Community Time Planning Committee Meeting Summary
September 25, 2019

Attendees: Rob Janke, Bill San Hamel, Mike Sullivan, Erika Franey, Bernadette Troyan, Louie Agelson, Sue Atkinson, Tana Perotin, Lisa Yi, Carlos Jimenez, Ann Maloney, Bridgit McGarry, Kevin Miller, Justin Christensen, Dave Barone

Meeting Summary
The Community Time Planning Committee met on Wednesday to begin discussion on the set of questions we collected since our last meeting. The questions pertain to the logistics and policies related to community time. They've come from various individuals and groups across campus and I've attached the list to this email. As noted in my previous email, feel free to contact any committee member with a Community Time questions you have that is not currently on the list. We will track the status of each question in the Community Time section of the Schedule Transition Web Page for Faculty and Staff.

Management of Tutorial Days
The focus of the meeting centered on how to manage tutorial days. Last year the schedule committee proposed designating some community time periods during the week as "choice days," on which students are free to choose how to spend the time, and some as "tutorial days" on which students are required to use community time as a study hall or to seek help from a teacher. There are several primary goals of tutorial days:

1) Give students an office hours option during school hours—this is important for students who cannot attend office hours before or after school.
2) Reduce the number of community time activities that compete with office hours for students' time
3) Reduce the number of community time demands (e.g. moderating, perfecting, etc.) that prevent teachers from holding office hours and being available to students for academic help.

Under a rigid model of tutorial, students would be required to be in a classroom somewhere on campus during community time. They could work independently or with the teacher but they would be required to be there. Teachers would be required to take roll and manage the classrooms, while helping students.

After some discussion, we decided not to recommend a rigid model for several reasons:

1) It requires students to be in a classroom for study hall whether they need to or not. (I.e. It eliminates choice.)
2) A full classroom is a distraction for teachers who are trying to help students
3) Taking attendance and tracking the whereabouts of students presents logistical challenges. Schools our size typically have had to implement an additional attendance system.

We like the idea of a less rigid model which supports the tutorial goals above by limiting some activities on tutorial days—essentially "protecting" tutorial time. We haven't talked specifics yet, but for

example, we could limit club meetings to non-tutorial days. This would free teachers who moderate clubs to be available for offer office hours on tutorial days. The idea is to strike a balance by setting an academic priority on tutorial days without eliminating all elements of choice—a student could still choose to chat with friends in the quad, for example. We also noted that use of office hours varies widely by department, but tutorial time could also support such activities as working on group projects, finishing an art project or lab experiment, or making up a quiz.

Between now and our next meeting, committee members were asked to think about the details of how we should protect tutorial days—specifically, how many tutorial days should we have and which activities should be restricted on those days? We talked briefly in the meeting about the hazards of being overprotective and restricting activities that are not really problematic. Our inclination is to experiment with limiting a few things to start. We could assess from experience whether more or less is needed and make adjustments accordingly.

As a reminder, I've included the objectives of the Community Time Committee below. We welcome your feedback so if you would like to provide input then please feel free to contact any of the committee members. Our next meeting is on Wednesday, October 9th.

Best,
Dave

Community Time Planning Committee Objectives

- **Build the 2020-2021 Calendar**—Historically, school calendar building has happened in the spring and the calendar is finalized in May. This year we are moving the process forward all the way to September, with the goal of having a reasonably solid calendar by January. By January, the calendar will include the traditional must-have events--such as liturgies, scheduling assemblies, emergency drills, Ignatian Mornings, etc.--which will occupy community time. At that point we plan to open the calendar up to the community for scheduling events, speakers, etc. during the remaining community time periods that are open. The committee will recommend a process to help the various groups on campus schedule community time events.

- **Gather Questions and Answers Regarding Community Time Logistics and Policy**—The committee will also gather questions from the community regarding the logistics and policies surrounding community time. For example: "On what days will we hold intramurals?" "Will we restrict activities in the week leading up to finals?," "How might we use community time for make-up exams?" etc. Some of the questions will go to the administration, some will go to the Academic Council, and some may go elsewhere. The committee will discuss some of the questions, do research, and make recommendations as needed. The primary goal is to uncover as many questions and concerns as we can so that we can factor them into our planning. Please feel free to send committee members any community time questions you may have. We will document and share questions and answers as they are gathered so that faculty and staff can review them and provide feedback.