What We Know
Residential capacity

- MIT residential capacity reduced:
  - Preferred Fall arrangement: 1-student/room, 3-4 students/WC
  - Another possibility: 2-students/room and 3-4 students/WC

- UG housing capacity:
  - Shortfall of up to 1900 beds for UGs in fall
  - Higher in spring with New Vassar

- 1300 hotel beds within 1.7mi
  - Can have 1 student per room

- 85% of graduate student housing capacity available
  - No guarantee of on-campus housing

~4600 UGs registered

Fall Gap: ~1900 beds

Spring Gap: ~1700 beds

~2900: housing capacity January 2021

~2700: housing capacity in fall 2020

~2700 beds Available
Academic capacity

Campus academic capacity reduced: 6 feet separation, 160 square feet per person in labs

• Maximum of ~4000- student capacity at any time
  • Campus access will be restricted to certain students at certain times for certain locations
• Maximum lecture room capacity of 50-70 people
  • A significant percentage of subjects taught on-line
    • On-campus subjects with enrollments greater than ~50 will not be able to teach all students at the same time
• On average we anticipate each student will get 2-3 half-days in on-campus instructional spaces per week

4041 learner capacity, daily max
363 learning spaces
6 learning space types
3 COVID-adjusted room sizes
What We Don’t Know
Key unknowns

• The trajectory of the pandemic and the timeline for the development of a cost-effective, widely available vaccine and/or therapeutics
• Community members’ willingness to comply with physical distancing rules in classroom, research lab, residential, and workspaces
• Who will be allowed to travel to campus
• Short and long-term impacts of COVID-19 on the health and wellbeing of students, faculty and staff
• Student responses to the options (how they will choose to study and where they will choose to live)
Disease Update
Lockdowns, social distancing, masks, testing do work: But requires compliance

Reported cases continue to decline during reopening

Countries in Europe have taken different approaches to reopening, some starting with schools and others with shops, and some had more restrictive lockdowns than others. But in country after country, new daily cases have continued to decline even after restrictions were lifted.

South Korea Reports No New Domestic COVID-19 Cases

Newly confirmed COVID-19 infections in South Korea

Source: Korea Centers For Disease Control and Prevention

Washington Post, June 5, 2020

Statista, April 30, 2020
The summer may be better.  

But maybe not.

Only about 3 percent of Americans on average have likely been exposed to COVID-19

Swiss Medical Weekly

New York Times
Sloshing around in large countries. Like US.

New York Times Dashboards, June 8, 2020

Hot spots in the United States
How the number of new cases has changed in the last two weeks

Falling  About the same  Rising  Few or no cases

[Heat map of the United States showing the number of new coronavirus cases, with states color-coded by the rate of change in cases over the past two weeks.]
Where new cases are increasing

- California: 131,997 total cases
- Texas: 75,948
- Michigan: 64,615
- Florida: 63,930
- North Carolina: 35,663
- Arizona: 26,924
- Tennessee: 26,811
- Washington: 25,066
- Missouri: 14,985
- South Carolina: 14,286
- Utah: 12,084
- Kentucky: 11,393
- Arkansas: 9,426
- New Mexico: 8,940
- Puerto Rico: 4,985
- Oregon: 4,809
- Idaho: 3,153
- Vermont: 1,063
- Hawaii: 663
- Alaska: 588
### Vaccine race

**Fauci offers an optimistic timeline for a coronavirus vaccine: a trial of 30,000 people next month, and 200 million doses by 2021**

Morgan McFadzean June 3, 2020, 4:08 PM

> Anthony Fauci, director of the National Institute of Allergy and Infectious Diseases, speaks during a coronavirus-response meeting in the Oval Office at the White House, April 29, 2020. Carlos Barria/Reuters

<table>
<thead>
<tr>
<th>Developer</th>
<th>Properties</th>
<th>Development status</th>
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<tr>
<td>mRNA-1273</td>
<td>Moderna and NIAID</td>
<td>mRNA vaccine</td>
</tr>
<tr>
<td>BNT162</td>
<td>BioNTech and Pfizer</td>
<td>mRNA vaccine</td>
</tr>
<tr>
<td>INO-4800</td>
<td>Inovio Pharmaceuticals</td>
<td>DNA vaccine</td>
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<tr>
<td>AZD1222</td>
<td>University of Oxford and AstraZeneca</td>
<td>Adenovirus vaccine</td>
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<td>Ad5-nCoV</td>
<td>CanSino Biologics</td>
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<tr>
<td>Unnamed</td>
<td>Beijing Institute of Biological Products and Sinopharm</td>
<td>Inactivated virus</td>
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</table>

*Source: Lancet, downloaded June 8, 2020*
Actions We Can Take
Health protocols

- Practice physical distancing (6 feet apart) inside and outside
- Quarantine for 14 days upon entering state
- Require face covering
- Handwashing or sanitizing hands made available throughout campus
- Increased cleaning and sanitation
- Required testing, tracing and treatment protocols for being on campus
- Health attestation process to access buildings
Additional residential life restrictions

- Get tested the on day of check-in, self-quarantine until follow-up test 7 days later shows negative for Covid-19. If follow-up test is positive, must continue isolating and testing until negative
- Avoid any non-essential travel
- Restrictions on social events and gathering sizes
- With few exceptions, residents in MIT housing may not have visitors
- Most large common areas around campus and in residence halls will be closed or have time-restricted access, including multi-purpose rooms, seminar rooms, and small and large enclosed common spaces
New ways of learning, working, & interacting

- Invest in existing and new academic and well-being support structures for our students (ex. our student success coaches, other virtual support resources)
- Redesign curricular, co-curricular, and extracurricular offerings to work remotely
- Virtual study lounges and other study spaces (remote and physically-distanced in person) could be used to promote academic belonging, peer-learning, and camaraderie
- New campus organizations and events (e.g., discussion groups, representative bodies, etc.) can help anticipate and manage the range of issues that will arise in a physically distanced academic year
Options
Five leading options

• All UGs back for fall
• Delayed start (two semesters starting in January)
• Two semesters (60% UGs in fall, 75% UGs in spring)
  • Fall= seniors + juniors, Spring= seniors + first-years + sophomores
• Two out of three semesters
• 100% Remote Fall, TBD spring (may be less than 100%)
Mode of teaching for **all** options

Plan for **EVERYTHING** that can be remote to be remote; assume all in-person elements may be suspended or canceled if necessary

- 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)
- Addresses the needs of faculty and instructional staff who will not be on campus due to personal or health reasons
- Need to be prepared to make case-by-case arrangements for students who do not come to campus and/or to move to fully-remote if necessary and/or cancel in-person elements if necessary
- For all options we will provide robust experiential learning opportunities, remote and in-person when possible
Curricular assumptions for graduate students

• Note approximately 2300 new graduate students will be starting this academic year, most will be taking classes as they start their programs.

• Assumption is that the curricular and calendar decisions will apply to both graduate students and undergraduate students.
  • Could enable some professional masters programs to run on a different calendar

• Note that graduate students play significant roles in UG education
Key calendar assumptions

• Students tested immediately upon arrival, then quarantine for 7 days, then are retested. **First week of all semesters is remote-only.**

• Residences require **two-week change-over time** between semesters
  • 4-day move-out, 7-day cleaning, 3-day move-in

• **Remove breaks** that typically involve lots of travel (e.g. spring break)
  • Could add several short breaks in their place, but they will extend the semesters (this can be done for the two-semester early start model without extending past the normal semester end date, and it is a good idea to do so)

• For options that extend into summer, remove one week from each semester or tighten up by removing some breaks (we have assumed the latter)
  • Unsure if we can reduce from 65 days + 15 weeks per semester (requires waiver from Dept of Education due to federal financial aid policies)
## Calendar Possibilities

<table>
<thead>
<tr>
<th>Option</th>
<th>Start Date</th>
<th>End Date</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>Regular Calendar</td>
<td>9/9</td>
<td>12/10</td>
<td>Fall</td>
<td>IAP</td>
<td>Summer</td>
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<td>Option 5</td>
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<td>Spring</td>
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<td>(65 teaching days)</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Early Start</td>
<td>9/1</td>
<td>12/9</td>
<td>Fall</td>
<td>IAP</td>
<td>Summer</td>
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<tr>
<td>Options 1 &amp; 3</td>
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<td></td>
<td></td>
<td>Spring</td>
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<td>(65 teaching days)</td>
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</tr>
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<td>January Start</td>
<td>1/4</td>
<td>1/4</td>
<td>Winter</td>
<td>3/31</td>
<td>Spring</td>
</tr>
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<td>Three Semester</td>
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<td>12/3</td>
<td>Fall</td>
<td>3/31</td>
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<td>4/26</td>
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</tbody>
</table>

Solid = In Person, Striped = Remote, Red = Finals, Purple = Commencement week
High-level features: All UGs back for fall

- Higher risk of disease spread on campus with more people
  - However, it is possible that students on campus will have more testing on campus versus living remote away from campus.
  - Will require greater testing resources
- Fewest equity concerns, but some students still not able to come back, and potential differences between students in hotel or on-campus
- Inviting all students back may convey a false sense of normalcy
- Challenging for residential life, will require significant new staffing for satellite sites
- On-campus support on a per-student basis is also more limited with more students
- Operating a strained residential life system at 100% (while implementing new practices), limits bandwidth for responding to challenges
- Positioning all students near campus is more nimble if conditions improve and may introduce fewer class schedule disruptions
- Less robust if conditions worsen
  - Attractiveness improves if public health improves over time
High-level features: January start

• Provides an opportunity for exciting MIT-unique experiential and remote curricular and co-curricular learning opportunities in the fall, interactions with partners and alums, etc.

• Enables faculty and staff time and resources to be relieved of some immediate obligations preparing for remote teaching, but energy must be redirected to enable the above.

• Implications for graduate student TA support for fall

• Extends until the end of July (even with compression of the semester)
  • Impacts on faculty/lecturers/staff workload and schedule, childcare needs, professional commitments, etc.
  • Impacts on summer programs, OEOP, OME Interphase EDGE, others
  • Interactions with faculty and graduate student research enterprise, charging to grants, conference travel
  • Impacts on student summer internships and other experiential learning opportunities.
  • Less down time before next AY begins

• Works well if there is a second wave in the late summer/early fall, and abilities to treat the disease improve significantly in early 2021

• Does not work as well if there is a winter wave (other endemic coronaviruses have had a seasonal dependence)

• If health conditions are similar throughout the AY, then we would have lost the opportunity to have some access to in-person teaching in the fall
High-level features: **Two semesters (60% UGs in fall, 75% UGs in spring)**

- Provides all students at least one semester in-residence (25% get two)
- Does not extend into our typical summer period, summer on-campus programming, internships, research activities, etc.
- Not all students would get the in-person elements of all their classes
- Less strain on the system (curriculum and residential life) than 100% on campus
- Provides more time over the winter for faculty and staff to prepare for what may be another largely online spring semester
- Those students on campus would be able to take greater advantage of in-person elements on a per capita basis
- **Works well for a winter wave, no UGs in residence from end of November through January**
- **Does not work as well if there is a late summer/early fall wave**
High-level features: Two out of three semesters

• All students invited for two semesters on campus
• Nearly all students can take their required classes while on-campus
• Lower UG per semester is less strain on residential life than 100% on campus, enables more in-person opportunities per capita
• There are questions to be resolved about compliance with Dept of Education Title IV if we do not charge tuition to registered students in the off-campus semester
• Extends until the end of July (even with compression of the semester)
  • Impacts on faculty/lecturers/staff workload and schedule, childcare needs, professional commitments, etc.
  • Impacts on summer programs, OEOP, OME Interphase EDGE, others
  • Interactions with faculty and graduate student research enterprise, charging to grants, conference travel
  • Impacts on student summer internships and other experiential learning opportunities.
  • Less down time before next AY begins
• Does not work as well if there is a winter wave
• Does not work as well if there is a late summer/early fall wave
High-level features: **100% remote fall, TBD spring**

- Equity impacts for students who are not living in good remote learning environments
- However we can address some of this because we would have more capacity and resources available to invite (only) students back who are in difficult learning environments
- Minimizes population on campus to assist in reducing risk of disease spread on-campus
- Preserves existing academic calendar
- Preserves space on campus for other uses (e.g. the research enterprise)
- Certain subjects (e.g. lab/project classes) may not be able to achieve all learning objectives
- Equity impacts in that not all students would be guaranteed at least one semester on campus, if capacity on campus remains limited in the spring
- Potential impacts on student mental health
- *This works well if there is a late summer/early fall wave*
What Have We Heard from the Community?
Community Surveys, Events, and Reports

- **8AM Calls** (daily, then 3x/week since March): briefing calls to discuss issues and solicit input on a wide variety of topics

- **Housing and Student Life Surveys** (April 25 and May 3): Students in on-campus emergency housing and students living off-campus

- **Departmental Feedback on Teaching Scenarios** (May 7): 61 responses

- **Remote Experience Survey** (mid-May): All students (30% response)

- **2020 Option Feedback Form** (May 21-31): Community-wide; 900 complete responses/900 partial responses

- **Small Group Discussions** (May 21-31): 17 self-organized and -guided discussions from variety of MIT sub-groups

- **Charrettes** (May 26-27): 425 participants, 90 facilitators and notetakers in 69 breakout sessions

- **Pulse Survey** (May 26): Faculty, staff, post-docs, and doctoral students (36% response)

- **Student Preference Survey** (June 5): All undergraduates; ~2800 responses

- **UA Committee on COVID-19 Recommendations Report** (June 2020)

- **Town Hall Events**
  - Community-wide (**April 7** and **May 5**)
  - **Undergraduate Students** (May 13)
  - **Graduate Students** (May 13)
  - **Research Community** (May 22)
  - President Reif held Faculty Meetings with 5 Schools and College of Computing (week of June 1)
Most important guiding principles and values

Feedback Form – Choose 3-5

- Accomplishing MIT’s mission: 69%
- Community health and welfare: 59%
- Preserving flexibility: 47%
- Expert guidance: 43%
- Access to campus: 42%

Charrettes – Choose 2

- Diversity, equity, and inclusion: 30%
- Community health and welfare: 26%
- Accomplishing MIT’s mission: 11%
- Preserving Flexibility: 10%
- Access to campus: 6%
Broad consensus on prioritizing the return of students with academic needs and/or poor learning environments.

### Feedback Form

*Check any you think should be used (% of responses)*

- Need in-person instruction: 79%
- Disproportionately impacted: 75%
- By class year: 59%
- UROPs cannot be remote: 44%
- International students: 34%
- By major or academic area: 29%
- Athletes able to compete: 23%
- Social or friend groups: 20%

### Charrettes

*# of participants prioritizing group to return*

- Students with Challenges: 113
- Lab/Shop/Studio Needs: 95
- First Years: 73
- Seniors: 66
- Upperclassmen (Jr/Sr): 23
- Lottery/Algorithm: 20
- International Students: 17
- Student Choice: 14
- Sophomores: 8
- By Major: 7
- By Living/Community...: 6
Undergraduate intentions

More than 8 out of 10 will register with public safety requirements and policies in place.

With no in-person elements, more would defer or take a leave of absence.

Some upper-level students will find another place to live if assigned to a hotel. Would you request to live in a MIT residence hall or your (FSILG)? If not, where would you live?

- 44% would request MIT ResHall; if assigned to hotel...
- 23% would request FSILG; if assigned to hotel...
- 23% will live elsewhere
- 9% LOA

Academic Scenarios

51% of First years and 35% of Upper level students would register in all three scenarios

Scenario 1. Two semesters start Sept, almost all online, one semester on campus
- Register for classes this fall, 59%
- Register when allowed on campus; LOA other, 28%
- Leave of absence for AY2021 (UP), 6%
- Defer AY2021 (FY), 7%

Scenario 2. Two semesters start January, ends late July or early August
- Leave of absence for 1 or 2 semesters starting January, 19%
- Leave of absence for AY2021 (UP), 9%
- Defer AY2021 (FY), 4%

- Register for classes AY2021, 64%
- Depends on semesters I am on campus, 32%
- Leave of absence for AY2021 (UP), 4%
- Defer AY2021 (FY), 1%

If we had a summer session
3 out of 4 have **some** interest in summer classes

Likelihood you will register for classes in summer 2021?

- Extremely 12%
- Very 14%
- Moderately, 21%
- Somewhat, 26%
- Not at all, 27%

Undergraduate Preferences for AY2020-2021
Interim Results as of 6/8/2020

Important to follow guidelines; some doubts about students following them

How important is it that people on campus comply with these policies and guidelines?

- Extremely important, 41%
- Very important, 35%
- Moderately important, 15%
- Somewhat important, 7%
- Not at all important, 3%

How likely is it that undergraduates on campus will follow these policies & guidelines?

- Very likely, 29%
- Moderately likely, 37%
- Somewhat likely, 19%
- Not at all likely, 8%

How likely is it that you will follow these policies and guidelines if you are on campus?

- Extremely likely, 41%
- Very likely, 38%
- Moderately likely, 14%
- Somewhat likely, 5%
- Not at all likely, 2%

Undergraduate Preferences for AY2020-2021
Interim Results as of 6/8/2020

Recommendations: UA Committee on COVID-19

✓ **Option 1:** 100% of undergraduates on campus
✓ **Option 4:** 60% of undergrads in fall, 75% in spring
  
  Fall 2020 - Seniors & juniors
  Spring 2021 - First-years, sophomores, & seniors

**Other options not recommended**

Also recommend beginning the semester early and ending the week before Thanksgiving.

These options were selected for the following reasons:

- Provides access to campus & continuation of community
- Similar to decisions of peer institutions
- Most equitable decision across different academic disciplines and personal needs
- Least disruption outside of the school year
- Addresses academic need of seniors
- Simplifies scheduling plans for lab classes taken by students of the same year
- Prevents students from changing major to access campus
- Allows first-year students to live on campus

Full report here
Recommendations: Heads of House

Recommendation to forgo further consideration of 100% UG Return option because:

- **Core values**: Risk and complexity of bringing all UG back compromises ability to create a safe environment.

- **Failures of social distancing**: We expect challenges in maintaining compliance with physical distance and mask-wearing due to: anxiety and mental health implications of complying with social distancing, dorms buildings that are designed for interaction, dorms not isolated from surrounding community.

- **Inequities on campus**: We expect challenges from creating several new well-supported communities in hotels: existing House support systems are already over-worked and creating new co-located House teams in hotels will require time and resources; hotel rooms are not conceived for study, or long-term living, and can make more difficult to enforce social distancing.

- **Strained residential system**: Operating a strained residential system will leave no flexibility to respond to contingencies/emergencies in the Fall semester.

- **False sense of security**: Inviting everyone back to campus creates a false sense of normalcy, thereby sending the wrong message. For those students that can safely live and study from home, an incentive to do so (e.g., study grant, reduced tuition) would convey a more accurate message.

Full report here
Academic Policy And Regulations Team (APART)

- Rick Danheiser, Chair of the Faculty and APART (Science, Chemistry)
- Arthur Bahr, Chair of CUP (SHASS, Literature)
- Rebecca Black, Graduate Student Member of FPC
- Duane Boning, Associate Chair of the Faculty (Engineering, EECS)
- Mary Callahan, Registrar
- Daniel Frey, Chair of CGP (Engineering, MechE)
- Martha Gray, Incoming Chair of CGP (Engineering, EECS, IMES)
- Kelvin Green, Undergraduate Association Representative
- Jeremiah Johnson, presumptive Incoming Chair of CAP (Science, Chemistry)
- Tami Kaplan, Faculty Governance Administrator
- Anne McCants (SHASS, History, Director of Concourse)
- William Minicozzi, Incoming Chair of CoC, Associate Head of Math (Science)
- Kristala Prather, Chair of CAP, Executive Office of ChemE (Engineering)
- Janet Rankin, Director, MIT Teaching and Learning Lab
- Krishna Rajagopal, Dean of Digital Learning (Physics, Science)
- David Singer, Secretary of the Faculty, Head of Political Science (SHASS)
- Ezra Zuckerman Sivan, Deputy Dean of Sloan School (Sloan)
- Larry Vale, Associate Dean of SA&P (DUSP)
- Ian Waitz, Vice Chancellor (AeroAstro, Engineering)
Academic Policy And Regulations Team (APART)  
Consensus Views on Options

• **Option 1** (100% return): While there was a range of views with regard to this option, overall APART considers this option as “conceivable, but with serious issues.”

• **Option 2** (delayed start): APART views this scenario as even less attractive than option 1, with half of the committee considering it “untenable” and urging that it not be considered at all.

• **Option 3** (partial return, two semesters): This was viewed as the most attractive option by APART, with people generally ranking it as at least “workable” and in many cases as “attractive though not perfect.”

• **Option 4** (three semesters): This option was rejected by APART and overall ranked as low as option 2.

• **Option 5** (100% remote in fall, spring TBD): This option was ranked second by APART, with the consensus being that it is “workable, though with significant concerns.”
Details: What Boston area schools and peers are saying publicly about Fall UG education

**Stanford**: Proposing a hybrid model
- **Calendar**: Start fall term a week early; end in-person by Thanksgiving; Hold 4 quarter academic year; Extend teaching to 8AM-9PM
- **Instruction**: Online “default teaching option”; classes >50 online
- **Living / In-Person**: Half of the UG per quarter, each UG gets 2 quarters on campus, 1 remote; 1 undergrad per bedroom; FY & Transfers in fall; Seniors in Spring
- **Notable**: FY need to declare gap year by June 15

**Harvard College**: Considering a range of scenarios
- **Instruction**: “If we are online in the fall, it will be with courses — at least a majority of courses — that have been designed to be taught online.” (Bacow)
- **Living / In-Person**: Discussing options to de-densify housing if in person for UG; may use housing stock not traditionally used for UG
- **Notable**: “The campus will be open. The question is how many students will be on campus and what will be the form of instruction.” (Bacow) Most graduate and professional Schools to remain online for fall or online form of instruction. Investing in technology.

**Princeton**: Waiting to decide, announcing early July
- **Notable**: Princeton will decide in early July whether the undergraduate teaching program will be online or residential in the fall term. The University is exploring ways to safely and responsibly reopen Princeton’s laboratories, libraries, and other facilities when state law permits.

**Brown**: Considering a range of scenarios, announcing early July
- **Calendar**: Postponing Preregistration until August & Updating Courses@Brown
- **Instruction**: Announced next steps to support faculty transition to online/hybrid instruction

**Yale**: Waiting to decide, announcing early July
- **Calendar**: Fall Calendar: Start two days earlier; Classes held Aug 31 to Dec 4; no October break. Semester ends Dec 18, all post-Thanksgiving classes & finals online
- **Instruction**: Mode of instruction (residential, on-line only, or hybrid) for the fall semester in early July.
- **Notable**: Developing procedures for contact-tracing, revised dining and classroom-use patterns, and policies for social distancing and mask-wearing. Graduate school will follow same calendar.

**Boston University**: Planning for In-Person
- **Calendar**: Planning to resume its on-campus, residential program in the fall of 2020, following the recommended best health practices around the coronavirus pandemic. Has Recovery Plan in case they need to consider a later in-person return.
- **Instruction**: large fall classes could be divided into small groups of students that will rotate with equal time through in-person class sessions. Divide classes into smaller groups called platoons to rotate attending class in person and remotely.
- **Notable**: Announced hybrid teaching program Learn from Anywhere (LFA) giving students choice of attending in-person classes or taking classes remotely. Includes some graduate programs. Investing in technology.

**Carnegie Mellon University**: Proposing a hybrid model
- **Calendar**: open in the fall; all courses will be remote-only after Thanksgiving to mitigate any inherent risk in return travel following the holiday break. First classes of day will start at 8 AM with 30 minutes between classes.
- **Instruction**: offering both in-person and remote instruction for as many courses as possible. Re-designing Fall 2020 course schedule. No course section with an enrollment over 40 people (or 38 students) will be offered in person.
- **Notable**: Announced hybrid teaching program Learn from Anywhere (LFA) giving students choice of attending in-person classes or taking classes remotely. Includes some graduate programs. Investing in technology.

36 private & 5 public schools in Massachusetts tracked by Chronicle of Higher Ed

Proposing hybrid 7%
Waiting to decide 24%
Planning in-person 37%

As of 6/8/2020

Notable: Proposing a hybrid model
- **Calendar**: Start fall term a week early; end in-person by Thanksgiving; Hold 4 quarter academic year; Extend teaching to 8AM-9PM
- **Instruction**: Online “default teaching option”; classes >50 online
- **Living / In-Person**: Half of the UG per quarter, each UG gets 2 quarters on campus, 1 remote; 1 undergrad per bedroom; FY & Transfers in fall; Seniors in Spring
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- **Living / In-Person**: Discussing options to de-densify housing if in person for UG; may use housing stock not traditionally used for UG
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- **Notable**: Princeton will decide in early July whether the undergraduate teaching program will be online or residential in the fall term. The University is exploring ways to safely and responsibly reopen Princeton’s laboratories, libraries, and other facilities when state law permits.

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- **Calendar**: Postponing Preregistration until August & Updating Courses@Brown
- **Instruction**: Announced next steps to support faculty transition to online/hybrid instruction

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Notable: Proposing a hybrid model
- **Calendar**: Start fall term a week early; end in-person by Thanksgiving; Hold 4 quarter academic year; Extend teaching to 8AM-9PM
- **Instruction**: Online “default teaching option”; classes >50 online
- **Living / In-Person**: Half of the UG per quarter, each UG gets 2 quarters on campus, 1 remote; 1 undergrad per bedroom; FY & Transfers in fall; Seniors in Spring
- **Notable**: FY need to declare gap year by June 15

Notable: Considering a range of scenarios
- **Instruction**: “If we are online in the fall, it will be with courses — at least a majority of courses — that have been designed to be taught online.” (Bacow)
- **Living / In-Person**: Discussing options to de-densify housing if in person for UG; may use housing stock not traditionally used for UG
- **Notable**: “The campus will be open. The question is how many students will be on campus and what will be the form of instruction.” (Bacow) Most graduate and professional Schools to remain online for fall or online form of instruction. Investing in technology.

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Thank you!

For more information about Team 2020 and the AY21 planning process, visit https://covid-team2020.mit.edu/