

2020 Team input opportunity

Best version of a two-semester model with fall start and limited residential capacity

June 3, 2020 8am Call

Our role

Rigorously evaluate a range of options and describe their advantages and disadvantages relative to different scenarios for the future

What is the “best” version of a two-semester model with fall start and limited residential capacity?

- Mode of teaching?
- Calendar?
- Who is in residence when?

Mode of teaching

One possibility:

- Plan for **EVERYTHING** being remote, assume all in-person elements are a bonus
 - Conservatively position the curriculum
 - Addresses needs of students who will not be on campus (either because we do not invite them back or because of personal, visa or health situations)
 - "Bonus" includes classes that require in-person, campus-based instruction
 - we would just need to be prepared to make case-by-case accommodations for students who do not come to campus and/or move to fully-remote if necessary and/or cancel if necessary

Calendar

One possibility:

- **End in-person classes the weekend before Thanksgiving, no in-person IAP, second semester start in February**
 - Avoids risks associated with travel and winter months
 - Provides longer period for instructors to prepare for spring semester (with potential for more remote teaching)
 - Could decide to make IAP in-person in mid-fall if conditions improve
 - Second semester start could be later than February if conditions worsen
- **Start one week early**
 - >1 week conflicts with summer session ending August 28
 - Compression of semester not preferred (also federal financial aid implications)
- **First week of classes must be remote**
 - 1 test + 7 days isolation + second test

Who is in residence when?

Assume we can accommodate 60% of the UGs in fall and three quarters in spring.

One possibility:

- **Fall = juniors, seniors** + ~500 others who are in challenging learning environments
- **Spring = first-years, sophomores, seniors** + potentially others
 - Seniors have the least time left for downstream adjustments for required classes
 - Perhaps by spring first-years can have more typical social interactions for first experience on campus
 - If things improve, can invite everyone back in spring

Will provide subject lists with % students anticipated to be on-campus

Who is in residence when?

Assume we can accommodate 60% of the UGs in fall and three quarters in spring.

An alternative:

- **Fall = Students whose majors most require in-person instruction + ~500 others who are in challenging learning environments**
- **Spring? = Students whose majors most require in-person instruction + others who are in challenging learning environments**

Will provide subject lists with % students anticipated to be on-campus, and % of students who would never get to campus

Q&A