

SPRING SEMESTER ACADEMIC PLANNING COMMITTEE

CALENDAR RECOMMENDATIONS

October 9, 2020

Submitted by:

Chair: Christine M. Licata, Vice Provost

- Returning Members from Fall Planning Committee:
 - Carmie Garzione, Associate Provost for Faculty Affairs
 - Andre Hudson, School Head, Thomas H. Gosnell School of Life Sciences, COS
 - Chris Jackson, Sr. Associate Dean, CAD
 - Joe Loffredo, Registrar
 - Lynne Mazadoorian, Assistant VP, Undergraduate Student Success & Director of University Advising
 - Jim Myers, Associate Provost for International Education and Global Programs
 - Jen Schneider, Professor, CET and Fram Chair
 - Tomicka Wagstaff, Assistant Vice President for Academic Access Success, Division of Diversity and Inclusion
 - Anne Wahl, Assistant Provost
 - Ian Webber, Interim Director of ILI

 - Staff Council Representative
 - Lindsay Vallone, Chair, Staff Council, Academic Advisor, CET
 - Student Government Representative
 - Victoria Barbessi, Director of Student Relations, Student Government
 - Graduate Student Representative
 - Emily Wilson, Co-chair GSAC
 - Academic Senate Representatives
 - Marcos Esterman, Assistant Professor, Industrial and Systems Engineering, KGCOE

- Clyde Hull, Professor, Management, SCB, (Returning)
- Elizabeth Kronfield, Professor, School of Art, CAD
- Kristen Waterstram-Rich, Professor, CHST
- Michael Yacci, Professor and Associate Dean, GCCIS
- Council of Chairs Representative
 - James Lee, Department Chair Electrical, Computer, and Telecommunications Engineering Technology, CET
- Faculty Nominees from Deans
 - Peter Boyd, Lecturer, SOIS
 - Carlos Diaz-Acosta, Associate Professor, Packaging Science, CET
 - Kim Kurz, Associate Professor, ASLIE, NTID
 - Todd Pagano, Associate Dean for Teaching and Scholarship, NTID
 - Thomas Trabold, Professor and Department Head, Golisano Institute for Sustainability
 - Tracy Worrell, Professor, School of Communication, COLA

RIT Spring Semester Calendar Planning Constraints and Assumptions

Preparation of spring semester scenarios was guided by important health and safety constraints that are a result of living in a pandemic. Those key health and safety constraints were factored into each scenario:

- First and foremost, the need to ensure ample time for students, faculty, and staff to get COVID tested following an extended period of time with family and friends over the winter break, including New Year celebrations.
- The incubation period for COVID is typically between 1-14 days. As such, faculty, staff and students would need to take a COVID test and provide evidence of a negative result for in-person/on campus activities. This places the earliest date for testing at or after January 7th in order to allow for test results to be processed and sufficient lead time to establish any needed quarantine and isolation. See section on Health and Safety on page 4 for further detail.
- The need to account for travel from “hot” states on the governor’s list and the accompanying quarantine requirement.
- The need to limit time on campus during the typical flu season which normally extends from December through February
- The need to allow sufficient time, prior to the semester start date, for move-in protocols and preparation for and rolling out of orientation and onboarding for a larger than normal incoming class for spring.

These health and safety constraints made a ‘**nearly normal**’ start date unrealistic. Because of this, worked with scenarios that begin with approximately a two-week delay or more from the original January 11, 2020 start date. In every scenario, spring break was

eliminated in order to compress the semester as much as possible to avoid COVID spread due to travel.

- Because the spring break was eliminated, scenarios were built with an eye toward providing some degree of flexibility that would allow recharge /reading days – where no classes were held. This was seen as a way to provide students with needed stress relief and an opportunity for rejuvenation. These no class days were scheduled outside of a Monday and Friday to decrease student travel off campus and the possible result that would have on the spread of COVID.
- Completing the academic year as close to the original commencement date, given co-op commitments and the need for a summer term of at least 10 weeks, was also built into the algorithm.
- The committee seriously considered building a one or two week online start to the semester in order to allow time for COVID testing. This was ultimately rejected because controlling when students would actually return to campus to begin their online courses, coupled with having students confined to University housing during this on line period and arranging for meals and other services created unnecessary complications and questionable overall health and safety benefit. It was pointed out that the classroom settings are one of the safest environments for students because of the health and safety measures already taken.

RIT Spring Semester Calendar Influencers

Influencers

For each potential calendar scenario, the list of influencers below was evaluated within the context of representing either a “pro”, a “con” or “no appreciable impact” on the proposed calendar.

Health/Safety Influencers:

1. Student burnout/mental health
2. Availability and distribution of a vaccine
3. Optimal testing window following New Year Holiday, for getting results, needed quarantine and student move in and move back
4. Reduction of overlap with flu season and compression of semester to mitigate the need for students to be indoors for extended periods of time due to inclement weather
5. Travel Ban Quarantine due to Governor’s mandate

Operational Influencers:

6. Housing and move in protocols for new students
7. New Student Orientation/Onboarding
8. Food services
9. Student Requests for Refunds (tuition, housing, meals)
10. International Student Visa Requirements
11. Spring enrollment goals
12. Financial Aid
13. Financial Services
14. Coop/Career Services
15. Student Employment
16. Research requirements-faculty
17. Research requirements-students
18. Student life: Athletics
19. Student life/Student Support: other
20. Commencement
21. Degree Certification
22. Summer Term
23. Faculty/Staff Benefits/Contractual Stipulations
24. University Events/Major Programs
25. ITS
26. Access Services
27. University Budget and Resources
28. Legal and Statutory Requirements
29. Facilities

RIT Spring Semester Calendar Scenarios

Scenarios include **14 weeks of instruction+equal number of each day of the week(i.e.,14 Mon; 14 Tues, etc.) + final exams and no break.**

Spring 2205	Scenario 1	Scenario 2	Scenario 2A (see 2 nd footnote**)	Scenario 3	Scenario 4	Scenario 5
Classes Begin	01/21 (Thursday)	01/25 (Monday)	01/25 (Monday)	01/26 (Tuesday)	02/01 (Monday)	02/02 (Tuesday)
Re-charge Day(s)*	02/09 (Tues) and 03/03 (Wed) and 03/31 (Wed) and 04/22 (Thursday)	02/23 (Tues) and 03/24 (Wed) and 04/22 (Thursday)	02/16 (Tues) and 03/10 (Wed) and 04/07 (Wed) and 04/22 (Thursday)	03/03 (Wed) and 04/06 (Tuesday)	03/2 (Tues) and 03/31 (Wed) and 04/22 (Thursday)	03/10 (Wed) and 04/13 (Tuesday)
Last Day of Classes	Note: 05/03 (Monday treat as a Wednesday) 05/05 (Wednesday)	Note: 05/03 (Monday treat as a Thursday) 05/05 (Wednesday)	Note: 05/03 (Monday treat as a Wednesday) 05/06 (Thursday)	05/05 (Wednesday)	Note: 05/10 (Monday treat as a Thursday) 05/12 (Wednesday)	05/12 (Wednesday)
End of Semester Reading Day	04/30 (Friday) 05/06 (Thursday)	05/06 (Thursday)	05/07 (Friday)**	05/06 (Thursday)	05/13 (Thursday)	05/13 (Thursday)
Final Exams	5 Days: 05/(07,10,11,12,13)	5 Days: 05/(07,10,11,12,13)	4 Days**: 05/(10,11,12,13)	5 Days: 05/(07,10,11,12,13)	5 Days: 05/(14,17,18,19, 20)	5 Days: 05/(14,17,18,19, 20)
Commencement	05/14 - 05/15	05/14 - 05/15	05/14 - 05/15**	05/14 - 05/15	05/21 - 05/22	05/21 - 05/22
Summer 2208	Scenario 1	Scenario 2	Scenario 2A	Scenario 3	Scenario 4	Scenario 5
Classes Begin	05/20 (Thursday)	05/20 (Thursday)	05/20 (Thursday)	05/20 (Thursday)	05/27 (Thursday)	05/27 (Thursday)
Last Day of Classes	08/04 (Wednesday)	08/04 (Wednesday)	08/04 (Wednesday)	08/04 (Wednesday)	08/04 (Wednesday)	08/04 (Wednesday)
Final Exams	08/(6,9,10)	08/(6,9,10)	08/(6,9,10)	08/(6,9,10)	08/(6,9,10)	08/(6,9,10)
Weeks of Summer Classes	11	11	11	11	10	10

*The specific dates for the re-charge days is subject to change. We have done our best to spread them out and avoid assigning days that result in a long weekend and the resulting potential for travel off campus. In some scenarios, including these days requires treating one day as if it was another day (i.e., treat Monday as a Wednesday or treat Monday as a Thursday). This substitution is needed in order to schedule 70 days of instruction.

****Committee suggests that this calendar might be further modified to allow 5 exam days. This can be accomplished in one of three ways: Keep reading day and schedule first day of exams on Saturday, May 8th; remove reading day and begin exams on Friday, May 7th or keep reading day and change commencement to May 15th (Saturday only) or to May 16th and 17th (Saturday and Sunday). There are issues with moving both days of commencement to the weekend in terms of the cost for staff support and faculty attendance.**

RIT Spring Semester Calendar Recommendations

Recommendation #1: Calendar Scenarios

We present six (6) scenarios for consideration. In each case, we include a summary of the pros and cons as explained to us by our functional partners and consultants (see appendix for summary of functional partner impact). Based on this input, there are three stakeholder areas that need to be highlighted here because of their impact on the calendar decision. These include health and safety, effect of no-class days on laboratory courses and faculty appointment letters.

Health and Safety

We feel it is important to point out that health/safety functional partners have recommended, generally, that the later the semester starts, the better. Given that the proposed scenarios all have reasonably similar start dates (within 1.5 weeks of each other), there are not significant differences between the 5 proposed scenarios from a health/safety perspective, with the exception of scenario 1 (Jan 21 class start). Since receipt of a negative test must be submitted prior to entering RIT campus, students who live on-campus and are traveling from quarantine states must submit their receipt of a negative test **prior** to their 14-day mandated New York State quarantine. From a logistical compliance perspective (time for testing, quarantine, etc.), scenario 1 presents significant challenges to:

- **Move in and orientation managers:**, RAs, orientation leaders, PALS (international orientation leaders) and the professional staff who support them, would need to **return Jan 14** to prep for a **Jan 16 start** to orientation and move in, necessitating a **Dec. 31** quarantine start and no New Year party.
- **Students that need orientation on campus:** Students would need to return by **Jan 16** for orientation, necessitating a **Jan 2** quarantine start. Testing may not capture New Year exposure or infection.
- **Returning students, especially those from quarantine states:** Students that need to test, travel to NY from a quarantine state, and then quarantine. Quarantine for 6000 students returning to campus housing would need to begin on **Jan 2** for phased move in, beginning **Jan 16**. Testing may not capture New Year celebration exposure or infection.

Starting just two (2) business days later (Monday, Jan 25) alleviates many of the aforementioned logistical problems. Any of the proposed dates may also coincide with flu season as well. However, given many factors, it is not possible to predict that accurately at

this time.

Effect of No-Class Days on Lab Schedules

Although the distribution of recharge days throughout the semester can be a benefit for the health and wellbeing of all, its effect on courses varies and should be considered carefully. This is evidenced by the effect on laboratory courses.

Laboratory courses are not all offered in the same way. In general there are four variations.

Variation 1: Some laboratory courses are independent of a lecture course. If recharge days are known in advance, instructors can plan for days off. For these labs, there does not appear to be a con for any scenario. Laboratories that meet once a week, may lose the week of instruction, depending on the structure of the course content. Whether or not that is a con is dependent on course structure and described below. Spring 2019, there were approximately 58 courses in this category with an enrollment of 2767 students.

Variation 2: Some laboratory courses that have a companion lecture course or a course has both a lecture component and a laboratory component built into the scheduled day. In this case, the distribution of recharge days throughout the academic semester can play havoc with their schedules. For these courses, the laboratory exercises are synced with the content of the lecture. Due to the connectivity and synergy between lecture and lab content and the complexity of lab setups “*Muesdays*” (*i.e. designating a Wednesday as a Monday, etc.*) have limited use from a lab perspective. Spring 2019, there were approximately 414 courses in this category with an enrollment of 12,675 students.

Variation 3: In addition to the synced content between lecture and lab, often laboratory courses share space. Since the course contents are different, typically, each laboratory course has its own set-up.

Variation 4: In the shared space example, often there are multiple sections of a laboratory course that span over several days of the week.

These two aspects of laboratory courses (variation 3 and 4) add to the complexity of working around recharge days. The shared space arrangement reduces the flexibility of dividing the laboratory experience for a particular lab between weeks. In this situation, the loss of one day of labs in a course of multiple sections of a lab spanning several days dominos into having to eliminate the same experience from all sections on all days. As the recharge charge days change throughout the term the extent to which this affects any given laboratory course is dependent on the number of days over which the lab sections occur. As a result in a semester of four (4) recharge days, it is possible for some classes to have four (4) weeks of cancelled laboratory exercises if a suitable **asynchronous** remote learning laboratory exercise cannot be created.

Summary: The more no-class days, the more the weeks are broken up and the impact is compounded. With advance notice, solutions can be found, even though they may not be easy solutions and in some cases, may be nearly impossible to mitigate. The committee

was very sensitive to this issue but at the end of the day, determined that recharge days were critical and needed to be built into the calendar.

Faculty Appointment Letters

In the scenarios where commencement is moved to May 21 and May 22, an additional challenge exists related to the 9-month faculty appointment letters. These letters specify that May 15, 2021 is the last day of the academic year appointment. Legal Affairs counseled the committee that in their judgment these letters would need to be reissued and extended by one week. Additionally the affected faculty would need to agree to the extension. If a faculty member did not agree, it could result in legal action against the University. Human Resources estimates that this situation would apply to approximately 20 to 120 faculty.

Recommendation:

When the committee assessed all of the advantages and disadvantages associated with each scenario, it became clear that three (3) scenarios fell into the **preferred** category. Scenario 2A stood out as the most preferred. This recommendation includes the calendar adjustment noted in the footnote** in the chart. Scenario 3 and Scenario 2 also qualified as preferred and in that order. Each of these three (3) scenarios provides the required delayed start for health and safety reasons, builds in at least 3 days where no classes are held; moves commencement back by only one week; complies with RIT's appointment letter obligations to faculty and adjuncts; enables an 11 week summer term and maintains 5 days for exams.

Scenarios 4 and 5 were seen as viable but not as preferred, principally because of the later start date, requisite movement of commencement and the faculty 9-month appointment letter issue.

Scenario 1 was rejected because of the additional health risks it would create.

What Happened to a Significantly Late Start Date?

It should be pointed out that if to help reduce the overlap with the flu season, executive leadership wishes to move to an even later start date than we display in the above chart, we do have a February 8, 2021 start date model that could be considered. We do not recommend it, though, and set it aside because of three concerns: starting further into February may have a negative impact on students decision to return to RIT; building extra recharge/reading days into that start date would necessitate moving commencement back one more week, bringing it to May 28 and May 29 and that would then cut summer term below 10 weeks and could negatively influence students' ability to secure coop jobs. With a May 28th commencement, the issue of 9-month faculty appointment employment end dates mentioned above would be further exacerbated.

Recommendation #2: Community Announcement

The committee also strongly recommends that when the decision is made about which scenario is approved, that the community announcement makes it clear that the scenario chosen assumes that the prevailing health and safety conditions in January are such that they allow RIT to open as scheduled and conduct in person classes. Our community stakeholders should also be reminded that an upsurge in COVID cases could result in a New York State and/or Monroe County Department of Public Health mandate that classes pivot to an online modality for a period of time.

Recommendation #3: Reduction in Burnout and Stress

The committee spent considerable time discussing what additional strategies could be employed that would help reduce student, faculty and staff burnout and what might be done to promote enhanced student success and wellbeing. To that end, we strongly recommend that faculty consider ways to augment their syllabi to be more flexible. Guidance on this is provided on page 9.

Further, we believe this to be so important that we would like to see this guidance disseminated **as soon as possible** this semester so that potential modifications might be made to fall as well as spring.

Additional recommendations related to faculty and staff burnout will be forthcoming from the committee in the near future.

RIT Spring Instruction Student Workload Considerations

Audience and Dissemination: Recommended to be distributed as soon as possible to Colleges (Academic Leadership and Faculty) from Provost upon the recommendation of the Spring Semester Academic Planning Committee.

A companion document which focuses on faculty and staff burnout will be forthcoming from the Planning Committee.

Current status: Spring break has been cancelled primarily to minimize travel, which will minimize the possibility of outside contagion to our campus. It is believed that it is safest for students, faculty, and staff to not leave campus for an extended break and return. The lack of extended break has brought forward some concerns and considerations, which follow.

Concerns

1. The non-stop and rigorous academic culture may overload students with work outside of the classroom. There may be an unrealistic sense of what students can accomplish given our current pandemic environment and instructional modes. Student burn-out will adversely affect student success. Many in the community have already pointed out that the 'student stress level' for fall is trending upward.
2. When students get behind in a course, there is a chain reaction of "borrowed time." A student needs to borrow time from another class to catch up, to attend tutoring, or to meet with faculty. It only takes a small breakdown in scheduling to create a time bottleneck that may be impossible for a student to resolve.
3. In an effort to address these concerns, we offer the following recommendations.

Recommendations

1. Good instructional design routinely suggests that "lean" instruction is most effective. Classes focusing on essential skills and knowledge, rather than volume of workload promote higher student success. Faculty are not asked to reduce the rigor of the outcomes; only to temper the path to attaining those outcomes by separating "nice-to-know" from "need-to-know" skills and assignments. (This may also be implemented in fall semester if possible.)
2. Students will be given access to myCourses two weeks prior to the beginning of the semester. Having your material in place at this time will allow students a head-start on classes. This is an opportunity in which students might be able to pre-read textbook chapters or other reading assignments, browse through the syllabi to better plan for the coming semester, or install software. In summary, the mental and physical health of our community is of paramount importance.

To support student success and progress towards degree completion, we ask that you assess the student workload in every class with an eye towards looking for ways to lighten up the student workload. In addition, providing students with early access to course materials will allow students the opportunity to get a head start on the semester and decrease work bottlenecks that can occur and cause undue anxiety and stress.

Appendix A: Summary of Stakeholder Feedback on Calendar Scenarios

The committee outreached to our functional partners/consultants to clearly understand the impact of the different calendar scenarios on select administrative departments across the university. The goal was to collect their perspectives on the pros, cons, and overall impact in order to inform the committee's recommendations. Although in some cases the start dates for the scenarios shifted slightly since the initial feedback, we feel we captured the major impacts to key partners, principally because all scenarios are within two weeks of each other.

Scenario 1: (January 21)

Major impact here was reported in the area of health/safety:

- Lack of access and flexibility for effective testing results.
- Not enough time to test and quarantine for two weeks before orientation and returning students in RIT housing.
- impacts for RAs, Orientation Leaders, and Staff who would have to prep on 1/14 for a 1/16 orientation, move in, etc. (unusually high number of deferred and new student starts for spring)

Financial Services was in favor of this earlier start because the billing cycle for payment is January 15th and earlier start is closer to this date.

Scenario 2 and 2A: (1/25)

The majority of our administrative areas indicated little to no impact for this scenario. Two areas indicated some to moderate impact and those include:

- The Health area indicated some to moderate impact due start date coinciding with flu season.
- Financial Services preference is for earliest start date so payments are made sooner in the year.

Scenario 3: (1/26)

- Same impacts and concerns in Scenario 2 and 2A

Scenarios 4 and 5: (02/01 and 02/02)

Of the eight administrative units that provided feedback, only one, Health/Safety, identified the impact as some-moderate based on start dates coinciding with flu season. One area, Legal Affairs, indicated the impact could be significant given the concern related to faculty contracts and the need to reissue 9-month faculty appointment letters and extend them by an additional week. Faculty would need to agree to extension.

- Commencement concerns in terms of one week extension. Some families may have already made plans for the May 14 and 15 date; getting participation for volunteers may be difficult.
- Concern raised initially over whether captionists and interpreter contracts would cover the later weekend in May. This was clarified and does not appear to be a concern.

Appendix B – Scenario Diagrams and Pros/Cons as Related to Lab Courses

Scenario 1

Week Starting:

	Monday	Tuesday	Wednesday	Thursday	Friday
1/18/2021				First Day	
1/25/2021					
2/1/2021					
2/8/2021		Recharge			
2/15/2021					
2/22/2021					
3/1/2021			Recharge		
3/8/2021					
3/15/2021					
3/22/2021					
3/29/2021			Recharge		
4/5/2021					
4/12/2021					
4/19/2021				Recharge	
4/26/2021					Extra Day that's open
5/3/2021	Treated as Wed		Last Day	Reading Day	First Day of Finals
5/10/2021	Finals	Finals	Finals	Finals	Commencement

Pros:

Recharge days well distributed
With Treating a Monday as a Wednesday all days of the week occur an equal number of times except Friday
If Recharge days are known in advance instructors can plan for days off. Instructors can use the "Extra" Friday as they choose including open lab time, etc.

Cons:

One Wednesday Recharge day should be adjusted so that the A and B group for an AW lab schedule each miss lab once
Treating a Monday like a Wednesday is confusing for students, faculty, and staff
If a lab course meets once a week, missing one day of class results in a week missed in lab
If a lab course meets multiple days a week, Recharge days can disrupt multiple weeks of instruction
Extensive lab setups may restrict the ability to spread topics over multiple weeks
complexity of lab setups Meusdays have only limited use from a lab perspective
Extra Friday of limited value for labs due to disconnect from lecture and complexity of lab setup requirements

Scenario 2

Week Starting:

	Monday	Tuesday	Wednesday	Thursday	Friday
1/25/2021	First Day				
2/1/2021					
2/8/2021					
2/15/2021					
2/22/2021		Recharge			
3/1/2021					
3/8/2021					
3/15/2021					
3/22/2021			Recharge		
3/29/2021					
4/5/2021					
4/12/2021					
4/19/2021				Recharge	
4/26/2021					
5/3/2021	Treated as Thur		Last Day	Reading Day	First Day of Finals
5/10/2021	Finals	Finals	Finals	Finals	Commencement

Pros:	Recharge days well distributed
	With Treating a Monday as a Thursday all days of the week occur an equal number of times, good for labs.
	If Recharge days are known in advance instructors can plan for days off.

Cons:	Treating a Monday like a Thursday is confusing for students, faculty, and staff
	Only 3 Recharge days
	If a lab course meets once a week, missing one day of class results in a week missed in lab
	If a lab course meets multiple days a week, Recharge days can disrupt multiple weeks of instruction
	Extensive lab setups may restrict the ability to spread topics over multiple weeks
	Due to the connectivity between lecture and lab content and the complexity of lab setups Meusdays have only limited use from a lab perspective

Scenario 2A

Week Starting:

	Monday	Tuesday	Wednesday	Thursday	Friday
1/25/2021	First Day				
2/1/2021					
2/8/2021					
2/15/2021		Recharge			
2/22/2021					
3/1/2021					
3/8/2021			Recharge		
3/15/2021					
3/22/2021					
3/29/2021					
4/5/2021			Recharge		
4/12/2021					
4/19/2021				Recharge	
4/26/2021					
5/3/2021	Treated as Wed			Last Day	Reading Day
5/10/2021	Finals	Finals	Finals	Finals	Commencement

Pros:

Recharge days well distributed
With Treating a Monday as a Wednesday all days of the week occur an equal number of times, good for labs
If Recharge days are known in advance instructors can plan for days off.

Cons:

One Wednesday Recharge day should be adjunsted so that the A and B group for an AW lab schedule each miss lab once
Treating a Monday like a Wednesday is confusing for students, faculty, and staff
Having Reading day on Friday gives incentive to travel even if Finals start Monday. But no effect on labs
If a lab course meets once a week, missing one day of class results in a week missed in lab
If a lab course meets multiple days a week, Recharge days can disrupt multiple weeks of instruction
Extensive lab setups may restrict the ability to spread topics over multiple weeks
Due to the connectivity between lecture and lab content and the complexity of lab setups Meusdays have only limited use from a lab perspective

Scenario 4

Week Starting:

	Monday	Tuesday	Wednesday	Thursday	Friday	
2/1/2021	First Day					
2/8/2021						
2/15/2021						
2/22/2021						
3/1/2021		Recharge				
3/8/2021						
3/15/2021						
3/22/2021						
3/29/2021			Recharge			
4/5/2021						
4/12/2021						
4/19/2021				Recharge		
4/26/2021						
5/3/2021						
5/10/2021	Treated as Thur		Last Day	Reading Day	First Day of Finals	
5/17/2021	Finals	Finals	Finals	Finals	Commencement	Commencement

Pros:

Recharge days well distributed
With Treating a Monday as a Thursday all days of the week occur an equal number of times, good for labs.
If Recharge days are known in advance instructors can plan for days off.

Cons:

Treating a Monday like a Thursday is confusing for students, faculty, and staff
Only 3 Recharge days
If a lab course meets once a week, missing one day of class results in a week missed in lab
If a lab course meets multiple days a week, Recharge days can disrupt multiple weeks of instruction
Extensive lab setups may restrict the ability to spread topics over multiple weeks
Due to the connectivity between lecture and lab content and the complexity of lab setups Meusdays have only limited use from a lab perspective