

# 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