



The

CONVERSATION

PART TWO

PERKINS —
EASTMAN

FALL 20 20

SCENARIO
+ NETWORK
PLANNING



Perkins Eastman sees three ideas that could significantly impact the experience and effectiveness of your campus' fall scenarios and networks.



Wellness Advisor

Create a role to help faculty, students, and staff address increasing levels of stress and isolation.



Campus Edges

What will your “campus community members only” policy look like in the post-COVID era. We hope these edges will dissolve.



When the Physical Goes Digital

- **The Social Exchange.** A student-only social space active outside of class.
- **The Pedagogical Exchange.** A support space to teaching and learning operating outside class and office hours. Focused on specific course topics.
- **The Study Exchange.** Digital study halls where students can informally gather online to work synchronously.

With universities across the country hard at work opening campuses for students, the higher education practice at Perkins Eastman continues *The Conversation*, a series of one-on-one discussions with institutions across the country. Please join us for part two of our series, *Building Community Through Networks*.

In the time between *The Conversation* Part One and today's *Conversation* Part 2 much has happened. We have seen civic unrest and renewed calls for social justice across the nation in response to the deaths of George Floyd, Breonna Taylor, and many others. We have seen some states find great success with their “on pause” approach to the COVID-19 pandemic while others have seen a resurgence of infection rates over the last four weeks which have required many of you to re-review fall plans and pivot quickly to revised scenarios and delivery.

As many of you have shared with us, the COVID scenario planning and return-to-campus protocols are revisited weekly so that modifications can be made as necessary based upon the changes happening at the city, state, and federal level. The complexities are immense when you consider the permutations of students, faculty, staff, community members, and their intersections in relation to mandated and recommended guidelines. Your institutions must forge ahead with the understanding that risks related to COVID-19 can be minimized, but not fully eliminated.

So, whether your institution is online, on-campus or a mix of both, the importance of community continues to be an emphatically recurring theme. There are a multitude of networked communities which must be considered. What does community look like across digital platforms, how does one build community while maintaining physical distancing requirements—between faculty and students, staff and students, and between students? How does the institution build these networks of community while maintaining networks with its neighbors, and its city in the time of COVID? Our conversations and your approach to community, which is at the heart of higher education, allowed our studio to create **five networks** for consideration.

Networks: Our Input Data

Past research

In The Conversation Part One we captured five scenarios institutions were implementing this fall.



ON-CAMPUS SCENARIO

This scenario follows CDC guidelines for reopening, as a minimum. It recognizes the return of faculty, students, and staff to campus. The mission of the school will drive this scenario and all academic, dining, athletic, residential, and recreational life will have a range of options, while limited. There will be a focus on almost no additional online coursework as this model strives to meet the spirit and experience of fall 2019 with the new expectations of physical distancing.



ONLINE SCENARIO

This scenario focuses on curriculum preparation, virtual delivery, and assessment, including more concentration on student-to-faculty dynamics, how to better convey ideas, and enhancing spaces for ideation and comprehension outside of testing. Over the summer, institutions have worked on techniques for greater understanding and assessment between educator and student. Curriculum has been re-written and developed so that students can work on all content outside the resources of the campus.



AUGMENTED ONLINE SCENARIO

Capitalizing on the summer 2020 online model, this scenario sees almost all curricula delivered online, and off-campus, with slight modifications for key studio and lab-based coursework occurring on-campus and in-person. This select on-campus and in-person work will follow operational protocols which address density, access, and physical distancing requirements. The health of faculty, students, and staff will be carefully monitored.



HYBRID SCENARIO

Recognizing that all staff, faculty, and students may not be able to return to campus or may not wish to be on campus until there is a vaccine, colleges and universities have chosen to develop curricula which runs concurrently, resulting in one unified hybrid campus. Academic and social programs have been designed for on-campus and virtual students giving faculty and staff the option to teach and work either remotely or on-campus. This scenario is the most ambitious and requires significant touch points so the students' virtual experience is matched to the on-campus experience. Focus will be on connection and programming that blends the on-campus cohort with their virtual cohort—creating a tight knit community.



AUGMENTED HYBRID SCENARIO

The foundation for this scenario is the hybrid model, which provides both virtual-campus and on-campus academic and social experiences depending on whether or not the student is online or in-person. While the on-campus students have access to the school's physical resources, the augmented hybrid model varies their classroom experience in order to keep them connected to their virtual peers. In this scenario, course sections consist of sub-sections of virtual-campus and on-campus students. While virtual-campus students will always be in an online situation, on-campus students will alternate between in-person and online coursework. Not only will this allow them to join their virtual classmates, it will further reduce pressures on campus density and classroom inventory.

What the students said...

While we continued The Conversation with higher education institutions across the country, we also wanted to spend time with students who experienced this major shift in their education. We reached out to incoming first-year students and students who were at higher education institutions in the spring of 2020. It was important to engage these students since they were an equal part of pioneering the rapid improvised changes and they have unique insight into what worked, what did not, and what still needs to be addressed.

Higher Education Institutions



missed their independence



currently enrolled students plan to continue their studies



felt connected to their institutions or program of study

Fall 2020 + COVID-19

Top concerns this fall



are worried about getting COVID-19 this fall



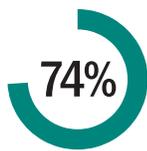
are NOT worried about getting COVID-19 this fall



their greatest worry – returning to campus without a vaccine

Fall 2020 + Return to Campus

What would make students feel safer when returning to school



fewer students in classroom & laboratories



expanded cleaning protocols for facilities



updated protocols for dining halls



more hand sanitizer stations



everyone at school wears a mask

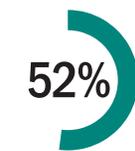
Knowledge



felt they were learning less than they were prior to shelter-in-place orders



do not want classes online after the pandemic



did not have access to the library but would like access

Wellness



felt stress during spring 2020



felt isolated during spring 2020



received enough support from counselors to address additional mental health concerns

In order to support your fall campus scenarios we have outlined **five networks** to help build community across your campus.

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- > NEW BILLING STEPS
- X TEAM UPDATE

> NEW BILLING STEPS

- WORKSHOP TEMPLATES
- BONJOS

ONE BIG THING

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SHIP IT.



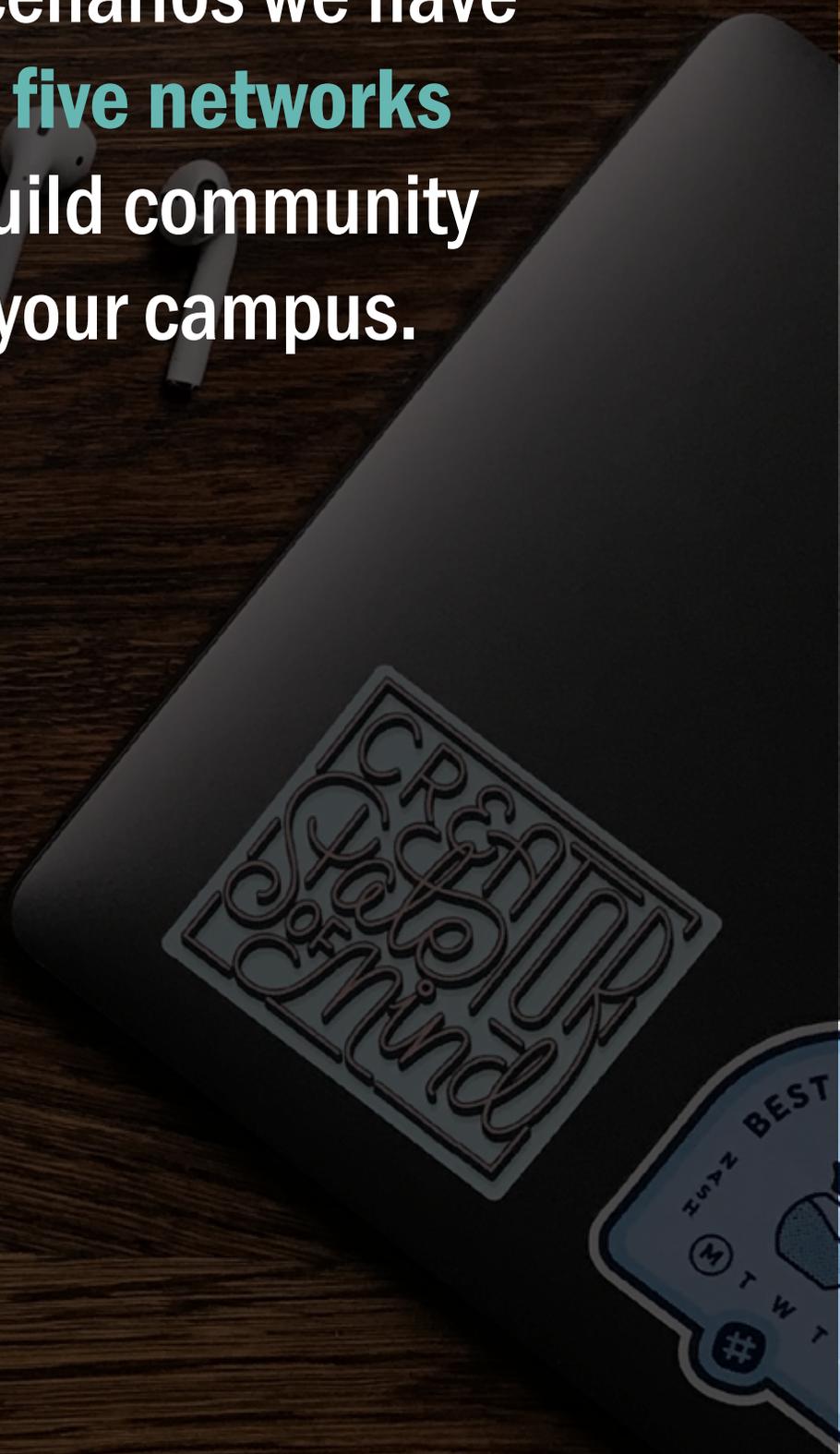
MEETING

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How campus scenarios relate to campus networks

		NETWORKS				
		 Social Contract Network	 Cohort Network	 Wellness Network	 Knowledge Network	 Social Justice Network
SCENARIOS	 On-Campus	COVID-19 protocols	Variably reduced	Focus on increased stress	Modified physical access	Limited in-person assembly
	 Online	Enhanced online protocols	Virtual connection	Focus on increased stress & isolation	Virtual access	Virtual assembly
	 Augmented Online	COVID-19 protocols & enhanced online protocols	Virtual connection & variably reduced	Focus on increased stress & isolation	Virtual access	Virtual assembly
	 Hybrid	COVID-19 protocols & enhanced online protocols	Variably reduced & simulated	Focus on increased stress & isolation	Modified physical access & virtual access	Limited in-person assembly & virtual assembly
	 Augmented Hybrid	COVID-19 protocols & enhanced online protocols	Variably reduced & simulated	Focus on increased stress & isolation	Modified physical access & virtual access	Limited in-person assembly & virtual assembly



Social Contract Network



For those institutions welcoming students, faculty, and staff back to campus this fall the need for enhanced safety protocols to avoid the spread of COVID-19 are reliant on common behavior patterns. How should institutions open and welcome thousands of young adults back to campus while enforcing physical distancing as a minimum; following state and federal guidelines?

Colleges and universities have created contracts—**social contracts**—that join students, faculty, and staff in a shared commitment of behavioral expectations. These social contracts, at their root, outline protocols to try and minimize the person-to-person transmission of COVID-19 and have the ability to remind all that we are community members who must care for each other through not just words or intentions, but actions.

COVID-19 Protocols

- Institutions are working with their medical, nursing, and pharmacy schools to develop testing, testing protocols and monitoring programs. For those colleges and universities that do not have health services as a part of their school, they are working in partnership with local healthcare systems.
- Many institutions have campus entry protocols which rely on the self-reporting of an individuals' health and temperature while other institutions are taking temperatures each day as a requirement for campus entry. The most stringent of these approaches provides campus entrants with 24-hour badges which "time-out" each day, requiring a daily check-in.
- On-campus mask requirements. Almost all institutions require masks on campus regardless of state mandates.
- The campus perimeter is more restrictive with many institutions across the country creating "campus community members only" policies. Visitors and guests are no longer allowed on campus.
- Campus community members have pledged to adhere to travel restrictions, many unable to leave the state where their institutions are located.
- In order to monitor the coronavirus infection rates, institutions are working with city and regional officials to watch local infection rates and the capacity of healthcare systems that support their campus and regions.

Enhanced Online Protocols

While institutions who are on-campus are working to enhance behaviors to support physical distancing many schools in the online or hybrid scenarios are trying to build social networks and connections between students. Creating connections between students cohorts, between students and faculty in the digital world also requires a social contract.

Many students are uneasy providing a student, whom they have recently met, with their contact information. How can colleges and universities help facilitate safe online spaces and enforce behaviors that promote collaboration and innovation across the online platforms? Institutions are updating codes of conduct relative to online behavior. Consider three types of online exchanges:

- **The Social Exchange.** A student-only social space active outside of class.
- **The Pedagogical Exchange.** A teaching and learning space. This space can be organized by faculty and teaching assistants.
- **The Study Exchange.** Digital study halls where students can informally gather online to work synchronously.



Cohort Network

Faculty Cohort

Since the spring, faculty have been navigating online tools in anticipation of fall semester campus scenarios. Whether online, on-campus, or hybrid, faculty have developed curriculum for both asynchronous and synchronous teaching platforms. Faculty must also continue research and grants activities. To support both teaching and research, institutions have created mobile recording pods that allow faculty to record and share coursework and content. This allows faculty access to improved networks and equipment, outside the basics of their home office.

Student Cohort

There has been a strong emphasis on the incoming cohort—the first-year student—and their experiences at higher education institutions considering their disrupted high school career. Most schools are well positioned to continue to craft bespoke first-year experiences due to the on-going work and development of FYE programs. Building upon these FYE programs institutions overlaid physical distancing requirements which require reduced capacities, variably reduced, or they created virtual experiences which take FYE programming activities into the digital.

- Close attention has been paid to cohorts of similar academic programs and many institutions are creating FYE programs and housing assignments based upon these similarities. Keeping students together in small groups creates a work/life cohort network.
- Many campuses who have on-campus and hybrid scenarios are allowing first and second year students

back to campus for the fall semester, while juniors and seniors start the fall online. If COVID rates do not spike juniors and seniors will join in the spring semester. If COVID rates remain constant—maintaining a consistent reduced student population will be important and will see juniors and seniors switch with the first year and second year students.

- Strong mentorship programs have been introduced—pairing older students with younger students at varying scales, within a major, within a department or within a school. These connection points help students navigate the higher education landscape.
- Many colleges and universities have seen an increase in transfer students as students “stay local” and are not returning to out-of-state institutions. Mentoring programs for transfer students have increased creating a bridge between new transfer students and returning students.

Staff Cohort

Colleges and universities are taking extreme precautions to avoid exposure of the coronavirus. This can be done through protective clothing, modified workstations and schedules or continuing work from home options. For those staff who are working on campus, especially those who work in locations heavily used by students and faculty—they are reliant on the adherence to social contracts. Institutions are setting up dedicated space for staff to change into and out of work clothing, allowing a buffer between home and on-campus spaces.





Wellness Network

Wellness needs related to physical, mental, and social well-being have increased focus for all fall 2020 campus scenarios. Creating support networks to help decrease levels of isolation and stress for students, faculty and staff are a high priority.

In The Conversation Part One, we recommended colleges and universities invest in a Community Advisor—a person to tie together the on-campus and off-campus cohorts. Someone who could coordinate the social and academic aspects of campus life under the new return to fall scenarios. Based upon student interviews and an examination of student's responses regarding their stress and isolation levels during the spring semester, we recommend institutions also consider a **Wellness Advisor** for each student.

While students need additional support, faculty and staff are also under increased levels of stress. They have perceived caretaker responsibilities for students and most have guardian responsibilities at home. In addition to mental and social well-being, many institutions are deepening their ties to city and regional health facilities for assistance in testing, testing protocols, monitoring programs, and contact tracing programs.

- Many institutions have created a series of entrance “check-in” stations to monitor the health of the campus community. College and universities could create a series of wellness pods located at campus entrances, in residence halls, academic buildings and student unions, all networked across campus. These pods would be used for temperature check-ins, administering COVID-19 tests, telehealth appointments, private calls and connections.
- Many institutions have indicated student health counselors may be at capacity and have created extended partnerships in their community.
- Many institutions have expanded hours for recreation, while maintaining physical distancing requirements, and have increased wellness programming.
- Online programs have been developed to increase physical fitness
- Some institutions are allowing faculty early release time or sabbaticals. This is not applicable to adjunct and visiting faculty.





Knowledge Network

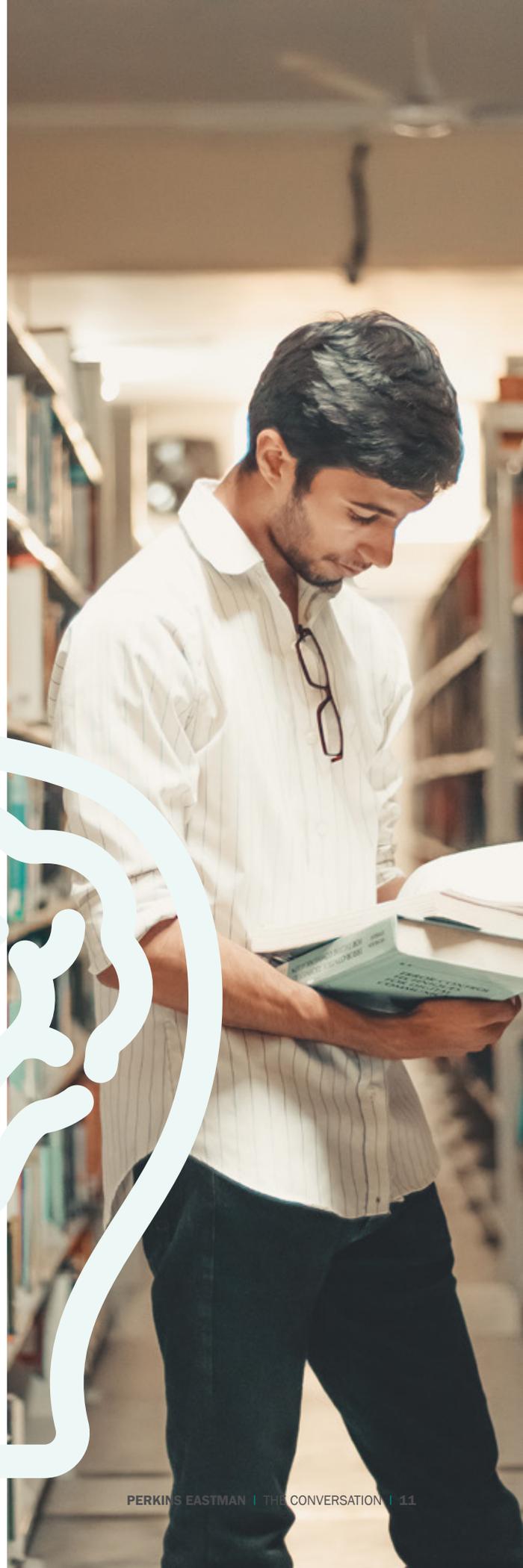
Libraries are at the heart of learning and innovation, supporting teaching and research for matriculated students, visiting scholars and community members. Campuses with a sole library or with library systems have roles in multiple disciplines and since the spring, librarians have been working to help researchers obtain the right tools to continue work and studies.

Many librarians have been working in buildings with infrastructure, spatial layouts, and furnishings that cannot support the work they are expected to be doing. Many institutions are now taking the time to review their libraries, workflow, and processes in order to position themselves for the future of learning and research.

For institutions with hybrid and on-campus fall scenarios welcoming back students and faculty, they must meet physical distancing requirements and support scholarship for both in-person and online patrons. Institutions who have online scenarios must create access to collections and support patron research in unprecedented ways. This continued support to the campus community strengthens and upholds the network of knowledge fundamental to colleges and universities.

Many institutions have made the following modifications:

- Regular programming has shifted online.
- Mobile technology has been distributed to those in need.
- Gaps have been identified between how institutions deliver their online learning to students.
- Many libraries are purchasing and sharing more content while others have been asked to review expenses which are nonessential.
- Libraries offering digital services have expanded these offerings.
- Increased communication, directly from the library, familiarizes patrons with holdings and services.
- Many maker spaces within the library now have their direct-to-print 3D printers monitored by faculty for either direct send or curbside pickup.
- Group collaboration rooms now have single occupancy.
- Reading rooms have changed to quiet learning only.





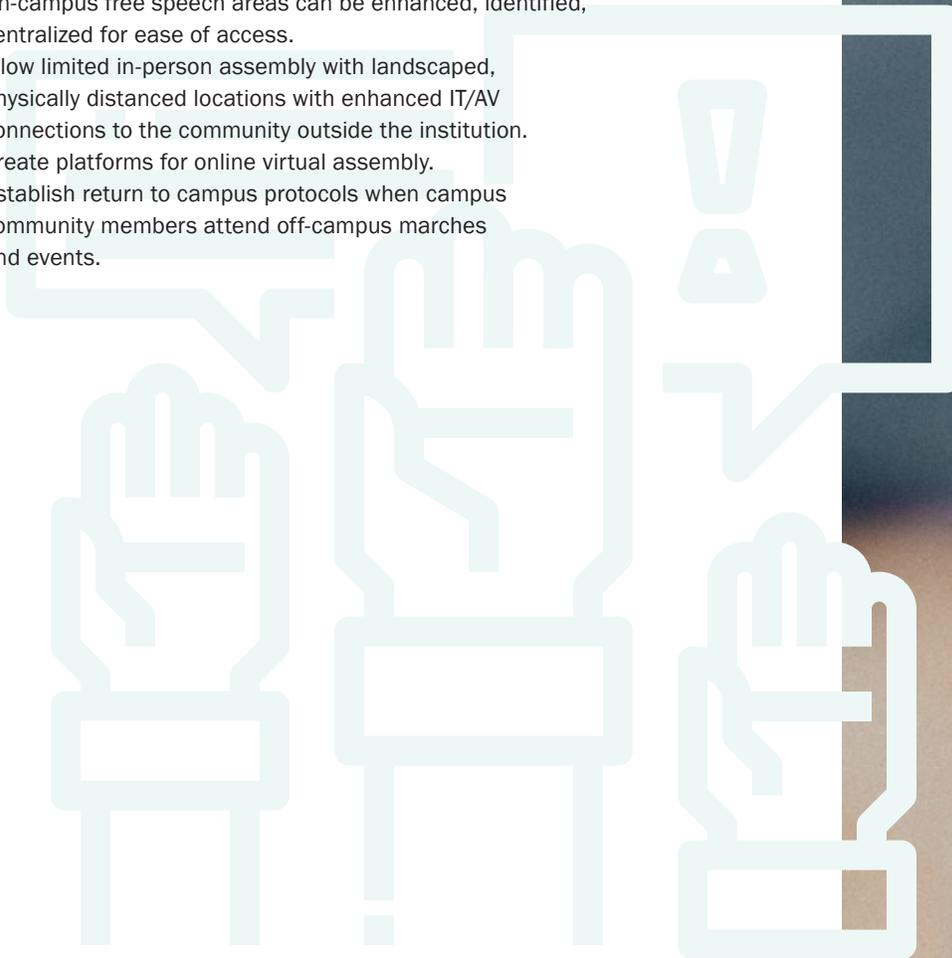
Social Justice Network

So far 2020 has been a year unlike any that we could have predicted... there has been so much disruption and sudden change. Over the months we have all been heartened by the calls for social justice and the #BLM movement. We have seen strength in communities and partnerships while states flatten the COVID-19 curve.

College and universities are typically the home of social justice activities—events, programming, speakers, and places for student expression. Institutions have begun to ask of themselves, what will the level of civic engagement look like this semester no matter the scenario? If online, how will groups organize? If on-campus or a hybrid scenario, how will institutions support these networks while physically distancing?

How can an institution continue to be the host of social justice networks and events? What will be the balance between community organization and a campus cohort bubble? Is leaving campus or NOT leaving campus a part of the social contract that keeps the school safe?

- On-campus free speech areas can be enhanced, identified, centralized for ease of access.
- Allow limited in-person assembly with landscaped, physically distanced locations with enhanced IT/AV connections to the community outside the institution.
- Create platforms for online virtual assembly.
- Establish return to campus protocols when campus community members attend off-campus marches and events.



BLACK LIVES MATTER



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