

# Fall Planning Update: Returning Students & Families Webinar 2 Transcript

**Katharine Pei:** Hello all and good evening. My name is Katharine Pei. And I want to welcome you to our discussion about the updated fall calendar. I am the Director of the First Year Center. And tonight, I am joined by my colleagues and senior leadership from the Division of Student Affairs and College of Arts and Sciences, who will introduce themselves shortly. We're so excited that you've chosen to join us for tonight's conversation. Some information before we get started. I want to warn you that I am visiting my family in a rural part of America, and the internet is a little slower than it is when I'm in St. Louis. So if, for some reason, I disappear, one of my colleagues is going to pop on screen, and he'll continue to moderate. Also, if you hear pitter-patters in the background, I have a toddler running around somewhere. So just continue to act like everything is normal if you see a little head just join us right here. So I want to make sure that you know how to submit questions during this webinar. If you're logged in to Zoom, you will notice that we've given you the ability to ask questions via Q&A panel. Some of our professional staff within Student Affairs are helping to fill these questions. Those are the panelists that you see with the shield, and it either says First Year Center or Student Affairs. In addition, we have all of the pre-submitted questions. We'll do our best to answer as many questions as possible over the next hour. But I will say that we have received hundreds and hundreds of pre-submitted questions; all of which are very important, and we want to be able to answer. But know that it'll be difficult to do so in the timeframe that we have. So we will answer as many questions as we can that we find applicable to the audience at large. And then we'll respond to more nuanced or personal questions via email next week. The university is also providing an FAQ page on our COVID update site. And there's a lot of great answers there. And we'll continue to put more responses to the questions that you've pre-submitted. One of my colleagues will add a link to that site in the chat box soon. So if you were using the Q&A feature, you may also see us dismiss some of the questions. We are absolutely going to answer questions, but we're putting those on to another screen for me to read. So let's go ahead and make sure we all know how to use the Q&A feature. I'm going to drink some water, so I can speak. So to make sure we all know how to use the Q&A feature, I'm going to ask that you write into the Q&A where you're joining us from in the world, and we'll name some of those places on air. And so before passing this along to the panelists who I know you really want to hear from, I want to share some of the places you all are joining from. We have folks joining us from Arlington, Virginia; Boston, Massachusetts; and Seattle, Washington. So thank you for joining us from all across the United States. Now, since I know you really want to hear from our university leadership, and I need to drink some more water, I'm going to ask my colleagues to introduce themselves, beginning with Ms. Kawanna Leggett. And then once those introductions are completed, Dr. Robert Wild and Dean Jennifer Smith will share some reflections on Chancellor Martin's announcement regarding the fall semester. So, Kawanna.

**Kawanna Leggett:** Good evening. My name is Kawanna Leggett. And I'm the Interim Associate Vice Chancellor and Dean of Students, partnering with the offices of First Year Center, Residential Life, Student Conduct, and Campus Life.

**Katharine Pei:** Thank you. Dr. Kirk Dougher?

**Kirk Dougher:** Hi. My name is Kirk, Kirk Dougher. I am the Associate Vice Chancellor of Student Support and Wellbeing here at the university. And I oversee the student facing health entities, Habif Health and

Wellness, Habif Mental Health, our Health Promotion, Pharmacy, Relationship and Sexual Violence, and an entity that we call WashU Cares.

**Katharine Pei:** Dr. Robert Wild.

**Rob Wild:** Good evening everybody. My name is Rob Wild. I'm the Vice Chancellor for Student Affairs. I've been at the university for longer than your students have been alive, I'll just say that. So good to see everybody. And I'll say a little bit more in a minute.

**Katharine Pei:** Dean Jen Smith.

**Jen Smith:** Hi, Jen Smith. I'm Dean of the College of Arts and Sciences. And I'm here tonight on behalf of my colleagues in the academic divisions at WashU.

**Katharine Pei:** Thank you all. Rob and Jen, would you like to share some reflections on Chancellor Martin's announcement regarding the fall semester?

**Rob Wild:** Yes. I would like to, Katharine. Thank you. So first of all, I do want to say at the outset here I know we may have some repeat participants in the call. I want to say hello again. There may be some new nuggets of information on this call because for those who did not participate last week, we did a couple of webinars on Thursday, but much of this content will be similar. I also want to say if we have new families on the call - I know there may be a few on this call - I want to say welcome. Congratulations. We're very excited to welcome you to Washington University as part of the family. We have some exciting planning that's been going on that we'll probably talk a little about in this call, but I just did want to extend on behalf of my colleagues a welcome. And for our returning families, I also wanted to say thank you for continuing to hang with us. We've experienced, like every university, a very unusual set of circumstances since our March 11th announcement telling students not to return from spring break. One new nugget of information since the webinars last week is that we actually have started-- we're well underway, I should say, with the process of students being able to return and retrieve their belongings. And our packing and storage and shipping process is also well underway. Despite the fact that I'm in my basement this evening, I was on campus yesterday. And it's good to see quite a few families back working to safely, wearing masks, move their belongings out of the residence halls.

So the question was about fall contingency planning. And so I wanted to share a little bit about the process and the decision that was announced last week about the fall calendar. So in my role as Vice Chancellor for Student Affairs, I work with many departments at the university that are related to the student experience, both the ones that Kawanna and Kirk work with, but also Career Services; Athletics; the Office of International Students and Scholars; Center for Diversity and Inclusion, and Scholar Programs; and many other offices. And so I've been asked to sit at the table as we've been discussing how we're going to make our decision about the fall, so. And Jen has been sitting with me at the table.

And so I'm going to talk a little bit about some of the campus experience planning that's going on and why we made our decision. And I'm going to end and turn things over to Jen to talk a little bit about the academic planning that's been going on. So, like all universities, we've been running through multiple scenarios as we think about our fall semester. Many, many different things have been considered. And our senior leadership team has been very closely guided, not just by the national guidance that we're getting from the CDC and our local public health, but also national organizations such as the American College Health Association that provides guidance to universities in situations like this. But we're fortunate at Washington University also to have outstanding academic programs in both public health

but also in infectious disease over at our School of Medicine. And so leaders from those programs have been seated at the table with us as we're reviewing the situation.

And I can tell you from multiple meetings that I've been in, models about the spread of COVID-19, both nationally as well as here in the St. Louis region, that there is no clear and obvious path forward in terms of the opening plan. And so I will start by saying the trust that you have placed in all of us as leaders of the university with the safety of your sons and daughters we take very seriously, which is why we have been very careful in our planning. So as a result, as it was announced last week, and I know we'll likely talk a little bit more about this on the call, there are other national universities who have announced a plan to open early and end earlier than us. We are doing something different, and that is we are delaying the start for undergraduates of the fall semester by three weeks and ending later, moving our final exams into January. We're doing this because we believe it's prudent to take a more deliberate, cautious, and measured approach to opening campus. There are some things I'm going to talk about in a minute that we need to work on and we don't-- we believe that our best chance for success will happen if we're able to have the time to plan. The way we've organized this and the planning-- since the webinars last week, we're actually further along in our planning. Kawanna is helping me lead a group that's focused very much on housing and dining, how will we have students live on campus, eat on campus, and move about campus in a responsible way in the fall. We also have a committee that Kirk and his team are very heavily involved with, that we are calling Monitoring and Containment. All of you are watching the same news channels as I am, but the big key to success for all institutions and businesses being able to reopen successfully in our country is testing, testing, testing, testing. Do we have systems in place to regularly test members of our community so that we can provide appropriate measures in the event that somebody tests positive with COVID-19? So Monitoring and Containment. We also have a large group that's focused on Danforth Campus events. I hope we have some athlete parents on the call tonight. If we do, want to say that we're thinking very much about our student athletes, particularly those 250 fall student athletes who are planning to return this fall and compete on behalf of Washington University. As with our athletic events, we need to come up with a strategy for visitors to campus, public events, admissions, orientation. So there's a group that's working on all of that. All of these groups, including the one that I'm going to turn over to Dean Smith in a second to talk about, have been asked to do their quickly. We're in Week One. By the end of this month, we are going to turn our recommendations over to our Chancellor, Andrew Martin, and our Board of Trustees. And they're going to evaluate these plans and make a final determination about how we will open for the fall. Again, our plan and our goal and everything that we're working on right now is aligning with an in-person residential experience for our students beginning with the academic calendar on September 14th. So with that, speaking of the academic calendar, Dean Smith, I'll let you say a few words about your work.

**Jen Smith:** Hi. Thanks so much, Rob. So I am co-chairing with our Provost, who's our chief academic officer, our group focused on our educational mission. And so this is how are we going to deliver in the upcoming academic year the kind of interactive, personal educational experience that we are so proud of at WashU. And so that mission is broken down into yet more committees because there are a bunch of things that go into trying to do that planning. And one big piece of it is faculty training and support so we learned a lot in the spring from an incredibly rapid pivot to fully remote learning. But we are committed in the fall to designing our courses and implementing our courses in a way that will allow students to participate in them, both in-person and remotely. So our courses will support remote options in the vast majority of them, there may be some upper-level lab classes that are restricted to in-person, but we'll have alternates that are remote-friendly. The goal is to make everything we can available to our students, both from a classroom or teaching lab and from remote. And so that can be either from home

or from their dorm room, as we sort through how to bring back our students and engage in our educational experience in an appropriate socially distanced way. So one piece of this is all about how we are supporting our faculty with training institutes and professional development over the summer. We're using this time over the summer to really think about thoughtfully about how we're redesigning our courses to work effectively both in-person and online. So that's a big piece of the effort. The other piece of the effort is focused on technology. So our classrooms, before March, certainly we're not all equipped to permit the kind of engagement remotely that we would need to pull this off in the fall. And so we're looking at what technology do we need in the classrooms to make sure that virtual participants can be active participants in those in-person classrooms. And then just as importantly, what are the minimum technology requirements for students to participate remotely? And how do we ensure that all of our students have what they need from a technology aspect to participate fully in that experience? And so the second big group is on technology. And then there's another third group that's looking at academic operations and that's kind of a hodgepodge of bits and pieces.

How are we going to implement social distancing within our classrooms? Do we need to increase the passing time between one class to another to allow for cleaning or non-crowding as you're going into and out of the buildings? Do we need to take a look again at some of our academic policies? We made a lot of adjustments in the spring. We want to be more deliberate and thoughtful about how we're planning around our academic policies for an in-person fall that we have to plan again for the possibility that if there was another outbreak that we'd have to pivot to remote again, and we want to be ready for that so that we can let everybody know upfront how we would handle that in the event that, that had to happen. That being said, we're doing everything we can to set ourselves up to make it through the semester in-person as we're currently planning. And then the last bit on that academic planning side. So all of these groups that we've just been talking about are really focused on trying to get us to that experience that we had in early March, to that same experience. But this is an absolutely, I mean, unprecedented has become the cliché word to talk about the times that we're in. It's an incredible learning experience. We would not be doing our students justice if we weren't taking advantage of the opportunity to learn so much about the systems that both divide us, that prop us up, that tear us down. So much is going on right now that is so critical to our students' learning and development. And we want to make sure that we are not just focusing on getting where we were but taking advantage of these incredible times. And so one group is focused specifically on innovation in our educational mission, and how do we make sure that we are engaging our students, that we are getting them connected to St. Louis from wherever they are, from their dorm rooms in St. Louis or from their homes? And how are we supporting that educational experience to really be as current, and in the moment, and engaging with all of our students regardless of where they're engaging with us from? So that's the last piece. And since I'm on the academic end I should mention, one of the most striking pieces of that new calendar that I know is causing people some stress, is this idea that our final exams will happen after the 1st of the year. So why we do that? Well, we do have accreditation needs where we have a set number of weeks in the semester and a set number of instructional days. And once we moved that start date to September 14<sup>th</sup>, by necessity that pushed us past-- we wanted to at least give students a break at the end of the year and that pushed us through into pushing our final exam period to after the first of the year. Not all classes actually hold exams. So if there's new families, not all classes actually hold exams during final exam period. Some have projects, or papers, or their final exam is more like a second midterm. And so that would happen before.

So it's not that necessarily everybody would have a bunch of exams in that time period. But I can promise you that was the academic calendar when I was an undergrad. You will be okay through it. You

will still have a break. You will be able to escape from thinking about your classes, I promise. And we're going to be available for all of the academic support that you would expect regardless of when you need it. So yes, final exam period will occur after break. All of those exams, this important piece, will be offered remotely. So students who are in-person through to the end of classroom instruction on December 18th can travel home. We would not start up again any portion of in-person instruction until the beginning of the spring semester, January 25th. And so students would have the opportunity to be home between December 18th and January 25th and they'll be able to take those exams remotely. That's all I got for now.

**Katharine Pei:** Thank you Rob, thank you Jen, I appreciate that. Kawanna, so many questions about housing and dining. Our residential facilities are really set up for students to live and engage in community. And so when thinking about social distancing, potential safety guidelines, what are some of the conversations that residential life is having? What are you all considering to ensure that our students can live in community but in a safe way?

**Kawanna Leggett:** Thank you for the question. I think the most important piece of that conversation, it's not just Residential Life. We are engaging, as Rob indicated earlier, with multiple campus partners on planning fall contingency plans and scenarios. So there's members of our facility staff engaged in the conversation. Our partners with public health and many other campus partners. So it's not just a Residential Life conversation, it's looking at our entire housing portfolio for both our students that live in Residential Life and also our students that live with our private company called-- well, actually a university-owned property company called Quadrangle, which most of our graduate students-- so we're looking at all of our housing portfolio and also the dining experience. This committee, as Rob indicated, will be meeting all throughout the month of June to make some recommendations. We are looking at multiple scenarios that include continuing to house our students as we currently house them but putting some really good public health guidelines in place. We're also looking at-- will we need to reduce our occupancy in any way to relocate students, if needed. I wish I had a better answer than just saying, "We are working on that," but that truly is the case in this circumstance that we're working on factoring in all the different scenarios that can come into play. The most important thing that I can say we will take what public health guidelines are in place to make the decisions to support our students. We recognize that we have one of the best residential experiences in the country, and we want to continue to push that forward, but we also want to ensure that our students are safe in doing that. So I'll say more information to come, and we hope to have some guidelines in place by July that we can share out more publicly. Based on the chancellor's message, those final decisions are hopeful to come out on July 31st.

**Katharine Pei:** Kawanna, very specific--

**Rob Wild:** Yeah. Katharine, can I add two things. I'm sorry. Kawanna is basically working around the clock on this issue and thinking about it, and her team is working on this as well. I should have said this before, but one of the reason-- what I said before was that we're going to present the Chancellor and the Trustees with our plan for safely opening for the fall. But I should have also said that we want you and your students to see this plan also because you will need to make a decision about are the measures that we're putting in place on campus ones that you and your sons and daughters feel comfortable with coming back. We're not going to just say, "Hey, well, give it a try without having a very tight plan in place." So part of that planning is to present that plan to you all as well, and I've already mentioned that a lot of it is about testing. I'm sure there are questions about density and double rooms and those kinds of things. I should let Dr. Dougher weigh in on this because he is a little bit more from a medical and college health background, more of an expert on this. But the reality is even if we de-densified the South

40 with taking out all the double rooms, the level of contact that students living there have with one another just walking to class, going to get a meal, working out in a fitness center, going to a meeting on their floor with other students, it likely would not make that much difference to de-densify and have students back. I'm not minimizing that, but as we're looking at approaches, we're looking at other ways to mitigate the spread related to better public health principles in our communities.

**Katharine Pei:** Thank you. Kawanna, I have a really specific follow up in thinking about housing. We have a lot of students who live in off-campus housing, either managed by Residential Life or Quadrangle or Parallel, as you mentioned, where sometimes property is not managed by WashU. What resources might still be in place to help those students to get to and from campus, both the university-run shuttle as well as the city bus and maybe you can share a little bit about some of the practices that St. Louis Metro has put in place?

**Kawanna Leggett:** Certainly. We work closely with our parking and transit community to really outline some guidelines. I'm very excited about the expansion that they have done over the last semester, and some of that was in partnership with students to respond to some of the safety concerns that came up, and so we have extended our shuttles for our off-campus community and extended our shuttle operations in terms of hours, but also the number of shuttles that come. Certainly, a part of this discussion will be how do you do that safely? We have and it's kind of ties in, many of the people that are working in the dining portion of our conversation are also partnered with our parking and transit. So that'll also be in the discussion about how we continue to support folks safely because we do want to ensure that there is safe transit to get students both on and off-campus because that is something that if students are living off-campus they depend on. So I don't have all the answers, but I do know that just like we were talking about public health guidelines for dining or housing we'll also put that in place for our transit systems, too.

**Katharine Pei:** Thank you. Kirk, I don't know if you want to speak a little bit in reference to what Rob had asked. And I want to add another question to that as well. What conversations are the university having about what happens if a student gets sick? Do we have a plan for contact tracing? What kind of facilities might be available for things like isolation?

**Kirk Dougher:** Yeah, thank you. Really good question. So we are in the process of trying to be able to finalize a number of different procedures. But if a student was to get sick, certainly we are trying to track and again, it may be COVID, it may be something else that they get sick with. But we're trying to stay in very close contact with our students. And the process would be for them to look to be able to schedule something over at the Habif medical facility, which is right there on the South 40, conveniently located for a lot of the students that are living there on campus. And we will have separate entrances for the students that will be coming for respiratory issues, and that could be COVID, it could be something else, and a separate entrance for well visits and other kinds of things. So a student might not have to be exposed to others that might be sick in the same way, and so we're going to keep those populations separate. And by the way, as they schedule that appointment, we will also be engaging with them over the phone to be able to check symptoms and to figure out what it is that might be going on with them.

**Katharine Pei:** I'm not able to hear Dr. Dougher. I don't know about you all, I know he was having a little bit of challenge with his internet earlier. So Kirk, unfortunately, we're not able to hear you right now. So we're going to come back to you in just a minute, okay? Jen, we have some questions about remote learning. You talked about this a little bit but would a student be able to choose if they wanted to take their courses remotely? For example, we may have some international students who are unable to travel

back to campus for a variety of reasons, perhaps their own government required stay at home orders, travel restrictions, etc. We might have some students in the United States who want to take that opportunity similarly. So could you discuss what that option might look like for someone who wants to choose to take the classes remotely, even if we do have students back on campus?

**Jen Smith:** Right. So we're going to, in the short term, be setting up a mechanism to collect information from students to get them to let us know that that's something that they're interested in. We'll want them to talk to an academic adviser. We should be, like I said, able to offer the opportunity for almost all of our classes to be taken remotely. But we want to make sure that we know where folks are, what their time zones are so that we're taking care of all of the issues that would come around with participating fully remotely. So we will have a process whereby we'll ask you to let us know if that's something that you're interested in, and I'm hoping that we can stand that up in the next week or so

**Katharine Pei:** Thank you so much. You all might see that Dr. Dougher is trying to get back on. I think that, if nothing else, this webinar shows some of the adventures and challenges everyone has had from taking classes online and working from home. And so he is back to being in the correct orientation, so we're going to see if his volume is working too.

**Kirk Dougher:** Can you hear me, Katharine? Can you hear me?

**Katharine Pei:** Yes.

**Kirk Dougher:** All right.

**Katharine Pei:** And I can see your face this way. You were sideways for a minute.

**Kirk Dougher:** All right. So I gave a pretty good answer, but apparently no one was here to hear it. So I will start again. Part of what we're trying to be able to do is to make sure that our students are safe and healthy. And so if they were to become sick, they'd be able to reach out to Habif Medical and be able to have a nurse or one of our physicians there check their symptoms and to figure out a preliminary diagnosis. So if they've got respiratory issues, they'll come into our Habif Medical Center there on the South 40 through one entrance. If they have well visits or other types of needs, they'll come in through a different entrance so that we can keep them safe. And, of course, we will be providing and expecting students to be masked up when they come in. So during those visits, we will try and make sure that we're doing everything we can to be able to diagnose and accurately figure out what's going on. If a quarantine is needed, we are working on creating quarantine spaces students can be moved into. And if isolation is required, if they do in fact have COVID, then we're working on making sure that they have spaces and other needs taken care of at that time. So, really, the process that we're trying to engage in on behalf of the students is to make sure that the medical facilities are there and taken care of.

The other part of your question, Katharine, had to do with contact tracing and testing in general. So we are hopeful that we will have access to a great number of tests to be able to apply to our student population. As Dr. Wild mentioned that the onset, really our ability to function well at the university and to keep our students safe is going to depend on those two things. So we have a good number of tests that we're able to give to students on a periodic basis. And we are able to trace not only where the students have been and who they possibly been exposed to but also to keep track of them. Make sure that they receive the care and the attention that they need while they're here. That is our goal. Now, hopefully, there will be very few cases. But we do expect there will some on campus.

**Katharine Pei:** Thank you. Rob, it is not lost on those of us looking at the academic calendar that there was a change around Thanksgiving break. And so can you share a little bit about if students would be able to travel home for Thanksgiving? Are we requiring students to stay on campus? If we're not requiring that students choose to stay on campus, what would that look like for them?

**Rob Wild:** Thank you, Katharine. And thank you for those who've asked that question. That's a really important question. I should give the anecdote that I've given before. One of the families on the last call when that question came up put in the text that her daughter had been living at home since March and was going to be living at home since September and she said, "You can have my daughter over Thanksgiving. Please keep her there. I need a little break." But in all seriousness - and I think she was kidding - in all seriousness, we know that the pace of the semester in this temporary model for the fall of 2020 is challenging for our students who may need a break in the middle of the semester who may want to see their families, who's families may want to see them. The short answer to that question is we have not made any decisions right now about Thanksgiving travel. That is going to be one of the areas that we're going to closely monitor as the fall goes forward and we're going to following the guidance again of those public health professionals as they provide us with information. And there's an number of scenarios. It could be Thanksgiving as usual, of course, and that's what we all hope for. Whereas, students who want to go home can travel home safely and return safely. We could be in a situation where travel conditions around the country or in certain regions of the country are such that we are going to recommend to the students that they not travel over Thanksgiving. We have students who stay here every year over Thanksgiving, and so that's not-- the residence halls don't close or anything like that. We serve turkey and mashed potatoes, and all those great Thanksgiving things. But if that scenario happens, we've a couple of requests for students to stay with additional programming on campus so that students are, at least, feeling like there's things going on that's part of our planning. Even the third scenario, of course, that we should be transparent about is that there also could be a breakpoint where we decide, as Dean Smith said, "We are preparing all contingencies." And so that could be a point where with three weeks to go into the academic calendar and we decide to move to alternate operations for the rest of the semester, and then students would just go home. The bottom line is that it's going to depend on health conditions that exist at the time. And so I can't speculate on that right now, other than to say it's likely one of those scenarios.

**Katharine Pei:** Thank you, Rob. Jen, for many of our students, the spring semester was interrupted, not just on campus, but for people around the world studying abroad. What conversations are happening around Study Abroad for the 2020-2021 year? I know some deadlines have changed, etc. Can you just share a little more information?

**Jen Smith:** Right. So we extended the deadline for applications to Study Abroad in spring of '21 to, I believe, it's June 15th. And so we are still moving forward under the hope that Study Abroad in spring '21 will be possible. We've just about, most of the other opportunity-- well, everything this summer, ended up not running. And almost everything from the fall, except for a couple of directing role programs, also was not able to continue. But we are still very much hoping that the circumstances will allow students to go abroad safely. In the spring, we will continue to keep our eyes on that, and very much like what Rob was discussing about Thanksgiving break, a lot of the conversations are going to depend on what the health conditions look like in different places and times. And we'll be sure to encourage students to, if they're planning to go abroad in the spring, to register for spring classes as a backup in case they end up sticking with us in the spring. But for now, we're really hoping that that can happen.



**Katharine Pei:** Thank you so much, Jen. Kirk, a few more public health and health and wellness-related questions. Obviously, there's not a vaccine today to assist with COVID-19. Can you talk a little bit about the university's requirements on vaccines in general? And then if COVID vaccine were to become available, how might the university facilitate students getting those vaccines if they wanted one?

**Kirk Dougher:** Good question. I hope you can hear me. Okay. We're still good then. All right. So if a vaccine should become available, obviously, that would be a substantial undertaking that we would instantly be able to get on top of so that we could make sure that our students were able to get those vaccine. And, of course, we would want to make sure that along with the flu vaccines and other kinds of things, that our students were very thoughtful and understood how important it would be to be able to attain one of those. So again, I would like to be championed out of Habif Medical Center and students could come up to that center and be able to obtain it there. The university does have other requirements for students to be able to have vaccines before they can attend. And of course, the idea there is to make sure that everybody comes in with their vaccines to be able to keep the community as safe as possible. The same would be true with COVID, that we would want to make sure that students were getting vaccinated as much as possible. We try to, along that same lines, push the flu shot. It substantially reduces people's probability of being able to get the flu shot. Of course, it does depend on the strains that they have medically tested at that point. But we're hopeful that something like that, or other types of therapies, some serology tests, are being examined, antibody work, other kinds of things, right here at our very own Washington Medical Center. And part of what we hope to be able to have from the School of Medicine, or other entities that are doing research, is some way to be able to bridge the gap between now and a future vaccine. The reality of it is, is we don't anticipate a vaccine becoming available during this next semester. And we're hopeful it would be available during the following semester, but it really is a process that they have to go through to be able to make sure that those are available.

**Katharine Pei:** Thank you, Kirk. Kawanna, I know that we are still developing move-in plans, and figuring that out, but when might our families and our students expect an update about a move-in date, both for new students and returning students? How are we considering adjusting that move-in plan to think about social distancing, and ensure that it's safe but efficient?

**Kawanna Leggett:** Yes. I feel like I have a little bit more clarity on the move-in pieces, now that we have the September 14th as our start. I will say that I met with our public health officials, and Katharine, and our Residential Life team last week to begin the discussions. We know that we want to do a nice coordinated move-in that's spread out a little bit more that gives dedicated block time for group numbers so that not everyone is coming on the same day. And so we anticipate beginning our move-in process with some of our early arrivals. We will still respect the fact that we'll have our fall athletes that we all need to accommodate, and we have small pockets of groups that we'll want to bring in, but we'll spread move-in probably for a week, beginning that September 7th, and spread it out through the next week so that it does run into our Bear Beginning academic day. And so more details around the specific dates, we hope to be able to get probably mid-June to end of June.

**Katharine Pei:** Kawanna, I have some other questions for you. A big part of the WashU experience is not just the wonderful things that happen in our academic side of the house, but also those co-curricular experiences, being involved in a student organization, participating in a club sport, maybe a varsity sport, joining a fraternity or sorority. How may campus involvement be impacted by fall contingency planning, specifically, a family has asked, would things like sorority recruitment be impacted? As a member of a sorority, I remember going through that process with 1,000 other people, sometimes

hundreds of us in the same room. Can't imagine it happening quite like that. But where are we on planning for your community outside of the classroom?

**Kawanna Leggett:** Certainly. Well, we have a dynamic and amazing Campus Life team who are actively planning about, how do we reimagine community groups coming together so that we're continuing to provide those excellent co-curricular experiences? So I can guarantee you, there will be opportunities for group activities, sororities, fraternities. We know our students are coming back and they want to be actively engaged. Now, that may come with some public health guidelines about the numbers of folks that can be at events. There's actually a fall contingency planning group that is specifically looking at campus events. So I'm sorry that I sound like a broken record around these groups that are coming together. But all of this will be based on public health guidelines, but I can guarantee you we will have students that are actively engaged in student groups and student activities throughout the academic year. And just to give you a little bit of context, our students left our residential experience on March 11th, but they continued to be actively engaged and found new ways and formats through group meetings, Zoom meetings, and other spaces to come together to champion the activist work that they were doing, the different planning activities. They've actually been engaged in a number of the decisions that have been made at the university level to give us feedback.

And so our students are actively engaged and they will certainly find those spaces where they can continue that work. It just may look a little bit different in terms of what those group activities and sizes look like.

**Katharine Pei:** Thank you. I did want to do let everyone on the call know that one of my colleagues put the academic calendar link in the chat function. I know that folks have been asking for that. It has been updated and so you can see both the fall and spring semester calendar on the registrar's website. Thinking about calendar changes, Rob my next question is for you. Since the start of school date has been pushed back, will there be an adjustment to things like tuition, housing, room fees, health and wellness fees, what is the university discussing there?

**Rob Wild:** Yeah, so we are working on that right now. Because we have a regular academic calendar for the fall, there will not be any adjustments to tuition. But many of those fees, are being impacted because there may be a shorter amount of time when people are on campus in person. We're reviewing that right now and our intent is to announce any changes before the bills are due. So we're working on that right now and I can assure you that changes would not be in the increase category if we make any changes. So that may be what you wondering about. And that would include primarily housing, dining, and perhaps an impact to our health and wellness fee. And so we're looking at those right now.

**Katharine Pei:** Kawanna, you have mentioned the planning committees that are happening to discuss what programming might look like on campus, practices and protocols we'll put in place to ensure that everyone's safe. Are there discussions about closing campus to visitors, and if so, how might that impact Parent and Family Weekend this fall?

**Kawanna Leggett:** Well, I'll let Kirk or Rob take the question around campus closures to our visitors, but specifically for parents, we are a campus that values partnering with our parents and providing them an essential experience on campus. We know that parent weekend will look different. I can't imagine that we'll have parent weekend on campus this year. But we are reimagining and thinking about what a virtual experience will look like for our parents so that we are able to provide them the same level of connection and community through that virtual mechanism that we would have had on campus.

**Kirk Dougher:** To the question of whether we're having visitors on campus or not, certainly, we want to reduce the degree and the number of exposures that each of our students come in contact with. And so we will certainly, in all likelihood, begin the semester with a reduced number of people on campuses as much as possible. So subsequently, we'll have fewer visitors. We'll have a few other kinds of folks who will be coming to campus in hopes to be able to keep the number of exposures or a number of contacts that our students have down to a minimum. So that may change as the semester goes on, but we anticipate beginning the semester with no campus visitors.

**Katharine Pei:** Another question that I think might be for Kirk, as people travel from around the United States and the world to come back to campus in the fall, are there conversations that we might expect students to self-isolate or quarantine for a number of days in their residential room before we allow them to intermingle?

**Kirk Dougher:** We're talking about a number of different strategies that we might employ in terms of, again, keeping the number of contacts down. There's something called cohorting, where we put students in groups and clusters that they might be taking specific classes with, and they might have their living arrangements and other things, excuse me, with those same students. But because there's so widespread transmission, community transmission, as it's called, where it's not as clear as it was when the virus first came to the United States exactly where those exposures are coming from, in some instances right now, unless there are hotspots that pop up in the United States where there are substantially higher risk cases, it's unlikely that the students being off-campus is the thing that's going to make the difference. The thing that's going to make the difference is how many people are they exposed to when they're doing that. So for example, if they're driving from here to Chicago in their car to be able to see their two parents, those are two exposures. But if they're climbing on a plane and there's a number of people with them, obviously, that increases the degree of exposures. And if they're traveling to a spot that has gotten massive breakouts, then obviously, that would be something that we'd have to look at.

But as Dr. Wild indicated, a lot of that will depend on the health conditions at the time, Thanksgiving break, and other types of travel to where we're looking at what it is that we're going to recommend to the students and parents. I would strongly encourage you to pay attention to those because, one, you'll want to know where students are out; and two, as Katharine's indicating by the question, if there are hotspots or other kinds of things, there could be some restrictions placed on the students upon return that they are quarantined for a period of time. Make sure that before they return to the community, that there are safest we can possibly make them. But for right now, the community spreads wide enough that that's not an anticipated issue, but it could change.

**Katharine Pei:** Another health and wellness question for you, Kirk. Makes sense, right? We're talking about COVID-19. How is the university planning to make sure that students have access to sufficient personal protective equipment? Should students be bringing this themselves? Is the university going to provide it? What is PPE? And then if students don't need to bring their own PPE, what are things maybe they might want to bring in their own personal first aid kit, just in general? I've heard you talked about this before to make some great suggestions for families when making these kits for these students. What are things just all of us kind of need to have with us in a residence hall?

**Kirk Dougher:** So PPE or personal protective equipment is going to vary depending on the person at the university. And the student status, primarily what they're going to need is to be able to reduce the degree of the primary mechanism of transmission. So the primary transmission, as we're all aware at this point,

is respiratory droplets that are expelled by people, coughing, sneezing, or even talking. So that's why we want to be able to create the distance, that six feet around us, because most of the respiratory droplets that will descend prior to that six feet timeframe. But to make it even more safe and more secure, we're going to ask students to be wearing masks. And those masks, obviously, are protecting the community around them. If they should have a sudden cough or sneeze, that they're not having those kinds of respiratory droplets projected on the community around them. So students are welcomed to be able to bring whatever PPE that they would like to be able to bring. But for now, our recommendation going into the fall is that they bring with them anything they feel comfortable with. The university's also going to be providing them with a mask and ask that they wear at any time that they might come in contact with another student. So if they're living alone in their residence hall, that's fine. Once they leave that, we would expect them to be able to mask up. Additional things that you might want to consider for your students is, obviously, even though most of the transmission is coming through that method, there is some very minor transmission that is coming through environmental transmission, in other words, high-frequency touch surfaces. So some students are obtaining little keys or other kinds of things where they don't have to touch doors. They don't have to push buttons. And I would recommend that your students come with also some cleaning supplies. And what we know is that a COVID is very susceptible to soaps and other cleaning supplies. So if a student was to be able to bring with them some Clorox wipes and other things to be able to wipe down surfaces that they might come in contact with and other students do, we're going to have some of those available. We will have hand sanitizer available. All the common things will be available. But should you feel like your student needs more than that, we would welcome and encourage them to do so.

So in terms of first aid kits or other kinds of things, I have strongly recommended to parents, especially parents of new students, that if your student is coming on campus, that you want to be able to provide for them a little first aid kit, or a little medicine kit, similar to the one that you have at home. In fact, you're probably gonna want to stock up with the same kinds of medications that you have. So if your student calls home and said, "Hey, I'm not feeling particularly well." They've got a cough, you can refer to them the same type of medication that you're used to being able to give them that you've provided in their kit. And we have a fairly good list of those available on the Habif medical site that you can obtain. But three other things I would strongly recommend: one, if your student has their own insurance, I would make sure that you have them take a picture of their insurance card, front and back, and keep that in their phone. Similarly, with their pharmacy card. But of equal importance, and especially important during COVID time, is one of the things that sometimes is forgotten out of those first aid kits is a thermometer. And with an early symptom of COVID-19 being an increased temperature, want to make sure that you include that in their kit so that they can have reference to that. And it helps to be able to engage with our medical professionals if they call up and know what their most recent temperatures have been and whether there's been any escalation in that. In fact, we're going to be asking students on a fairly frequent basis what their temperature is. We'll be taking those on campus, doing other kinds of things. But I'd recommend that they have one in there for their personal use as well.

**Katharine Pei:** Thank you so much. Rob, maybe you can help us think through what might future communication plans from the university look like? Are we going to host more webinars? Are they going to get more emails? Do they just need to check that FAQ page every day? How are we going to share all of these updates with our families to keep them in the loop?

**Rob Wild:** Yeah. Great question. So, first of all, if you haven't been receiving emails from me already, you need to reach out to Katharine Pei and make sure that we have the right email address for you. I plan to,

throughout the summer, as the Vice Chancellor for Student Affairs, continue to share my email with both our students and our families updates as we have things to say, This is the third webinar we've done since the announcement last week. And I watched online a couple of them. And I know what must be frustrating to all of you is to hear us keep saying we were planning, but we just don't know. What I can tell you is going to happen over the next few weeks and months is that we are going to know more. And it's going to be important for you to be able to learn that information so you can adapt to whatever updates the university has and make decisions accordingly. So I plan to do that. The other thing is the-- and I should find and this-- was that posted in the chat, Katharine? --The University website there, we actually do have a COVID-19 website that we can post in the chat on this call that has all of our past communications as well as current information related to our planning. So please stay tuned there. And then all of the information that Dr. Dougher just provided many of you have questions for Habib health folks, those are all on their website as well.

**Katharine Pei:** Thank you. Rob, I think you told people to email me directly to change their email address, or I can do that. I'll probably put in the chatbox a form for you to fill out. I am happy if you all email me to help you out, but if you could do that form we, in the last two days, have got over 200 email updates and I think if those all went to my inbox it would slow down the record update a little bit.

**Rob Wild:** The good thing I didn't hand out your cell phone just now, Katharine.

**Katharine Pei:** You hand out yours sometimes there, Rob. Jen, I have one last question that we're going to ask you-- families, and thank you so much for being with us tonight. We know that we weren't able to address everything. And we are going to, as I said, I'll be updating the COVID FAQ page online that Rob mentioned. We are available families@wustl.edu to answer more questions individually. But I do have one last question for our panelists, and it's for you, Jen. So what is one last piece of advice you might want to leave our families with as they think about preparing for their students to return this fall? How can they help their students to be academically successful in a new environment?

**Jen Smith:** So a lot of the tips that we have, really don't change too much. I mean, time management and thinking through, making decisions about what matters to you, knowing why you're enrolling in the classes you're enrolling, and really paying attention to what you're committing to, and being really deliberate about how you are recording your time. I mean, it's so basic, but ultimately time management is the skill that underlies so much of academic success. And you want there to be some joy there as well. So take the opportunity to indulge your curiosity if you could. If you can both be really disciplined about your time management and intellectually curious put those two things together, that is absolutely a recipe for success in heading off to college.

**Katharine Pei:** Thanks, Jen. That was probably the most joyful academic answer I've ever heard where you told to do all things at one time. If you can't tell, Jen is a faculty member at heart. She asked us to [inaudible]. I did say that was our last question, but I do want to acknowledge-- I'm seeing a lot of questions about Parent and Family Weekend, and so I want to clarify a little bit more about that. Kawanna, do you have anything else to share? I think families are trying to understand-- are we thinking about rescheduling family weekend for the fall? Would we potentially move it to the spring?

**Kawanna Leggett:** Certainly, right now we're thinking about all scenarios. We know that in the fall, we won't hold it, and so it will not take place in the fall. We're thinking about a virtual experience, or it could potentially be evaluated for the spring semester. So again, my favorite term more information to come, but I know for sure that we will not have it in the fall.

**Katharine Pei:** Thank you, Kawanna. Before we sign off tonight, I do want to acknowledge there's a lot going on in the world, more than just COVID-19. And so, Rob, I'm hoping that you could help us in this evening by sharing a little bit about what has the university's response been to current events happening across America? What are we doing as an institution to help support our students and keep folks safe in St. Louis but also engaged in what's a very important community for us at WashU?

**Rob Wild:** Thank you. That's a really important question. I first just want to say to all of you on this call, because I don't know you and I don't know where you are as you're tuning in tonight, that we're thinking about all of our students and our families as we are in this very difficult time right now in our country. I have not looked at my news feed today in the last eight hours, so I can't speak to anything that's currently going on. But I know it's been a very difficult week for our country on top of what has already been a very difficult three weeks. What's happening here in St. Louis is very similar to what's happening in many of the cities where you are. We have had a large number of very peaceful protests throughout the last seven days that are followed by unfortunate violence in some parts of our community here in St. Louis. Our focus, as it always is here in Student Affairs and at the university, is on our students at this time. So you can expect to hear in the next 48 hours, your students can, some programs and events that we're trying to plan in collaboration with many of our student groups for students who are interested in finding that connection that they need with one another. What's so hard about this, aside from just what is happening, is just the fact that we're not together, and we're scattered around, and we don't have that connection. So we're going to create some opportunities for connection for our new students. We recognize more than ever there is value in having affinity space for our students, particularly for our black students but also for our students who hold other marginalized identities. And so you can expect to see some information from us from the First Year Center as part of our Bear Beginnings: Summer Engagement Series and some of those opportunities this week. You can just learn more about those and register. Your students can register on the events tab for the WashU Admitted Students Network. But I do want to acknowledge this is a very difficult time for us. And as I said, I don't know who you are or where you are, but I also just want to extend our thoughts to all of you as we go through these times. There are going to be brighter days ahead. We have some big challenges we have to face. Our university, I know, is well prepared for your students to face these challenges together, and we look forward to seeing all of you in what now is appearing to be three very short months. So thank you for your time this evening.

**Katharine Pei:** Thank you for that, Rob. Panelists, I wanted to say thank you to you all for speaking with us tonight and sharing as much information as we could about the university's plans for the fall even if its "there's more to come". I know that was answer a lot. That's okay. Thank you for sharing what you could. Families, I hope that you found this webinar helpful in getting some of your questions answered. As I mentioned before, I know we weren't able to answer all of them. We are going to respond to some folks individually. We're going to put continuous updates on that FAQ page. But please also know that later this week, you'd be able to find a recording of this webinar at [families.wustl.edu](https://families.wustl.edu). You can see a recording of the two webinars from last week which had some different answers potentially to additional questions. But if you have questions that you need answered urgently, please send those to [families@wustl.edu](mailto:families@wustl.edu). And if you look in the chat box, we got the information there for both where to find these webinars and where to send your questions, and we will talk to you all soon. So thank you again, everyone, and I hope you have a good evening and stay safe.