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NAYLOR
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Fall Operations in a COVID-19 World Is anyone tired yet?

During a normal summer, auxiliary service leaders might focus on improving facilities, enhancing business plans, assessing prior-year operations, hosting summer camps and conferences, or implementing new technology to better prepare for the quickly approaching fall semester. But this summer was anything but normal. We did not have the luxury of tweaking our operations to incorporate student feedback from the prior year; instead, we had to re-think everything. Literally, **everything**. From serving a hamburger, to sitting on a bus, to hosting a movie night, to caring for service animals of residents who test positive; the last few months have been exhausting. Yet, here we are — the fall 2020 semester is here. And for the “lucky” institutions who will have in-person classes, we have only begun to scratch the surface; a world of unknowns here.

Jokingly, our word for 2020 is “pivot” because the normal parameters of our world are changing daily — sometimes hourly. Needless to say, my year as President did not go exactly as planned—but then again, no one else’s year did either! The start of the fall semester is usually a time for new beginnings... a time of excitement and pride; the opportunity to impress our first-year students and show our returning students how much we have improved over the summer. While some of that remains true, new feelings arise for many within our profession. Feelings of uncertainty, concern, and sometimes even doubt. We are asking ourselves questions such as, “Are we ready? Is this safe? Can we do better? Will this work?”

These questions are legitimate and for many, concrete answers are unavailable. At my home institution, we have spent the last four months determining best practices for all auxiliary services in this world of COVID. Like many of you, we’ve asked necessary questions related to the safety of moving in our residents, efficiently feeding thousands of students a day, providing reliable transportation with half the number of seats, and structuring gatherings that are safe but cannot be misrepresented in any social media posts — all while balancing the need of

a semi “normal” semester that minimizes risk and prioritizes the health and safety of everyone involved. In the past, many factors within our services were consistent — such as if students could live in the same room together, how many people could sit in a dining hall during a meal, if we’ll have an athletic season, or when we will start and end classes. But nothing is off the table for adjustment, and this uncertainty has left many of us in a constant state of confusion.

While all of this has all been overwhelming, you know what? We will get through it. We will continue to offer our services in ways we never thought possible. As with any new process, there may be a few unavoidable missteps along the way, but that is to be expected with any new process. In times like these—“unprecedented times” (also a 2020 word of the year contender) — we look to each other to be our best. Associations are the tool for navigating uncertainty and a resource for new and innovative ideas. It provides a space for us to lean on our peers for wisdom, insight, and encouragement to ensure we are showing up as our best selves, ready for this socially distanced semester. NACAS is present and ready to connect our auxiliary leaders in ways we never thought possible. We hope you find value in the resources we have always provided, but also the new resources we have incorporated to help each of you enrich the campus experience during a global pandemic. I encourage everyone to review what virtual opportunities NACAS has to offer — especially our upcoming national conference, which promises to be a virtual experience like none other.

After the last four months, I am pretty sure we are all owed a lengthy, socially-distanced vacation. But, not yet. First, we must reinvent everything we do and jump into this fall semester, embracing the uncertainty with confidence and a positive attitude. Let us show them who we are by making the most of this pandemic and coming out better because of it. Let us continue to pivot, adapt, excel, and defeat these unparalleled, unprecedented challenges head on. Then, and only then, we can rest. ■



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Instituting a **HYBRID-FLEXIBLE LEARNING MODEL** to Assist Students During COVID-19

WE HAVE ALL HEARD "THE NEW NORMAL" AND I AGREE WITH THE SENTIMENT THAT OPERATIONS MAY LOOK ENTIRELY DIFFERENT. HOWEVER, THE UNDERLYING NEED FOR THESE SERVICES REMAINS LARGELY UNCHANGED.

BY ERIC SILBER, CASP

As I pour myself a fresh coffee and sit down to write this, Concordia University Texas plans to open in the Fall of 2020 with a Hybrid-Flexible (HyFlex) learning model for our students. It is a model where students can choose whether to participate in their courses in-person or virtually and switch between the two as they need to. And as I write this, I know every plan and accommodation is subject to change with a new public health order or new condition. So we plan with several core principles that allow us the flexibility to address the current climate while keeping student success at the core of what we do: Health and Safety, Student-Ready, and Normalcy. While the focus for many people is "How are we keeping students safe and healthy?", we work to fold that work into a variety of other efforts that will help students be successful this fall. That is why our roles on campus are so critical.

Safety is base need within Maslow's Hierarchy of needs. Much of our health and safety work in a "normal" environment focuses on food security, housing security, and physical security for our students. COVID-19 has expanded our focus within all of these areas.

I think most schools have a similar set of protocols for preventing the spread of COVID-19 and keeping students safe from this virus: Facemask requirements, social distancing, shields, hand sanitizer stations, signage, floor markings, enhanced housekeeping standards, and reduced capacity in all our spaces. Like you, I am watching webinars, reading articles, and watching supply chains carefully.

Based on the information we have available, our plan is to open the campus for classes this August with the HyFlex learning model. How will this look for us? As of the time of this writing, Concordia's plan is to have our two residence halls open with only single and double rooms available, with rooms set aside for isolating students who test positive for COVID-19. Our dining facility is opening with normal table seating, socially-distanced, of course, as well as enhanced to-go options to feed our residents and commuters who need it. Our library, bookstore, Success Center which houses our math lab, Writing Center, and Testing Center are all open and providing access to academic resources. Our daily activities are designed to be as normal as possible while keeping the campus safe and healthy for everyone.

Being physically open, with all of the social distancing guidelines, presents challenges to convenience. I went to a local coffee shop recently to pick up a coffee for my wife. Before COVID-19, this would have been a simple order and I would have been in and out in under five minutes. That day, though, everything was more complicated. Complicated to order. Complicated to pay. Six baristas and it was complicated to make. Twenty minutes later I had the coffee and it was wrong.

This is the frustration we want to avoid at Concordia. To avoid this frustration, it would be easy to say we need to make things more convenient. However, at Concordia we have taken it one step further and think in terms of being "Student Ready" based on *"Becoming a Student Ready College: A New Culture of Leadership for Student Success"*. It involves anticipating the needs of students before they arrive, onboarding new students effectively, and making faculty and staff easily accessible to all students.

A common question schools face is whether to hold new student orientations in person or virtually. The Student Ready question is, "How do we create an experience that creates connections and prepares students for success this fall?" We are still working through that question and it involves working in the circles of different stakeholders.

Auxiliary Services plays a crucial role in these conversations by helping provide the landscape for these decisions to be made. How many people can be on campus? What dining services are available? How many logistical items like ID badges or parking permits can be completed online? What housing is available for an on campus orientation? How quickly can those rooms be disinfected for another use? You may have a voice in one, two, or more of these questions.

Answering these questions with the mindset of being student ready, rather than expecting the student to be ready for you, positions the discussion around student success. It forces us to think not just about what we offer and what we do, but if it meets students where they are or does it force a student to adapt to our model.

The other piece of Student Ready is making sure students know what resources are available to them. Communicating in our COVID-19 environment is more important than ever and communicating what students need to know and when they need to know

it becomes even more important as families are deciding whether to enroll this fall or not. Clearly sharing how campus services look from bookstores, to Residence Life, to dining are critical in reducing the uncertainty that families are dealing with.

Finally, there is the goal for Concordia to be as normal as possible. COVID-19 disrupted normal in the spring, however, as we reimagine services this Fall, we have the challenge and opportunity to keep the experience as close to normal as possible. For Concordia, understanding what makes our experience unique and special for our students is what guides the conversations of what operations look like in the fall. Normal is not just about doing things as similarly as we would pre-COVID-19. Normal is the nature of the experience our students have and the outcomes from them.

I was amazed during a stakeholder session for dining services to listen to the passion and the engagement these stakeholders had. Themes of rest, connection, and relationship were the top of the needs and wants of this group. It was not the food selection or the process to select food that mattered – it was why they gathered to eat together. Keeping dining as normal as possible was more than food or service, it was the intangible connection that faculty can connect with students outside of the classroom, a student can foster relationships with friends between classes, and the weary person can find a place of rest.

We have all heard "the new normal" and I agree with the sentiment that operations may look entirely different. However, the underlying need for these services remains largely unchanged. In auxiliary services, I am challenged daily to not only think about the tactical aspects of what we are doing, but understanding why it matters and seeing the bigger picture of its impact on student success is the harder and more important component to understand.

We do not know how the fall semester will look or how it will work out. What we do know is that safety, while a major aspect for the semester, is not the only aspect that factors into student success. As an auxiliary services leader, I help guide the tactical discussion from simply "how to" to the larger goal of helping students succeed. ■

ERIC SILBER, CASP, is Director of Auxiliary Business Operations at Concordia University.

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Virtual Learning Challenges in Rural Appalachia

BY PHILLIP LOGSDON AND
MATT STEWART

Berea College, the first interracial and coeducational college in the South, focuses on learning, labor, and service. The college admits only academically promising students with limited financial resources, primarily from Kentucky and Appalachia, although students come from 40 states and 70 countries. Every Berea student receives a Tuition Promise Scholarship, which means no Berea student pays for tuition. Berea is one of eight federally recognized Work Colleges, so students work 10 hours or more weekly, earning money for books, housing, and meals. The College's motto, "God has made of one blood all peoples of the earth," speaks to its inclusive Christian character.

On March 10, 2020, Berea College made the tough decision to cease in-person instructional activities and, by March 13, began completing the spring 2020 term in a virtual environment. One of the many challenges Berea students faced when returning home was the lack of internet connectivity to be successful in the remaining weeks of the academic semester. Berea College serves a student body in which approximately 70% call the Appalachian region home. Many remote areas in Appalachia provide limited internet services that may not be available to every home in the area. While every Berea student is provided a college-owned laptop at the beginning of their college career to use throughout their time at Berea College, the transition to the virtual environment posed challenges for some when returning home because of limited access to a stable internet connection.

By the end of the first week of virtual remote learning, more than 100 students had requested assistance in locating a stable internet connection, and the number quickly grew as the semester continued. Berea's Information Systems & Services team began searching for ways to assist students with internet connectivity needs. This included working

STUDENT TESTIMONIALS

"Phillip,

On behalf of my brother and me, we would like to thank you for everything you have done for the students at Berea this last spring and coming fall. My brother and I would not have been able to finish the Spring semester if it had not been for you and those at IS&S finding ways for those without the internet to have a way to end the semester.

Thank you, God Bless, and stay safe,

Berea Student"

"Hello Mr. Logsdon,

On preparing for the summer term online for months June through July and beyond, if necessary, I wanted to ask for the Wi-Fi access hotspots, please. My family is struggling financially, as my mom is the main financial provider and is currently unemployed. We are continuing to work on getting those benefits as well. To keep surviving my mom has already emptied out her 401K for our month of May bills. Any help and support you all can provide for internet access would be tremendous!

*With gratitude and appreciation,
Berea Student"*



Berea College

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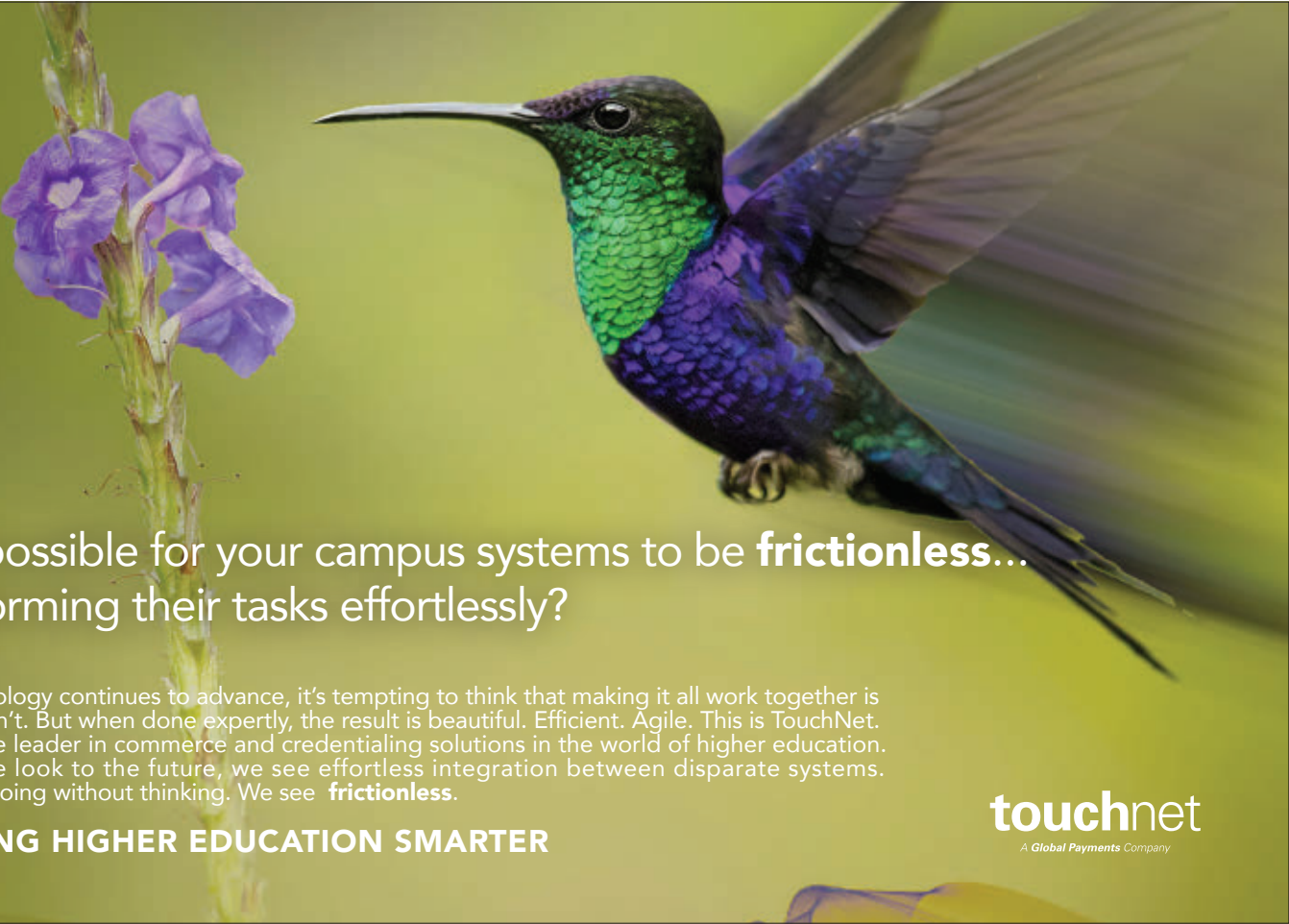
closely with local ISPs in Appalachia, cellular providers that could provide data for students in places that ISPs may not, and mainstream telco's that could assist Bereans. Nearly three out of four Bereans were in an area that telcos were able to be supported with service through Pandemic promotions that were being offered to all students who may not have internet access.

For the remaining student population that was not able to obtain internet access by ISPs Berea furnished internet access through cellular data hotspots that the college provided at no cost to our students. Using an online request form, each student who needed assistance still was able to view cellular coverage maps and select the service provider required to complete the spring 2020 term successfully. Devices were drop-shipped directly to each Berea student who still needed assistance with internet access. Upon completion of the semester, students were offered a pre-paid shipping container for the device to be returned to the college.

- As a residential campus, the Berea College community was challenged to teach and learn in new ways when traditional in-person classes ceased. Adapting to virtual learning and many college support functions becoming remote was a historic challenge for all Bereans. Even though Information Systems & Services is currently working from a remote location, the department continues to provide internet access and technical support daily to our entire campus community. It has been both challenging and rewarding to know that the department is assisting Bereans to obtain a high-quality education during uncertain times. ■

MATT STEWART is Network & Infrastructure Services Director at Berea College. He began work at Berea College in June 2018 as the college Information Security Audit Officer before transitioning into his current capacity as Network & Infrastructure Director in May 2019. Matt brought with him more than 10 years of Higher Education IT experience at Alice Lloyd College in Pippa Passes, Kentucky where he served as the Director of Information Technology and then the Director of Human Resources & Risk Assessment. During the latter position, he remained the Interim Director of Information Technology. He holds a Bachelor of Arts in Business Administration from Alice Lloyd as well as a Master of Business Administration and Master of Science in Information Systems & Security both from the University of the Cumberlands in Williamsburg, Kentucky.

PHILLIP LOGSDON is the Chief Information Officer (CIO) at Berea College, where he has been employed since 2016. He was promoted to CIO in February 2020, five weeks before the COVID-19 crisis. Phillip is a graduate of Eastern Kentucky University with a Bachelor of Arts degree in Justice & Safety. He oversees the Information Systems and Services (IS&S) division and is responsible for information technology deployed throughout Berea College to carry out its multi-faceted mission. Phillip has 18 years of experience in the Higher Education Information Technology field in various progressing positions, including positions at Eastern Kentucky University and Berea College.



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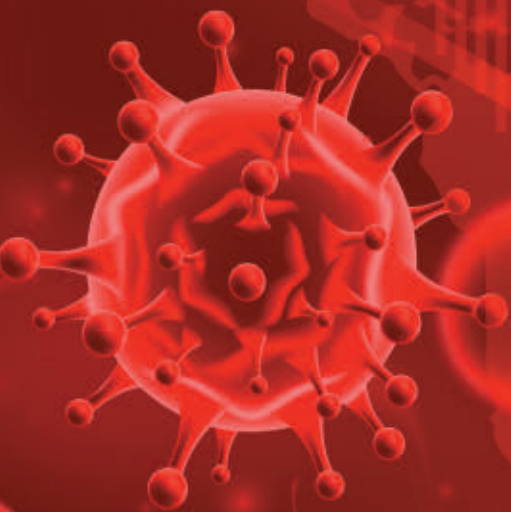
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Financial Planning During a Crisis



BY SUSAN WHEALLER JOHNSTON, PH.D.

In early August, with the opening of colleges and universities just weeks away, many institutions were still working on their financial plans for the fall semester. These same institutions likely had budgets approved in the spring of this year, but thanks to the pandemic, there is currently a great deal of uncertainty for institutions. Will they be fully open in a few weeks? Will they be fully online? Or will some hybrid model be developed to mitigate potential financial and educational losses. In considering financial plans, one thing is sure: Uncertainty is bad for budgets.

Institutional budgets are generally built and approved in the spring for the next academic year. Those budgets include assumptions about enrollment, endowment spending, state appropriations, and fundraising. Typically, these assumptions derive from historical performance and knowledge of institutional and state trends. However, there is nothing typical about what the coronavirus has meant for higher education. Trends have been upended, and

historical data tell little that is useful in planning today.

Based on a May 2020 survey conducted by NACUBO, business officers are largely concerned about revenue sources, with their top concerns at that time being decline in enrollment, loss of auxiliary revenues, decline in state funding, decrease in annual giving, and drop in endowment value. Add to this lost income from intercollegiate athletics and research funding, and the revenue picture for colleges and universities looks bleak.

And what about expenses? Because the majority of institutional expenses are related to personnel – salaries and benefits for faculty, staff, and administration – decisions about cutting expenses are fraught. The most commonly discussed choices in this area are hiring freezes, salary freezes, reductions in salaries and benefits, furloughs, and layoffs.

Little is being said about the outlook for Spring 2021 classes. Most institutions have not announced

decisions about instruction and housing in January, but most are assuming they will be back to face-to-face instruction with campuses fully open. We'll see.

With all this lack of certainty about institutional finances, it can be hard to understand the role of financial planning in a crisis. How can you plan when you cannot start with something as basic as the number of students paying tuition and living on campus? But perhaps now more than ever, financial planning is critical because it shows how an institution will achieve its strategic goals in light of the current or anticipated environment. Here is a set of questions to jumpstart financial planning.

WHAT IS YOUR ENVIRONMENT?

While all colleges and universities work in the same general environment, every institution has different opportunities and challenges. Some may have strong connections with local industry and a pipeline for workforce development, while others provide traditional liberal arts education. Some may

have no debt, and others may have healthy endowments. Some institutions have lovely campuses and a reputation for lively campus life, while others are exclusively for commuter students.

Do you have a high performing fundraising function that can be activated to raise emergency support for students? How has your state budget been affected by COVID? Is international study a key part of your curriculum, or are international students a key part of your enrollment? Where is your faculty on the continuum of comfort with online instruction? Do you have building projects planned or underway? Where are you in the cycle of strategic planning?

Knowing as much as possible about both your external and internal environments will help you consider challenges and opportunities to plan for.

WHAT IS YOUR MISSION?

While a crisis is not the time to rethink your mission, it's the perfect time to remind yourself of what you exist to do. When talking about institutional finances, there will be lots of "what if" discussions – what if we added a technology boot camp, what if we recruited more adult students or veterans, what if we added a nursing program or dropped our humanities programming? As you make decisions about your financial plan, make sure that your mission is front and center so that your decisions make sense for your institution.

WHAT ARE YOUR STRENGTHS?

What do people recognize you for? What do your internal and external audiences think about when they think about your institution? As you make key decisions about how to allocate very limited resources, now is not the time to try to support all programs and services equally. Make sure that your strengths are supported so that your reputation stays strong. This requires a clear understanding of strengths, based on data, not preferences or emotional ties.

WHAT IS YOUR PLANNING HORIZON?

Ordinarily financial planning looks about one year ahead, but some build budgets for two to three years. With the current pandemic and the uncertainty about vaccines, it's hard to think too far into the future with any specificity. According to *Inside Higher Ed's* July 2020 survey, nearly fifty percent of chief business officers believe their institution will go through transformative changes because

of the coronavirus. What are the implications of "transformation change" for financial planning? Given the current environment, planning for a year sounds more manageable, even though that timeframe will provide plenty of challenges. With transformation in the future, a longer planning horizon sounds critical.

WHAT SET OF SCENARIOS SHOULD YOU USE FOR PLANNING?

Because of the financial uncertainty, it's best to work through several scenarios for planning and budgeting purposes. The assumptions upon which each rests should move from what you think is realistically optimistic to worst case scenarios. Often in an unanticipated crisis, "worst case" can be hard to imagine, but it could become the most realistic set of options.

As you work through each scenario, it will be important to be as detailed as possible. For an institution, that means answering questions such as: How many in-state students will we have? How many international? How many out-of-state? Will we offer on-campus instruction? Hybrid? Online only? Will these choices affect the tuition and fees we can charge? What do we expect about on-campus housing and dining? What one-time and on-going expenses will be related to responding to COVID?

In the current environment, most institutions are looking at declines in overall revenues, leading to cuts in expenses. For most people, anticipating cuts can be the most unpleasant feature of financial planning, but it's also the most critical. Unless the organization has unallocated resources it's willing to draw on, reduction in expenses must be managed. There may be some easy cuts to make – for example, for travel, professional development, and recruitment of staff, but once those are identified, most institutions have to look at the harder cuts to programs or staffing.

CAN ACROSS-THE-BOARD CUTS BE HELPFUL IN MANAGING YOUR WAY THROUGH A CRISIS?

Most often, no. This kind of cut is politically easy for administrators – ask all staff to find three percent or eight percent to cut from each area's budget. However, don't mistake the relative ease for good strategy. The result of such an approach is the overall weakening of all programs and services.

CAN YOU REALLOCATE ANY RESOURCES TO SUPPORT YOUR STRENGTH?

Every institution or organization has core strengths that help create its reputation, its place in the market, and its revenue. In looking at your planning scenarios, consider whether it's possible to reallocate any resources – people, time or money – to further undergird these strengths. This may mean decreasing or eliminating support from other offerings that have been carefully identified as chronically underperforming, that no longer have a purpose or an audience, or that can be eliminated temporarily.

DO YOU HAVE STANDING COMMITMENTS TO STRATEGIC PLANNING?

Most organizations have strategic plans that have been carefully crafted, timed, and resourced to help advance their work and support their members. What happens to them in a financial crisis? It depends. You will want to keep moving on parts of the plan that have or could acquire external funding. If you have strategic goals that don't require a lot of funding, you could advance them as well, assuming you have the bandwidth. And if you have new priorities that will bring in new revenue, you should put this on your list for funding.

HOW CAN YOU PREPARE FOR THE FUTURE?

Crises, as well as their attendant risks, come in all shapes and sizes. The pandemic has hit higher education's business and education models especially hard, and that challenge is being shared by those organizations that support the people and functions of colleges and universities. Good practice calls for regularly understanding and preparing for all kinds of risks. Almost everyone missed the risk of a worldwide pandemic that would undermine the health of millions of people, shutter businesses, and force all of higher education to pivot to online learning within the span of less than a month. But with regular risk assessment, including stress testing of financial plans, you can be better prepared to face the next crisis with more clarity. ■

SUSAN WHEALLER JOHNSTON, PH.D., is President and CEO of the National Association of College and University Business Officers (NACUBO).



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Increasing **Positive Campus Engagement** with University Police Departments

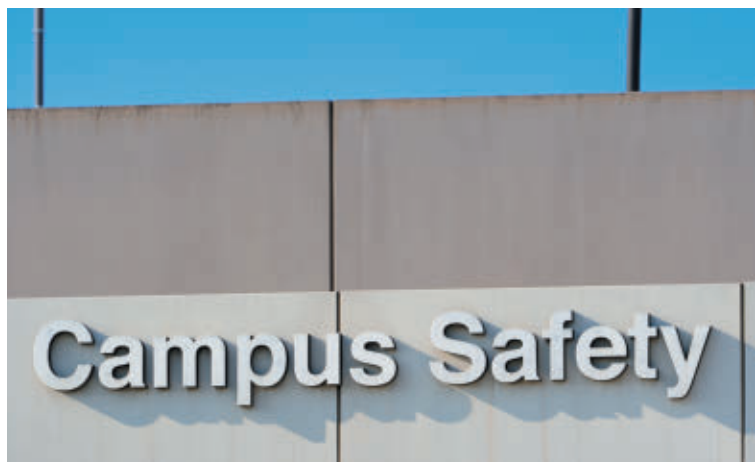
BY DR. EMILY MESSA, CASP

Auxiliary services leaders have a unique role and responsibility with many departments on campus, because we connect with all aspects of the campus experience. The approach that works best, in my experience, is a philosophy of “co-production,” in which each partner has a role, in relationship with the other leader, to jointly develop the service experience that emulates the mission, vision, and values of the campus. In this way, the role of the senior auxiliary services leader and the campus police leader is especially important because of the numerous opportunities of engagement and connectivity within these two departments.

With this philosophy in mind, I would like to share my perspective on steps auxiliary services leaders can take to increase campus engagement with our university police departments and positively elevate the visibility of their day-to-day work. This is especially important as we balance their vital role in keeping our campus communities safe and secure, with the enhanced scrutiny and criticism of law enforcement across our country. I’ll share key next steps auxiliary services can immediately adopt to enhance the co-production of safety and security and showcase the important role our campus police departments have within our campus communities:

FOSTER POSITIVE ENCOUNTERS WITH CAMPUS POLICE OFFICERS IN YOUR SERVICES AND ON YOUR ADVISORY COMMITTEES.

Unfortunately, the first time a university community member may interact with a police officer could be during a time of stress. It is helpful to our community members and the police department, if our community members have a positive perspective of the campus police department to reduce the stress levels this interaction may create. One way that auxiliary services leaders can support positive encounters with the campus police is to



AT THE UNIVERSITY OF HOUSTON, WE INCLUDE REPRESENTATION FROM OUR POLICE DEPARTMENT ON OUR TRANSPORTATION AND PARKING ADVISORY COMMITTEE. THIS EX OFFICIAL ROLE HELPS OUR POLICE DEPARTMENT UNDERSTAND THE SECURITY ISSUES AND CONCERNS WE FACE IN PARKING AND TRANSPORTATION, AND HELPS OUR POLICE CONNECT WITH COMMUNITY MEMBERS THEY MIGHT NOT OTHERWISE MEET.

invite them to participate in advisory committees as ex officio members.

At the University of Houston, we include representation from our police department on our Transportation and Parking Advisory Committee. This ex officio role helps our police department understand the security issues and concerns we face in Parking and Transportation, and helps our police connect with community members they might not

otherwise meet. This has been helpful in a couple of respects. For example, our late-night shuttle drivers can act as additional eyes for the police department as they drive their routes and report potential security issues. Also, the two departments can combine knowledge of their areas to point out potential security concerns that are impacting the perception of safety. As an example of this, our respective departments collectively reported parking

lighting concerns, which resulted in the commissioning of a campus-wide lighting study, and the result of this will be enhanced lighting in key parking areas.

Additionally, we have the unique opportunity to invite police officers into our services by updating them on important changes in our programs that may impact how they work. For example, as we re-open the campus in the midst of the COVID-19 pandemic, we have included our police department in the update on food service changes. This is important as officers in our police department are all certified contact tracers, and they can advise us on any needed changes to best support them, in the event that we have positive cases in our facilities.

PARTNER WITH CAMPUS POLICE DEPARTMENTS TO PROACTIVELY ADDRESS SAFETY AND SECURITY CHALLENGES IN YOUR AUXILIARY SERVICES PROGRAMS.

I meet regularly with the university Chief of Police to understand the types of reports that the police department is addressing in my service areas. We use this as an opportunity to discuss how my staff and I can be proactive in supporting the police department with policy changes. For example, our police chief and I partnered with our Campus Recreation and Wellness Department to recommend policy changes on the indoor basketball courts to reduce the opportunity for theft. Our recommendation was that anytime belongings were left on the courts, and not stowed in lockers, this would mean a loss of playing time on the courts. This policy change was supported by signage, and was a relatively simple way for us to positively reinforce the message of safety and security, and reduce potential theft.

In our Parking and Transportation Services department, we partnered with the Chief of Police to provide the majority of the after-hours safety rides through the shuttle service. This change in program was the direct result of our community members' desire to see more campus patrols in the



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evening and still offer this important safety ride service to the community. As a result of this change, the use of the safety ride program increased and the police department's ability to enhance the patrols after hours also increased, enhancing the campus perception of safety and security.

PARTICIPATE IN POLICE DEPARTMENT ADVISORY COMMITTEES AND PROGRAMS.

As auxiliary services leaders, we have the unique perspective as our services impact every community member on our campuses. We also are in a position to know more about many other programs and services on campus. One way we can support our campus police partners, is by serving on their advisory committees to share that knowledge as a resource.

I serve as Vice Chair of the Safety and Security Committee at the University of Houston. In this role, I supported our Chief of Police in the development of our "Behind the Badge" tradition. This annual festive event celebrates the community policing efforts of our police department, and showcases all the safety departments on campus. At our first event, we provided the campus a Texas barbecue meal, and an informal opportunity for community members to connect with, and thank, the campus police officers for their role in keeping us safe – including an impromptu dance-off between police officers and community members. At this event, we highlighted interesting aspects of the department, such as the fact that our campus police building is home to the university's first commissioned public artwork by an African American artist titled *Jonah and the Whale* by artist Carrol Sims in 1973. We also learned about the important partnership between our university police department and the Texas Southern University police department, or nearest university neighbor. As auxiliary services leaders and in our programs, we have access to the "fun" aspects of university life – including catering and food service. I encourage you to brainstorm with your campus police leaders about ways to engage them with the campus culture and life of the university, and help build traditions that strengthen the campus engagement with these services.

If your campus police department does not have an advisory committee, ask about opportunities for you and your leaders to meet with the police department leadership team. Connectivity between your services is important for daily operations, and having a strong partnership will help make supporting the community during emergency situations even better. For example, auxiliary departments partnered with campus police at the University of Houston during Hurricane Harvey to provide box trucks to evacuate students from nearby campus apartments.

ADVOCATE FOR OTHERS TO BECOME CO-PRODUCERS ON CAMPUS.

As you become a co-producer of campus safety and security, inform other leaders about why this role is important for non-police departments and services. For me, my number one priority is that every member of the campus community feels safe and secure when they interact in our services. The campus police department is integral to the success of this goal. As we have seen improvements in achieving this goal, such as more visible patrols in our campus parking lots and an ability to address potential safety and security issues by making proactive changes to operating policies, I have become an ambassador for the campus Police Chief. As he engages in campus discussions with other leaders about the importance of co-production with the police departments, he sometimes asks me to join him in these conversations. I can provide my perspective to other leaders, and share the improvements I have seen in my areas, through this partnership.

In any university, we all know that the single biggest challenge is how to see outside the silos of our own areas, and seek out opportunities for

partnership and collaboration. There is much work to be accomplished with our own programs and services, and sometimes adding the complexity of a partnership can be overwhelming, especially if this service is outside of your expertise. I have found that removing these silos provides a fresh perspective to re-examining the landscape of your campus. By taking the co-producer approach to partnership with the campus police department, I have a much better understanding of their work and an insider perspective to the first-responders who support a campus environment to help all of us grow and thrive. I encourage you to follow the four steps outlined in this article, and see if this new approach helps you and your campus police leaders co-produce a proactive community focused on meeting the safety and security goals for your program areas. ■

EMILY MESSA, PH.D., CASP, is Associate Vice Chancellor for the University of Houston System and Associate Vice President for Administration at the University of Houston. She is also the Vice Chair of the Campus Safety and Security Advisory Committee.



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How a Bucket List Can Improve Your Life

Be intentional about pursuing your goals



BY SHERYL S. JACKSON

What do you want to do before you die?

Not only is this question the title of Ben Nemtin's bestselling book, but it also forms the foundation of his message that people need to "digest their mortality" and live their lives so that they don't have regrets as they near death.

While some people may think a discussion of death is morbid, Nemtin turns the idea into a positive.

"I've learned that people never regret the things they did in their lives, but they do regret things they wanted to do but never did," says Nemtin. His message is to give people permission to go after goals that will give them a sense of pride, fulfillment, and joy, which will improve their professional and personal lives.

Nemtin's journey began during his first year at a top-tier university with an athletic scholarship. His dream of making the U-19 Canadian Rugby Team had become a reality and his life seemed to be following the path he wanted.

His journey changed when a crippling depression and anxiety that kept him from attending classes or rugby practice led to dropping out of school and living in his parents' house with little contact with other people.

After realizing that he "was living the life he wanted others to see" versus the life he wanted to live, Nemtin decided to surround himself with people who inspired him and to create a bucket list of things he wanted to accomplish. He and three friends developed the list and set out on what was supposed to be a two-week trip across North America to accomplish their goals. It ultimately took 10 years to complete the list, but the "Buried Life" movement expanded to include not just achieving their own goals, but also helping others fulfill their dreams.

"I use a bucket list as the framework to determine what is most important in your life and to overcome the barriers we face when setting goals," explains Nemtin. "We are overwhelmed with stress, anxiety, and responsibility in our lives, so we need to carve out time to be intentional as we identify what is most important to us."

The bucket list is a visible reminder of personal goals, says Nemtin. This reminder is important because it is natural to push personal goals to "another day" as other people's goals — at work or within a family or friend group — take precedence. "To be our ideal self, we need to take time to focus on our own goals, and 76% of us are not living our ideal self," he says.

Creating a list of personal goals does not mean spending less time with family or taking time away from a job, in fact, goals can include family and work. "The first thing that comes to mind for a bucket list is travel or adventure, but that is only one of the categories that can be addressed," says Nemtin. Other categories include professional, emotional, spiritual, material, intellectual, and service. This means that a bucket list item can be spending more time with family, reconnecting with people you haven't seen or talked to in many years, overcoming a fear of speaking in public, pursuing a promotion at work, or volunteering to help others. "The key is to



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Courtesy of Ben Nemtin



identify what will bring you joy, then protecting the time that it will take to pursue that goal." Remember, too, that goals change as people age and as their circumstances change, which means that people are continually adding to their lists.

"The list must be written because people are 42% more likely to work on their goals if they are written down," says Nemtin. While any format can be used — paper, journal, or digital file — Nemtin has a preference. "A journal is easy to keep close, easy to save and easy to revisit at least every few months."

In addition to writing goals in the journal, plan to break down big goals into smaller steps that are less daunting, suggests Nemtin. "Create a reward system for yourself to let you celebrate small and big wins," he adds.

One of the benefits of living your life in a way that gives you joy and a sense of purpose is that your attitude and actions create a ripple effect throughout the groups of people that surround you, says Nemtin. This is an important message for members of NACAS, he says. "You may think you are helping one student at a time, but you'll never know how that help affects his or her future and the people that surround the student in the future," he says.

Nemtin uses dining services as an example. "You are not just feeding a meal to a student, you are nourishing those students so they can do well in class and graduate, but you won't see how they live their lives and you'll never know how many other people benefitted from their contributions because you made sure they had healthy meals." ■

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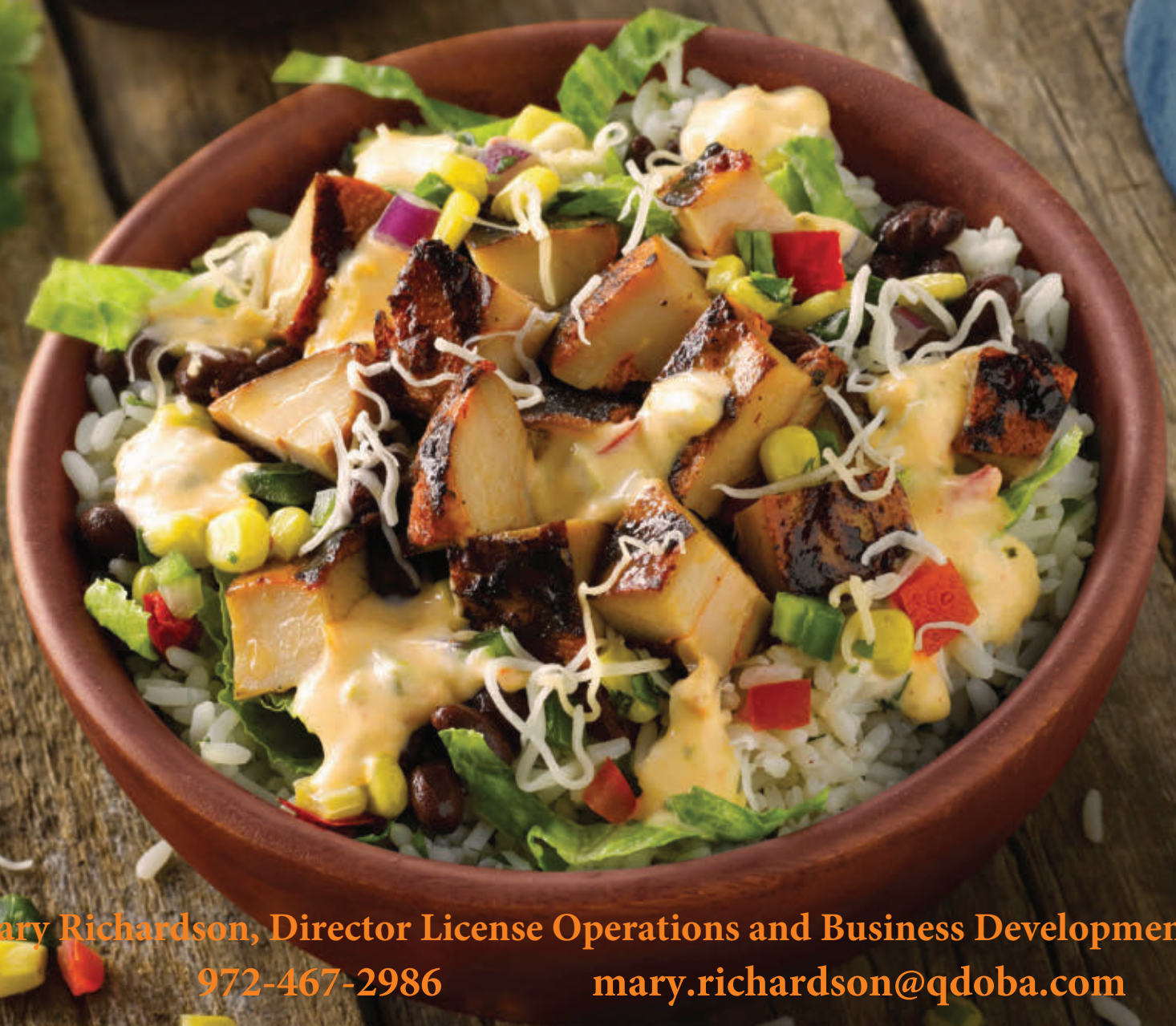
Ready to start your own bucket list? Ben Nemtin offers a free guide "5 Steps to Make the Impossible Possible" on his website [www.bennemtin.com] under "Set a Goal."

SHERYL S. JACKSON is a freelance writer based in Atlanta.

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RAPID RESPONSE AND FORWARD THINKING FOR CAMPUS AND COMMUNITY IN UNCERTAIN TIMES

BY KERRI DIXON

At the onset of the coronavirus pandemic, Aramark reacted quickly – leveraging existing safety programs and supply chain depth, and shifting dining, facilities, and uniforms services – to support our clients and customers where they needed us most. In the early months, our teams:

- Deployed the Aramark Response Committee as a centralized crisis support system.
- Implemented preventive measures, and enhanced sanitation practices in all operations, based on CDC and OSHA guidelines.
- Set up alternative care facilities and responded to unique environmental services needs for patient and staff well-being.
- Redeployed Aramark's uniform services division to produce essential PPE.
- Supported communities by implementing pop-up groceries, convenience stores, curbside markets, and commissary kitchens; donating to local food pantries, nonprofits, and essential businesses;

providing over 50 million breakfasts and lunches to K-12 students; and ensuring access to safe, quality meals for college students still on campus.

At the forefront of the crisis, we learned, adapted, and developed a deep understanding of the inevitable challenges our clients and customers would face, regardless of their eventual re-opening strategies. From these efforts, our unparalleled safety commitment, and determined team spirit, **EverSafe™** was born.

Launched by Aramark in May 2020, EverSafe™ is a multi-dimensional platform which supports the safe reopening and sustainable management of our client locations around the world. EverSafe was built on Aramark's dining and facilities management expertise – in consultation with the medical and technical teams of leading public health expert, Jefferson Health – and developed in accordance with recommendations of the CDC, WHO, and other leading health entities. It also heavily leverages external

research around society's expectations and needs for transitioning back to life, work, and education.

SAFETY AND SERVICE ENHANCEMENTS FOR DINING IN TODAY'S NEW ENVIRONMENT

Now more than ever, the definition of hospitality must go beyond providing quality experiences. EverSafe drives relevant, more manageable ways to keep clients and customers safe, confident, and happy.

We have examined our operational processes and reconfigured conventional models to establish reopening playbooks for Higher Education and other consumer markets. As colleges resume operations, these comprehensive plans will promote safe and satisfying dining experiences with innovative solutions, new service methods, and rigorous safety protocols. And most importantly, they are customizable to align with varying scenarios, customer preferences, local government requirements, and client needs.





PHOTO CREDIT: ARAMARK



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DELIVERING FOR OUR CUSTOMERS ALONG FOUR PRINCIPLES

The EverSafe platform has been built on these four key tenets:

- **Strive for Total Well-being** – *An environment that supports the safety, happiness, and overall health of employees and customers with visible safety precautions and assurances.*

We focus on initiatives around enhanced safety and prevention, environmental sustainability, and health and well-being.

- **Commit to Operational Impact** – *Repeatable and consistent processes to deliver relevant solutions, continuous improvement, and meaningful outcomes.*

Operationally, we continue to update pandemic plans and reopening playbooks, new service offerings and existing and emerging technologies.

Activities include redesigning space flow and introducing solutions to ensure safe, social distancing, and comprehensive cleaning protocols.

- **Power Frictionless Experiences** – *A human-centric approach in understanding consumers' needs and delivering experiences that matter.*

We emphasize insights with real time feedback and consistent pulse surveys that monitor evolving student needs and attitudes. We also prioritize digital experiences (with mobile ordering, AI, touchless technology, and robotics), along with CX solutions for safety, quality, convenience and personalization (such as take-home meals, grab-n-go options, and self-serve markets), and customer-friendly communications for seamless engagement.

- **Leverage Collaborative Expertise** – *A collaborative nature that embraces ongoing learning and progress, while seeking complementary partnerships.*

Our Aramark culture and position as an industry leader, combined with new and existing partnerships, allows us to navigate latest guidelines, enables policy compliance, and creates meaningful change.

Resourceful ingenuity, safe operations, and sound management have always been at Aramark's core, which sets the stage for EverSafe to lead new practices and innovation in today's dynamic Higher Education

landscape. As conditions, student behaviors, and regulations change over time, Aramark's strategic vision and operating models will evolve accordingly – with the consistent goal of delivering world-class services in safe, clean campus environments. ■

KERRI DIXON is Director of Marketing for Aramark Higher Education and Healthcare.

The information in this article is based on the information available at the time of publication and may change as new information regarding COVID-19 becomes available. As it is impossible to guarantee complete protection from COVID-19, each organization assumes all risks associated with COVID-19 as to its business, employees, and guests arising out of or related to any use of the EverSafe™ platform.

ENSURING CONTINUITY OF SERVICE AND TEXTBOOK LEARNING DURING COVID-19



PHOTO CREDIT: TREE OF LIFE

BY STEPHANIE RAGER

March of 2020 will become one of those “where were you” moments in history as we tell future generations what it was what like to hear about big events being cancelled, stay at home orders being issued, and students having to leave campus and convert to online learning. For those of us responsible for delivering course materials to students, we had immediate concerns about making sure that students continued to have access to their course materials, regardless of the circumstances that surrounded their campus closing.

As it became clear that the events of Spring 2020 would persist through the remainder of the year, Tree of Life Bookstores, like many others, quickly pivoted to ensure there was no disruption to the service of our institutions and students. Flexibility in the format and delivery of course materials that for us had once been a nice selling feature, now became a necessity for our partner institutions.

Here are the ways we've worked to ensure safety and business continuity for our partner institutions and their students this fall:

COMMUNICATION

Communication is always important, but never more so than when our partners are looking to us for answers and assurances that their students will be taken care of. COVID-19 has put a great strain



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on administrators and proactively relaying to them our plans and solutions give them one less problem to solve. This also allows for joint communication to students so there is consistency in the messaging.

FLEXIBILITY, FLEXIBILITY, FLEXIBILITY

All our partner institutions offer our Textbook Butler service to their students. This service already has a lot of flexibility built into it. With Textbook Butler, students receive all their course materials, prior to the first day of class, via their preferred delivery method (to their resident hall, in store pickup, or shipping address), in their desired format (physical or digital). These delivery methods conform well to social distancing guidelines and these delivery methods can easily be changed in the event an on-campus student becomes an online student. To prepare for the likely event that some or all students will complete the last couple of weeks of the fall semester off campus, we are prepared to offer students flexibility in how they return any physical book rentals they may have. These options will include returning the physical book before they leave campus and converting to a digital rental, or they can keep the physical book and return it to us through the mail.

CUSTOMER SUPPORT

COVID-19 and its impact to students and their education have left students with a lot of questions and concerns. When those concerns are related to their course materials, we want to be ready and available to work through those concerns with them. We have customer support representatives available to students through phone, chat, or email seven days a week, 9am to 11pm EST.

The positive in all of this is that we have been able to demonstrate our concern for students, our ability to innovate, and our overall value-add as a partner which has strengthened our relationships with the institutions we serve. ■

STEPHANIE RAGER is Vice President of Sales for Tree of Life Bookstores.

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TIPS FOR A SUCCESSFUL CONTRACTING RELATIONSHIP WITH YOUR

Professional Services Advisor

BY KEVIN KEEGAN

Years ago during a contract review session between a university and its prospective advisor, the university's general counsel, after listening to a concern from the advisor regarding a particular contractual term, stated, "If you want our money, you will take our contract; take it or leave it." While most university administrators may never utter these words out loud, it is not an uncommon thought to hold; however, it is not a healthy way to begin a constructive business relationship from which both

parties hope to benefit, especially if the contract is heavily weighted in the institution's favor.

As institutions' auxiliary enterprises become more complex and as in-house resources become more stretched, particularly during the COVID-19 pandemic, colleges and universities are increasingly turning to professional services firms for help with challenging financial, facility, technological, operational, and human capital matters. Once the advisor

is selected, it is crucial for the parties to get under contract so work can begin with proper protections for all involved. How can you do this with the least amount of anxiety, expense, and effort — and in a way that sets up the partnership to be as beneficial as possible? I offer the following 12 tips to help with that effort, each learned over many years of reviewing and editing hundreds of professional services contracts from both sides of the desk, originally as

AS INSTITUTIONS' AUXILIARY ENTERPRISES BECOME MORE COMPLEX AND AS IN-HOUSE RESOURCES BECOME MORE STRETCHED, PARTICULARLY DURING THE COVID-19 PANDEMIC, COLLEGES AND UNIVERSITIES ARE INCREASINGLY TURNING TO PROFESSIONAL SERVICES FIRMS FOR HELP WITH CHALLENGING FINANCIAL, FACILITY, TECHNOLOGICAL, OPERATIONAL, AND HUMAN CAPITAL MATTERS.

a senior university administrator and now as a professional services company executive. An important disclaimer: I am not an attorney. My tips come from a lot of time in the contracting trenches and lessons learned in the school of hard knocks.

MY TOP 12 TIPS:

1. *Before engaging an advisor, make sure the university administrators responsible for the solicitation and procurement processes understand the scope of work and determine the institution's internal drafting, negotiating, communication, and management responsibilities.* When starting the contracting process, professional services firms often confront competing or misaligned institutional interests and needs. The decision makers, often including the contract manager, general counsel, procurement director, and CFO, should understand the services being procured, the institutional and statutory conditions required, and the relevant industry terms and conditions that should apply so everyone is on the same page. Any differences of opinion about risks, project scope, and applicable requirements should be settled before engaging the advisor in negotiations.
2. *Make your contractual expectations clear to the prospective advisor from the beginning.* State the terms and conditions that are non-negotiable and why, include a draft contract in your solicitation materials, ask the bidders for their comments or modifications, and establish a reasonable review schedule. Related to the first point above, alert the required school decision makers that the contract will soon be in the pipeline so they can schedule their participation accordingly.
3. *Write your contract in clear, concise, and applicable language.* The legal profession has valid, important reasons why it uses the

language it does, but attorneys agree there are ways to write professional services contracts that make them more understandable by non-legal professionals. Making contracts clear and concise helps all involved stakeholders understand the terms and conditions more easily and with less likelihood of misinterpretation. Writing in understandable language is also more cost-efficient; many advisors serving colleges and universities do not have inhouse counsel to review and negotiate contracts, and if they must use outside counsel, the expense increases the firm's operating costs, which are ultimately passed onto clients in the way of higher fees. Finally, easily understandable language is useful within the institution as well, as non-legal professionals will be charged with managing the contract once executed.

4. *Ensure your contracting process establishes the proper tone for the business relationship between you and the professional services firm.* If the institution wants a highly effective advisor who is a true partner capable of and interested in delivering excellent work, then it should reflect this respect in its contract by proposing equitable terms and conditions. As in any relationship, if one side has most of the power, then the other side will feel disadvantaged, which is not a good foundation upon which to build what may be a multi-year business engagement.
5. *The contractual risks you want to pass onto the professional services firm should be commensurate with the financial benefit the firm will earn.* No business will be around long if it takes untenable risks for which there is limited upside. Unfortunately, some firms will sign anything if the alternative means not getting the work. While this approach may yield some short-term financial gain for the advisor and comfort

for the institution that it has passed along many of a project's risks, it puts the advisor at risk, which might ultimately affect its ability to perform the expected work for the institution. Both parties should realize that a shared risk and reward scenario ultimately serves everyone's interests, plus it is just fair, which is the condition under which we all want to work.

6. *Consider that in contracting, one size does not fit all.* Make your terms and conditions proportionate to the scope of work you are procuring and the risks inherent to the project, particularly if you intend to solicit interest from smaller professional services firms. Terms and conditions that are acceptable for large contracts being performed by large companies may prohibit smaller firms from competing for the work. Excessive indemnification obligations, insurance requirements, payment provisions, and cybersecurity responsibilities (to name a few) may prevent highly qualified smaller bidders from pursuing a project, which may not serve the institution's interests well. Small firms often fill important women- or minority-owned business enterprise (MBE) participation goals and subcontracting roles, but onerous contract language may prohibit their utilization.
7. *Use the right type of contract for the services being procured.* For example, my firm Brailsford & Dunlavey (B&D) is a professional services firm specializing in advising and program management services; we are not architects, engineers, general contractors, financial advisors, or IT specialists, yet clients often want to use (or reuse) a contract template suitable for one of these professions for our work. Such templates often contain definitions, terms, and conditions that have inaccurate or no relevance to our role. We realize that numerous circumstances (including statutory or system requirements) will affect your contract language, thus changes may be a bit harder, but the extra upfront effort will produce a more concise and applicable document, and so save negotiating time.
8. *Make your draft reviewing and editing easy.* Send your draft contract in editable text, which the advisor can then mark up and send back with comments and tracked changes. Marking up a PDF or paper copy is clunky and time-consuming and creates a revised

WRITE YOUR CONTRACT IN CLEAR, CONCISE, AND APPLICABLE LANGUAGE.

THE LEGAL PROFESSION HAS VALID, IMPORTANT REASONS WHY IT USES THE LANGUAGE IT DOES, BUT ATTORNEYS AGREE THERE ARE WAYS TO WRITE PROFESSIONAL SERVICES CONTRACTS THAT MAKE THEM MORE UNDERSTANDABLE BY NON-LEGAL PROFESSIONALS. MAKING CONTRACTS CLEAR AND CONCISE HELPS ALL INVOLVED STAKEHOLDERS UNDERSTAND THE TERMS AND CONDITIONS MORE EASILY AND WITH LESS LIKELIHOOD OF MISINTERPRETATION.

draft that is difficult for the original author to review. Also, talk through issues rather than exchanging multiple rounds of e-mails.

9. *Put the effort in upfront to iron out any sticking points.* Do not leave terms unresolved with the expectation that you will hammer out the details later. "Later" sometimes never comes, which leaves the contract incomplete and subject to misinterpretation.
10. *Do not push the professional services company to start work without an executed contract.* Advisors clearly understand that university business moves fast so there may be a real need to start work quickly. If such need exists, then both parties must move promptly through the contracting process since a well-defined, fully executed

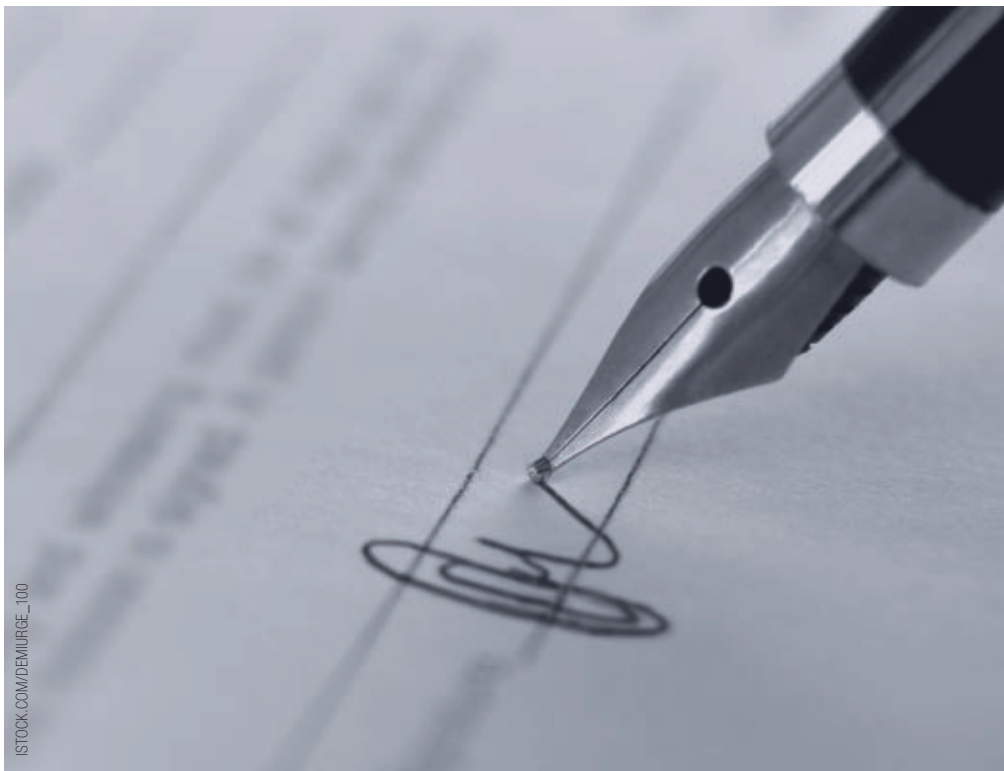
agreement protects everyone. If you have a date by which the work must be completed, make sure that sufficient time for negotiations is built into the schedule so there is no pressure to start without a contract. If work *must* get started before contracting is completed, execute a well-developed letter of intent, notice to proceed, or memorandum of understanding and then follow it up quickly with a fully executed contract.

11. *If you expect your advisor to represent your interests well when working for you, you should respect its desire to represent its own interests well during the negotiating process.* Do not begrudge the firm for advocating for what it believes is equitable treatment; allow it to explain its rationale and appreciate its perspective. Be willing to compromise.
12. *Just because a professional services firm agreed to terms and conditions in a contract once, you should not presume it will do so again.* Business conditions and people change over time, and each scope of work is different. It is perfectly reasonable to expect that a firm may want changes.

Every advisor's goal is to do excellent work for a fair price with no issues. Ideally, we negotiate and sign the contract, and then file it away to never be looked at again because the work progresses

smoothly and no issues arise; however, occasionally issues do occur and the contract is a critical memorialization of the parties' original intentions of how things should be worked out. Stakeholders on both sides often change and memories fade. The contract protects both parties' interests and preserves the original intent of their relationship, which is to complete important work that advances the institution. ■

KEVIN KEEGAN is a vice president with Brailsford & Dunlavey (www.bdconnect.com), an advisory and program management firm dedicated to serving educational institutions, municipalities, public agencies, and non-profit clients from offices throughout the U.S. Before joining B&D, Kevin worked for 20 years in higher education where he served in a variety of senior student affairs and auxiliary services positions, including roles as acting vice president of student affairs, associate vice president of auxiliary services, dean of student life, director of student services, and director of residence life. His auxiliary services experience includes managing residence life, dining, recreation, bookstores, student centers, athletic facilities, conference services, ID card services, and vending operations. Besides leading auxiliary enterprises, he has also overseen other university departments, including student life, career planning and placement, counseling services, health resources, campus activities and special events, student government, and international student services. Among his responsibilities at B&D, he oversees the firm's legal and risk management functions.





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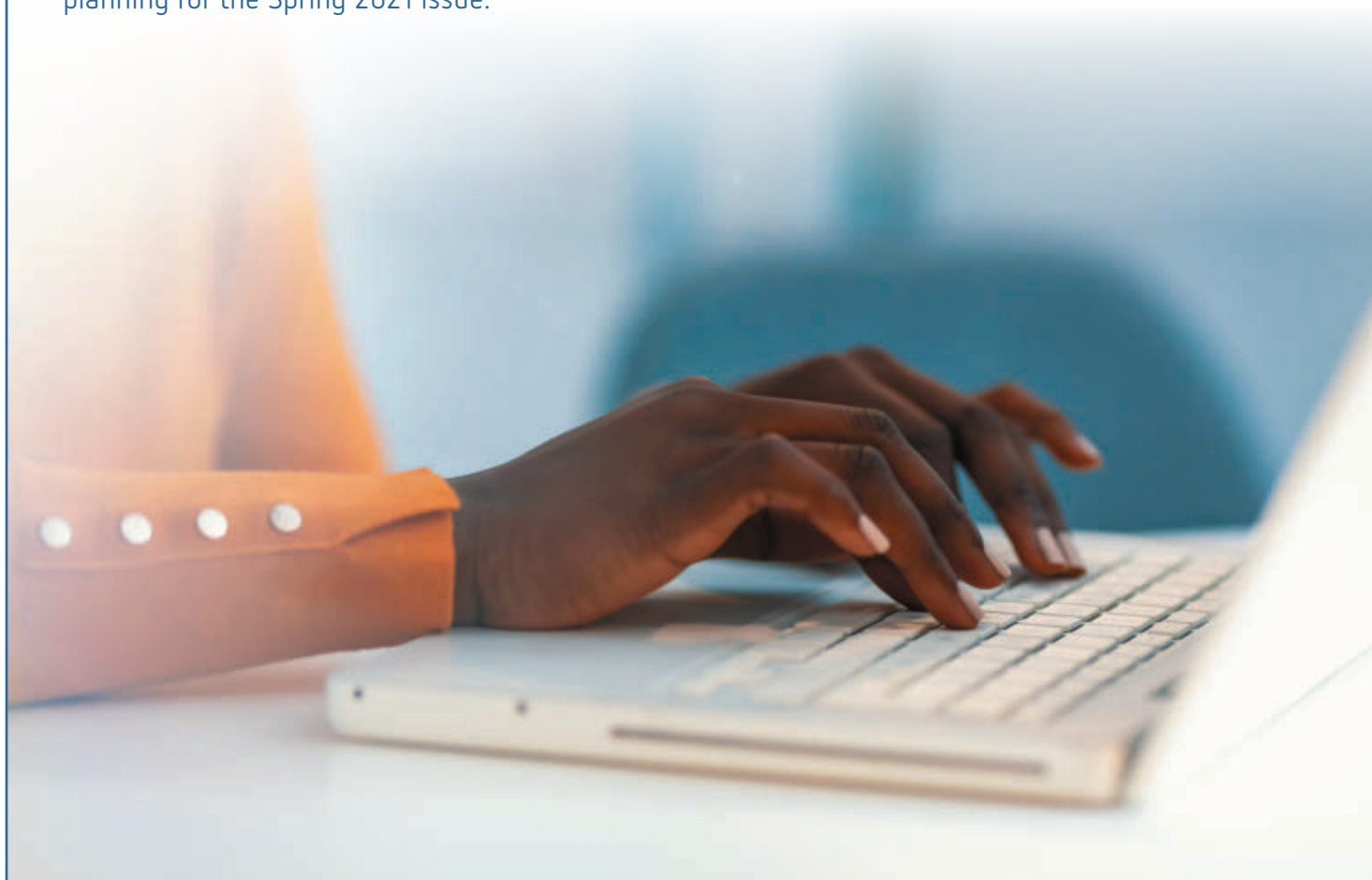
CONTRIBUTE TO COLLEGE SERVICES MAGAZINE

We are always looking for skilled writers and interesting stories about the latest trends in the auxiliary services industry. You can benefit as much by contributing to *College Services* as you can from reading the articles it contains. We often hear from our contributors that the process of documenting their project was a valuable learning experience for them and gave them new insights.

Our *College Services* Winter issue production is underway, but we are in the beginning stages of planning for the Spring 2021 issue.

The theme will be Emergency Planning and Crisis Communication. Reflecting one-year-out from the onset of the coronavirus pandemic, what lessons have you learned about health safety preparedness? What new plans did you implement and how did you communicate them to your students, faculty, and staff? Tell us your story!

If you are interested in submitting an article or pitch, please contact NACAS Marketing Manager Abby Hazekamp at abby.hazekamp@nacas.org.



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COLLEGE SERVICES



THE IMPORTANCE OF SELF-CARE IN THE MIDST OF HELPING OTHERS

Let's talk about self-care. (I know, I know, you are rolling your eyes, right? But stick with me...) Between the coronavirus, the political climate, and the upcoming election, it's really easy to slip into crisis-management mode and put your mental health on the backburner. A lot of us probably do a bit of dissociation and emotional backflips to avoid dealing with current realities. While self-care can certainly include things like getting enough sleep, eating healthy meals, and spending some time outside in nature, I think there is a less-explored form that includes reflection and awareness.

Giving yourself permission to feel sadness, anger, and pain are crucial right now. While we might want to avoid wallowing endlessly in a dark place, there is a lot of growth that can occur when we get comfortable with the uncomfortable. Real change occurs during times of deep learning. We need to address issues that could be holding higher education back, like racial injustice, affordability, and students' basic needs. All this, while simultaneously dealing with a pandemic that is devastating the population and the economy.

Those are huge hurdles that can often seem impossible to jump. But it's a heck of a lot harder to overcome these challenges when we aren't fully aware of our own biases or true feelings.

As auxiliary services professionals, it's our job to contribute to a better overarching campus experience for students. Whether the community you are creating for students is virtual, hybrid, or otherwise, several questions are raised. Like, how do you keep your students feeling safe? How do you keep them engaged? How do you maintain a feeling of connectedness? Any many more ...



Heading into 2020, none of us could have possibly imagined how this year would turn out. There was no handbook for maintaining operations of a college or university during a pandemic. We had to write the rules. We had to create the policies that reduce the risk of transmission. We had to communicate our plans with students and parents. We had to build new safe spaces and processes that still enrich the campus environment while meeting students' basic needs. We celebrated our successes and learned from our mistakes. This journey is far from over. We will still have room to grow.

As we head closer to 2021, I encourage you to check in with yourself, your staff, and your students. How are you showing up? The tone of this year has been wrought with fear and shame. Whether it's coming from the media, your neighbors, or even your own inner monologue, it's had an effect on us. With that in mind, I encourage you to move forward with energy and positivity for impacting the collective good. What's your high road? How do you make an impact that creates the energy you wish for in return? ■

Here's to looking out for one another,

Kelsey Harmon Finn

Chief Executive Officer,
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1. These benefits will take effect within 45 days following the linkage of the Campus Card to an Everyday Checking account. The Everyday Checking account must be linked to an open, active Wells Fargo Campus Card to remain eligible and receive these benefits. The benefits will end 60 days after the Everyday Checking account is no longer linked to an active Campus Card. In that event, the Bank's standard terms and fees apply. Ask a banker for additional details.

2. The Everyday Checking account will receive a monthly service fee waiver within 45 days of linking the Campus Card to that account. See a Wells Fargo banker for more information about other fees that may apply.

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Materials expire on March 1, 2021.

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