

# COVID-19 Higher Education Workgroups

## WORKGROUP REPORT

### Social-Behavioral/Cultural Changes on College Campuses in Response to COVID-19

#### WORKGROUP REPORT

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This document has been reviewed by MDH; this document was originally developed by the COVID-19 higher education workgroup focused on social and cultural behavioral changes on college campuses that are needed to promote mitigation of COVID-19. See Appendix C for membership.

### **Committee Charge**

Create optional strategies that higher education institutions can use to promote a new social behavioral norm and cultural change among students, faculty, and staff to support social distancing and other disease mitigation measures around COVID-19.

### **Deliverable**

- A living document that has a set of strategies on how to implement measures that will address this workgroup's focus for fall of 2020.
- Document should: Outline topic/s, provide suggested strategies and how those strategies will address the issue, have a multitude of strategies that various institutions could pick and choose from to meet their needs.

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## Introduction

As colleges and universities prepare to re-open their campuses during a pandemic response, the logistics around safety measures, changes to facilities needs, and disease mitigation strategies may be at the forefront of planning. However, as important to this work is the necessity of thoughtfulness and intention behind preparing college communities for the shift to a new “normal.” It often takes months, if not years, to create social and behavioral changes amongst students, faculty, and staff that leads to broad-sweeping culture change. Unfortunately, our current crisis does not allow for this time frame and college leaders must act swiftly to implement measures that establish common expectations and behavioral norms that encourage the safety of all community members.

The following document provides a framework for how college administrators might approach creating these necessary culture changes on their campuses. The recommendations in the document are based on the socio-ecological model and the integrated behavior models, see Appendix A. We have outlined strategies, suggested important questions for campuses to consider based on their individual community’s values and policies, and provided a framework for selecting strategies. The information in this document is based on the field of health behavior change. However, insights and implications for policy should be interpreted with caution because there is very little published social science research specific to the current pandemic.

## Preparing for Campus Cultural Change

### Select a Guiding Work Team for Behavior Change

Before changes to social and behavioral norms can begin, college leaders must select a group of individuals to lead this charge on their campus. The implementation of these changes will take widespread coordination and buy-in across campus. The people chosen for the workgroup should have social and/or positional influence on groups of people within the institution. A shared sense of identity or purpose can be encouraged by addressing the institutional community in collective terms and by urging “us” to act for the common good.

### Recommended Personnel for Work Team

Identify the people on the Guiding Work Team to implement the change. This Work Team should be limited to individuals that have experience in behavior change across a college campus.

#### **People/roles you may want to consider include:**

- Health Promotion Staff
  - Staff from health/wellness/environmental health and safety who are familiar with disease mitigation strategies, instituting public health initiatives, etc.
- Sociologist and/or Cultural Anthropologist, consider faculty that may have these skills
- Student Affairs
- Athletics
- Faculty Representative (Particularly one versed in public health/behavior change)
- Student leaders
- Cabinet Level Member

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- It is very important to have executive level support for culture-change initiatives and role modeling publicly.
- Presidential involvement and public support is very appropriate for the scale and speed needed for this level of behavioral change. (See Appendix B)
- Religious Community Leaders
- Marketing/Communications Office
  - Communication, branding, and social media to the campus community is vital to the success of normalizing new behaviors
- Safety Committee Representative

### Create Campus-Specific Behavioral Change Plan

Once the group has been identified, they should begin working immediately to create a campus-specific plan for shifting behaviors and changing culture in response to public health guidelines. Before diving into details of the plan, the group should create shared expectations and goals, review campus guidance and policy changes, consider underlying assumptions, and begin identifying how this change will be implemented on their campus.

### Review Campus Guidance and Identify Which Behavior(s) to Target

By the time this work group is formed, your campus will have created a guide for re-opening that includes disease mitigation strategies. It is important that each work group carefully reviews their individual campus plans before they can begin attempting to influence and change behavioral and social norms.

Example behaviors to target: Promote facial coverings, physical distancing, respiratory etiquette and hand washing among all groups within the campus community.

### Identify beliefs and mindset on your campus

It is very important to gather information about beliefs, attitudes, mindsets and perceptions directly from people and not make assumptions. Operating on assumptions can lead to increasing disparities and undermining the behavior change plan.

#### Identify subsets of your campus population

- Students: Athletes, student workers, Greek Life, RAs, first generation students, low-income students, students of color, LGBTQIA+ students, international students, etc.
- Faculty: Chairs/Deans, junior/ untenured faculty, visiting/adjunct faculty, instructors, faculty of color, international faculty, etc.
- Staff: Staff Council, Union Leaders, Admin Staff, Catering Staff, Grounds, Custodial, Night Shift crews, etc.
- High risk individuals
- Religious communities

#### Attempt to understand the thoughts, attitudes and beliefs of the various subsets on your campus

The following are optional strategies you might use to collect the information that will help you in this process:

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- Listening sessions/open forums (virtual or in accordance with physical distancing behaviors)
- Focus groups (virtual or in accordance with physical distancing behaviors)
- Interviews
- Qualitative surveys

Example questions to use:

- How do you feel about behavior X?
- What are the pluses and minuses of doing behavior X?
- Who would support you doing behavior X? Who would be against it? Why?
- Who can you think of who would do behavior X?
- How easy or difficult would it be for you to do behavior X? What things make it easier or harder?
- If you want to do behavior X, how certain are you that you can?

### Identify Campus Stakeholders

The work group should identify campus figures who serve as stakeholders and social influencers to partner with during the implementation of change through buy-in, commitment, and collaboration.

- Consider the role of executive leadership (Board of Directors, President, Cabinet, etc.). Who needs to be aware of the proposed changes? How can the work group leverage their influence in encouraging these changes?
- Leadership must act in ways that set the example and build trust from the campus community.
- Consider asking social influencers on your campus to deliver your messages, demonstrate the behaviors, and model the change.
- Partner with institutional policy developers.

### Review Relevant Policies

A review of the employment and conduct policies will be important to ensure that the policies in place support the needs of people to engage in the new behaviors. Policies can help reinforce behaviors, turning them into habits; campuses may want to consider whether the new behaviors should be written into policy. At the same time, policies that create a barrier to the new behaviors should be evaluated. If a new behavior is in direct conflict with an existing policy, the group that identified/suggested the new behavior should be notified and asked to help resolve the conflict.

Please consider the following policies for review and consider flexibility:

- Leave policies (staff, faculty, students)
  - Sick
  - Family/Child leave
  - Voluntary, not voluntary
  - High-risk groups (not sick, but high risk)
- Remote Work policies
- Attendance policies (students, faculty, staff)
  - Example: campus-wide attendance policies for students (i.e., not up to individual faculty members to set) that requires students stay home when ill and does not impact their grade.
  - Attendance policy leniency for students, faculty, and staff who fall into high-risk categories. Work from home options, online course options, etc.

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- Faculty or staff is healthy and able to attend, but has a high-risk person at home.
- Community Expectations:
- Student Code of Conduct
- Labor Agreements
- Faculty Contracts
- HR policies

### Communication Fundamentals

Within [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era \(PDF\)](https://president.nmsu.edu/files/2020/05/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May20203.pdf) ([https://president.nmsu.edu/files/2020/05/ACHA\\_Considerations\\_for\\_Reopening\\_IHEs\\_in\\_the\\_COVID-19\\_Era\\_May20203.pdf](https://president.nmsu.edu/files/2020/05/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May20203.pdf)), The American College Health Association (ACHA) outlines a set of recommendations for institutions to consider as they develop a comprehensive communication strategy around COVID-19 (n.b. pp. 15 - 17). Remember that communication is an ongoing process of education, reinforcement, encouragement, and reminders. People learn (and remember) best when they encounter and engage information a minimum of three times. Relying on one memo or announcement will not be sufficient for lasting change.

The stories that institutions tell about themselves will matter now and into the future as the COVID-19 pandemic continues to disrupt cultural norms and assumptions in unexpected ways. In [Reframing Organizations](http://www.bolman.com/Reframing%205th%20Powerpoint.htm) (<http://www.bolman.com/Reframing%205th%20Powerpoint.htm>), Bolman and Deal (2013) suggest that organizations create and use symbols to “resolve confusion, find direction, and anchor hope and faith” (p. 248). For this reason, leaders are encouraged to leverage the beliefs, values, and images that are most meaningful to their institutional culture as part of the comprehensive communication strategy to guide needed social, behavioral, and cultural changes. Messages should balance the provision of necessary information with cultural narrative cues that maintain a sense of constancy, belonging, and shared community. For example, in her message announcing a mandatory face covering requirement on campus, President Rebecca Bergman of Gustavus Adolphus College demonstrated the manner in which such a significant adjustment to campus social norms was also consistent with the values that defined the community.

As institutions move into messaging for re-opening, it is important to set the communication strategy as one that moves from crisis messaging to education and information sharing that inspires action from institutional communities. Below are some suggested key points to consider when developing a communication strategy for re-opening:

- Set a tone of hope and action. Avoid creating an unnecessary sense of fear.
- Use messages that emphasize the benefits to the recipient and appeal to social consensus or scientific norms.
- Be mindful of the institution’s vision, mission and values statements. Consider a variety of communication styles at different stages of the return.
- Be direct and clear about requirements vs. recommendations.
- Early information is critical to provide clear expectations to all members of the community. Understand that there are rumors and misinformation in circulation.
- Beware of false information circulating on campuses. Consider providing counterarguments to interrupt and prevent widespread circulation of inaccurate information.

Suggestions for helping to combat COVID-19 fatigue:

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- Keep communication ongoing.
- Highlight the effectiveness/positive impact on community health of the actions people are taking.
- Using stories can be particularly effective in these kinds of changes (especially when fear is involved).

### Further Reading

- [COVID-19: The CIDRAP Viewpoint \(https://www.cidrap.umn.edu/covid-19/covid-19-cidrap-viewpoint\)](https://www.cidrap.umn.edu/covid-19/covid-19-cidrap-viewpoint)
- [Crisis and Emergency Risk Communication Crisis Communication Plans \(PDF\) \(https://emergency.cdc.gov/cerc/ppt/CERC\\_Crisis\\_Communication\\_Plans.pdf\)](https://emergency.cdc.gov/cerc/ppt/CERC_Crisis_Communication_Plans.pdf)

## Education/Cultural Change Implementation Strategy

### Suggested Framework for Designing Implementation

As a framework for actualizing these changes, informed by the theoretical foundations outlined in Appendix A, we suggest a three-point model for implementation, “[Show Me, Help Me, Make Me/Expect Me](https://blogs.griffith.edu.au/social-marketing-griffith/2020/04/16/a-toolkit-to-help-stop-the-spread/)” (<https://blogs.griffith.edu.au/social-marketing-griffith/2020/04/16/a-toolkit-to-help-stop-the-spread/>).

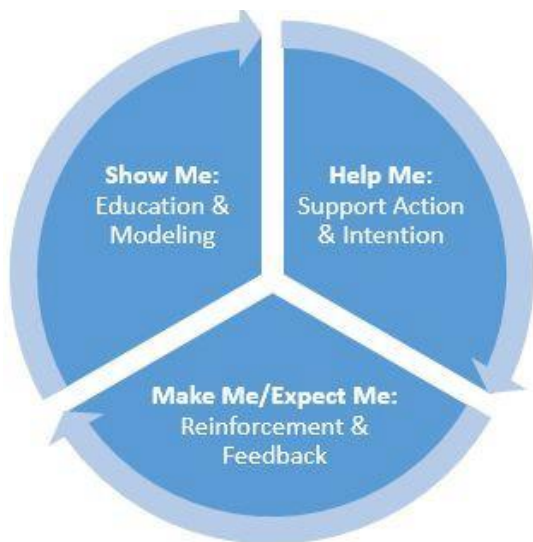
- **Show Me:** Educate members of the campus community what changes to make, how to make these changes and why these changes are important.
- **Help Me:** Consider what structures, supports, environments, beliefs, and attitudes make it easy or difficult to comply with changes. What barriers need to be removed? What beliefs need to be explored and understood?
- **Make Me/Expect Me:** What policy and procedure changes will be made that community members must comply with? How can expectations help transform new behaviors into habits?

*Please note:* This framework (Show Me/Help Me/Make/Expect Me) is not intended for use with public messaging. It is an internal way for the Work Team to conceptualize and scaffold a coordinated implementation.



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<p><b>Show Me</b></p>	<p>Initial Education</p> <p>Model Desired Behavior</p>	<p>Provide Initial education of (a) what is expected (b) how to do it and (c) why it is important</p> <p>Model the expected behavior, tapping identified social influencers early</p>
<p><b>Help Me</b></p>	<p>Healthy Mindset Cues</p> <p>Intention and Habit</p> <p>Identify/Remove Barriers</p>	<p>Identify the barriers that can make it harder to comply with the expected behavior</p> <p>Provide cues as reminders of the behaviors</p> <p>Remove structural and cultural barriers that prevent or impede easy compliance</p>
<p><b>Make Me/ Expect Me</b></p>	<p>Reinforcement Formal Feedback</p>	<p>Provide positive feedback to those who are doing well. Address concerns and lapses with reminders, and possibly policy violations</p> <p>Establish policies and practices that institutionalize the changes/behaviors</p>



## Show me

### Initial Education

In order for campuses to create cultural change, there must be an initial stage of basic education outlining campus goals and guidelines around social and behavioral expectations. In essence, campuses need to be clear about what they want people to do, how to do it, and why it is important. This communication needs to take place prior to returning to campus, and ongoing messaging should occur to reinforce habit development. Education should include knowledge and skill building:

#### Knowledge: What, How, Why?

- What are the expected behaviors: Set a clear, complete list of behavioral expectations based on guidance from MDH, CDC, ACHA, campus leadership, etc.
- How to encourage the expected behaviors: Outline how to perform the expected behaviors by providing specific instructions, examples, and images; ensure there is access to tools and resources for the expected behaviors and reinforce the ongoing practice. Why the expected behavior is important:
  - **Science:** Use science and epidemiology basics to ground information and cite sources for credibility. The COVID-19 pandemic has already seen a rise in conspiracy theories, fake news, and misinformation. In this context, it is hard for the public to distinguish scientific evidence and facts from less reliable sources of information.
  - **Mindsets:** Knowledge is not merely enough, campuses must work to influence people's attitudes toward campus efforts. The explanation of why someone should engage in the behavior will differ based on their mindset. After exploring people's mindsets on campus (as described above,) address these attitudes in the rollout of the educational campaign.
    - For example: for people who do not feel vulnerable, reframe the message from, "wear a mask to avoid getting sick" to "wearing a mask protects your friends and professors."
    - For those who think it is too difficult to maintain the recommended CDC/MDH physical distancing ("How do I know how far 6 feet even is?"), create examples of things that are 6 feet to help them envision the space (e.g. the length of a bicycle)
  - **Values:** Each institution of higher education has a unique community identity interlaced with values. These common goals, often found in the vision and mission, are reflected in the commitments of faculty and staff, and accepted by students with their desire to be part of an institutional culture. Reframe social and behavioral norms to use the values, mission, and common goal of the institution that are specific to the culture, language, and symbolism of the campus. Work group members should identify what the commonly/broadly known norms and expectations of their campus are and capitalize on those to help frame the message in language and beliefs that are common to their community.
    - Example at St. Scholastica, use the Benedictine Values of Community, Hospitality and Respect
    - Use phrases such as "Bulldog Strong" (UMD) or "Carls help Carls" (Carleton)

## Modeling Desired Behavior

### Include and Use Campus Social Influencers

People's behavior is influenced by social norms: what they perceive that others are doing or what they think that others may approve or disapprove. Social networks can amplify the spread of behaviors that are both harmful and beneficial during a pandemic, and these effects may spread through the network to friends, friends' friends and even friends' friends' friends. The virus itself spreads from person to person, and since people centrally located in networks come into contact with more people, they are often among the first to be infected. But these very same central people may be instrumental in slowing the disease because they can spread positive interventions like hand washing and physical distancing by demonstrating them to a wide range of people. People are more likely to cooperate when they believe that others are cooperating.

### Identify Campus Influencers

For communication of these messages, try to get social influencers and key modelers of the behavior to participate in the initial education efforts and ongoing demonstration. Decades of research has found that, whether recipients are motivated to think carefully or not, sources perceived as credible are more persuasive. The credibility of sources stems from how trustworthy and expert they are perceived to be. Enlisting trusted voices makes public health messages more effective in changing behavior during epidemics. In addition to the list below, campus influencers may be identified during the stage of gathering mindsets and attitudes. If asked who might approve or disapprove of a specific behavior, responses may reveal who is likely to influence behavior for certain sub-groups on campus.

Campus stakeholders you may want to consider including in the rollout of new social/behavioral norms:

- Health Promotion Staff
- Facilities Leaders
  - Consider facilities leaders who can communicate changes broadly to their staff such as custodial staff, late night/weekend staff, dining services, auxiliary services, etc.
- Student Affairs
  - Leadership from this area such as Dean-level roles who can communicate to directors in their division.
- Staff:
  - Staff Council, Public Safety, Union Leaders, Institutional Safety Committee, Administrative Staff, Front Line Food Staff, Grounds, Custodial, Night Shift crews
- Residential Life
  - Professional Staff living in community with students are often the messengers for change, RAs
- Athletics
  - The role of athletes and coaches as culture drivers/leaders on many campuses can not be overstated
  - The role of "team" to influence behavior is very valuable and powerful as well
  - Coaches, captains
- Faculty
  - Consider faculty with social capital and influence, such as faculty senate members, chairs, etc
- Student leaders
  - Resident Assistants, Orientation Leaders, SAAC etc.

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- Student Government
  - Leaders of key clubs and student organizations
- Religious Community Leaders
  - Moral, spiritual and value based leadership and framing will be very important, especially on religiously affiliated campuses.

## Help Me

Once a campus community has been educated (“show me”) on the what, how, and why of an intended culture change and expectations, campuses must provide the support and structure to encourage these behaviors. Campuses should support a healthy mindset that encourages engagement, provide cues to remind people to do the desired behaviors, support intentions to do the behaviors and create habits, and identify and remove barriers to compliance.

## Support Healthy Mindset

In the face of a global pandemic, avoiding stress altogether is simply not an option. Research on coping and stress suggests that it’s not the type or amount of stress that determines its impact. Rather, mindsets and situation appraisals about stress can alter its impact. Research also suggests that mindsets about stress can be changed with short and targeted interventions. These interventions do not focus on viewing the stressor (such as the virus) as less of a threat. Instead, they invite people to recognize that people tend to stress about things they care deeply about and that they can harness the stress response for positive gain. A number of studies (Crum et al 2013, 2017 in Rethinking Stress: The Role of Mindsets in Determining the Stress Response [<https://psycnet.apa.org/record/2013-06053-001>]) found that inducing more adaptive mindsets about stress could increase positive emotion, reduce negative health symptoms and boost physiological functioning under acute stress.

## Provide Cues to Remind People to do the Behavior

In collaboration with facilities changes and campus-specific policy, provide visual and environmental cues that remind community members to engage in the new behavioral expectations:

- Entry postings, signage, electronic message boards, etc., provide first impressions and catch the eye.
- Ensure spaces match the expectation.
  - Removing extra chairs/tables/desks from spaces.
  - Ensure lounges and classrooms have only the number of chairs that allow the proper distancing.
- Create “lane lines” in hallways, standing locations in elevators.
- Branded “standing circles” rather than hazard flags and masking tape can make it easier and more palatable to comply with physical) distancing. Creating “wait here” marks on the floor where lines often form in food service, bookstore, reception desks or OneStop areas.
- Branded masks remind people that they are doing this for community/each other.
  - Consider having “branded” masks to help support the people who are reluctant to wear masks due to racial profiling, etc.
  - Use institutional mascots to leverage “school pride” for usage adoption.
- “Did you remember your mask today?” signage

## Support Intention to do the Behavior

The first step, addressed above, is learning about the attitudes and knowledge of people in your community and sub-communities. This requires asking them through qualitative and quantitative methods. Knowing where people are in terms of attitudes, mindsets, and beliefs is essential in supporting desired behaviors and habit formation. In other words, it is very important to try to evaluate and learn from the people in the college community regarding what they are feeling and any emotional barriers you may be needing to navigate. Designing interventions based on assumptions about the population can result in poorly designed interventions and no real impact on behavior. What you learn about mindsets and beliefs will likely fall into the following three categories:

### Attitude

- An individual's emotional response to performing the behavior may impact their attitude. For example, someone who finds giving hugs is an important emotionally supportive act will probably find that physical distancing policies make them sad. This will impact their attitude negatively. Additionally, someone who doesn't trust the University is more likely to have a negative emotional response to any behavior proposed by the institution.
- An individual's beliefs about how effective a behavior is will also impact attitude. This is why the "show me" stage of education is so important.

### Perceived Norms

- Beliefs about others' behavior will influence whether someone will also engage in the behavior. Someone who believes that no one else will be wearing a mask when they go into the student center is less likely to wear a mask themselves. Seeing social influencers model the behaviors will impact perceived norms significantly (see section in "show me").
- Beliefs about others' expectations related to behaviors are also important. If someone thinks that everyone else believes that wearing a mask is acceptable they are more likely to also wear a mask. Surveying students anonymously about how acceptable they find the new behaviors can allow for messaging to impact misperceptions (e.g. "92% of students at this University find wearing a mask in the student center acceptable").

### Personal Agency

- A person's beliefs about how easy or difficult it is to perform the behavior will impact their attitude. Again, the "show me" stage of educating people how to perform the behavior can help to increase their sense that it is easy.
- An individual's confidence in their ability to perform the behavior also matters. Providing opportunities to practice the behavior in low stakes settings (e.g. putting on a mask correctly at the distribution point) can increase one's confidence in their ability to perform the behavior.

## Identify and Remove Environmental Constraints and Barriers

Identifying and removing environmental constraints and barriers to easy compliance is essential to problem-solving. Consider what people need to comply easily:

- Sanitizer stations with instructions at the entry to classrooms and eating areas
- Access to tissues
- Sufficient washing/laundry facilities for cleaning cloth face coverings
  - Consider creating a “Clean Your Mask” day campus wide
- Provide boxes of face coverings in easily accessed locations so if someone forgets, there are ones readily available
- Access to readily useable hand sanitizer
- Removing extra chairs/tables/desks from spaces. Ensure that lounges and classrooms have only the number of chairs that allow the proper distancing
- Sufficient soap and paper towels in bathrooms
- Access to thermometers or convenient testing stations
- Good practices for screening/reporting/protecting when people are sick

## Make Me/Expect Me

Policy influences behavior, particularly policy that comes with a consequence. Policies should be created and assessed simultaneously when determining the expected behaviors for your community. Without a foundation of policy, it will take significantly longer to solidify lasting behavior change. In concert with education and modeling, policy and clear expectations can build natural habits of individuals.

In the case of a pandemic, harmful inaction can be as damaging as harmful action, but is often perceived as less serious. Clear, enforceable policies that are visibly followed are important.

## Policy and Consequence Development

Policy development is a key component in reinforcing behaviors, as it is an agreed community standard governing the environment.

- Have clear policies and procedures for enforceability.
- Effective policy must align with the institution’s core values, mission and vision.
- Consider how the policies will generate the desired behavioral responses (incentives, mandates, etc.).
- Confirm policies comply with regulations and guidance issued by governmental agencies, such as OSHA, EEOC and the CDC.
- Secure leadership support of policies and related consequences.
- Communicate policy changes including the effective date and phase-in period, if applicable. Update related policy manuals.

As these policies are developed, consider:

- How does this fit into the current code of conduct and/or policies related to community expectations? Should there be changes?
- Are current due process procedures sufficient?
- What consequences might be appropriate for violations?

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- What corrective actions are appropriate within the guidelines of any collective bargaining agreements?
- Does campus leadership align around the philosophy? Does campus general counsel concur?
- How might we ensure consistency across the organization?
- What training is needed for management? Student Affairs?

### Positive Reinforcement

Institutions should find ways to identify people who are following the rules and genuinely thank them.

Some possibilities include:

- Ask faculty and supervisors to recognize positive behavior (i.e. regular use of face coverings).
- Use social media to highlight individuals or events that have successfully adapted to the new expectations.
- Communicate the benefits to the community of policy/expectations adherence.

### Enforce Policy/Expectations

Policies and expectations must be enforced consistently to become a part of an organization's culture. In order to achieve consistent enforcement, it is important for institutions to create and implement a structure that closely aligns with existing procedures.

While it is preferable to convince people to comply with education, modeling, and social norming (Show Me, Help Me), there are likely to be instances where students, faculty, or staff consistently refuse to comply with safety measures. It will be important for each campus to determine the philosophical approach they will take to balance education, social norming, and enforcement.

- Determine how your institution will gather and respond to reports of non-compliance of expectations within the community, e.g. an anonymous form.
- Define and communicate pathways for corrective feedback and consequences for non-compliance for students and employees, and determine how non-compliance will be addressed for affiliate groups such as on-campus contractors and guests.
- Identify a process for enforcing and following through on consequences.

## Ongoing Work

### Assessment



In order to know which ongoing education and messaging is needed, assessment of implemented measures will be necessary. In order to ensure new normative compliance and habit-forming change, campuses will need ongoing data collection (quantitative and qualitative, if possible) regarding:

- campus climate
- student behavior trends, attitudes, knowledge, perceptions, barriers/needs, and intentions
- faculty and staff awareness, attitudes, knowledge, perceptions, intentions and barriers/needs
- social norms and messaging effectiveness
- programming and training impact

Most campuses have faculty and students who may have expertise and interest in gathering and analyzing this data. Results from these assessments should inform future changes and areas of focus for campuses as their work to change culture continues.

### Scaling to Help Specific Groups and Populations

This document is meant to outline strategies for behavioral, social, and cultural change at the institutional level. Please note the “show me, help me, make me/expect me” structure can be scaled to departments, programs, organizations, etc. as they consider how to support behavior change within their groups.

Areas and groups that may need particular consideration are:

- Guidance around sexual health/intimacy
- Library
- Student employment
- Theater, arts, dance, etc.
- Club Sports
- Intramurals



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- ResLife/Living
- Campus travel

### Conclusion

The work of social-behavioral norming and culture change is often a long process. However, the people within our colleges and universities and the surrounding communities cannot afford for these changes to take a long time. In order for this work to have sufficient and lasting impact on behavior, each level of these changes must be considered carefully and integrated effectively in campus culture.

The reality that this work is an ongoing circle of learning, practicing, and correcting cannot be overstated. Do not wait for perfection to act. Instead, be vigilant in the assessment of your measures so that messaging emphasis, tone, etc., can be changed as needed to nimbly respond to the communal behavior change.

## Appendix A: Theory

### Theoretical Models used to Inform Recommendations: Social-Behavioral/ Cultural Changes Group Work

**The Integrated Behavior Model (IBM)** is designed to inform the process of identifying and understanding beliefs to target in promoting or discouraging behaviors. According to the IBM there are five major factors that contribute to a behavior:

- Knowledge and skill to perform the behavior (Do I know how and why to do this behavior?)
- Saliency of the behavior (Are there cues that remind me to do this behavior?)
- Intention to perform the behavior (See below for longer explanation of intention)
- Environmental constraints (Are there structural barriers to my performing this behavior?)
- Habit (Have I performed this behavior in the past? Can I do this behavior without having to think about it very much?)

One's intention to perform a behavior is determined by three concepts: attitude, perceived norms, and personal agency. These concepts are critical to understanding what strategies will impact behavior most in a given population.

#### Attitude

- Emotional response to performing the behavior
- Beliefs about the outcomes of performing the behavior

#### Perceived Norms

- Beliefs about others' expectations related to the behavior
- Beliefs about others' behavior

#### Personal Agency

- Beliefs about how easy or difficult it is to perform the behavior
- Beliefs about one's ability to perform the behavior.

One of the most important aspects of the IBM is understanding the target behavior from the perspective of the population you wish to influence. This requires actually asking members of the population. Designing interventions based on assumptions about the population can result in poorly designed interventions and no real impact on behavior.

**Socio-Ecological Model:** Health behavior is informed and influenced by multiple layers. The socio-ecological model attempts to illustrate how behavior both shapes and is shaped by the influence of surrounding layers.

Systemic and cultural change requires co-occurring/reinforcing action and change on multiple levels. Typical layers in a generic SEM include:

- Individual
- Interpersonal
- Organizational
- Community
- Public Policy

## RECOMMENDATIONS: SOCIAL/BEHAVIORAL CULTURAL CHANGES ON COLLEGE CAMPUSES IN RESPONSE TO COVID-19



The socio-ecological model should be personalized for the issue and setting such that the layers reflect the actual layers influencing the target behavior.

### References

- Glanz, K., Rimer, B. K., & Viswanath, K. (2015). Health behavior: Theory, research, and practice.
- [The Social-Ecological Model: A Framework for Prevention \(https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html\)](https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html)

## Appendix B: Example Communications

### Monday Moments with President Bergman

TO: Gustavus Employees

Have you worn a face mask or cloth face covering out in public yet? They are the newest symbols of the COVID-19 pandemic, and the CDC is now recommending that we wear masks in public settings where it might be difficult to follow social distancing etiquette. Of all the new practices we have been asked to do to help prevent transmission of the virus—stop shaking hands, stay at home, keep six feet away from other people—wearing a face mask might feel the most unusual compared to ordinary life. Most of the time in Minnesota, masks are reserved for people who are in a hospital, a dentist's chair, tackling a dusty job, or going outside in sub-zero weather. Now we are seeing face masks in the general public, at the grocery store, and—soon, for all of us on campus—at work.

Wearing a face mask does not diminish the importance of social distancing, handwashing, cleaning surfaces, or keeping your hands away from your face. It is simply one more precaution we can take to flatten the curve, prevent the spread of the COVID-19 virus, and protect the health of those around us.

I started wearing a face mask about 10 days ago. At first, it felt incredibly awkward and I was very aware of breathing inside a mask. But after a few trial runs at the grocery store and on campus, it is starting to feel like part of my “new normal.” This week, the College will be issuing a policy about wearing face masks at work, so now is the time to start practicing. We will have masks available for people who do not have access to a mask, or you can join the newest fashion revolution and make a washable cloth mask at home. The CDC has sewing and no-sew instructions for making masks, and you can use materials that you probably have around your house.

In these times of change and difficulty, I continue to appreciate the core values that guide our community. As we work through these last weeks of the spring semester, I find myself thinking about the acts of service that you all provide for the College. I am deeply grateful for your devotion to our students and the many and varied ways you have stepped up to keep our operations running smoothly. For those of you for whom Christian prayer is comfortable, please join me this week in a prayer to begin the work day taken from the ELCA's Prayers and Blessings for Daily Life:

*Generous God, you call us to lives of service.*

*In my words and actions this day, move me to serve in Christ's name. When I lack energy, inspire me.*

*When I lack courage, strengthen me.*

*When I lack compassion, be merciful to me.*

*In all things, O God, you are our way, our truth, and our life.*

*Reveal through me your life-giving work, that I love my neighbors as myself. I ask this in Jesus' name.  
Amen.*

When you see me with a mask on, please know I am happy to see you and smiling under the face covering.

Yours in community, Becky

Rebecca Bergman, President of Gustavus Adolphus College

## Appendix C: Committee Members

**Laurie Adamson**, Chair - Macalester College

**Kelly Bartlow** - St. Cloud State University

**Josh Berlo** - University of Minnesota Duluth

**John Bermel** - Carleton College

**Margaret Cahill** - University of St. Thomas

**Kerstin Cárdenas**, Chair - Carleton College

**Patricia Edman** - Dunwoody College of Technology

**Merissa Edwards** - College of St. Scholastica

**Amanda Erdman** - Augsburg University

**Ryan Gunderson** - Bethel University

**Lori Greiner** - Winona State University

**Stacey Grunewald** - University of Minnesota Crookston

**Julie Zaruba Fontaine** - College of St. Scholastica

**William Harmon** - University of Minnesota Rochester

**Katie Jensen** - Winona State University

**Janet Lewis Muth** - Carleton College

**Pamela McDowell** - St. Olaf College

**Megan Perry-Spears**, Chair - College of St. Scholastica

**Dale R. Plemmons** - Gustavus Adolphus College

**Corbin J. Smyth** - University of Minnesota Duluth