

RECOMMENDED PRIORITIES FOR SCHEDULING OF NEW CLASS TIME BLOCKS, FALL 2020

The Academic Continuity Advisory Group, after requesting, receiving, and considering advice from the Committee on Academic Policy, recommends the following ranking of priorities for requests for class time rescheduling to make use of the new 4pm and later time blocks (on the proposed schedule, H, N, 4-6.30pm, and 7-10pm). The priority queue is intended to make the most of scarce resources as equitably as possible; first priority goes to A, second priority goes to B, and so on through F. Re-allocating any newly available time slots is a secondary process that should follow the same priority queue.

Priority Queue:

- A. Hardship (personal [child or elder care at beginning or end of day], religious).
- B. In classes with specific facility needs, such as science labs or art studios, where no substitute is possible: Necessary to meet in person with entire class, so class needs to be split.
- C. Large classes (30 or more students) that want available classroom space to fit all students together at once.
- D. Large classes (30 or more students) that want to split up into multiple sub-sections to allow each student to attend each class in-person (even if a few students are remote).
- E. Faculty who wish to teach 100% remotely but would like to have access to a classroom space for their students, either during their existing timeslot or during one of the new blocks.
- F. Class shifted more than 20 minutes early (before 9am), thereby burdening remote students in earlier time zones.

Rationale:

1. A: Many caregiving faculty will face scheduling challenges as a result of even modest time shifts and advance warning, but for some faculty, those challenges will prove insurmountable; accordingly, they should be allowed first shot at switching to the H, N, or 7-10pm time slots. These requests should be made through department/program chairs.
2. B, C, D, and E: Though faculty will have to be prepared to teach all of their courses in a blended format, where we can, we should make it possible for courses to meet in person with all in-person-capable students, even if faculty plan to teach remotely. By moving the largest course that can fit into a given room (following social distancing guidelines) into that room, we facilitate in-person pedagogy and make the most efficient use of available classroom space (and minimize the number of courses forced to choose between creating sub-sections or alternating which students get to attend in person on a given weekday). Those classes that already meet in the H, N, or 7-10pm time slots should not be displaced.
3. F: These courses should have the option to meet later to accommodate remote learners in different parts of the US to make synchronous class sessions possible for those students (even if faculty plan to teach remotely). However, this should be managed carefully to avoid creating conflicts in students' course schedules.