

# Option 5 – 100% Remote

Between May 21 and May 31, 2020, MIT community members were invited to provide input into decisions about the 2020-2021 academic calendar via a Community Feedback Survey on the Team 2020 community engagement website (among other opportunities). We received roughly 900 complete and another 900 partial responses, including more than 27,000 comments in response to open-ended questions.

Team 2020 is deeply grateful for the expertise and efforts of Jonathan Schwarz, Andrew Bell, and Ayn Cavicchi from MIT's Office of Institutional Research. They created narrative summaries of the option-specific comments from undergraduates, graduate students, staff, and faculty which are presented below.

## Undergraduates: 616 Respondents

### **Option 5/UG: Are there particular aspects of this option [100% Remote] you find appealing or compelling?**

Option 5 was a polarizing option among students, most of whom expressed a strong dislike for Option 5 and remaining remote in general. Still, students did identify appealing components of the plan. The overwhelming appeal of Option 5 is that *"health would be protected,"* and it *"feels safe with much less risk of infection."* Students stated that although online classes were not ideal, it was appealing because *"it is the option that most minimizes the risk of contamination or spreading of coronavirus amongst our community."*

Additionally, many students felt as though this option provided the best possibility of avoiding *"a second wave"* because it *"minimizes [the] spread of COVID-19 on campus"*.

In addition to providing the highest level of safety regarding COVID, Option 5 was also seen as appealing because it *"offers a nice continuity from the previous semester, and gives flexibility if the situation suddenly betters."* By being cautious during Fall, several students stated that they believed that risks would be reduced, and the Institute could return to normalcy faster. Students also viewed Option 5 as being the most equitable, ensuring that *"everyone is in the same situation."* It *"emphasizes equity and doesn't give preference to any particular groups."* Finally, many student respondents stated that one of Option 5's main appeals was that it was *"logistically the easiest to implement,"* and that *"at least it's (at this point) known content, and would be less disruptive."*

### **Option 5/UG: Are there particular aspects of this option [100% Remote] you find challenging?**

Many students strongly disliked Option 5 and shared a wide variety of challenges a fully remote environment presents. Students indicated that interacting directly with peers and the campus environment was a vital component of an MIT education. As one student shared: *"MIT's community is built upon physically working and building with others."* Additionally, the on-campus experience

provided mental health support for many students, and remaining remote presented a distinct mental health risk to many students:

*The extreme mental health toll for many students of isolation from peers and communities, while still being required to put in lots of work and study, is challenging and likely to cause extensive stress and burnout. I can't support this option.*

Many students identified First Years and students with difficult family/home situations as being the key stakeholders affected by remaining remote. One first year student shared that they "*definitely don't feel comfortable learning online, and I don't want to be anxious about the fact that I might not get the chance to see the campus at all during my freshman year,*" a sentiment echoed across the student population.

Similarly, a lack of adequate and protective learning and living space was a significant concern of many respondents, with some stating that they were "*extremely concerned that this will be hostile to students with disabilities or find online learning challenging.*"

Another significant student concern is a reduction in educational quality. Many students expressed that "online education cannot provide the same hands-on experience" and that "too much educational value would be lost." Many students stated that they found remote learning difficult:

*Remote learning simply is a challenging way to learn. If it were not, then the entire world would be working/learning from home without ever paying for flights, etc. Remote learning also raises equity issues regarding technical support, home life, financial insecurity, and lack of the MIT experience."*

This disparity between online and in-person classes, led many students to express that "*a semester of online education will never be worth nearly \$30,000 of tuition*" or "*I'm not sure I can justify spending 55k on online classes.*"

Additionally, many students felt that if Option 5 were chosen, they would "*consider taking a gap year/semester.*" Finally, students overwhelmingly disliked Option 5, and expressed their disapproval strongly, despite its increased safety.

## **Option 5/UG: How would you improve this option [100% Remote]?**

- **Community**

*I would only use this option as a last resort. If it isn't legal or safe and intelligent to have large groups of people gathering*

*ng together, of course, safety comes first. But if at all possible, I believe the MIT experience (on some level) should be maintained.*

*Provide ways for students who live in nearby areas to connect/gather safely. This may provide some sense of MIT community while students are still learning from home*

- **At Risk Community Members**

*Provide ways for students who live in nearby areas to connect/gather safely. This may provide some sense of MIT community while students are still learning from home.*

*If those in unsafe/unsuitable situations were given emergency housing options, this is more perfect than any other plan as it does not deprive any group.*

*Maybe allow those who would greatly benefit from being on campus for access to food, internet, and resources etc to be on campus (for example, maybe some international students, people who have worse home situations (where they can't focus on work / don't have access to good resources etc), people who need to take a lab / hands-on class next year to graduate, etc)*

*Re-evaluate emergency housing exemptions to make sure everyone who needs emergency housing has it, including freshmen*

- **Logistics**

*Make sure people have all needed supplies/tech at home - reduce tuition and use some of it to send stuff to students at home*

*Offer more online support, such as study groups and tutoring sessions*

- **Education**

*Tuition would have to be lowered, otherwise most students will probably take the semester off. The UA or other student bodies should develop solutions to help faculty ensure student wellbeing and address concerns such as time change differences. MIT should continue to support students who require housing.*

*Grades should definitely be on a PE/NE basis to reduce stress on students living in difficult circumstances.*

- **Bad Idea**

*There's no way to improve 100% [hands-on] learning. It just can't be done. Engaging with other students and faculty via remote learning is impossible. It doesn't matter what the class or environment is, it just doesn't work. Frankly there's no reason to go remote in the fall - our medical, testing, and tracing capacity is far above that when we sent all students home in March. To stay 100% remote in the fall would be an act of cowardice and a rejection of MIT's position as a world leader.*

## Graduate Students: 201 Respondents

### Option 5/G: Are there particular aspects of this option [100% Remote] you find appealing or compelling?

When evaluating Option 5, a large number of graduates thought that it was a bad idea, however a substantial minority indicated that there were clear benefits to a fully remote environment and that they believed that it was the most prudent option.

Most appealing to graduate students was the significant mitigation of risk a remote semester provides. *“It is probably the safest from a COVID perspective”* stated one respondent, adding *“this is definitely the way to keep the campus safe.”* Others shared that they were concerned that there was a significant risk of *“another large spike in cases”* that could result in a *“in a similar, if not worse situation”* than present, making Option 5 a safer choice. Another graduate student explained:

[Option 5 is] *The most cautious option – [it] prioritizes community health in case there is a second wave during Summer/Fall. Having everybody remote maintains fairness and also keeps things simple for faculty and teaching staff*

Going even farther, one respondent stated, *“this is really the only moral solution, to avoid exacerbating an already difficult and not necessarily contained situation.”*

### Option 5/G: Are there particular aspects of this option [100% Remote] you find challenging?

The main concerns expressed by graduate students regarding Option 5 centered on the difficulty of remote teaching and the educational value remote teaching provides. One graduate student shared concern that *“graduate students and faculty may have a more difficult time teaching under these conditions”*, which could *“greatly reduce the quality of MIT’s education.”* Another explained that it is *“Too hard to virtualize many aspects of many classes (e.g. lab classes, performance classes); less equitable (students’ ability to learn partially dependent on their financial stability etc.)”*

Another common perception was that being separated from the on-campus community *“would eliminate most benefits of an MIT education, including close access to state-of-the-art tools, hands on lab classes, community of incredible peers and professors to closely engage with.”* Other respondents focused on the lack of social interaction and community building in the remote environment, and that without the social aspect of the on-campus experience, *“Students, especially first-year students, will have a hard time assimilating to MIT.”*

Some graduate students shared that they did not feel as though a remote semester was what they had paid for - *“I’m not sure if I would pay MIT undergraduate tuition for a remote learning experience. You can take online classes for free in many cases.”*

Other graduate student concerns centered around the logistics of a remote learning experience, and delivering equitable education from a distance. One graduate student asked how the Institute would *“accommodate students who don’t have access to high internet speeds/adequate computers”*, another added that they *“worry about students who do not have reliable internet and safe home environments to*

stay in.” Summing up the responses of many graduate students with regards to Option 5, one graduate student stated:

*Based on this semester, this option leads to very strong feelings of isolation and less learning. It's extremely hard to get through a semester completely remote without your friends who really understand what you're going to. Additionally, many people come from home situations not conducive to doing an entire MIT semester. It also makes lab classes pretty much impossible.*

## **Option 5/G: How would you improve this option [100% Remote]?**

- **Equity**

*This could work really well. However, we would need to once again address the disparity between the living situations of different undergrads. Having a laptop rental or grants for internet access could help this. Or allowing some undergrads to apply to stay on campus.*

*It might be the safest and most cautious option. It also might be the most equitable, but I would really like to see an equity and accessibility study done*

- **Community social interaction**

*Since all students are remote, I would ensure everyone has adequate resources available for studying (e.g. access to software tools, debugging issues with IT), maintaining a healthy lifestyle (e.g. access to apps like Headspace, fitness apps), bonding with community members (virtual happy hours, game nights) etc. Basically, giving students a feel for the MIT community! I fall under this boat myself, as I have never been to MIT yet. Perhaps the team can allocate a "virtual COVID buddy" :) Sounds a bit silly, but having somebody to talk to (who is not in the same department, for example) would make people feel included and more compelled to share how they're coping with the virtual lifestyle.*

*Learning how to live independently, and grow outside of the context of your family, is a crucial aspect of college. A completely remote option would not allow for this growth, and therefore would not be nearly as valuable for the undergrad population. Some hybrid option that allows students to move back to campus would be more beneficial and more equitable.*

- **Support/Guidance**

*Provide teachers more training and support for remote learning tools, increase funding for shipping students supplies. Guarantee support and flexibility for students in difficult home situations and distant time zones. P/NE probably can't continue, but a return to the totally normal grading scheme wouldn't be fair either given the inherent inequities and decreased support systems*

- **Remote**

*Please steer away from 100% online schooling. The undergraduate experience and quality of learning would be compromised, and this would be a very inequitable option when considering those students who are experiencing instability or lack of access to resources (for example, computers or the Internet) in their home lives with their families. Furthermore, students simply are not paying tuition with online school in mind--they are expecting in-person education.*

*If this is the case, I would evaluate to start late classes (October or January) but would not offer a semester 100% online. MBA students are paying for an experience, which cannot be the same if the semester is fully remote (i.e. Labs, clubs... etc.), especially for those of us who have not still had campus experience. If fall is 100% online anyway, I would give the option for students to defer their MBA.*

## Staff Members: 133 Respondents

### Option 5/S: What aspects of this option [100% Remote] do you find appealing or compelling?

This option held a great deal of appeal for staff with the same comments repeating over and over again. They stated the same things in various ways that the option **maximizes safety**, a large concern for staff. Little else was offered in the way of appeal.

*This seems the least risky in terms of prioritizing the health and welfare of the entire community*

*This sounds like a very safe option to consider at this point as we do not know what the virus will look like over the next few months and into the fall/winter*

*This is the safest option in terms of not spreading or exposing people to COVID. It puts the community welfare at the top of the list. Most students will still receive their education without major disruptions*

### Option 5/S: Are there aspects of this option [100% Remote] you find challenging?

In contrast to the universal agreement on the appeal of this option, there were many thoughts on challenges offered by staff. Concern was shared about the feasibility of holding lab-based and hands-on classes in an **online environment**, “if students are 100% remote, how do those lab/performance/other in-person class activities get done and done well.” However, there were only two comments that brought this particular issue up.

Instead, we had many more comments of concern for **students without equal access to the tools** necessary to learn online and/or **homes conducive to learning**.

*I can see this being problematic for students who have difficult home situations or for students who don't have the same resources (spotty internet esp. being abroad) or time differences if required class attendance. I worry that this will most benefit the students who already have the most resources*

*Students would lose valuable time on campus. Students with less stable remote circumstances would find this particularly difficult. Inequalities would continue with: high speed internet and other equipment not available to all; different time zones and some overseas*

Other thoughts shared on the challenges were unease about staff who are not able to work away from campus due to the nature of their jobs, thus **risking losing their employment at MIT**.

*Though easiest to implement it does not address staff members whose jobs cannot be done remotely and might have a hard time figuring out what to do, and may fear losing their jobs.*

Some expressed fears that such an arrangement as 100% remote education would **harm MIT** itself.

*Lowers bar of MIT education, more families would back out of paying tuition; loss of income from room & board and tuition*

## Option 5/S: How would you improve this option [100% Remote]?

Staff suggestions for improving this option included refining online education and increasing student engagement by **soliciting feedback** from students, faculty and staff on how to refine the delivery and content of delivering a remote education. Others suggested creating **virtual communities** to help students remain engaged and experience as much of the MIT culture and enhance the ability to connect to one another.

*Survey students and faculty and staff to determine what worked and what didn't with online learning this past half-semester, and focus efforts on enhancing benefits and minimizing issues from this time period. Give faculty plenty of time to re-design their classes for optimal online learning*

*Perhaps there are ways to have more connection for students and staff and faculty through more small group conversations. Just add more ways to virtually connect -- many more ways, more regular town halls, more regular conversation options on zoom, more one-on-one phone conversations, etc. People need to connect -- just not in person in large numbers*



## Faculty Members: 67 Respondents

### Option 5/F: What aspects of this option [100% Remote] do you find appealing or compelling?

This option was primarily viewed as appealing due to it being a “**safe**” one. Many commented that it “*prioritizes health*” and “*respects the constraints of the pandemic.*” Faculty also found its appeal to be “ease of input” and protective of the community.

*It feels the safest to me from a health perspective. It also feels the easiest to implement, even given the challenge of teaching a hands-on class. This is the safe and sure option and one we can plan for soon*

Several faculty indicated they could use the time to prepare for online **classes**. In addition, others expressed that this will allow for a uniform delivery of courses with all students in one class environment.

*This would allow us to produce the best possible classes. Faculty and staff could spend our time preparing to provide the best instruction and services online, without also figuring out how to restructure lots of other things as well*

And lastly one respondent stated this time allows MIT to benefit from others experience as well as giving time for advances in treatment.

*It gives us the chance to learn from new information and the experience of others who open in the fall. It gets us closer to possible vaccine and/or treatment*

### Option 5/F: Are there aspects of this option [100% Remote] you find challenging?

Although many faculty expressed moving to all remote was the safest option and time would allow for online development of courses, they nevertheless shared that students want to be on campus. Still more shared “*in-person interactions is one of the most important parts of the college experience.*” The challenge of “*building class culture online*” was introduced. And concerns of inequities were shared.

All remote has already proven to **exacerbate equity issues** among undergraduate students and impoverish their educational experience

Many faculty questioned the ability to learn when “**hands-on**” training is required. Also we heard from others that “*online instruction of some subjects doesn’t work as well as in-person, period.*”

We end this section with some of the comments concerning how students and parents might react to MIT going 100% remote. First is a quotation questioning whether **tuition rate** for online learning.

*I’m not sure that undergraduates would want to pay full tuition to be remote, also I do not think we can promise MIT top quality delivery online*

And we received many comments assuming students and parents would **opt out for a year**.

*If I were a student, I would take a year off in this situation. Students and their parents might decide to take a gap year. This would significantly compromise MIT's ability to teach its students effectively. It would cause many students to take leaves of absence*

### **Option 5/F: How would you improve this option [100% Remote]?**

Many suggestions to improve this option were offered by faculty. Most addressed the desire to **create some sense of community** for students and in particular first year students. Suggestion included allowing limited in-person visits to campus.

*I would add a period, maybe at the start of fall or maybe later, in which freshmen are invited to campus for orientation and belonging. It will be a difficult introduction to campus, but I think it's better than no introduction*

Fostering community building was a common comment. *"Make sure that students are able to build community remotely. I think we can all work on this and build upon the successes of the spring term."* Another advised creating an online virtual community where many of the usual campus activities might be facilitated.

*Create lots of online collaboration spaces so students can p-set together, meet others outside of their classes, etc. Keep dorm cultures, performance groups, and athletic team cultures strong with virtual events. Perhaps have a series of weekly challenges for students, staff, etc to participate in--online mystery hunt? Create lots of Periscope lectures and/or TimTalks by faculty, especially so first-years can get a wide introduction to professors and courses*

The issue of **inequality** was brought up in the comments relating to this option. Suggestion for assistance were specific.

*Most important is to make sure all undergraduates have access to good computers and high speed internet - perhaps by sending them laptops and hotspots.*

*Allocating special funding to make the remote experience richer and address major equity concerns of having everyone at home*

One last improvement was to extend resources by working with **peer institutions**, in this case, Harvard.

*There have been some discussions about sharing resources with peer institution, e.g. Harvard. Many classes are practically identical in both institutions and working together will allow maximize our resources to offer students a real high-level remote teaching experience*

## Other Selected Comments on Option 5: 100% Remote

The comments below are excerpts selected by Senior Associate Dean Kate Trimble and First-Year Experience Coordinator Kate Weishaar to present a range of diverse community viewpoints in the words of community members. The excerpts have not been altered or edited from the original submissions.

### Appealing

- It reduces uncertainty about what will happen next year, thus reducing stress.
- the only safe option without a vaccine
- I find this option appealing because it decreases health risks and is consistent. There are not a bunch of transitions and adjustments.
- like abstinence - it's the safest option. however, could be overcautious and everyone would be missing out on a lot.
- Simplicity is a virtue. Prudence is a virtue. Seeing the US open, likely prematurely now, makes me very nervous about both conditions in the fall and the reliability of gov't guidelines. So taking longer to bring MIT back to full operation is a first-do-no-harm decision.
- It forces social distancing and keeps hospitalization load off of Massachusetts
- It is simple to implement. We just keep doing what we have been doing.
- Most equitable - all students get the same educational experience (obviously, with some problems of lack of access at home but those were also addressed this past semester)
- It doesn't require those with health concerns (or loved ones with health concerns) to make difficult decisions that vary from those of their peers
- I like that this option allows for flexibility in the spring semester, depending on the status of the country and developments regarding the virus.
- As an instructor, it's actually quite a bit easier managing a class in which everyone is in a comparable situation. Of course, I know that not all students have comparable home situations, so those inequalities need to be addressed.
- This option seems the most reasonable, overall, as it rationally accepts the constraints of the pandemic, and allows faculty and staff to spend our time preparing to provide the best instruction and services online, without also figuring out how to restructure lots of other things as well

### Challenging

- The experience of MIT, the magic of the community, is greatly reduced (particularly for a Class 2024 student). What makes MIT so special, so unique and so great, wouldn't be tangible.
- Faculty and instructional staff will need to build relationships with students they have never met in person, highest likelihood of first years and other students deferring or taking gap years, puts a lot of pressure on Spring to be on-campus so that courses requiring physical elements can be held

- Learning remotely is simply unsatisfactory -- people talk far less in remote classes, which can cripple seminar-style classes, and all lectures are harder to pay attention to. The social element is also deeply unsatisfactory.
- Many - I went to MIT 35+ years ago. 80+% of the value of the experience was being on campus and in that community. This option just fails.
- This option is by far the worst. Being on campus is CRUCIAL to having a positive experience at MIT. My mental health tanked being away from my friends. The quality of my education being off campus went way down. Faculty would be forced to completely change their courses. Grad students with RAs may find themselves without funding. All project classes would be abysmal, especially for courses 5, 7, 10, and 20 who need access to labs. Can you really graduate with a MIT degree in any of these without practical lab experience? What about students who don't have homes, or don't have safe homes to go back to? Everyone being remote is the worst option and it should only be taken under extreme emergency.
- It doesn't seem like it goes with "mind and hand" if the hands can't be present
- The most (and most valuable) learning I've done at MIT has been out of the classroom. Because of this, I would want to take a LOA, and I think many others feel the same
- Suicides and mental health issues will increase. Students will not learn (we are a TECH school, we need to be in labs and working together). You can't learn any engineering skill online. Undergrads also do seriously help out with the research at MIT.
- Remote learning is difficult in a house full of other people, and all the fun part of college is absent with this plan.
- MIT work without MIT community support is a recipe for disaster
- MIT is an incredibly stressful place and an entire semester online could destroy student's mental health due to the lack of community support or mental health services. An important aspect of learning at MIT is learning with your peers and that just doesn't happen remotely. I do not feel that an online semester would be worth the stress and rigor of MIT.
- MIT is not an at-your-own-pace kind of school. Many students are in truly challenging off-campus situations. How can we grade them when we can't provide a stable environment to learn?
- Again, not all undergrads might have an appropriate place to live for such a long period of time. Residential communities will have a hard time maintaining culture. Students will lack (to an extent) the support of their communities. Undergrads will also have less opportunity to learn from each other, both through activities like setting and by meeting people with different knowledge and experience. It is hard to sustain learning in a purely online environment. The first-years will have a hard time becoming integrated into the community.
- As an incoming Master's student in a one-year program, I would find it disappointing to do an online degree. I specifically chose MIT over online degree programs to be in-person around the most creative minds in the nation. This experience would be very difficult to achieve online. In addition, making friends and completing assignments in a collaborative manner would be challenging when I have never met any of my cohort.
- Well, if students are 100% remote, how do those lab/performance/other in-person class activities get done and done well? Can we all just go to college by watching television (so to speak)?

## Improvements

- I would provide inducements to appease undergraduates, as frankly this would be a very unpopular option.
- Provide ways for students who live in nearby areas to connect/gather safely. This may provide some sense of MIT community while students are still learning from home.
- Tuition will have to be significantly lowered and students given incentives to not take a gap semester.
- This option should have a new application to live on campus in "emergency housing" for students who have been struggling being back at home.
- Offer housing to students who are in need of stable housing, are food insecure, or lack access to reliable internet connectivity. While students want to be on campus, the things that they like about being on campus are not possible with social distancing guidelines. Clearly communicate to students that those on campus are still abiding by social distancing and do not have special access to classes.
- Think about how to make the first year experience phenomenal. Perhaps limit the courses that they are able to take in order to have them complete GIRs in exciting ways that encourage them to get to know each other as a class. This may help with the eventual transition back to MIT.
- There have been some discussions about sharing resources with peer institution, e.g. Harvard. Many classes are practically identical in both institutions and working together will allow maximize our resources to offer students a real high-level remote teaching experience.
- I think MIT should think in even broader and more sweeping ways than have already been heroically put forth. It will a minimum of two years for a successful vaccine to be developed and begin to be distributed -- and maybe another two years for widespread distribution (assuming a vaccine can be developed). I'd like to see MIT say now -- our campus life is upended for at least four more years. Move to a continuous four-semester model across the full calendar year, bringing various portions of the student populations to campus for one semester each year for the necessary on-campus courses and other work -- with all other learning being conducted remotely. This temporarily eliminates summer and IAP. This adds to the burden carried by faculty and all staff (especially dep't and Registrar and various student support offices). Shaping a calendar around the winter holidays would be tricky -- as would be all travel to/from Boston in the winter months. But it puts MIT seriously and severely in a "tunnel vision" stance -- becoming predominantly a remote-learning school with some on-campus time at regular intervals for undergrad students -- where their lab/performance/UROP work could happen, as well as those necessary campus-based classes. I don't know how to parse the needs of the graduate students or the needs of lab research -- just focusing here on the undergrads -- but I think getting the undergrad piece in place would allow other pieces to fall into line more easily. The logistical and scheduling challenges would be immense -- and I know of no better office to handle those than the MIT Registrar. I'm sure this would increase financial costs -- what option doesn't? We're only at the beginning of a years-long crisis. One good point, though -- is that, with a continual four-semester model, the on-campus infrastructure would eventually become smoother to operate. It'd be like a summer camp -- same infrastructure, similar schedules, just different groups of people moving on and off campus over the course of a year.
- Since all students are remote, I would ensure everyone has adequate resources available for studying (e.g. access to software tools, debugging issues with IT), maintaining a healthy lifestyle (e.g. access to apps like Headspace, fitness apps), bonding with community members (virtual happy hours, game nights) etc. Basically, giving students a feel for the MIT community! I fall under this boat myself, as I have never been to MIT yet. Perhaps the team can allocate a "virtual COVID buddy" :) Sounds a bit silly, but having

somebody to talk to (who is not in the same department, for example) would make people feel included and more compelled to share how they're coping with the virtual lifestyle.

- Make sure that grades are done normally. People need them for job and graduate school applications, now that they have an extra semester without real grades. Encourage professors to expand opportunities for UROPs, and have MIT community members extend more internship opportunities, since these are the kinds of activities that students usually do alone anyway, so a full remote semester would be a great chance for students to focus more on these types of things. Permit students to take a leave of absence if they wish.
- Learning remotely is incredibly difficult and stressful (all the hard things about MIT with none of the fun). Keeping it P/NR would be ideal.
- If we had to implement a full-year of 100% remote learning, classes would need to be smaller (no more than 10 students) with shorter, more frequent, synchronous meetings. The material covered would need to be reduced as well because one cannot cover the same amount of material remotely as can be covered in person. Students cannot be expected to simply "make up" the lost material on their own.
- hire more MIT Mental Health therapists. Provide routers and internet connections to those that need it. enforce that classes can't require synchronous learning, it just isn't possible for some international students. make finals more reasonable, they were too restrictive
- 1. Community building initiatives - especially for students that do not have MIT community support including first years with each others and upperclassmen, and sophomores within their majors. 2. Offer the opportunity of a gap semester for students who feel this would not be academically productive for them. 3. Build digital rooms for students to interact organically (e.g. lounges for majors and living groups) 4. Increase teaching staff available to students, so they can get additional support necessary. 5. Move classes the rely on in person interactions to Spring semester. 6. Offer opportunities to fulfill less academically challenging requirements including P.E. credit and HASS classes. 7. Find ways to help create workplace structure for students struggling to maintain academic patterns. 8. Offer full span of MIT support resources included expanded mental health care for students that are struggling. Make students aware of how to access these resources now it is not just walking into a building. 9. Offer opportunities for independent studies on topics of interest for academic credit for students who would not thrive in traditional academics. 10. Grades should be pass no record because online grading has be relatively ineffective,,