

Governance | Individual communication

IC - (21116) - THE ROLE OF THE CAMPUS IN A DISTRIBUTED UNIVERSITY: LEARNING FROM POST-PANDEMIC CHANGES IN NEW YORK CITY CAMPUSES

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Background and objectives

The university campus is in a state of flux. The social distancing measures implemented to contain the COVID-19 pandemic disrupted university learning, teaching, and research (LTR) by forcing campuses to operate remotely. As a result, researchers, students, faculty, and staff members experienced unprecedented levels of flexibility in time and location for conducting LTR. As campuses in the United States reopen following the availability of vaccines, universities are instituting distributed LTR arrangements such as hy-flex (courses that can be simultaneously attended in-person or online) and bi-chronous (courses with a blend of asynchronous and synchronous sessions) that support LTR in diverse on- and off-campus settings due to a widespread preference for continued flexibility in LTR practices. This project examines: What types of distributed LTR arrangements have been intensified or are emerging in the aftermath of the COVID-19 pandemic? How is the purpose, function, and usage of various physical campus settings evolving vis-a-vis distributed LTR practices? How is the changing purpose, function, and usage of campus settings affecting campus space design, planning, and policies?

Process and methods (for empirical research)

The project unfolds in the following phases: (1) summative content analysis of virtual meetings and conferences on US post-pandemic campus planning held between December 2020 to December 2021, (2) thematic analysis of interviews with New York City (NYC) campus planners and consultants examining how campus spaces and policies are changing due to distributed LTR practices, supplemented with (3) behavior mapping and observation of campus spaces in NYC campuses that have been redesigned for distributed LTR.

Main results (or main arguments in the case of critical reviews)

A knowledge base of post-pandemic distributed LTR practices in US universities, and case studies of the resultant changes in the purpose, function, and usage of various NYC campus settings, and associated campus designs, plans, and policies.

Implications for research and practice/policy | Importance and originality of the contribution

The knowledge base and case studies will support informed distributed LTR implementation in universities.

Palavras-chave : distributed university, distributed learning, teaching, and research