpected events force the

examination of new ideas, seismic shifts can occur. For example, the use of technology during the

pandemic may have long reaching influence on the traditional residential experience at Clark and other

universities. Second, events at Clark have served as a leadership bootcamp at many organizational levels

of the university. David Fithian has served in an unenviable position, steering the university through an

existential crisis in the first days of his presidency. There is no doubt that his first months of leadership

have been a crucible of difficult decisions and complex change, but this moment in time has also

accelerated the learning curve for the role and the community's growing confidence in his leadership.

Fithian's actions reflect an intention to stay on a course that is directed by Clark's compass of stated

values. This crisis has also highlighted and honed the management skills of many others in various roles

across the University. Their strategic problem solving and tactical planning have helped Clark succeed

under extraordinary and unprecedented conditions. Scores of people who have risen to the challenge to

lead in new ways that stretch the boundaries of their traditional job descriptions. Third, Clark's recent

investments in online learning will serve as a springboard for digital applications in future course design.

At the same time, the remote classroom experience has underscored the value of the real classroom

experience. Lest there be any doubt that a Clark University education is extraordinary. Finally, when

faced with the pandemic crisis, Clark acted on its values. The financial cost of the *Healthy Clark COVID*

Plan was nearly $10 million. Yet, this estimate does not account for lost revenue in 2020 and beyond.

See Figure 11.

Figure 11

Financial Investments for Healthy Clark COVID Plan

$300,000 **COUNSELING** ············· Additional health and counseling staff

$450,000 **FACILITIES** ············· Enhancements and modifications

$700,000 **HYGIENE** ············· Sterilization of spaces and PPE supplies

$1,100,000 **QUARANTINE** ············· Rooms and management for isolation

$2,500,000 **FINANCIAL AID** ············· Additional aid provided to families specially affected by the pandemic's economic impact

$4,750,000 **TESTING** ············· Pre-arrival, arrival, and in-session testing programs as outlined on Healthy Clark

$9,800,000 ············· Minimum Clark University COVID-19 expenses for Academic Year 2021

(Clark University, Healthy Clark COVID Plan Financial Investments 2020)

These costs represent an investment in the values of Clark University, the quality of this institution, and the welfare of its students, faculty, and staff. While the *Healthy Clark COVID Plan* was not unanimously supported, and some stakeholders never approved of the proposal to reopen, Clark has navigated these uncertain times with skill, resiliency, and confidence in its future.

Recommendations

The success of Clark University's response to the COVID crisis cannot yet be fully assessed, as community infection rates rise again and the outlook for the spring term is still uncertain. Nonetheless, there are some early recommendations that stem from what has been observed so far. While the disruptive factors of this last year may eventually be placed firmly in the past, they have also laid bare opportunities and vulnerabilities that deserve attention. As Clark and other higher education institutions contemplate more months under the shadow of the virus, it is wise to consider the possibilities that are uncovered from lessons learned.

First, Clark should conduct its own comprehensive self-assessment of its response to the pandemic crisis. Investigating faculty and administrator experiences would help the University gain insight on individual and institutional responses, inform future course design, improve support for faculty, students, and staff, weigh the benefits of remote work, and illuminate digital teaching practices that emerged during this time. (Johnson., Veletsianos & Seaman, 2020 p. 8).   The student experience should be considered as well. While much has been expressed about the difficulties that students have faced, it would also be worthwhile to assess the learning benefits that have unfolded. Are there ways that remote and hybrid learning models increased convenience for students, or eliminated the constraints of place and time? Did students practice time management skills in meaningful ways? Clark's successes were fueled by a sense of urgency and a make-do attitude, but this approach is not sustainable for the long run. While the virus was a catalyst that prompted some overdue changes, Clark might consider if it could also be a stimulus for preemptive action as well.   (Kumar, 2020)

Second, Clark should pursue improvements in Information Technology infrastructure to advance online education with a long term view. This is the time to use digital tools to link remote learning with the traditional academic model and accelerate the transformation. A robust combination of virtual

teaching competencies and richly layered classroom experiences could help Clark address the increasingly diverse needs of students and insulate the University against future external threats.

Third, it is an opportune time to consider progressive ideas that may have been left dormant. The events of the past nine months have illustrated that higher education is ripe for disruption, and those institutions that embrace this moment will build a competitive advantage. The pandemic has demonstrated that college still matters. While Clark experienced enrollment decline for Fall 2020, the registration numbers were still strong, reflecting students' collective desire to maintain momentum toward their college goals. The global need for people with the right credentials to take on the challenges of this century is greater than ever. Yet in the United States, 36 million people have attempted college but never finished their degrees. (Merisotis & Besnette Hauser, 2020) Clark University should explore the reasons for this and consider ways to make higher education more accessible, while remaining just as broad, deep, and rigorous. For example, Clark might consider recruiting additional expertise to build remote coursework, rather than relying only on faculty members. Other professionals might bring insight and color to the development of hybrid courses, faculty and student support services and other resources that support teaching, research, and learning. It is also an appropriate time to explore new opportunities for practical learning experience through internships and innovative cooperatives, as Clark students will enter a more competitive job market than those who graduated only a few years before.

Fourth, the academic community in Massachusetts has just experienced the enormous benefits of institutional collaboration and should consider ways that similar efforts could help address other obstacles facing local colleges and universities. Part of the reason that the Healthy Clark Plan is robust and comprehensive is because the University had resources like the COVID-19 screening program at the Broad Institute of the Massachusetts Institute of Technology and Harvard University, and reopening guidelines from the Massachusetts Higher Education Working Group and the Association of Independent

Colleges and Universities in Massachusetts (AICUM). As a small liberal arts university, it is in Clark's best interest to cultivate partnerships with other institutions to share and multiply the resources needed to address the challenges of higher education institutions in the United States.

Fifth, Clark must update and revise its disaster plan to reflect current successes and learnings. This effort should consider what is financially possible, what is sustainable, and what is Clark's obligation to the community and the common good. New education plans must withstand the challenges and unknowns of the ongoing pandemic and be relevant for the next crisis that emerges. (Johnson., Veletsianos & Seaman, 2020). Given the influences of global connections, the Information Age, and the increasingly rapid rate of change, populations may experience crises at more frequent intervals than previous generations. Future emergency planning should include flexible and incremental strategies, unified and transparent communication, prioritized technology infrastructure, and a blueprint that reflects the values of Clark.

Sixth, every college and university should assess its financial health in the aftermath of the pandemic. Uncertainty after this crisis is undeniable, especially with finances. Lost revenue due to COVID-related consequences such as deferred enrollment, dwindling family incomes and decreased international enrollments impose new pressures to the bottom line. (Shaker & Plater, 2020) The additional expenses of pandemic response protocols add even more stress to the balance sheet. The ongoing trend of debt-financed operations further complicates matters for some colleges and can threaten survival when an unplanned event occurs.

Seventh, Clark has an opportunity to view its assistance for its most vulnerable populations through the lens of the crisis of 2020 and consider where methods might be improved. The American College Health Guidelines reminds us that "Protecting our most vulnerable populations (medically susceptible, undocumented, students of color, uninsured or underinsured, non-traditional, older, DACA, and homeless students, faculty, and staff members) is a moral and ethical obligation." (ACHA, 2020)

Events like the COVID pandemic test these protections and reveal the cracks and weak areas that need attention. Clark should commit to reviewing the efficacy of its programs and pursuing improvements where appropriate.

Finally, when a reliable COVID-19 vaccine becomes available, Clark must implement a plan for faculty, staff, and student immunity as the central element of a crisis recovery on campus. Best practices for vaccine policies and record-keeping already exist and can be extended to include the new COVID-19 vaccine. Campus life cannot return to normal until a safe and effective vaccine is available to all members of the community.

Conclusion

The COVID-19 pandemic has prompted Clark University and other institutions of higher education to respond with a sense of urgency that is unprecedented in the recent history of the academy. Clearly, the crisis has been a catalyst for profound change, but it has also served as a kiln that fires leadership resolve and tests institutional mission, vision, and values. Leadership has never been more important in directing strategy, tactical efforts, and financial expertise toward creative solutions in Higher Education. The COVID-19 crisis has highlighted latent issues that are overdue for addressing, but it has also revealed new perspectives for the way we learn, live and work in an academic community. As colleges and universities look forward to the approval and distribution of a vaccine, they should also reflect on the lessons learned. This shared painful experience is rightly a time of mourning. It is also the moment to consider ways that our important institutions might be transformed to be more resilient, accessible, and resourced for an uncertain future.

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School of Professional Studies

Project Charter

Responding to Crisis in Higher Education

Lisa Gillingham
September 5, 2020

4.

1 Project Overview

1.1 Introduction *(The introduction provides a brief summary of what the project is designed to achieve, along with some background information on why the project is being done – the business drivers, the opportunity to be exploited, costs to be reduced etc.)*

- My case study will examine the ways that Higher Education Institutions respond to a crisis, with special focus on Clark University and the COVID-19 pandemic. This topic is worthy of study because colleges and institutions are facing this existential challenge at a time when they are already grappling with formidable issues related to the economical sustainability of the tuition model, the ongoing role of public and private funding, pressures, the accessibility of education for families, and the increasing pressure to recognize vocational focus at the expense of the liberal arts.
- While some argue that a pandemic like COVID-19 is a "once in a hundred years" public health event, Higher Education will surely face other significant crises in other forms, and the lessons learned now will have some applicability to these future events.
- This pandemic is forcing institutions to consider and employ new ways of conducting its work with a sense f urgency that is unprecedented in the recent history of the academy. The rate of learning around these models is rapid.
- We have an opportunity to consider the role of leadership at a time when the stakes are high and the consequences are concrete.
- Some universities, as well as businesses and other organizations, will not survive the economic challenges that COVID-19 imposes. Studying the successes and failures can yield important learnings that could be applied to future challenges in Higher Education and elsewhere.
- Good things that we learn about ourselves?

1.2 Major Stakeholders *(List all the key stakeholders (decision makers and anyone who will be impacted by the project outcomes).*

- Colleges and Universities
- Students
- Faculty
- Staff
- Families
- Contractors that support
- Communities where colleges and universities are located
- Business and commerce that rely on a well-educated workforce
- Government and private institutions that rely on the research that comes from higher education institutions

- All people who benefit from research and innovation

2   Project Goal and Scope

2.1   Project Goal *(Define the high-level goals of the project).*

- Identify major successes, if any, and the drivers behind them.
- Identify failures and lost opportunities, if any, and the drivers behind them.
- Identify possible improvements or corrections to influence better results

2.2   Project Scope *(The project scope details the work to be taken in order to achieve the project goal. It is just as important to explicitly state what is not included in scope as it is to state what the project will deliver).*

In Scope:
- Clark University and its management of the COVID-19 pandemic crisis.
- To include <u>selected</u> comparisons with other Higher Education institutions in the United States, and possibly other countries, when it serves to highlight an important learning.

Out of Scope:
- This is not a study of what every college and university is doing to cope with COVID-19.
- This is not an exhaustive review of state-by-state, or governor-by-governor, or city-by-city management approaches.

3   Assumptions *(An assumption is anything the project team or client considered to be true, real or certain often without any proof or demonstration. List in bullet format).*

- Information about Clark's response to the COVID-19 crisis will be readily available.
- Stakeholders at Clark University will be willing to be interviewed and forthcoming with their observations (others will cooperate with my requests)
- I will complete my capstone on time.
- I will do well, and earn an A!

5.   **4. Constraints (***Anything that restricts or dictates the actions of the project team. These can include the so-called 'Triple Constraint'- the 'triangle' of time, cost and scope -   and every project as project drivers has one or two, if not all three project constraints).*

- Time and Scope: these two constraints are interconnected. I will have to be mindful of the scope, as a broadening scope will require more time to address the increasing need for research, synthesis and writing.

- Confidential information: I have access to privileged information due to my role in the Trustees Office, and my work with Vice President Jack Foley, who has been assigned the "COVID-19 Czar" responsibilities for Clark University. I must be mindful of the trust and expectation of discretion that is placed upon me Therefore I may find that there is information that I might wish to share in my project, but cannot*.*

5   Risks *(Risk is any unexpected event that might affect the people, processes, technology, and resources negatively or positively by the project)*

- I am conducting a case study on a crisis that is taking place in real time. Therefore, I face the risk of rapidly changing conditions and events that can change the course of my project. I will focus on leadership, decision-making, communication, and process, but new state and federal requirements, political forces and current events may impact crisis management in ways that I am currently unable to anticipate.
- It is unclear how my project would be impacted if I were required to work and study fully remotely because of the pandemic.
- I may be documenting a body of knowledge (positive risk).
- I may be identifying a roadmap for future leaders at Clark University (positive risk)

6   Communication Plan *(Describe how the project team will communicate effectively with team members, the client and the capstone advisor).*

  (For capstone thesis/case study students this section is not required)
    Not applicable

7 **Project Team (***List the project team members involved in the project including the client and capstone advisor). **(For capstone thesis/case study students this section is not required)**

     Not applicable

8 **High Level Roles & Responsibilities of Project Team**
 (For capstone thesis/case study students this section is not required)

Not applicable

	Team Members				
Tasks					
Project Lead					
Responsible for the project charter					
Responsible for the ensuring effective communication					
Responsible for the quality of the final paper					
Responsible for the quality of the final presentation					
Responsible for submitting peer reviews					
Problem identification and analysis					
Problem resolution					

9 Measures of Success (*Detailed measurements that will indicate that the project is a success*)

Not applicable

Project Outcomes	Measure of Success

10 Stakeholder Sign-off
(For capstone thesis/case study students only capstone advisor signature is required)

Not applicable

This project charter has been signed off by the client, capstone advisor and project team members.

_____   _____ _____
Name   Title   Date

_____   _____ _____
Name   Title   Date

_____   _____ _____
Name   Title   Date

_____   _____ _____

Name   Title   Date

_____   _____ _____
Name   Title   Date

_____   _____ _____
Name   Title   Date

Literature Review

Lisa Gillingham

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Research Topic: Crisis Response in Higher Education Institutions

Define your research topic

Write a brief (3 to 4 paragraphs) general introduction to the topic and what are your objectives for undertaking the research. Include the population under study or the problem statement you are addressing

My case study will examine the ways that Higher Education Institutions respond to a crisis, with special focus on Clark University and the COVID-19 pandemic. This topic is worthy of study because colleges and institutions are facing this existential challenge at a time when they are already grappling with formidable issues related to the economical sustainability of the tuition model, the ongoing role of public and private funding, pressures, the accessibility of education for families, and the increasing pressure to recognize vocational focus at the expense of the liberal arts.

While some argue that a pandemic like COVID-19 is a "once in a hundred years" public health event, Higher Education will surely face other significant crises in other forms, and the lessons learned now will have some applicability to these future events.

This pandemic is forcing institutions to consider and employ new ways of conducting its work with a sense of urgency that is unprecedented in the recent history of the academy. Some universities, as well as businesses and other organizations, will not survive the economic challenges that COVID-19 imposes. Studying the successes and failures can yield important learnings that could be applied to future challenges in Higher Education and elsewhere.

This case study will focus on the Clark University population and its surrounding community. I will explore data from other Higher Education institutions, as well as state and national outcomes, for contextual and comparative purposes.

Questions:

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● How has Clark University responded to the 2020 pandemic? What steps have been employed?

● What strategies have been successful in protecting the health and welfare of Clark's stakeholders?

● What strategies were ineffective, damaging or lost opportunities, and what were the drivers behind them?

● What improvements or corrections could influence better results?

 This question can be furthered broken down into sub-questions:

● What other conflicting or compounding stresses impacted Clark's response plan? Internal and external.

● How does an existential challenge influence decision making.

● What circumstances have served in Clark's favor?

● How important is leadership? In what ways does leadership drive our strategy?

● How does Clark's culture impact results...positively and negatively.

● How has Clark organized and mobilized for this challenge, specifically?

● How does Clark's results compare to the national performance?

● How has technology influenced decision making?

Introduction to Literature Review

Detail the literature you reviewed as part of your research project. Define the purpose of the literature review. (1 to 2 paragraphs)

Sources included peer-reviewed academic journals, news reports, industry publications, scientific research sites, online libraries, and books. The purpose of this review was to gain an understanding of the general topic so that I could bring focus to the topic, but also enough breadth to gain perspective.

Literature Review Components

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Detail in 1 to 3 paragraphs the components of your literature review including any assumptions you may have. For example what academic journals, online libraries etc. that you used.

Types of Published Documentation – Academic and Commercial

See outline attached.

Investigation: Theories, Models and Research Studies

See outline and story board attached

Conclusions

Some big themes have emerged from my readings:

- Leadership as a force for physical and perceptual change. Leadership in different forms.
- The power of crisis as a force for change.
- The sweeping impact of digital capacity,
- Surveillance testing as the cornerstone of a COVID response plan

Methods for Investigating My Research Topic

My research methods included a lot of online research (!), requesting books from other universities (through Clark's excellent library system), conversations with key people at Clark (that helped me to crystallize ideas and direct formal research accordingly),

keeping an eye on the daily industry news bulletins for higher education, newspapers, TV news, and coverage of the U.S. Presidential Election.

Lessons Learned

It was a lot of fun…..but it is easy to get off-track if I don't keep my searching very specific. I have to remember that I'm writing a case study, and not an encyclopedia. I also learned that I prefer the research over the writing. However, the discipline of writing is what makes me formulate my ideas….so there really is no getting around writing if I want to think deeply about an important subject or idea.

Cited References

List your cited references using APA   formatting

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https://campushealth.unc.edu/services/covid-19-services/covid-testing-and-
tracing-campus-health

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Abstract

Introduction

- How does Higher Education respond to Crisis?
- A case study of Clark University and it's approach to managing through the COVID-19 pandemic.

The Problem: COVID-19

- Brief review of events and timeline, global, domestic and local.
- Visuals
  - Transmission Risk by Industry
  - Colleges with COVID infections - National
  - Colleges with COVID infections - Mass

Scope of Pre-exisiting Stresses

- Stresses for Higher E, especially small liberal arts schools
  - Financieal Stresses (Tuition dependency. Modest endowments)
  - Declining Enrollment
  - Declinging government support
  - Chalenges to academic mission
- Stresses for Clark
  - Large international student population
  - Presidential Transition
  - Black Lives Matter
- Visuals
  - Tuition Dependency
  - Endowment Coverage

The Pandemic Brings New Challenges to College Campusus

- Unprecedented nature of pandemic
  - Sifting to find the facts
- Conflicting pressures to reopen and shut-down
  - Government and political factors
  - Community and internal factors
- Budgets
  - estimating revenue
  - estimating monetary costs of pandemic
- Managing inequities and student needs

Crisis Management at Clark University

- Weakening barriers to change
- Protect and Pivot
- Leadership
  - Two-in-a-Box
  - Guiding principles
- Response planning
- Tactical Framework
  - Mitigating Infection
  - Reducing Infection Risk
  - Protecting Tthose at elevated risk and providing access to treatment
- Communication
- Adaptability
- Digital Capacity
- Wellness
- Supporting the most vulnerable students
- Visuals
  - Clark Committment
  - Healthy Clark Dashboard
  - Online teaching techniques
  - Changes to classes (empathy)

Outcomes for Other Higher Education Instittuions

- Practices that prevent infection spread
- Failures
  - Sureveillance testing programs that are not comprehensive
  - Financial limitiations
  - Placing burden on students
- Visuals
  - Employment decline in higher ed

Leveraging Positive Attributes

- Small college
- No Greek life
- Broad Institute
- Leadership transition

Silver Linings

- COVID as a catalyst for change
- Leadership
- Lessons
- growing confidence in new President
- development of other leaders
- online learning investments toward future course design
- Investment in values
- Visuals
  - Financial investments

Recommendations

- Self assessement
- Online educaiton
- Consider progressive ideas left dormant
- Institutional collaboration
- Disaster planning
- finanical assessemnt
- responsibility to vulnerable populations
- Vaccines!

Conclusion

Capstone Outline / Literature Review

A. **Introduction**

    1. How does higher Education respond to crisis?
    2. Case Study: Examined through the lens of Clark and its operations during the COVID-19 pandemic
        a. Out comes
        b. Learnings
        c. Opportunities
        d. What next?

B. **Brief Introduction to the Problem / COVID-19: The Problem**

    1. Global view
    2. Domestic view
    3. Northeast Region view
    4. Challenge to Higher Education

C. **Background: Scope of Pre-existing Stresses**

    1. HIE
        a. Financial Stresses, pre existing
            i. "Over the last five years, debt taken on by colleges has increased by 57%, while tuition revenues and new assets grew by 37% and 32%, respectively."[1]
                1. "Over 40% of private not-for-profit schools depend on tuition and student services for over 75% of their revenues, leaving them sensitive to sudden shifts."
                2. "At least 38% of colleges have operated at a deficit at least once in the last three years; 18% for three years straight." [2]
                3. "Now, only 60% of private institutions have sufficient assets to cover their operating expenses in the event of an emergency. " [3]
                4. Weakening support from state and federal government
                    a. increasingly dependent upon student tuition and services as the financial burden of education shifted from the state to the student in the Great Recession: state funding has declined 21% per FTE since 2008 and federal funding has declined 11% per FTE.[4]

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[1] https://www.u3advisors.com/insights/the-geography-of-campus-closures/
para 4
[2] https://www.u3advisors.com/insights/the-geography-of-campus-closures/
para 4

[3] https://www.u3advisors.com/wp-content/uploads/2020/08/U3Advisors_DistressedColleges.pdf p.
[4] https://www.u3advisors.com/wp-content/uploads/2020/08/U3Advisors_DistressedColleges.pdf

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      ii.   Modest endowment
         1.   Doing more with less culture
   b.   Declining enrollment
      i.   Birth Rate
         1.   ll
         2.   "since 2010 the population of traditional college-aged students (18-24) has fallen by a little over 1% nationally, and declining birth rates following the recession of 2008 (and potentially that of 2020) will likely push this decline as high as 15% past 2025."[5]
      ii.   "Increasing competition for students has pushed schools to make riskier financial and programmatic decisions, such as tuition discounting or debt-driven amenity creation, that have further weakened their already shaky financial structures."[6]
   c.   Academic Stresses
      i.   identifying and delivering programs that address future needs in the marketplace
      ii.   keeping on top of learning innovations

2.   Clark, specifically
   a.   Reliance on International students
   b.   Presidential Transition
   c.   Black Lives Matter

3.   These stresses present as challenges that must be met, but they are also opportunities for change.
   1.

D. The Problem / The Pandemic Brings New Challenges to College Campuses

1.   Unprecedented nature of pandemic.
   a.   Watch closely, lock-down. Period of paralysis while facts are gathered
   b.   Little interest in being a leader, but rather learn and collaborate with other institutions
   c.   There is no playbook for COVID.

2.   Outside Forces
   a.   Federal Response
   b.   State Response
   c.   City Response
   d.   Clark Response

3.   Conflicting Pressures to reopen and shut-down
   a.   Conflicting pressures from politicians and public health experts
   b.   Pressure from students, families, athletic programs

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p.6
[5] https://www.u3advisors.com/insights/the-geography-of-campus-closures/
para 3
[6] https://www.u3advisors.com/insights/the-geography-of-campus-closures/
para 4

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      c.   Faculty and staff speaking out against opening

      d.   financial pressures

           i.   How many colleges rely on tuition and residence-related revue to meet the bottom line?

      e.   "Moody's revised its 2020 higher education outlook to negative from stable on March 18 citing fiscal headwinds caused by COVID-19 and future downside risks."[7]

           i.   "Fitch Ratings credit analyst Emily Wadhwani noted that tuition-dependent colleges with limited liquidity that rely heavily on endowment draws are most susceptible to operating risks and small shifts in enrollment. Wadhwani said about 1,500 small private liberal arts colleges fall into this category throughout the country, with many concentrated in the Northeast." para 8-9

      f.   "Fitzgerald noted that just over 30% of public universities and nearly 30% of private colleges were already running operating deficits before the virus outbreak making reserves or operating cash flow that much more crucial to weather the storm." [8]

           i.   Moody's Investors Service analyst Susan Fitzgerald

4.   Admissions
5.   Cost of Testing
6.   Other costs
7.   Manage inequities and student needs

8.   1.5 billion students and youth across the world are affected by school and university closures due to the pandemic. Scope.

9.   Town/Gown Relations
      a.   Worcester's reliance on Clark, yet students are a source of potential viral spread as well as general trouble making.
10. Challenges of schools that do not enjoy top-tier prestige?
      a.   Geographic Factors
           b.   "~40% of schools that we classified as having the greatest risk for closure or consolidation are located in just six states: Michigan, Pennsylvania, Ohio, New

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    1.

[7] Coen, A. (2020, March 28). Coronavirus challenges health of higher education sector. Retrieved October 20, 2020, from https://www.bondbuyer.com/news/coronavirus-challenges-health-of-higher-education-sector

, para 5

[8] Coen, A. (2020, March 28). Coronavirus challenges health of higher education sector. Retrieved October 20, 2020, from https://www.bondbuyer.com/news/coronavirus-challenges-health-of-higher-education-sector
, para 17.

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York, Illinois, and Massachusetts (yet those states represent only 25% of all schools)"[9]
c. 85 private and public higher ed institutions in Mass.29% have serious risk factors for closure.[10]
d. Perspect"The coronavirus pandemic did not cause the current crisis like an unexpected blow to an otherwise healthy patient; it has exposed and exacerbated an array of preexisting conditions, revealing structural inequalities that go back not just decades but centuries."[11]

[i] http://goddard40.clarku.edu:2107/eds/detail/detail?vid=0&sid=1267950a-bcd5-4de1-b46f-d5054281e190%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=145484616&db=buh the End of the University p. 24.

E. Elements of Crisis Management/ Clark University Manages a Crisis

1. Barriers to Change
   a. An existential threat effectively weakens many barriers to change.[12] Clark's capacity to pivot makes weathering COVID possible, but may also reveal new opportunities for growth.
      i. "How can we ride out the crisis to emerge stronger than others in our industry?"
      ii. "How can the organization learn through this experience to win in a new world?"
         1. Hernan Saenz and Dunigan O'Keeffe of Bain and Company
   b. "Education must continue through messy times, because it empowers us."[13]
2. Protecting the Core and Pivot to new opportunities
   a. As the virus spread, lockdown orders were put into place. Physical distancing requirements, event cancellations, and facility closures were enacted quickly and universities had to develop new strategies in a matter of days. This is not a new phenomenon. Worldwide higher education has had to pivot before due to natural

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1.

[9] https://www.u3advisors.com/insights/the-geography-of-campus-closures/

[10] https://www.u3advisors.com/insights/where-will-americas-colleges-close-its-doors/

[11] Groysberg, B., & Connolly Baden, K. (2020, September 10). The COVID Two-Step for Leaders: Protect and Pivot. Retrieved September 30, 2020, from https://hbswk.hbs.edu/item/the-covid-two-step-for-leaders-protect-and-pivot
the End of the University p. 24.
[12] https://hbswk.hbs.edu/item/the-covid-two-step-for-leaders-protect-and-pivot
[13]   Dean of the College Betsy Huang, at CU Town Hall Meeting on October 29, 2020.

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disasters and political unrest. [14] What was unprecedented was the global nature of this pivot.

    b. online communities of practice

    c. Difference between online education and remorse education employed online in response to a pandemic. [15] Bates (2020), emphasized that there are differences between online education and remote education employed rapidly in response to a pandemic.[16]

    d. Delayed start. Compressed term

    e. "Private institutions, of course, aside from maybe the very top ones, are extremely tuition dependent. I think they will be under a lot of pressure to have face-to-face classes rather than online classes, because I think we're seeing student dissatisfaction with paying normal tuition for online classes," he said. "The higher the tuition, probably the greater that level of dissatisfaction."[17]--Chuck Staben, former president of the University of Idaho

3. Leadership

    a. paramount importance of doing the right thing. How did this frame Clark's thinking?

        i. Stockdale Paradox

            1. [18]"You must never confuse faith that you will prevail in the end—which you can never afford to lose—with the discipline to confront the most brutal facts of your current reality, whatever they might be."

            2. The discipline is to baldly assess the situation for what it is and take goal directed action to survive, or even thrive.

    b. The most important job a leader has in a crisis is to consistently articulate this purpose, and connect each day's tasks to it.[19]

    c. Effective crisis leaders motivate people past that doubt by constantly reiterating the organizational purpose and operationalizing it as tasks.[20]

    d. Managing conflicting pressures

    e. principles that guide the reopening plans[21]

            1. the health and safety of the students, faculty, and staff;

            2. options for students and their families to learn on-campus or remotely with both modalities following Clark's rigorous academic standards and commitment to high-impact learning experiences;

            3. the on-campus experience will need students, faculty, and staff to be responsible for their decisions that will create a healthy, shared campus

1. _____

[14] http://goddard40.clarku.edu:2116/eds/pdfviewer/pdfviewer?vid=2&sid=6bae52e7-883f-487c-b36a-62bbc6effa57%40pdc-v-sessmgr04, p.7

[15] http://goddard40.clarku.edu:2116/eds/pdfviewer/pdfviewer?vid=2&sid=6bae52e7-883f-487c-b36a-62bbc6effa57%40pdc-v-sessmgr04, p8.

[16] http://goddard40.clarku.edu:2116/eds/pdfviewer/pdfviewer?vid=2&sid=6bae52e7-883f-487c-b36a-62bbc6effa57%40pdc-v-sessmgr04, p8.

[17] https://www.insidehighered.com/news/2020/04/24/colleges-lay-groundwork-fall-or-without-pandemic

[18] https://hbswk.hbs.edu/item/what-the-stockdale-paradox-tells-us-about-crisis-leadership

[19] https://hbswk.hbs.edu/item/what-the-stockdale-paradox-tells-us-about-crisis-leadership

[20] https://hbswk.hbs.edu/item/what-the-stockdale-paradox-tells-us-about-crisis-leadership

[21] 6/26 Board Meeting Minutes (need permission)

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environment; Clark will need to be able to adapt rapidly and effectively to the evolving public health situation

    4. the University will be transparent in communicating these plans and the reasoning behind them to all constituencies.

 f. [22]Leaders are catalysts for perceptual change more than for physical change (17-20)[23]

  i. Find the internal contradictions

    1. contradictions between what we do and what we say: incongruities between organizational culture and the enacted environment

  ii. Clarify the identity of the institution

    1. roots in institutional history

    2. relate to current conditions

  iii. Act on multiple changing fronts

    1. treat every problem as if it has multiple solutions

    2. Treat every solution as fleeting.

    3. Look for consequences in unlikely places

    4. beware of any solution that undermines strong values

  iv. Communicate

 g. Crisis Leadership

  i. "Academic institutions, by their very nature, do not hire leaders for their ability to make fast and difficult decisions in acute disasters or crises, as these are rare events. Thus, sweeping pronouncements from university leaders are uncommon"[24]

  ii. "In contrast, effective leaders during a crisis are those who can make unilateral decisions, communicate them clearly and unambiguously, and motivate people to execute their plans. In our opinion, the skill sets that make university leaders effective under normal circumstances could very well be an impediment in a time of crisis because many lack the proficiencies and experience to guide their institutions' responses to catastrophic events. "[25]

  iii. I disagree! Perhaps an effective crisis leader does not have to have all the requisite skill sets….but he must be able to circle in others that do and collaborate with them.

  iv. Values are especially important if a leader is going to trust others to manage a crisis. Must maintain focus on the compass.

  v. Leadership Transition

    1. Angel: Spring

1.

[22] https://www.nytimes.com/interactive/2020/us/coronavirus-testing.html

[23] Tierney, W. G. (2008). The impact of culture on organizational decision making : theory and practice in higher education (First). Stylus Pub. http://goddard40.clarku.edu:2133/ehost/ebookviewer/ebook?sid=97bf82c9-462c-4005-bc81-a4bf0c2910af%40pdc-v-sessmgr02&vid=0&format=EB,

[24] https://docs.google.com/document/d/1cptjQ1QV-4u_Lnh46l2bK5hpN7D3F2Ho_yoAc_oFCEk/edit, pp4-5

[25] https://docs.google.com/document/d/1cptjQ1QV-4u_Lnh46l2bK5hpN7D3F2Ho_yoAc_oFCEk/edit, pp4-5

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        2. Fithian: Fall
        3. Collaboration and Coordination between the two people
        4. 2 in a box

4. People / Planning
   a. 3 Pillars
      i. aligning Clark people and skills toward creating solutions
      ii. Going outside for people who can close expertise or experience gaps
      iii. Collaborate with other institutions
      iv. examples of each
      v.
      vi. Clark Health Plan

5. Tactical Framework
   a. Decision Criteria
      i. primary criteria for safely reopening are[26]
          1. to substantially mitigate but not eliminate the probability of infection
          2. demonstrate the capability to manage the spread of infection
          3. demonstrate a capacity to
          4. access to treatment must be sufficient to respond to health care needs.
          5.
   b. Reopening Campus
      i. Testing
          1. accurate, frequent testing with fast results will be the cornerstone to everything else in the Clark Health Plan
      ii. Contact Tracing
      iii. Training
      iv. Daily Self-checking
      v. Policies
      vi. Statement of Commitment
   c. Reducing the Risk of INfection
      i. De-densify Classrooms
      ii. c. Modify Instruction
      iii. d. Course Modifications
      iv. e. Online Options for Students Not Returning to Campus
      v. f. Residence Halls
      vi. g. Student Activities
      vii. h. Athletics and Recreation
      viii. i. Dining
      ix. j. Sanitation
      x. k. Building Access, Visitors and Travel
   d. Support Services
      i. Health Services
      ii. Counseling and Psychological Services

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A. [26] 6/26 Board Meeting Minutes (need permission)

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1. "According to David Kessler, an author and grief expert quoted in a recent HBR article, "The loss of normalcy; the fear of economic toll; the loss of connection. This is hitting us and we're grieving. Collectively. We are not used to this kind of collective grief in the air."[27]
2. Students, faculty and staff with mental health conditions are at Higher "psychiatric risk"
   a. [28]increased social isolation,
   b. increased stress regarding finishing classes
3. Other issues
   a. BLM
   b. lost 2 students

6. Communication
   a. strategic and unified
   b. abrupt decisions impact the community in ways that can create a sense of district and a lack of confidence.
   c. Best communication is frequent and repetitive.
   d. Transparency.
   e. authenticity
   f. "HAVING A VALUE SYSTEM, A SENSE OF IDENTITY, A PURPOSE FOR ONE'S EXISTENCE INCREASES THE ODDS OF SURVIVAL AND RESILIENCY."
   g. specific examples t Clark

7. Adaptability

   a. Alignment

      i. A culture that is strategically aligned, widely shared and valued will not help unless it is also adaptive.[29]

         1. Need resilient people in the organization
         2. curate and communicate examples of how we are remaining faithful to our cultural values through new practices.
         3. Model transcendent values
   b. In other words, the organization adapts to the demands of the environment.[30]

1.

[27] Groysberg, B., & Connolly Baden, K. (2020, September 10). The COVID Two-Step for Leaders: Protect and Pivot. Retrieved September 30, 2020, from https://hbswk.hbs.edu/item/the-covid-two-step-for-leaders-protect-and-pivot

[28] https://www.umassmed.edu/globalassets/transitionsrtc/publications/webinars/college-student-hype-covid-webinar-3.25.20-final.pdf

[29] https://hbr.org/2020/08/dont-let-the-pandemic-sink-your-company-culture

[30] Tierney, W. G. (2008). The impact of culture on organizational decision making : theory and practice in higher education (First). Stylus Pub. http://goddard40.clarku.edu:2133/ehost/ebookviewer/ebook?sid=97bf82c9-462c-4005-bc81-a4bf0c2910af%40pdc-v-sessmgr02&vid=0&format=EB, p. 10

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i. "ecological "approach
ii. environment is always changing
iii. rather than "deal" with it, organizations must change with it. Align with the changes.
1. Look outward to understand new stresses, market changes, needs...and change to meet the demands of the environment. Current contexts and individual perceptions. (p11)
2. Some decision makers interpret the organization's culture based on historical traditions
3. "The role of the college president in understanding and interpreting the environment to different constituencies becomes increasingly important." (p12)

c. The changing nature of the crisis makes leadership feel like it is making decisions in the dark, but there are important resources for information and guidance.

d. Identifying Existing Supports for Students[31]
i. additional resources to bridge the gap?
ii. Examination of thousands of students' twitter activity revealed some common observations about how students feel about the switch to remote learning and managing their course work during the pandemic crisis.[32]
1. Students appreciate faculty who remain positive and calm. They appreciate encouragement.
2. Students would like faculty to maintain a proper perspective. During a pandemic, it is more likely that other priorities will outrank class from time to time.
3. Students appreciate faculty who are empathetic, who are flexible, and who have reasonable expectations. Flexibility of time. Adjusted course expectations. pass fail option
4. Professional behavior norms benefit students as well as faculty. Appropriate dress. Reasonable effort to limit interruptions.
5. Students want faculty to be comfortable with technology
6. Not all students are tech-savvy and connected

8. Digital Readiness
a. May faculty were not adequately knowledgeable about online tools. [33]
b. Transition to online Distance learning requires[34]
i. Skilled leadership

1. _____

[31] https://www.umassmed.edu/globalassets/transitionsrtc/publications/webinars/college-student-hype-covid-webinar-3.25.20-final.pdf

[32] https://er.educause.edu/blogs/2020/4/what-some-students-are-saying-about-the-switch-to-remote-teaching-and-learning para. 4-10

[33] https://docs.google.com/document/d/1cptjQ1QV-4u_Lnh46l2bK5hpN7D3F2Ho_yoAc_oFCEk/edit, p.1

[34] http://goddard40.clarku.edu:2107/eds/pdfviewer/pdfviewer?vid=3&sid=9567e80f-6621-47cc-ab11-ea0c41ffe80a%40sdc-v-sessmgr03, p.103-107

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      ii.   policy and planning

      iii.   financial management

      iv.   Designing and Delivery competencies

      v.   Student support services

      vi.   student engagement

  c.   Digital capacities will serve as insurance against risk in the future...for students as well as institutions.

  d.   **Wellness**

9. Empathy[35]: Brad Judy, Information Security Officer for the University of Colorado–System Administration.

  a.   "The phrase of the day is no longer "work-life balance"; it is "pandemic security." Do people feel secure in their health, their families, their resources and their jobs?"

  b.   "Some will fit naturally into remote work, and others will be uncomfortable."

  c.   "Some may have home environments that are not conducive to work."

  d.   "Many will miss the direct interactions and rituals of a workplace."

  e.   "What does all of this mean for those of us who are leaders and managers? Empathy and compassion become our most critical skills."

10. Mental Health

  a.   Students and Families[36] (detailed data available) Where to put P3?

  b.   Students

      i.   65% felt their college was handling the crisis well

      ii.   Graduate schools are receiving the highest praise – 72% approve of response

      iii.   Private and Public 4-year undergraduate colleges have the lowest approval – 62%

      iv.   86% have shifted to online learning, only 6% have experienced temporary or semester-long closures

      v.   15% of students find online classes as effective as in-person

      vi.   74% reported that they have sufficient access to technology or Internet access to succeed

      vii.   70% responded that how a school handles this situation will affect their decision to enroll next year

      viii.   20% are considering transferring or taking at least one semester off (most recent responses are indicating 22% are)

      ix.   Career/Trade School students are least likely to transfer or take time off – 9%

      x.   45% are confident that the economy and job market will recover before they are looking for a job

      xi.   54% of graduate school students are confident in a recovery

      xii.   Public 4-year college students are the least confident at 42%

1. _____

[35] https://er.educause.edu/blogs/2020/3/thoughtfulness-in-a-pandemic para 3

[36] https://www.niche.com/about/enrollment-insights/impact-of-coronavirus-on-students-academic-progress-and-college-plans/#collegefeedback

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           xiii.   63% are more reliant on college search sites, student reviews, and social media than before

           xiv.   27% are more likely to consider online education in the future, 53% disagree

           xv.   66% feel that they can still graduate on time

   c.   Parent perspective about their children's experience and how this is affecting their families

        i.   85% have shifted to online classes

        ii.   12% have temporarily closed or closed for the year

        iii.   63% feel that their child is supported by their teachers and administrators

        iv.   65% feel that their child's college is handling the crisis well

        v.   27% have a more favorable view of online education

        vi.   57% will be less able to financially contribute to their child's education

        vii.   47% are concerned about their child's ability to find a job after graduation

        viii.   20% of their children are considering transferring or taking at least a semester off

11. Supporting our most vulnerable students

   a.   Increased risk of

   b.   Reduction in critical resources[37]

        i.   Libraries, study spaces, dorms, dining commons…friends, professors…computers, high-speed internet

        ii.   Reduction in number of in-person supports on and off campus

        iii.   • Uncertainty regarding the access of virtual support

   c.   What percentage of Clark students live at poverty level? Data?

   d.   Socioeconomic disparities undoubtedly affected students' opportunities and performances."

        i.   sudden dorm closures

             1.   what solutions were in place for vulnerable students. How did Clark address this?

        ii.   students and faculty with dependents

        iii.   some students do not have good places to go home to (Syracuse letter)

        iv.   managing inequities and student needs

        v.   Digital Divide: addressing gaps in access[38]

             1.   hardware

             2.   internet access

12. Diversity of students

   a.   Reorganize to enhance decision making: senior leadership behaving in more cross-functional and collaborative ways. More deeply involved in strategy and policy decisions in order to respond rapidly to an evolving crisis.

   b.   Find new ways to collaborate

   c.   Formalize and enable remote work lifelong learning at scale (?)

1.   ———————————

[37] https://www.umassmed.edu/globalassets/transitionsrtc/publications/webinars/college-student-hype-covid-webinar-3.25.20-final.pdf

[38] The Unequal Costs of the Digital Divide , Audrey Williams June

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      d. Rethink how you evaluate employee performance (?)

      e. Identify volunteer opportunities

      f. Help employees develop resilience. How many employees are experiencing high levels of anxiety and lack of motivation?

      g. Foster a more connected organization

      h. include faculty, staff and students

      i. creating and maintaining spaces for all to be part of the conversation and access opportunity within Clark.

13. Faculty

      a. tenure clocks[39]

      b. lost funding?

14. In what ways can Higher Ed contribute to the war effort of Covid?

F. Reasons colleges are doing poorly nationwide

1. Placing burden on students

      a. Expectations for radical changes in behavior and perfect compliance are problematic

      b. Can we have EMPATHY for what is going on campus?

         i. What low risk options can we offer students?

            1. Social pods?

            2. Using outdoor spaces?

         ii. Does an "abstinence" behavioral philosophy adequately recognize the behaviors of 18 year olds?

         iii.

         iv. Supporting students in having their social needs met

2. Being Prepared

      a. American College Health Association

      b. Insufficient use and support for testing

3. Managing conflicting Interests

4. Resignation of SUNY Oswego president

5. Communication

6. 7 colleges have closed permanently.[40]

7. "In the United States, about 36 million people have tried college but never finished their degrees. We should address the reasons why"[41]

8. "Many colleges that survived the Great Recession emerged in financial death spirals, with annual operating costs outpacing revenues. These institutions survived by raising tuition and

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[39] https://docs.google.com/document/d/1cptjQ1QV-4u_Lnh46l2bK5hpN7D3F2Ho_yoAc_oFCEk/edit, p3.

[40] https://www.entangled.solutions/coronavirus-he/

[41] https://www.insidehighered.com/views/2020/05/18/colleges-must-deliver-what-matters-most-students-employers-and-society-opinionhttps://www.insidehighered.com/views/2020/05/18/colleges-must-deliver-what-matters-most-students-employers-and-society-opinion

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borrowing more. With states facing revenue shortfalls and changes in student behavior resulting from the coronavirus, the higher education system we knew is unsustainable."[42]

9. Weaker institutions that fail to be innovative or deliver online education will close.

10. Persistent reminder that those in HE are not immune to outside pressures, in spite of the timeless facade. We must pivot to respond to shifting needs of students, employers, the marketplace, and the common good.

G. Leveraging Positive Aspects

1. Small population compared to large schools (and small resources)
2. No Greek Life
3. Is there anything about being a Clarkie that frames the way we think about the pandemic and our responsibility to one another?

4. Broad Institute

5. Smooth parallel transition: 2 in a box

6. Care Act

H. Silver Linings

1. "A crisis produces new ways of thinking." President Michael Crow, Arizona State University
   a. Shifts in business, society and education occur when unexpected events force experimentation around a new idea.[43]

      i. Examples

         1. women joining the workforce during WW!!

         2. Establishment of India as a world-class leader in technology and engineering during Y2K

      ii. Our use of technology during this time may have a long lasting influence on Higher ed in the future.

      iii. changes in the traditional four year residential experience that were once considered unthinkable

2. "One of the biggest myths of leadership is that you have to be in charge to lead." Craig Groeschel
3. Serious effort devoted to new ways of teaching, and yet this experience also underscores the value of the real classroom experience

4. An opportunity to act on our values and show what we are made of

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1.

[42] https://www.insidehighered.com/views/2020/05/18/colleges-must-deliver-what-matters-most-students-employers-and-society-opinion, para 18

[43] https://hbr.org/2020/03/what-the-shift-to-virtual-learning-could-mean-for-the-future-of-higher-ed

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5. Resiliency

I. Recommendations

1. Self Assessment
   a. "Understanding faculty and administrator experiences may enable researchers to gain valuable insights on how individuals responded, informing future course design, institutional responses, support structures for faculty/students/staff, and potentially shed more light on techno-pedagogical practices that emerged during this period" [44]
      i. student learning benefits
         1. increased convenience. No limitations of location or time
         2. schedule flexibility
         3. practice time management
      ii. In what ways was the virus a catalyst that brought about overdue changes?[45] Can it be a catalyst for preemptive change?
      iii. Clark's successes were fueled by a sense of urgency, and a make-do attitude. but that is not sustainable for the long game
      iv. issues to address to ensure that wide-spread remote or hybrid learning can succeed[46]
         1. course preparation
         2. faculty development
         3. accessibility of library resources
         4. counseling financial aid internet access
         5. technical support
         6. tuition pricing
2. Improvements in IT infrastructure to advance online education
   a. learn to use digital tools to marry virtual learning with the traditional academic model.
   b. accelerate digital transformation
   c. Professional development for faculty, administration and staff: so that we can use technology to make a seamless transition
   d. Training for students
   e. faculty practices
   f. administrative functions
3. Consider other progressive ideas that may have been left dormant
   a. post-secondary education is already ripe for disruption given increasing cost of tuition
   b. "progressive ideas long left dormant or thought not possible will become available. It remains to be seen if this will lead to lasting reform or if they will try to bounce back to old outdated ways as soon as possible."[47]

1.

B. [44] U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic, p.8

[45] https://journals.library.brocku.ca/brocked/index.php/home/article/view/841, p2
[46] trustees magazine. p 20
[47]

https://goddard40.clarku.edu:2168/ps/retrieve.do?tabID=T003&resultListType=RESULT_LIST&searchResultsType=SingleTab&hitCount=1&searchType=AdvancedSearchForm&currentPosition=1&docId=GALE%7CA627147781&docType=Article&sort=RELEVANCE&contentSegment=ZNEW-

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   c. "A successful online and digital learning approach requires an ecological approach and should not solely rely on individual faculty members. To this end, institutions may need to consider how other professionals might support the development of online and blended courses (e.g., instructional designers), what kinds of remote support services might be needed for by students, and how certain services (e.g., libraries) may need reorganization to support teaching and learning. "

   d. Schools that support practical experience through work, internships and innovative partnerships will have a competitive edge, as student will be looking for these opportunities to build their resumes in anticipation of entering a more competitive workplace that those who graduated just a few years prior

   e. A college education still matters. [48]
      i. "In the United States, about 36 million people have tried college but never finished their degrees. We should address the reasons why"[49]
      ii. "With an economic contraction across the world now more than ever people will require better credentials to take up 21st Century jobs."[50]

4. Collaboration
   a. What institutions have made the transition well?
   b. What institutions have struggled?

5. Moving forward[51]

6. Financial Health
   a. Reconsider the degree to which HE builds on debt. Clarks experience is how debt protects in times of crisis.

7. Disaster Planning
   a. Build on current successes to plan for the unimaginable in the long term[52]
      i. what is financially possible
      ii. what is sustainable
      iii. what is clarks obligation to the community and the common good

1. _____

FullText&prodId=STND&pageNum=1&contentSet=GALE%7CA627147781&searchId=R2&userGroupName=mlin_c_clarkunv&inPS=true

 para 2

[48] https://goddard40.clarku.edu:2538/docview/2422736645/FBE2DE4600894F37PQ/1?accountid=10152
[49] https://www.insidehighered.com/views/2020/05/18/colleges-must-deliver-what-matters-most-students-employers-and-society-opinion
https://www.insidehighered.com/views/2020/05/18/colleges-must-deliver-what-matters-most-students-employers-and-society-opinion
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https://goddard40.clarku.edu:2168/ps/retrieve.do?tabID=T003&resultListType=RESULT_LIST&searchResultsType=SingleTab&hitCount=1&searchType=AdvancedSearchForm&currentPosition=1&docId=GALE%7CA627147781&docType=Article&sort=RELEVANCE&contentSegment=ZNEW-FullText&prodId=STND&pageNum=1&contentSet=GALE%7CA627147781&searchId=R2&userGroupName=mlin_c_clarkunv&inPS=true para 2

[51] https://hbr.org/2020/06/lessons-from-chinese-companies-response-to-covid-19

[52] trustee managing, p 21

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      b. Be transparent about challenges

      c. Adopt new models of communication

          i. Prioritize communication that is strategic, unified

      d. Develop a comprehensive disaster preparedness plan that encompasses events beyond natural disasters and active shooters.

      e. strategies should be flexible and incremental

          i. enrollment shifts and mid-term withdrawals

          ii. closing and online learning

          iii. budgets cuts, small to large

          iv. all depends on the severity of changes in revenue and safety conditions

      f. Prioritize technology infrastructure, because this is likely to be the resource that allows us to carry on.

          i. in terms of academics

          ii. in terms of student support services

      g. Financial planning for emergencies, including perhaps business interruption insurance

      h. "institutions need to develop sustainable educational plans that can withstand the challenges and unknowns of the ongoing pandemic"[53]

      i. Will the next crisis come sooner, given the accelerating rate of change, the increasing physical connectedness of the world, and the high speed of this communication and information age?

8. Mental Health Care

9. "Protecting our most vulnerable populations (medically susceptible, undocumented, students of color, uninsured or underinsured, non-traditional, older, DACA, and homeless students, faculty, and staff members) is a moral and ethical obligation. Some vulnerable individuals may need to observe ongoing physical distancing for a more prolonged period of time."[54]

10. "Research specifically investigating how faculty, staff, administrators, and students cared and supported one another during this difficult time may shed light on valuable practices that may be worthwhile to continue enacting. " [55]

11. Closing down the virus

      a. '"Faculty, staff, and student immunity to COVID-19 will be essential for long term campus planning, management, and recovery."[56]

J. Conclusion

1. A fragile micron virus reaped destruction across the globe and derailed the normal operations of higher education. This should be a lesson or cautionary tale for the future.

      a. this could happen again.

      b. What have we learned?

      c. What can we do to make ourselves more adaptable for the next crisis?

1.

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[53] U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemi, p.16

[54] https://www.acha.org/documents/resources/guidelines/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May2020.pdf, p. 2

[55] U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemi, p.16

[56] https://www.acha.org/documents/resources/guidelines/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May2020.pdf, p2

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      d. What practices will lose appeal or support over time. Will enthusiasm for such changes wane?

      e. What is the new normal?

2. Disruption creates new opportunities for HE to become stronger

3. the experiences of this moment may cause us to be ready to consider opportunities for renewal of an institution that is plagues by other serious existential threats

4. The pandemic showed us that the impacts for higher id, faculty and students can be pervasive, and is underscored by numerous anecdotes of experiences on the ground.

5. Accomplishments point to the resiliency of higher education, which is perhaps not something we have credited ourselves for in the past

6. Perspective

      a. "The coronavirus pandemic may well usher in a period of catastrophic destruction, but difficult revelations can also be a spur to insight and action."[57]

      b. "The virus has sparked a national conversation about the value of education; scrambling to adapt to online teaching often creates more work for faculty with less payoff for students, who are isolated from their teachers and peers"[i]

7.

K.

L. Resources to review

1. New York Times Coronavirus Tracker

2. American College Health Association-20 page doc. Outlining consideration for colleges

3. 6/26 board minutes (need permission)

4. Clark compact

M. Data

1. 40,000 cases among college students, faculty and staff. [58.]

2. economic impact to education sector[59]

3. Data on lost jobs in higher ed[60]

1.

[57] http://goddard40.clarku.edu:2107/eds/detail/detail?vid=0&sid=1267950a-bcd5-4de1-b46f-d5054281e190%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=145484616&db=buh
the End of the University p. 25.

[58] https://www.cnn.com/2020/09/22/us/colleges-universities-reopen-covid-trnd/index.html

[59] https://idmodresearch.shinyapps.io/industry_state/

[60] https://www.chronicle.com/article/how-the-pandemic-has-shrunk-higher-educations-work-force

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4. Tenure clock extensions (table included within) [61]

5. transmission risk by sector[62]

6. approximately 10 million students in higher ed impacted world wild. Approximately 1.5 HE faculty. [63]
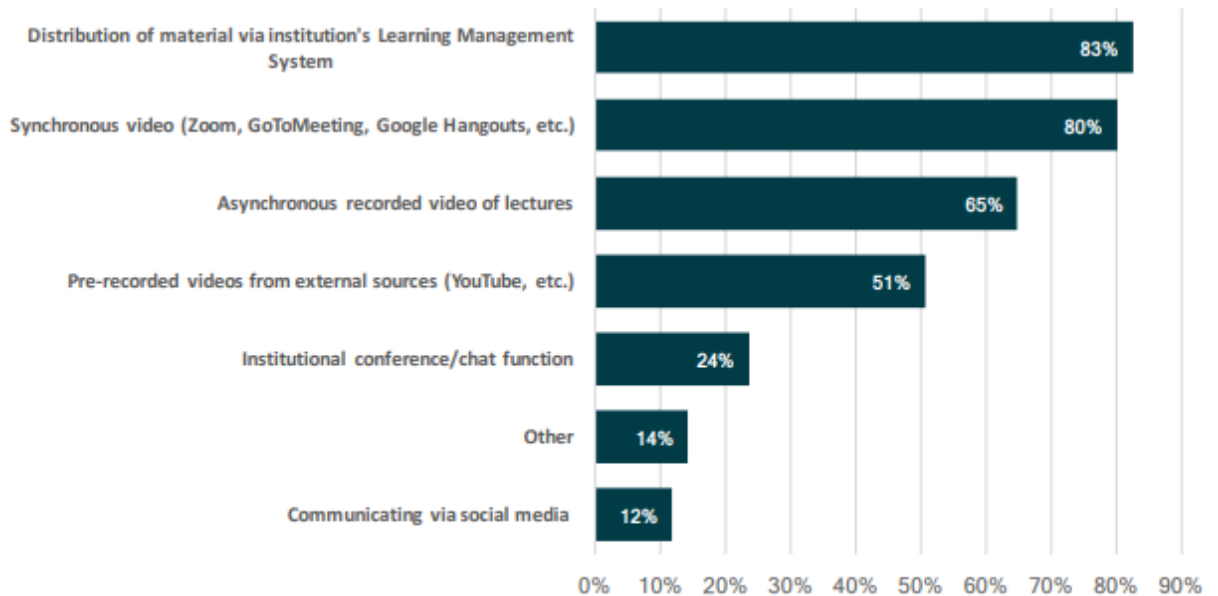
N.

O.

Figure 3. Percentage of Faculty Reporting Which Teaching Techniques They Used in Classes Moved Online.

7.
   [64]

1.

[61] https://www.chronicle.com/article/covid-19-cuts-hit-contingent-faculty-hard-as-it-drags-on-some-question-their-future?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1657091_nl_Academe-Today_date_20201027&cid=at&source=&sourceId=

[62] https://idmodresearch.shinyapps.io/industry_state/

[63] U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemi, p.18
[64] https://files.eric.ed.gov/fulltext/EJ1260365.pdf
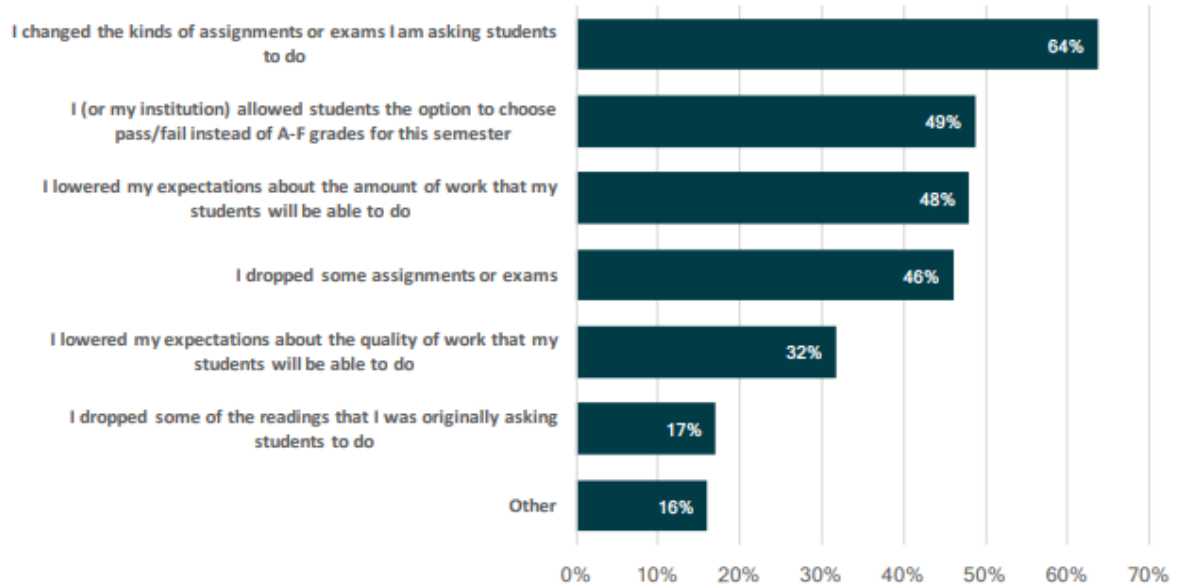
p. 13

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Figure 4. Percentage of Faculty Reporting What Changes They Made to Their Classes Made Moving Them Online.
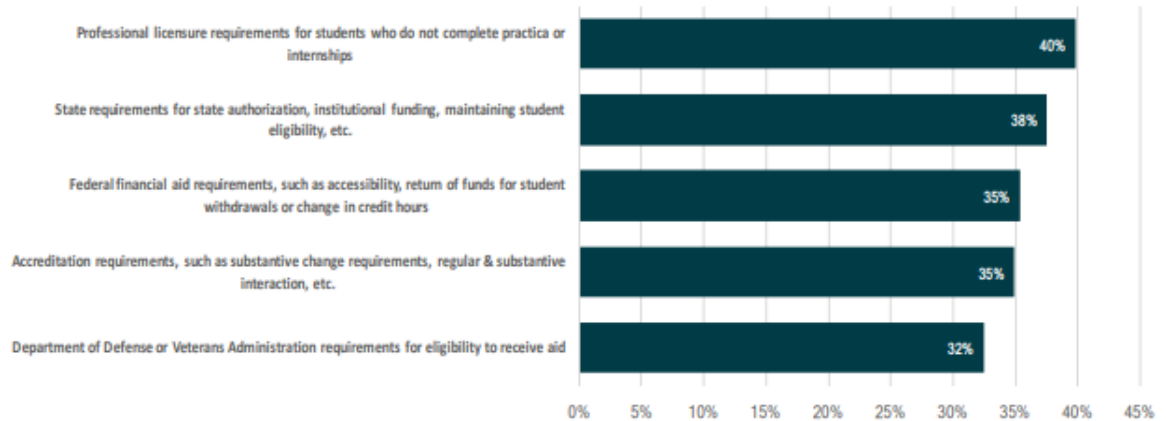
8.
[65]

Figure 5. Percentage of Administrators Reporting What Policy Assistance Would Be Most Helpful for Their Institutions.

9.
[66]

1. _____

[65] https://files.eric.ed.gov/fulltext/EJ1260365.pdf
, p. 13.

[66] http://goddard40.clarku.edu:2116/eds/pdfviewer/pdfviewer?vid=2&sid=6bae52e7-883f-487c-b36a-62bbc6effa57%40pdc-v-sessmgr04, p. 14.
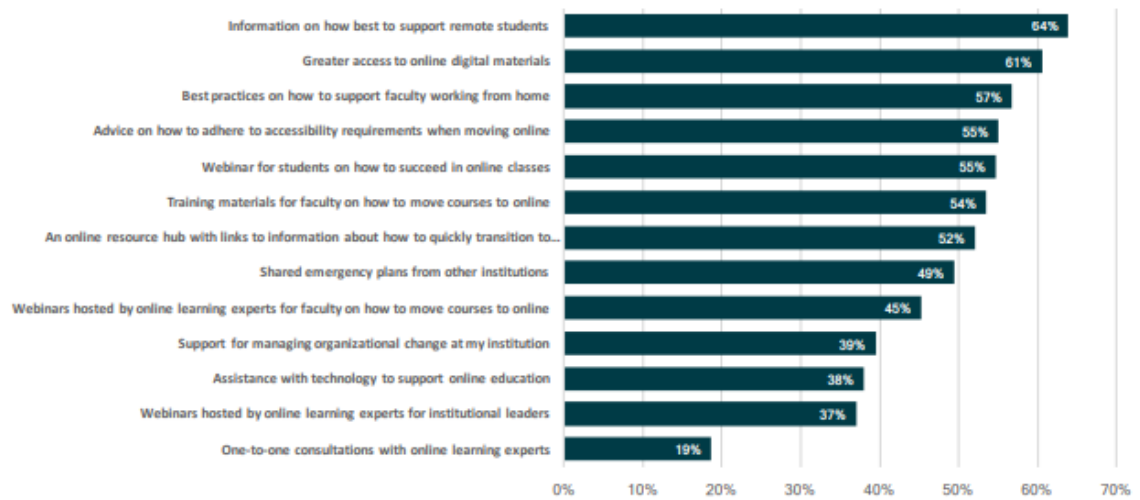
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10.

Figure 6. Percentage of Administrators Reporting What Assistance Would Be Most Helpful for Their Institutions.

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67 http://goddard40.clarku.edu:2116/eds/pdfviewer/pdfviewer?vid=2&sid=6bae52e7-883f-487c-b36a-62bbc6effa57%40pdc-v-sessmgr04, p. 15.

68 https://www.u3advisors.com/insights/the-geography-of-campus-closures/

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Impact of School Closures

Estimated # of students within key cohorts who may soon experience a school's closure

■ Serious Risk Factors ■ Some Risk Factors ■ Stable with Emerging Risk Factors ■ Stable

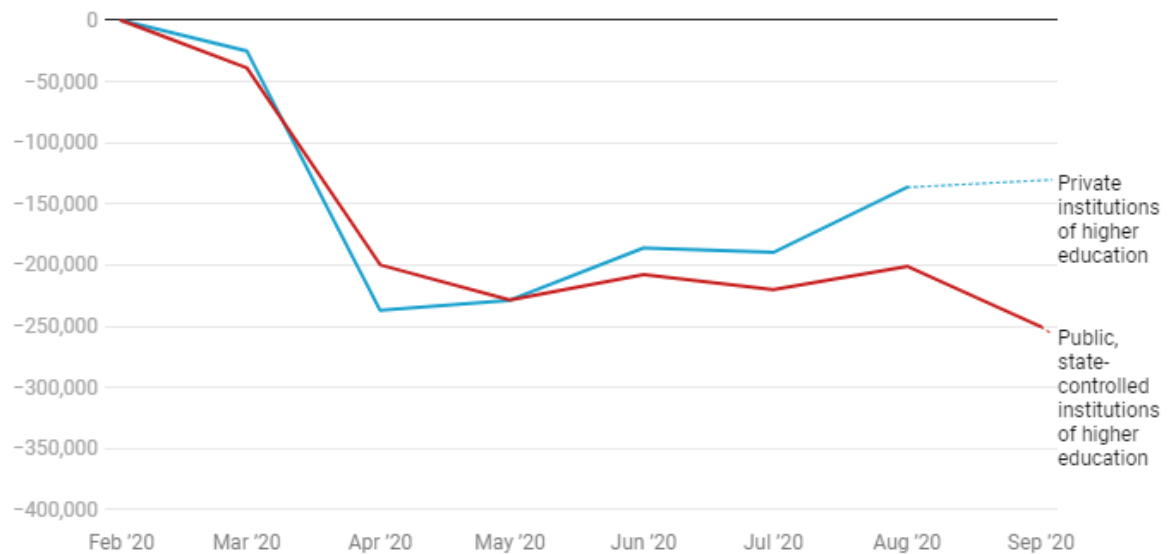|			
Low Income Undergraduates	19.6%	33.7%	28.8%
Students of Color	16.0%	29.8%	28.4%
Undergraduates Over 25	21.8%	30.2%	29.7%

12.
[69]

13.

Preliminary Estimates Suggest Diverging Job Recoveries

Cumulative job losses since February 2020, by sector

Private institutions of higher education

Public, state-controlled institutions of higher education

Values are seasonally adjusted. August estimates are preliminary. Additional technical information about The Chronicle's analysis can be found at the bottom of the article.

Source: U.S. Bureau of Labor Statistics · Get the data · Created with Datawrapper

[70]

1.
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[69] https://www.u3advisors.com/insights/the-geography-of-campus-closures/

[70] https://www.chronicle.com/article/how-the-pandemic-has-shrunk-higher-educations-work-force

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14. New York Times Coronavirus Tracker[71]

    a. 178,000 cases at more th

    b. an 1,00 colleges (get most recent data)

15. https://www.npr.org/sections/coronavirus-live-updates/2020/10/14/923721544/sharp-rise-in-drug-overdose-deaths-seen-during-1st-few-months-of-pandemic

16. https://www.ama-assn.org/system/files/2020-11/issue-brief-increases-in-opioid-related-overdose.pdf

17. Clark Dashboard

1.

    [71] https://www.nytimes.com/interactive/2020/us/covid-college-cases-tracker.html

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