

In planning for the Fall of 2020 and Academic Year 2020-2021 (AY21), we are considering a series of possible scenarios for campus reopening and educational planning. These scenarios are based on the most likely conditions we will face in the Fall due to a combination of factors: the continuing COVID-19-related public health guidance, possible restrictions and delays in international travel, and the demands of an educational experience that is tied fundamentally to making and learning in the context of a critical community. Each of these scenarios has different potential impacts on our budget projections, both in terms of enrollment expectations and in terms of the costs associated with the various coping requirements and strategies.

Key Academic Reopening Planning Principles:

- » Our first priority is the health and well-being of our campus community—the students, faculty and staff, and visitors and members of the public who join us on campus on a regular basis.
- » To continue to include the campus, its facilities, and our community as foundational components of the MICA educational experience, our academic reopening planning centers on a hybrid model of instruction that focuses on physical classes and activities, enhanced by fully online and hybrid (online and in person) modes.
- » Where possible, we are prepared to utilize digital technology and remote, alternative and hybrid teaching techniques to address limitations on physical gathering and reduce pressures on physical space.

- » Our planning will be based on the best information available, take account of the unknown, and be flexible and adaptable to changing conditions on the ground.
- » Educational planning will consider the structural differences between undergraduate and graduate programs, between different programs (studios, seminars, lectures, etc.), their different requirements, and their different possibilities for adaptation under COVID-19 reopening scenarios.
- » We will be future-oriented, and will use this evolving set of challenges as an opportunity for creative innovation.

Main Planning Scenarios:

Following are the main planning scenarios we are considering for the Fall 2020 and AY21. These scenarios are based on best current information regarding the most likely impacts of COVID-19 on our operations and community. As such, they are realistic assessments that range from relatively optimistic to the possibility of ongoing major disruptions to our programs and our community. Our current planning centers on Scenarios A, B, and C below as the most likely projections for Fall 2020.

Scenario A—On-time start for all / public health measures in place

This is our primary scenario. The campus is open. Some level of physical distancing requirements will cause us to limit class size, residence hall occupancy, limit or virtualize large public gatherings, and deliver courses, exhibitions, etc., though a mix of in-person, online, remote, and hybrid modalities.

In this scenario, there will also be pressure on some of our spaces and facilities caused by the extended activities of members of the Class of 2020.

Under this scenario, major coping requirements and strategies include:

- » Reduction in residence hall occupancy and providing additional exemption criteria for 1st and 2nd year students to live off-campus (already announced and being implemented)
- » MICA continues to offer a rich array of visiting artists, artist talks, and other public events, but with increased use of virtualization strategies to address limitations on size of gatherings
- » Graduate Studies: Able to operate most significant elements of programs with careful adherence to public health measures (limits on physical gathering, PPEs, contact tracing, testing, etc.)
- » Undergraduate Studies: Some more significant restructuring of classes and programs will be required (see below)

- » A blend of primarily face-to-face, online, and hybrid teaching strategies will be deployed across the curriculum; large classes will be restructured into smaller sections or moved to minimize physical gathering
- » Development of modular syllabi in coordination with fabrication shops and other support services to spread the loading on these facilities and prepare for possible disruptions during the semester
- » Reduced capacity in Fabrication shops due to physical distancing with corresponding changes in curriculum and restricted access. Possible consideration of alternate instruction methods to address challenges with equipment access and hours of operation.

Scenario B—Delayed or online start for some / public health measures in place

The campus is open. Some students/programs are able to start on time while others need to observe a delayed start due to travel restrictions, public health measures, and other conditions. We will stage instruction and residence hall move-in appropriately to meet the needs of specific student populations.

Under this scenario, major coping requirements and strategies include all of the elements of Scenario A plus:

- » Planning for staged reopening of the campus/programs (e.g., Graduate Studies first, followed by First Year, etc.)
- » Online start or restructuring of assignments/classes to accommodate late arrivals
- » Greater coordination with the Office of International Education and Advising Services around visa and travel issues, and possible special programs to address start-up needs of international students

Scenario C—Delayed start for all / public health measures in place

In this scenario, we are not able to open the campus on time, but are able to open soon enough to deliver the full Fall 2020 semester education within a modified calendar. This scenario would cause some disruption to the semester schedule and potentially to the annual calendar. It would also impact our ability to deliver on some of the ideas for extended access for the Class of 2020.

Under this scenario, major coping requirements and strategies include all of the elements of Scenarios A and B plus:

- » Rework annual calendar to accommodate late start (see below)
- » Work with the Class of 2020 to rethink strategy and timetable for ameliorating Class of 2020 issues

Calendar Type	Start	End	Weeks of Instruction	Notes
Current Plan	8/31/2020	12/18/2020	15	16 weeks with 6 holidays
Delayed Start (by 2 weeks)	9/14/2020	12/31/2020	15	16 weeks, remove fall break and day before Thanksgiving but add 4 holidays. Due to holidays falling on Th/Fr, one week will be designated to have Th/Fr meet twice. Spring semester start on time.
Delayed Start (by 4 weeks)	9/28/2020	1/15/2021	14-15	16 weeks; remove fall break and add 6 holidays. Fridays would have 14 meeting days or semester extended to 1/19/21. Spring semester delayed by 1-2 weeks
Condensed (13 weeks)	9/14/2020	12/18/2020	13	14 weeks with usual holidays. Reduces instructional “contact time” by 13% so out-of-class workload must make up for this.
Condensed (12 weeks)	9/28/2020	12/18/2020	12	13 weeks with usual holidays. Reduces instructional “contact time” by 20% so out-of-class workload must make up for this.

Scenario D—On-time or delayed start / mid-year disruption due to second wave of COVID-19

In this scenario, we begin the Fall semester under Scenario A, B, or C but are then disrupted later in the term or the year by a second wave of the virus with heightened public health measures being mandated. This scenario assumes that the campus needs to be suddenly closed or partially closed while classes are scheduled to be in session. This circumstance would be highly disruptive and difficult to manage and, if foreseen, we would likely follow plans for Scenario E instead.

Under this scenario, major coping requirements and strategies include many of the elements of Scenarios A, B, and C plus:

- » Rework annual schedule to accommodate disruption, possibly utilizing the summer as a trimester; or
- » Finish current term then suspend classes



Appendix C: Scenarios for Fall 2020 Academic Reopening

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Scenario E—Campus remains closed for Fall / some online, remote, alternate instruction and/or entire academic year moved back

This is the least desirable scenario. Public health restrictions make it impossible to reopen the campus on a reasonable schedule for the Fall thus compromising our ability to deliver on key components of the educational experience. Under this scenario, we would continue with online, remote and alternate instruction in some programs (such as Open Studies and Graduate online and low residency) but would otherwise suspend most operations and revisit the annual calendar with a view toward a January start with a summer trimester.



Conclusion

In preparing for the Fall 2020 semester, we are considering a range of academic reopening scenarios—from the manageable to the highly disruptive—in order to map the possibilities as comprehensively as possible. Again, our current planning centers on Scenarios A, B, and C as the most likely projections for Fall 2020, and we are conducting our residential planning and providing guidance to the academic programs based primarily on these scenarios.

In addition to the “coping requirements and strategies” listed here, we are looking at different ways in which campus spaces can be organized and used, possibilities for extended schedules to maximize the availability of key facilities, and other approaches to relieving the pressures on space and time that restrictions on physical gathering will cause.

It is important to recognize that many of the solutions involved in these generalized approaches will need to be sensitive to the specificities of the different fields and programs. These scenarios will therefore need to be the outcomes of R5 planning and development at both the institutional and the program or unit level. In line with the principle to work with “the best information available” while being “flexible and adaptable to changing conditions on the ground,” we will continue to work with faculty, staff, and academic leadership to finalize our approach to Fall 2020 over the coming weeks and months