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 positions 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