

WUCL Summary Plan for Fall 2020

July 13, 2020

I. Approach

Purpose: To provide an effective legal education and support our law school community while following public health guidance and taking reasonable precautions, rooted in science, to protect the safety of our staff, faculty, and students.

Perspective: The coming academic year, like the last several months, will present uncertainties and difficulties for everyone. Despite those challenges, we plan to approach this semester with a positive attitude, recognizing that although we cannot control every aspect of what this fall will bring, we will nevertheless:

- make the best possible decisions in an uncertain environment,
- accept that others are trying to do the same,
- in good faith, offer and consider feedback about how to improve our responses to that environment, and
- embrace experimental approaches to learning and community building with a recognition that there will be both failures and successes.

We are confident that we will emerge from all this -- in person, in the building -- and be a stronger institution and community as a result.

Principles:

1. For courses offered in person, *all students will be able to choose to participate remotely in any class*. Students may be “present” remotely, but an attendance policy will apply. Recordings will be made available for every class.
2. Students have different needs in terms of both learning and public health, and no single solution will perfectly address every student’s needs. We will, however, do our best to provide options and maximize the opportunity for safe learning in this environment.
3. We will work on technology, course design, and content in order to make both hybrid and fully-online courses effective tools for learning and skill building.
4. For all those present in the building - whether for courses or in order to use the space for studying or otherwise - public health guidance will require the use of masks and social distancing when in spaces that are shared by others.
5. We should accept the likelihood that we will need to go fully remote at some point, for some period of time, during the semester.
6. We recognize the resource that the building offers for students seeking quiet study space and a place for socialization, and will work to provide that as best possible under the limitations we face under social distancing requirements.
7. We must prepare for operating with a limited physical presence of staff in the building.

II. Curricular Plan

1. **For 1L students:** Hybrid in-person instruction for those desiring it. Given the importance of developing a sense of the law school classroom and the community that develops in it, we initially plan to use a hybrid learning format for our 1L courses. All students will be assigned to one section / set of faculty, then to a cohort within that section (2 or 3 cohorts per section). Each cohort will meet in person ½ of all class meetings (alternating weekly) - except for those who prefer remote participation, who will be able to choose to be remote all the time.
 - 1L classes will meet MWF, generally 9 am-4:40 pm. LRW sections will occasionally meet on TTh in person, but only ~4 times over the semester. Detailed schedules will circulate in Mid-July.
 - A cohort attending class in person will be in the same classroom throughout the day (though they may need to move for LRW); instructors will trade off.
 - We will offer two courses (Torts and Civ Pro) using a “block” plan. Contracts and LRW will meet regularly as planned in the morning throughout the semester, but Torts will be taught intensively in the afternoons for the first 6 weeks (at 8 hours/week), with a brief reading period in mid-October before a final in Torts. Students will then switch to an intensive afternoon Civil Procedure course (on a normal December final exam schedule).
 - As it relates to section / cohort assignments, we plan to initially separate the student body randomly, with modifications possible once cohorts are assigned in order to allow roommates / housemates to be in the same cohort. Recall that the public health goal here is to limit physical interaction across cohorts.
2. **For upper class students:** Remote courses and participation encouraged, but option for in-person smaller classes. Because our 2L and 3L students are more familiar with law school instruction (not to mention each other), and because it is much more difficult to create socially distant cohorts of students when (unlike 1Ls) they are not all taking a common curriculum, we currently plan to put more emphasis on distance learning in upper level courses. We anticipate a different approach depending on the size of the enrollment in these classes.
 - a) *Courses with enrollment >= 27 - Remote only:* Based on our experience and student surveys, large lecture courses are easily translated into remote sessions. Our decision is additionally informed by two additional factors: first, we anticipate that large lecture courses will be the most difficult to manage using a cohort model and, second, a majority of upper-level students support remote classes. We have therefore decided to offer our 2L/3L courses with enrollment over 27 people wholly remotely. These thirteen courses are:

Business Organizations
Conflict of Laws
Constitutional Law II
Copyright
Criminal Procedure I
Evidence
Family Law

Health Care Law & Policy
Professional Responsibility
Real Estate Transactions
Sales
State & Local Gov't Law
Trusts & Estates

- b) *Courses with enrollment <27: Presumption of remote instruction:* Because smaller classes do not present the same difficulties of assigning cohorts of classes, and because the ease of discussion may be more fully realized in person, we anticipate that some instructors may prefer in-person instruction in smaller 2L/3L classes. Although logistical and public health considerations will favor staying remote, individual professors may ask to present these courses in person, and as long as the building can accommodate these meetings, in-person instruction can occur. The administration will make inquiries with particular instructors in these classes near the end of July, and post which courses will be offered remotely to start, and which in person. Note that even if these courses are held in person, they will need to have a remote attendance option.

Upper class courses will meet at essentially the same time as set out in the original registration schedule, although we anticipate some slight modifications to times. A final schedule will issue by the end of July.

3. **Course instruction:**

- a) *All in person classes:* Will follow social distancing rules; students will be asked to wear masks the entire time they are in the building and not eating or drinking. Professors will use clear face shields when teaching. Other guidance is outlined below.
- b) *Simulcast to remote students:* Students who choose to be remote will be able to participate in the class by zoom. Attendance policies will apply. Technology is being installed in the five largest classrooms (201, 218, 242, 121, 301) in order to enhance the ability of remote students to see and participate in courses. This technology includes whole-classroom microphones and a high-quality fixed camera with preset optical zoom and directional controls that will allow it to (for instance) focus on the whiteboard, on a wide view of the classroom, or on individual students in class who are asking questions. Smaller classes will have portable technology available to capture in-room instruction as well. All classes should be recorded and retained through at least the end of the semester.
- c) *Zoom Assistants:* For larger classes (at least; these include most with >25 students enrolled), we will also seek to hire “Zoom Assistants” for the course, who will help ease communication between the in-person class and remote students (by assisting through taking attendance when appropriate, conveying questions both direction by chat and otherwise, etc.); these students can also help troubleshoot simple technical problems. We will announce a hiring process in late July or August.
- d) *Remote students:* Professors should establish additional remotely-based office hour or “coffee hour” time each week to interact specifically with students who are all remote in order to help improve connection to the course, the instructor, and the material.
- e) *Technology and student access:* We are continuing to work with faculty and students to ensure that everyone has (a) a clear understanding about how to use remote access technologies, and (b) clear guidance regarding the use of WISE as the primary entry point for scheduling of remote classes and other communications. We will plan to have training sessions using new equipment and technologies for both faculty and students.
- Student home internet and/or computers. Continue working with available resources for COVID-related support and otherwise to ensure adequate resources for remote participation.
 - Work with students to ensure accessibility issues are met by new technologies.

4. **Between-class times:** Student access to areas of the building between class times, etc., will be governed by policies developed by the Space Planning Team (described below). We are sensitive to the desire and need, for some students, to access the building.

5. **Exams:** All final exams will be available remotely. Subject to University guidelines in effect at the time of exam administration, it may be possible for students to access campus in order to study for and take final exams, but the scope of this ability will have to be determined closer to the exam time. We anticipate remote administration of exams to proceed largely along the lines of the spring 2020 exams, although it remains under discussion whether the flexible start time will be as long in the fall as it was last spring.

III. Instructional Best Practices

1. Instructional Issues

- a) *Communication and distance learning*: Faculty will work to design their courses and clearly articulate in their syllabi means of communicating with students (through regular office hours, etc.) in order to minimize the difficulties that distance learning can create for communication between faculty and students. A substantial synchronous component to learning is preferred when at all possible, though thoughtful use of asynchronous components can be effective as well.
- b) *Recording of classes*: Because students may face unanticipated health or technological issues with distance learning in this environment, faculty should plan to record their classes and make them available for future viewing, though faculty may set their own policies regarding when recordings may be accessed by students who request to do so. Faculty who conclude that recording will limit the expression of ideas in the classroom may choose not to record, though they should let students know their plans in advance when possible.

In recording classes, faculty should be aware of options for (a) establishing default viewing modes for recording completed through zoom (and administration is working with WITS to establish appropriate defaults here); (b) recording only certain parts of a zoom call rather than all participants; (c) limiting access to recordings, (d) limiting the duration over which recordings can be accessed, and (e) limiting the ability of students to download recordings for offline use.

Student policies announced prior to the semester will require acknowledging the appropriate (and inappropriate) use of class recordings when available.

- c) *Grade curve and mean*: Since no changes are contemplated for the fall, the faculty should explain in their syllabi that the ordinary grading policies apply.
- d) *Curriculum*: Faculty should consider incorporating some discussion throughout their courses on how both the pandemic and the recent social justice movements might impact their substantive area, either formally or ad hoc. Faculty also should consider including some class component on trauma-informed lawyering, self-care, vicarious trauma, compassion fatigue, or similar topics where appropriate.
- e) *Assessments*: Faculty should consider whether separate formative assessments would be appropriate throughout the semester, either midway through the course or more frequently. Those who incorporate such assessment would be able to add some “backstop” in case they get ill or cannot teach.
- f) *Attendance*:
 - Faculty will administer and enforce the Student Handbook's attendance policy and are encouraged to clearly explain what constitutes attendance in their syllabus, subject to the guidelines indicated below.
 - If classes are being conducted in a hybrid manner (as in, a blend of digital and in person participation), attendance means either in-person or remote attendance. Students are encouraged to attend in person if they are scheduled to do so, but may attend remotely if they feel that is appropriate.
 - Remote attendance normally means participating synchronously in portions of the course that are offered synchronously (see below re asynchronous components).
 - For those students attending classes remotely, attendance for each class means video presence and, as articulated by the professor, participation.

- If a course has a substantial asynchronous component such that “attendance” should properly include tracking whether students have watched the asynchronous presentation, instructors should either identify a method to assess attendance separately (such as by providing a brief quiz on the topic addressed asynchronously), or work with WITS to identify means of learning who has watched the relevant presentation.
- Students who are unable to attend a synchronous class meeting (either in person or remotely), or unable to participate in an asynchronous component being separately tracked for attendance, are absent for purposes of the attendance policy. Where deemed appropriate by course policy as set by the instructor, students may be able to make up missed material by watching a class recording, if any.
- Students in need of a variance from the attendance policy because of illness or technology problems may request one by contacting Dean Mac Alpine.

g) *Common syllabus language:* The faculty should consider drafting common syllabus language to:

- Explain to students that we may need to be in a fully remote posture at some point during the semester.
- Explicitly anticipate that faculty will provide for any necessary adjustments to course assessment.
- Emphasize to students the importance of their cooperation and patience as we proceed together next fall, as well as the special responsibilities of students remotely attending otherwise in-person classes.
- Underscore how important the students themselves and high-quality learning processes are to us.

h) *Technology:* Given the importance of technology for the upcoming fall semester and our continued focus on student academic success, it is very important that all faculty members commit to trying to master basic relevant technology tasks, such as Zoom, Panopto, using WISE, remotely logging attendance in SAGE, and other essential distance-learning tools.

- We will be providing basic or refresher technology training for all faculty members. Faculty are strongly encouraged to attend these training sessions, which will be recorded.
- Faculty should keep in mind that students might not have the same access to print books and could be relying on electronic copies more heavily than in prior years. Professors should consider checking their textbook selections for this functionality.
- For courses that are handout and assignment heavy, whether by supplement or practice problems (LRW, ALA, LAB), faculty may need to accommodate students who have limited access to printing.

i) *Inclusivity:* The faculty will do our best to maintain an inclusive teaching mindset, whether teaching remotely or in person. By teaching inclusively, we endeavor to facilitate all students’ learning and participation and to be mindful of differences in learning environments, technological access and fluency, learning styles, viewpoints, and individual challenges.

2. **Student Community & Best Practices:** Students take seriously their role as cooperative members in this learning community, and the SBA will work with students, faculty, and administration to issue a statement of student best practices in the classroom before fall classes begin. In doing so, the SBA anticipates being guided by the following statement:

As a student-centered law school, we have a joint and collective responsibility for the quality of legal instruction and the success of our students in the study of law. We affirm our mutual commitments to one another, the role of students in our community, and we acknowledge the evolving nature of our institutional response to the multiple needs of our community in a

rapidly changing and uncertain environment.

In an effort to foster a rich classroom dialogue, each professor is encouraged to clarify expectations of students in the course syllabus. We encourage professors to consider the following:

- A presumption that the student will (1) enable the “video” feature of the Zoom platform (relying, if so chosen, on a professionally appropriate virtual background); (2) not engage in private zoom chats during class; (3) not engage in other multi-tasking.
- Modeling professional behavior in the use of technology.

Keep in mind this statement is merely advisory. If students have technology or accommodation concerns, they should visit with Dean MacAlpine; concerns about instruction or communication in particular classes can be directed to Dean Dobbins.

IV. Space Planning

1. Overall:

- a) *Mission:* To support the safe operation of the academic program of the law school, promoting learning and community with a respect for individual student, faculty, and staff needs, and with the core value of promoting equity and access. Also, to encourage all community members to follow rules and guidance and norms, honoring the comfort, safety, and privacy of others.
- b) *Enforcement and expectations:* Generally, we must ask our community members to hold themselves to the highest standards. We can't micromanage social distancing norms, but we must establish a strong expectation of positive behavior.

2. Building Access Rights:

- a) *Student Access:* Only Willamette University College of Law students with law classes on a particular day (or otherwise assigned to be able to access the building that day) have access to buildings and library facilities for that day, but are still requested to minimize their time and movement in the building. This building access shift could extend to a full week, beginning on a cycle that starts midnight on Saturday night, for access to the building and library.

- We will develop a plan for assigning students to be able to access the building as we move later in the summer, with particular care to balancing the students who want and need access to the library against building limits and public health concerns.
- Students who need extra access to space and facilities can request such additional access from the Associate Dean of Academic Affairs. For instance, students without a quiet study space, without reliable WiFi, or in special need of storage, can ask for priority access through a confidential process (if confidentiality requested) and receive an assignment to a study space, or alternative space during "off weeks."
- See Library section below for more involving library access.
- For students who have a demonstrated need for study space during non-cohort weeks, we will provide them with options.
- Students should not access 4th floor unless they have an appointment for an in person meeting (minimizing building traffic and flow).
- Co-enrolled CAS / AGSM / CST students should attend all law classes remotely. Because they are evaluated separately, instructional equity should be of less concern.
- Accessibility for Off-Week Student Cohorts: In order to preserve the cohort approach, the school will work to identify community spaces where students in need can get WiFi or a quiet space that is not in the building. Possibilities include other locations within the university or wider community.

- b) *Staff Access:*

- Staff should only be in building during onsite working assignment hours and are still requested to minimize their time and movement in the building
- Waiting for additional guidance from HR about necessity of staff being on-site vs working remotely, staggering schedules, or other arrangements
- It is highly likely that all staff will operate remotely and that physical presence in the building will be extremely limited. Faculty must plan and adjust accordingly to work with staff remotely.

- c) *Faculty Access:*

- Faculty should only be in building during stretches of time on days when they are teaching. Research and other activities should be conducted offsite whenever possible. Office hours and supplemental classroom gathering should be conducted via zoom, and encouraged by students and faculty. Faculty must own responsibility for minimizing their footprint. When in the building and not teaching, Faculty should try to remain in their offices to the extent possible, and not use other common areas unless absolutely necessary.
- With minimal staff presence, faculty will need to take more responsibility for preserving the order and cleanliness of common work areas.

Compliance with accessibility and accommodations rules are the priority, followed by finding creative solutions to meet equity needs. We expect more details to follow and for these needs to surface and evolve.

d) *Building Movement and Safety:*

- Masks and Social Distancing: Follow requirements of OHA and HECC. Respect the rights of others to be safe and to feel safe.
- Building Entry and Exit Paths: Signage and guidance are there to establish “rights of way” to lay down the norms of how people should move. (Subject to change!)

- Building Entry and Exit:** Main entrance - one set of doors will be designated as “enter only” and the other will be “exit only”. We recommend keeping the southeast doors (by Rick’s) as two way, with signs serving as reminders to keep distance; people exiting the building should have the right of way.

- OCJC:**

- Entry on State Street, exit through southeast side (to be determined).
- Elevator access requires those with accessibility needs to exclusively use southeast
- 1st floor spaces entry flow TBD.

- Staircases:**

- Center staircase is the primary “up” staircase
- South staircase is primary “down” staircase
- Library staircase will require self-governance

- General flow:** (one option- there will be many)

- Front door to Floor 2 classrooms.
- Front door to Library
- Floor 2 classrooms flow out downstairs through South Staircase (a down staircase) to Rick’s Exit
- Front door to Floor 1 classrooms (via South Staircase as down staircase) or down elevator for community members who require it.
- For those entering to access Room 121, pathway from Rick’s entrance.
- Center staircase is “up staircase.”
- All doors to the library will be open, fire code permitting, exit on the first floor.

5. **Library committee** (see Part V).

e) *Classroom Ingress and Egress:*

- Signage and arrows will guide. Signage will remind students of rules, norms
- Instructors will remind students to exit in an orderly fashion when necessary.
- Seating will be spread out enough for students to be able to enter and exit in a socially distanced manner, and even if masks are off during class because distance level is deemed acceptable, masks should be on during entry and exit.
- For classrooms with two points of entry, one door will be labeled “enter only” and the other “exit only”. For classrooms with only one door, reminders to exit in a staggered fashion to maintain distance. We request that faculty provide reminders at the end of class to help control traffic flow.

f) *Classroom Design:*

- Space marked out at podium area for instructor space to keep instructor 6 feet away from seated students.
- Classroom capacity limited by HECC / OHA guidance. Seats and spaces to be marked and students will use the same seat during their cohort week. If possible / appropriate, plastic shields where appropriate, either in sides or in front, on desk areas
- If it's not feasible to assign seats for students so they can use the same seat all the time, available seats will be marked as such. Unmarked seats cannot be used. For classrooms with movable seating, we can adjust to appropriate spacing; people using the rooms will need to monitor/adjust if furniture is moved.
- Faculty should respect norms, sanitize teaching areas after use, and bring and remove own equipment and tools (e.g. white board markers).
- Teaching area is one usable space where there will be personal rotation during the day and week, so extra care should be used to keep area neat.

g) *Elevators:* Should be designated for use by one person at a time, and those with needs for accommodation have absolute priority. Those who have “wants” should diminish their use of the elevator, as it is a confined space and touchpoint, which some community members will need. (Including vendors or university personnel making deliveries, etc.)

h) *Sanitation:* Processes and PPE –

- i. OHA / HECC required sanitation stations / handwashing, university will guide:
 1. Entrances and exits to building
 2. Entrances and exits to classrooms
 3. Entrances and exits to library
 4. Throughout hallways
 5. Entrances and exits to lavatories

- ii. University may supplement PPE
 - iii. Extra trash cans needed throughout the building to prevent overflow.
- i) *Common Spaces:*
- i. Main Common Areas:
 1. Lobby furniture, 201 furniture, Rick's Cafe lobby furniture, OCJC furniture, waiting furniture throughout building: cushions removed, approved seating areas identified.
 2. Library carrels, tables, study rooms to be assigned (see Library committee)
 3. Lockers: Starting point will be not to assign lockers, then perhaps assign them as needs arise.
 4. Students encouraged to buy electronic books, use rollaway suitcases, keep valuables with them
 5. Students encouraged to use carrel / study area spaces for storing other materials
 - ii. Food service / lunches:
 1. Space out tables in Rick's to accommodate limited social distancing, students expected to sanitize surfaces
 2. Put some tables outside for eating / seating in fair weather
 3. If possible, students are encouraged to eat at an assigned desk area for their class, and thoroughly clean the area. (Subject to change pending public health evaluation.)
 4. Student vending and kitchen area closed - encourage cold-pack lunch box style lunches or university service. However, refrigerator and microwave could be moved out to an accessible location. No overnight fridge storage. If norms are met, and users follow sanitization guidelines, use can continue.
 5. Rick's Cafe service pending Bon Appetit decisions.
 - iii. Common work areas:
 1. Smaller work areas governed by departments and areas (OSA-Placement / Dean's Suite / Clinic / Library)
 2. When staff is present in the support offices on the 4th floor, the mail / supply room and copier will be staff-only and managed by staff. A dutch-door / counter door or cones will be used to indicate the presence of staff, who can assist request for supplies, printouts, mail, or copies. When there are no staff in offices that day, the mail / supply room will require floor markings to remind users not to linger, while the main staff room will be locked for security purposes. Any necessary supplies and equipment (e.g., first aid kit, maybe fax machine?) from main staff room should be relocated to copy room. Door to copy room should be unlocked and propped by first to use it in the morning, locked by a designated faculty member each day. Copier function should be used sparingly, printing from copier (expensive) as well. Counter, mail, and supply areas must be kept neat. May need solution for mail accumulation and delivery. There may be additional information coming from the University about suggested cleaning process and use guidelines for shared office equipment.
 - iv. Faculty kitchens (245 Winter and OCJC) – Presumption that these areas will be closed. Should reopening become an option, the following principles will govern:

1. Consistent with general principles that faculty and staff should try to remain in their offices to the extent possible, and not use other common areas unless absolutely necessary, the following general guidance will apply, and kitchen use will be allowed as long as users are able to maintain it.
 2. No dishware / silverware / use of dishwasher, no coffee service.
 3. Refrigerators should remain empty except for food to be consumed on premises that day.
 4. Microwaves should be cleaned and sanitized by each user.
 5. Any users should be particularly attentive to social distancing, cleaning and sanitization.
- v. Faculty lounge and conference rooms (245 Winter and OCJC): Presumption that these areas will be closed. Should reopening become an option, these spaces would be used by appointment only. Staff will not be maintaining the orderliness of these spaces, so faculty must put them in place. Newspapers, if continued, should be recycled by those who read them after one day. If self-monitoring proves to be unsustainable, these common spaces will need to be closed.
- vi. OCJC, clinic, and student workspaces: Clinic will establish safety rules for space and interaction; Virtual collaboration encouraged, spaces should be occupied alone, if at all.
- vii. Offices: only to be used by assigned faculty / staff, as detailed above; Zoom office hours should be the norm.
- viii. Restrooms:
1. Follow OHA guidelines / HECC guidelines (we can speculate for now)
 2. Masks worn at all times when using restroom
 3. Measure them to assess capacity / mark tape / establish sanitation
 4. Open doors of non-single lavatories for ventilation between uses.
- ix. Water fountains: Remain in use for self filling.
- j) *Enforcement*:
- Students will agree to a click through a Code of Community Expectations.
 - Primary enforcement is through norms and culture; Honor Code revisions will be made to encompass conduct, and resorted to if necessary.
 - Faculty and staff will need to be responsive to each other, and concerns will be escalated as appropriate.
- k) *EDI and Accessibility Check*: All of the above plans and any changes in plans should be reviewed with EDI and accessibility professionals, and with consultation with appropriate community stakeholders.

V. Library

1. **Access Policy:** The library will offer reduced access to the library for students during their on-site cohort weeks. We are tentatively exploring the following schedule:

M-R, 7:30 am – 9 pm
F, 8 am – 6:30 pm pm
Sat & Sun, 9 am – 9 pm

Separately, students without reliable WiFi or a quiet space for study can request study space in their non-cohort weeks. We will continue planning in order to evaluate how to balance regular access with public health guidance.

2. **Carrel and table assignments:** To physically distance students, the total number of carrels and table seats will be reduced to 140. Chairs will be removed or marked as unavailable. Carrel and table seating can be assigned to individual students for weekly use by students attending on-site classes for that week, beginning on a cycle that starts midnight on Saturday night. Students with assigned carrels/table seats may leave textbooks and other study materials at that location for their assigned week. All materials must be removed at the end of the assigned week and the location cleaned. Some seats can be made available permanently to students who don't have other options for a place to study.
3. **Safety measures and supplies:** Plexiglass barriers will be installed at the Circulation Desk and Reference Desk where staff interact with students. In addition to the library entrances and exits, hand sanitizing stations should also be provided on each floor of the library, outside the classrooms, near the computer stations, printers and scanner/photocopy machines.
4. **Social distancing at service points:** The Circulation Desk and Reference Desk are the 2 main points of staff and student interaction. We will have signage and tape to space students 6 ft. apart at the service desks.
5. **Computer access and printing:** The Computer Lab will have three computers, spaced apart. The Reading Room will have two computers. Students will be asked to clean keyboards and mice before and after each use. Staff will also periodically sanitize them. The two printers will be moved to the Reading Room and students will be asked to clean any part they touch while retrieving their printouts. Staff will also periodically sanitize them.
6. **Study Rooms:** Social distancing is not possible in most of our small study rooms. Study rooms can still be used but only by single individuals. One study room, 304, can be used by two students at a time. Use of the study rooms adds additional seating for 9 students.
7. **Entry and exit:** Students will enter the library on the main floor and leave through the doors on the first floor (if leaving from the first or second floor). Students leaving from the third floor will leave through the door that leads to the stairwell. This pattern means that traffic should not cross in the library stairwell. We will have signs to remind students to follow this flow pattern. The first-floor doors will open from the library side, but not the other side. If possible, we would like students to enter Room 242 from the library, but exit to the outdoors through the door at the south side of the classroom. The elevator will be signed for single-occupancy.
8. **Circulation of print material:** Students will be able to request books by clicking the Get It link in the online catalog. Requested books will be available at the Circulation Desk. The library will have a book return in the lobby so that students can return items without entering the library. To ensure that books

and other materials are safe to use, we will quarantine them for up to 72 hours after they are returned, as recommended by state guidelines. Recent studies suggest that 24 hours may be a sufficient quarantine time. We will monitor these studies and adjust accordingly. Because of this quarantine period, students will be encouraged to rely on online study aids, and students should not rely on the library's copy of a required text or case book since it will be unavailable for 3 days after it is returned. The library also circulates a number of computer accessories (computer adapters, chargers). We will continue to circulate equipment and clean items after they are returned.

9. **Continuation of library services:** We are committed to providing as many of our library services as possible despite this year's challenges.

a) Student support:

- Study spaces—As described above, we will maximize available space, including making year-long carrel or study room assignments for students deemed by the Dean of Students to need study space on campus.
- Study aids—We have a large collection of online study aids, and will emphasize that in orientation and throughout the semester.
- Reference help—Reference consultations and individual training will continue to be available to all students, though some will be done remotely.
- Computers and printers—although the number of computers is smaller, the number of printers remains the same and we will continue to monitor, trouble-shoot, and supply them.

b) Faculty support:

- Interlibrary loan—This service will be affected during the fall, as some libraries will not lend books. We will do everything we can to get requested items, including obtaining scans of chapters where possible.
- Research help—We will continue to offer research help to faculty members. We have also begun providing class-specific research guides (e.g., <http://law.willamette.libguides.com/internet-social-media>) for paper classes on request.

c) LRW support:

- Research instruction—We will continue to provide research instruction for LRW classes upon request, and individual consultations with LRW students, some remotely.
- Other help—We will also continue to test (by researching) memo and brief hypotheticals for instructors on request.

d) Law Journal support

- Source finds—We will continue to acquire and assemble materials for journal source-finds, within the limits of interlibrary loan policies. We will also begin offering journal staff members help in finding alternative sources when the cited source is unavailable.
- Training—We will continue to offer Bluebook and other journal training upon request, though perhaps remotely. We will continue to offer journal staff members help with editing and Bluebook questions.

Willamette University College of Law
1L Curriculum & Academic Plan
Fall 2020

Greetings to Willamette University College of Law Class of 2023! It’s going to be a rewarding, energizing, and positive semester! This class enters at a time when our profession and nation more broadly need nimble and adaptive lawyer-leaders. Navigating our first semester together will require creativity, flexibility and, really, a sense of shared ownership that asks each of you to actively participate in helping to make this a fulfilling and enjoyable semester. Below we offer some details about how your schedule will work.

All 1L students who begin full time in the fall of 2020 will be enrolled in four Fall semester courses:

- Law 101 - Civil Procedure (“Civ Pro”)
- Law 103 - Contracts
- Law 105 - Legal Research and Writing
- Law 109 - Torts

For one of those courses, Legal Research & Writing, you will be divided into five sections and taught by one of the following professors:

- Law 105-01: Werner
- Law 105-02: Werner
- Law 105-03: Gamble
- Law 105-04: *Staff
- Law 105-05: *Staff (Section -05 is a remote-only section. See discussion below.)

*We are completing our hiring process for an additional LRW professor and anticipate making our selection public within a week or two.

Each one of the LRW sections will be assigned to one of two larger groups for your other three courses, taught by the following professors:

Group 1 (meets in 201)

105-01	105-03
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Sections 105-01 and -03

- Friedman (Torts)
- Grey (Contracts)
- Dobbins (Civ Pro)

Group 2 (meets in 218)

105-02	105-04	105-05 (always remote)
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Sections 105-02, -04, and -05

- Tamayo (Torts)
- Cunningham-Parmeter (Contracts)
- Simowitz (Civ Pro)

Two principles govern how we plan to offer these courses:

1) “Cohort based” Class Schedule (alternating in person - remote on weekly basis)

Our first consideration in designing the Fall program was finding the safest way to deliver our highest quality legal education and to give students the most choice. Therefore, in order to limit the number of people in the building, as well as the number of people to whom any one of us will be exposed, we are going to be relying on a cohort-based system. This means that each week, one section within each Group will be designated to be “in person” for those classes with in person sessions. This will mean that we have no more than about 25 people in the classroom at any given time, which allows us to maintain a 6’ radius between all occupied seats as well as the instructor. During the weeks when you are in the section NOT meeting in person, you will be participating remotely on Zoom via a live simulcast of the in-person session taking place at the school.

Important: LRW Section 5 (Remote Only Section) - Action Requested

We encourage you to be present in class on days that your section is in-person at the Law School. That said, *any* student may attend class remotely *at any point* during the semester. If you have symptoms or were exposed to someone with COVID, for instance, you absolutely should take advantage of this flexibility. If you don’t regularly attend remotely, professors may ask you to just let them know that you’ll be remote so they aren’t missing you, but let us emphasize that this is not a problem at all. In fact, because of this flexibility, any of the five sections may include students who attend remotely during part (or all) of the semester.

LRW section 5 will be unique, though, because we will reserve it for students who have expressed an interest in meeting SOLELY remotely throughout the semester. Knowing that these students will always be remote will help us plan classroom space and allow instructors to better plan for teaching this section. These Section 5 students will not be “in person” in the classroom at all during the semester, but they’ll always be present on Zoom. (They can reserve study space in the building if they’d like, and we will also have some special Section 5 events to help them form their own remote community.)

We did our best to initially assign students to section 5 based on our survey results, but there may be a few errors. **If you are in this category (i.e., you plan to attend every class meeting remotely) and *not* in section 5, or if you are in section -05 and would like to attend classes in person, please email law-osa@willamette.edu and let us know. We *maybe* able to reassign your LRW section.** Again, however, even if we do not reassign you to section 5, you may still attend every class meeting (even if you are still in one of the other four sections) remotely.

2) “Block Based” Class Schedule for Torts and Civil Procedure

We will offer two of your courses on an intensive “block-based” system. This means that you will have Contracts and LRW every week. But Torts will be taught over the first six weeks of the semester (followed by a week for a reading period and an exam), then Torts will end and Civil Procedure will be taught over the last six weeks of the semester. You will then only have December finals in Contracts and Civil Procedure.

Class Times & Days

In sum, classes will meet on the following days and times; whether you are **in person** or *remote* will be shown on the detailed schedule that follows.

MWF

10:45-12:15 - Law 103 - Contracts

1:40-4:40 - Law 109 - Torts (August 24-Oct. 5 (Exam Oct. 8))

- On Friday, this class ends at 3:45

1:40-4:40 - Law 101- Civil Procedure (Oct. 12- Nov. 30 (Exam Date TBD Dec. 2-11))

- On Friday, this class ends at 3:45

Law 105 - LRW sections have a more complicated schedule, but will generally meet

MW 9:00-10:30 *or* TTh 10:45-12:15 (alternating weeks)

- LRW Section 5 meets regularly on TTh from 2:00-3:30

