

Carnegie  
Mellon  
University



# ALL GOOD PLANS CHANGE

Returning to Fall Instruction

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# A UNIFIED APPROACH



# The behind the scenes



## **Student Experience**

Safe student experience encouraging the team/collaborative approach necessary for innovation/creativity/learning (6ft circle)

## **Governance**

Alignment with university and state. Committee designed to both implement and ingest feedback and improvements. Continual feedback loop.

## **Policy**

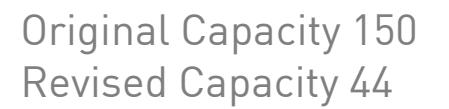
University, department, and lab policies layered together to ensure safety. Clear communications and ability to have agile and proactive change to preempt problems.

## **Operations & Protocol**

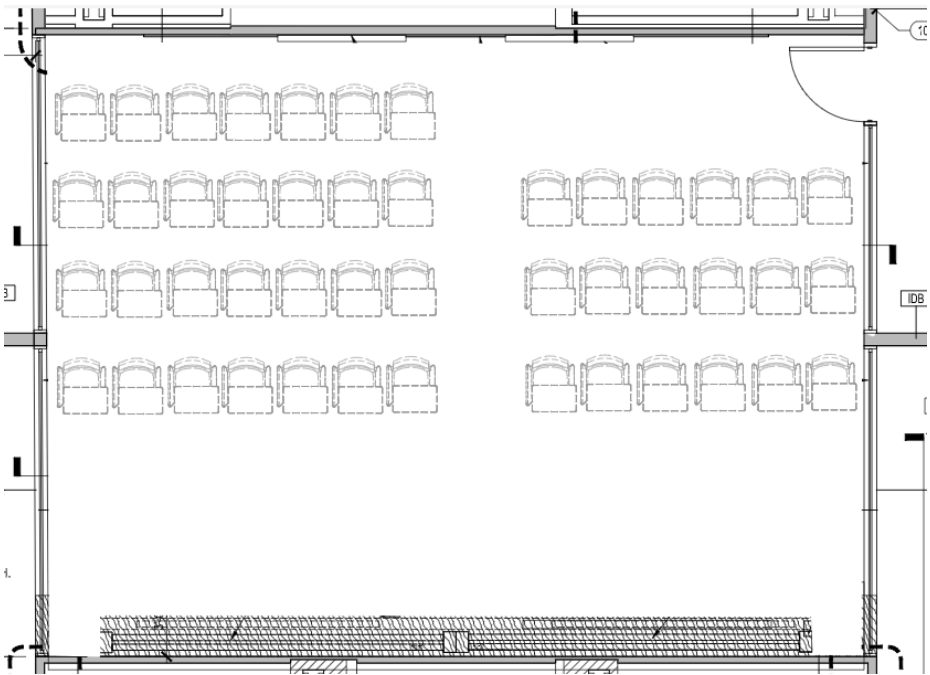
Execution layer of safe practices. Short feedback loop for surfacing issues to be brought to a solution. Student feedback and creativity empowers the process.

## **Space**

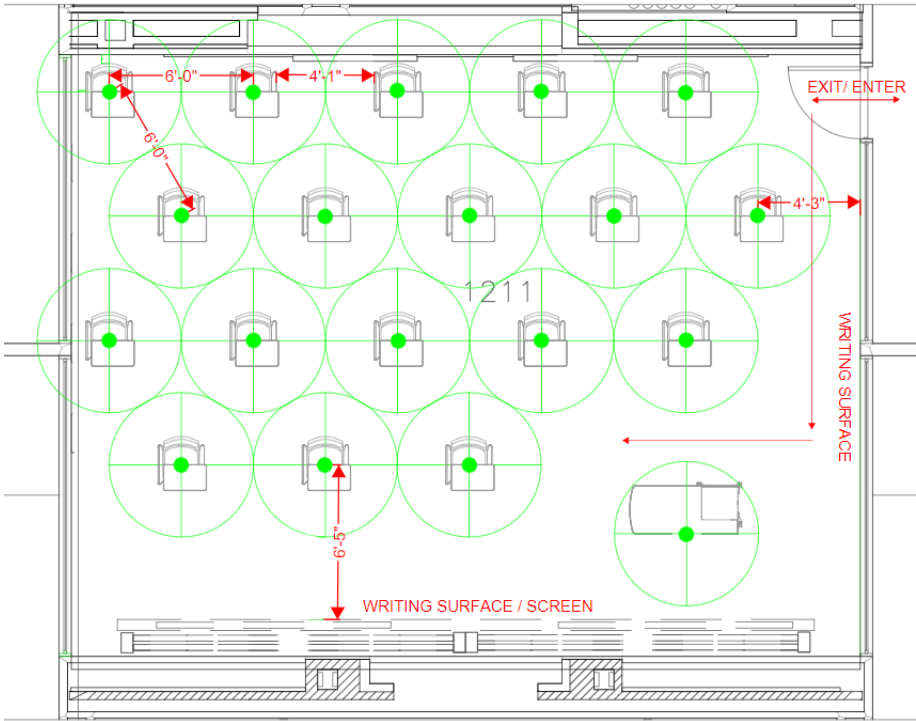
Physical manifestation of safety - unobtrusive yet present as part of the daily experience.



# Classroom (Flexible Seating) Example



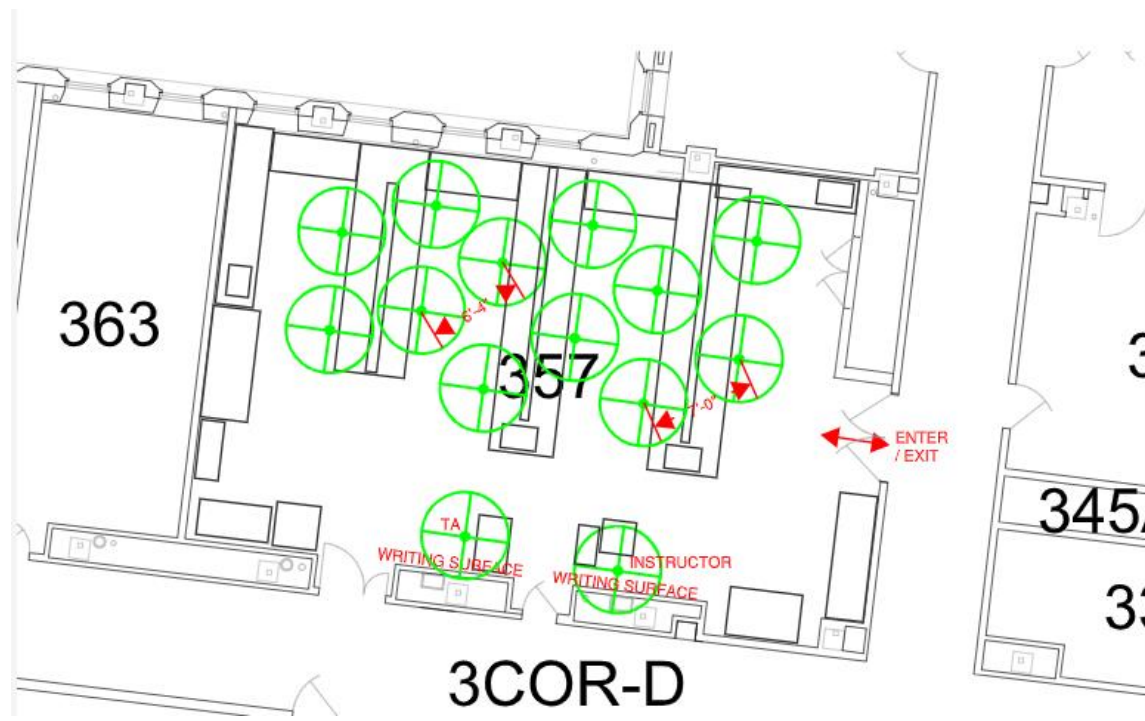
Original Capacity 46



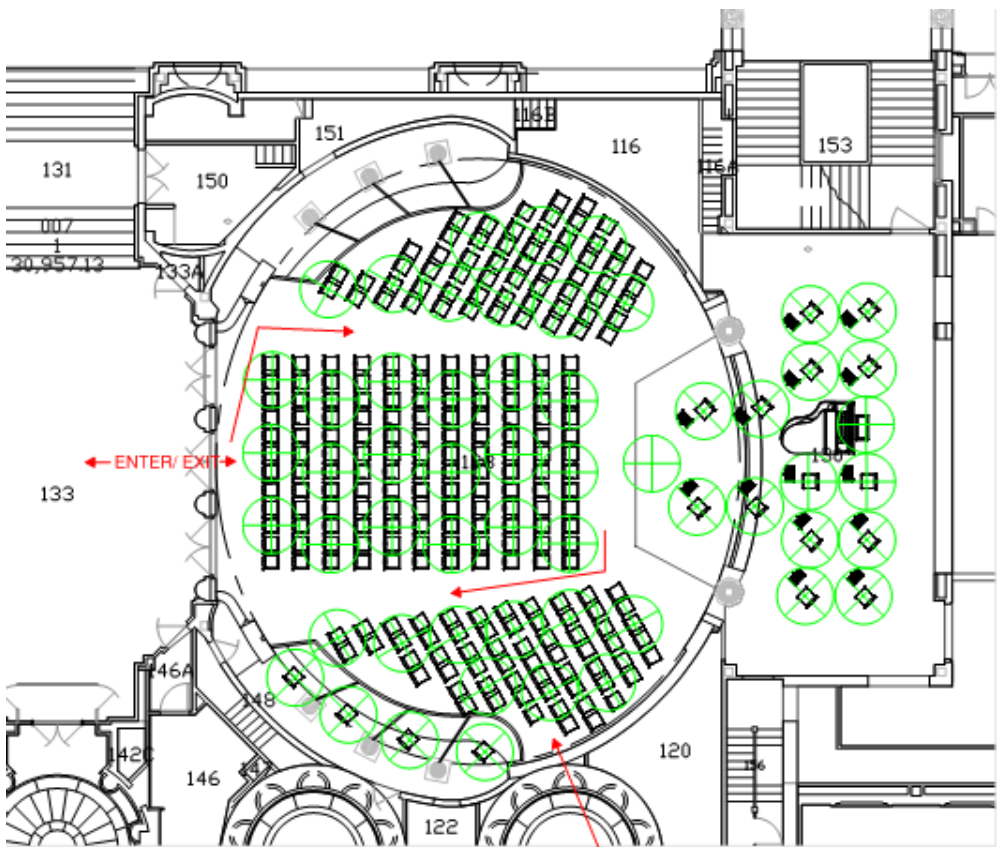
Revised Capacity (including faculty & TA) 19



# Specialty Space Examples



Lab  
Original Capacity 30  
Revised Capacity 14

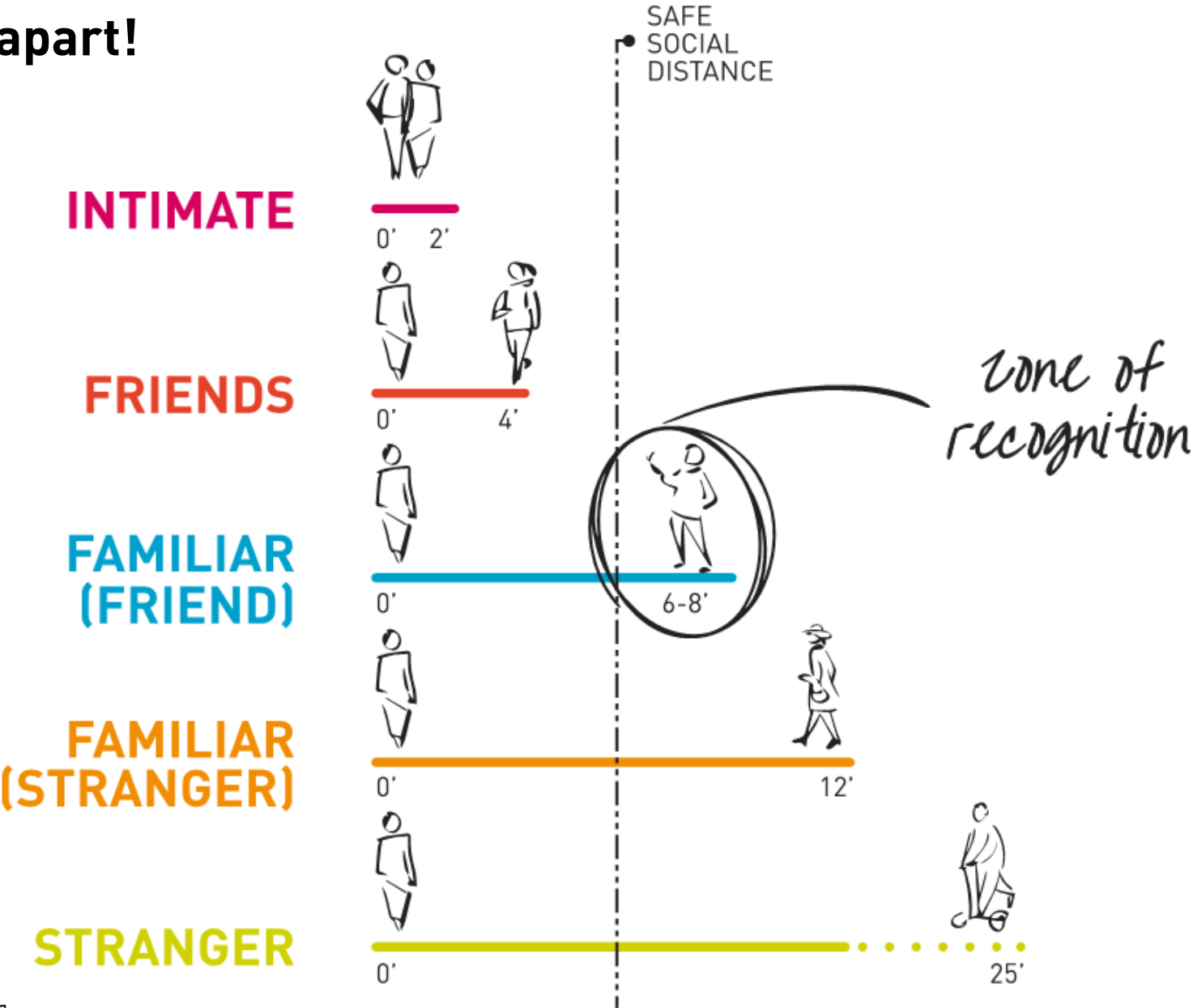


Performing Arts  
Original Capacity 200  
Revised Capacity 56

**“PROVIDING A SAFE  
& HEALTHY, ON-CAMPUS  
EXPERIENCE FOR EVERY  
STUDENT, FACULTY & STAFF”**

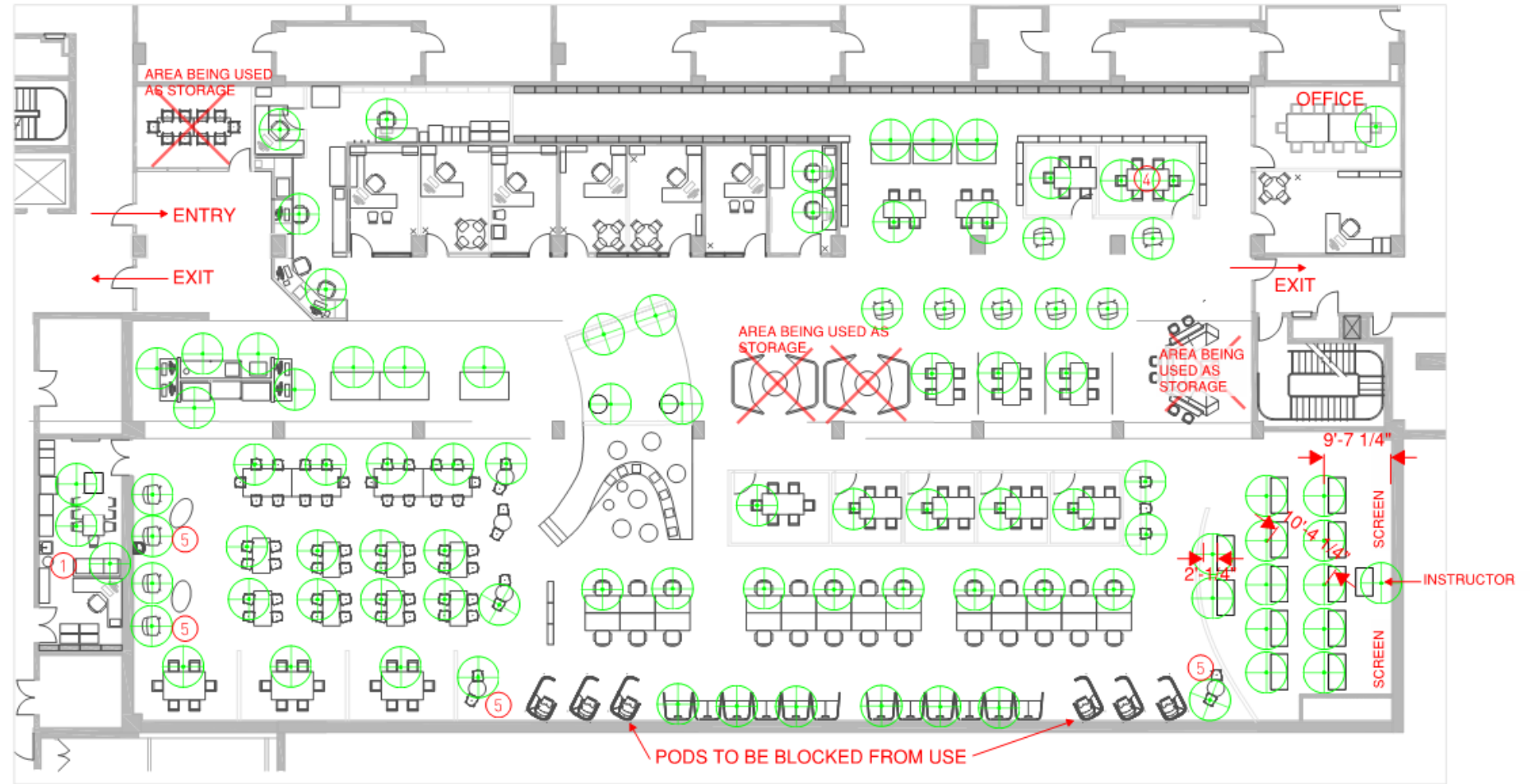
Ralph Horgan  
Assoc. Vice President  
Campus Design and Facility Development  
Carnegie Mellon University

# Stay 6' apart!





# Library Example



## NOTES

1. Furniture seating more than 1 person is not advised. Diameters shown for reference.
2. Tables and chairs shown in two configurations for reference. Seating facing each other would be most appropriate where dividing screens available
3. Huddle sofas facing each other not advised. Diameters shown for reference.
4. Seating facing same direction rather than facing each other would be ideal. Diameters shown for reference.
5. Preferred layout shown reflects a revision of existing layout.

Original Capacity 200  
Revised Capacity 92

# The in-between: Dining, Lounge, Collaboration...



Original Capacity: 150  
Revised Capacity: 45



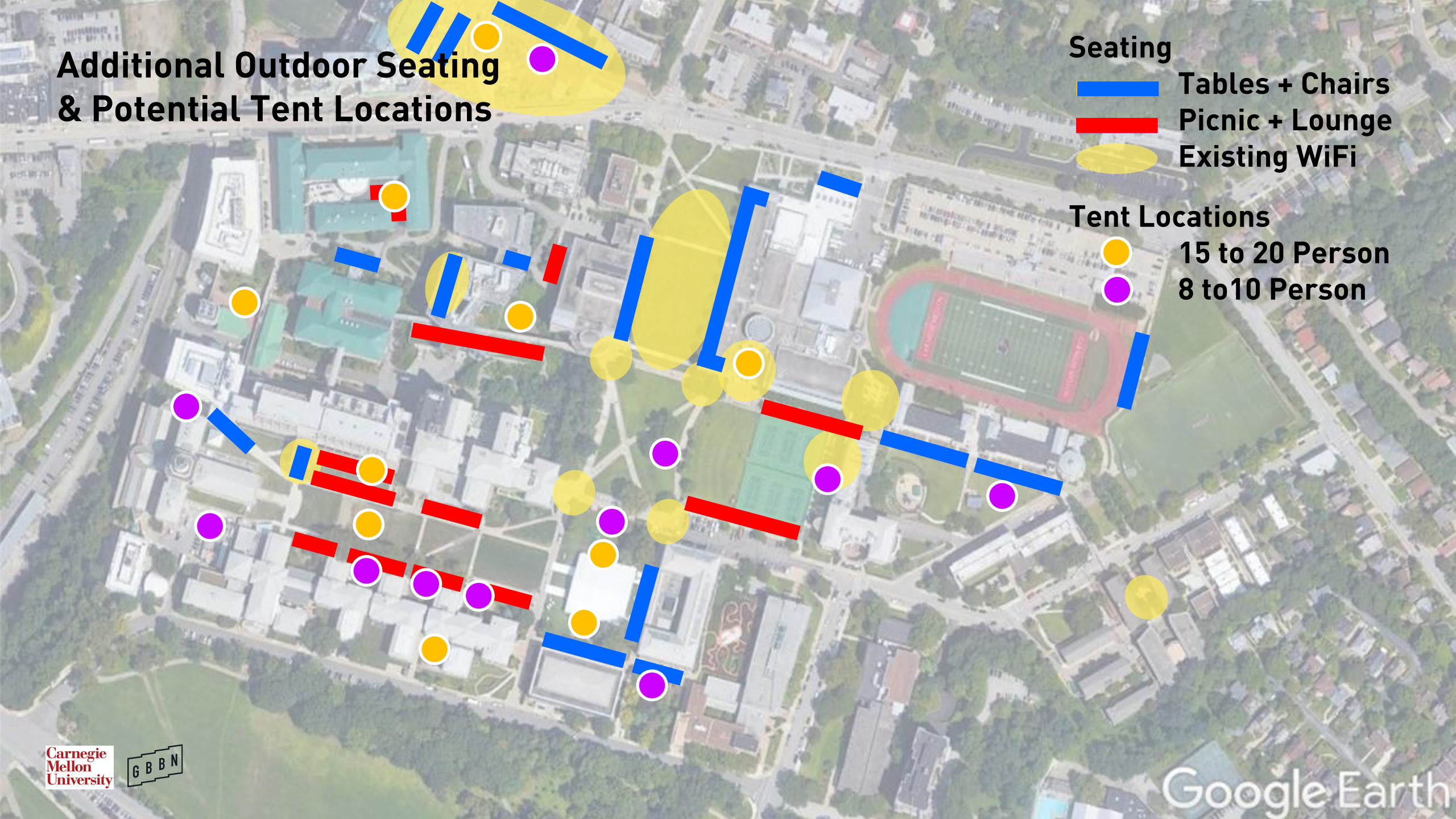
Original Capacity: 25  
Revised Capacity: 20



**Additional Outdoor Seating  
& Potential Tent Locations**

- Seating**
- Tables + Chairs
  - Picnic + Lounge
  - Existing WiFi

- Tent Locations**
- 15 to 20 Person
  - 8 to 10 Person





# Communication: Next Steps and On-Going Process

## De-densifying Needs

If you need help adjusting furniture or de-densifying locations in order to adhere to the maximum capacity provided on the attached spreadsheet, please place a work order with FMCS through [fixit@andrew.cmu.edu](mailto:fixit@andrew.cmu.edu). If furniture needs to be relocated from a certain space, FMS will need to know if the department has extra space to store it, or if it needs to be stored centrally.

## Signage Needs

FMCS will install signs in the majority of the highest traffic locations and public spaces. These areas include spaces such as stairwells, restrooms, elevators, elevator lobbies, near drinking fountains, common areas and entrances/exits. For occupancy signage, or any other signage, departments may request prints via email to [fixit@andrew.cmu.edu](mailto:fixit@andrew.cmu.edu).

## In-Person and Remote Technology

Computing Services has started to reach out to departments to discuss the installation of the standard baseline equipment in S3 scheduled instructional spaces. Expect to see this communication over the coming weeks, if you haven't already.

## HVAC

If any space is labeled "not recommended" or "additional mitigations" on the attached spreadsheet, FMCS has developed multiple interventions and procured equipment to improve indoor air quality. Each space will have a specific plan based on intended use. Please reach out to FMCS through [fixit@andrew.cmu.edu](mailto:fixit@andrew.cmu.edu) for a discussion about the proposed strategy specific to your instructional spaces.

Additional mitigations may include:

- Install equipment to purify air within the room
- Utilize operable windows to increase air circulation
- Limit usage with access control/room locks
- Reduce occupant capacity

## Common Space Assessments

CDFD is wrapping up the occupancy assessments for academic buildings. These assessments include calculations (no layouts) for public spaces only. For examples, lobbies, cafés, and collaboration areas. These spaces have been assigned a maximum occupancy. Furniture will be tailored to that occupancy and signage will be posted.

## Building Circulation

As a part of our academic building assessment CDFD is providing information regarding public corridors and stairwells to EH&S and FMCS. As an example, stairwells that are 6ft or wider will be used for multi-directional traffic and will have directional arrows to encourage separation of pedestrian traffic. As necessary, for smaller spaces, a building circulation plan may be established to facilitate recommended circulation patterns.

***CDFD sent the summary sheets/results of the occupancy assessments to their assigned contact from each college. The e-mail outlines the next steps and ongoing process.***

***CDFD developed two informational sessions with the assigned college contacts from the instructional assessments. This information session will review the occupancy assessment process and provide some tools to assist with their departmental work plan for a safe return to campus.***

## Lessons Learned

- **Expand** your partnerships and frequently **synchronize** the vision with **leadership** and others
- The only **constant, is change**, build a team that can **pivot** quickly
- **Communicate** to provide **transparency**, build trust and willingness to **share** knowledge

**QUESTION: have there been any positive experiences coming out of this?**

CDFD: unified system of space, we now know and have inventory of our departmental space, for so long, space has been considered a currency. More engagement between registrar and departments, leaning on one-another. Respect for what people are doing across departments. GBBN: with this knowledge, Universities can start to look at what the campus of the future looks like. This is a great opportunity to observe what's working and what isn't, what spaces are popular and why in hopes of seeing clues to what has been missing.

CDFD: we are prepared, this will not last forever and we don't want to physically, permanently change space.  
Hybrid technology solution: completely prepared to go to all remote teaching

**QUESTION: Are there any thoughts that have changed as you've gone through this process?**

CDFD: we are learning more as we proceed through the process. We originally thought we were going to provide directional signage at stairs and doors but realized that the campus will already be at 30% occupancy and this is no longer necessary. There will now be signage that states: "KEEP MOVING, DON'T CONGREGATE"  
Signs are going up for how to move through a building: campus will already be at 30%, may not need

**QUESTION: What is the biggest question you have now that classes have started?**

CDFD: Take it easy, things change, be nimble. Lots of questions thinking over the horizon. Everyone is focused on getting started in the fall. We need to take a breath and learn from that. Who will uphold these self identified rules? Very, very sound policies, who is enforcing? Faculty are saying: we can only control what happens on campus, not off.