



## University Center for Teaching and Learning

### Rotating Cohort Schedule Strategies

The de-densified capacity of some university classrooms may not accommodate the entire number of enrolled students in your course at one time. This is especially true in courses with enrollments between 60 and 249 students (note, courses with enrollments of 250 or more, will not meet in person and will be conducted entirely online). In these cases, scheduling rotating cohorts of student may offer a viable solution to providing all students with in-class experiences. This approach will involve dividing the class into smaller cohorts. Each cohort will be scheduled to attend class, in-person on certain days. On days when a cohort is not scheduled to attend in-person, the students in that cohort will participate in class remotely.

#### Do you need to consider scheduling rotating cohorts?

1. How many students are registered for your course?

To determine how many students are registered in your course, go the Faculty Center (*PeopleSoft*) resource at [my.pitt.edu](https://my.pitt.edu).

2. What is the COVID-modified capacity of the room in which you are scheduled to teach? If your course enrollment is less than 60 students, chances are you have been assigned a classroom that can safely accommodate all students at one time. You can obtain information about the modified capacity of your classroom at the registrar's website at <https://www.registrar.pitt.edu/facultystaff/classroom-scheduling>
3. If #1 > #2, you may need to consider a rotating cohort schedule. Note, some of your registered students may not return to Pittsburgh or be willing to attend, in-person class meetings. This may influence whether or not you will need to schedule rotating cohorts (i.e., if the number of enrolled students exceeds the modified capacity of the classroom but a significant number of those students plan to only participate remotely, you may not need to schedule cohorts). The Office of the Provost is surveying all new and continuing students to ascertain their intent with respect to in-person vs remote engagement. Once collected, this information will be conveyed to help with this decision-making; however, you need to recall that Flex@Pitt will allow students to modify their engagement plans throughout the semester, so you should ask your students to keep you informed as their plans evolve.

## Examples

(1) Number of Students	(2) Modified Classroom Capacity	Difference (1) – (2)	Rotating Cohorts needed? If difference $\leq 0$ , no need for rotating cohorts
75	90	-15	No. This is enough space in the classroom for all students.
123	123	0	No. There is just enough space for each student.
68	60	+8	Possibly, there is not enough room for all student in the classroom at one time. Inquire if some students will not be in Pittsburgh or intend to participate remotely in class sessions.
72	40	+38	Probably. The room fails to accommodate a significant number of enrolled students. This class might benefit from scheduled rotating cohorts.

## How many cohorts will I need?

- If your course is scheduled to meet twice a week, divide your class into two cohorts. If the course is scheduled to meet three times a week, divide the class into three cohorts. In most cases, your classroom has been assigned to accommodate cohorts based on this strategy. As such, each of the cohorts can be scheduled to attend in-class meetings once a week. If your class meets less than twice a week or more than three times a week, reach out to the [Teaching Center](#) for advice on how to determine and schedule cohorts.

## 2 ROTATING COHORTS

Here is a sample three-week scheduling period with *two* cohorts of students scheduled for courses that meet twice a week.

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2 meetings/wk (T, Th)		A		B			A		B			A		B	
2 meetings/wk (M, W)	A		B			A		B			A		B		

### 3 ROTATING COHORTS

Here is a sample three-week scheduling period with *three* cohorts scheduled for courses that three times a week.

Cohort A																	
Cohort B																	
Cohort C																	
	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F		
3 meetings/wk	A		B		C	A		B		C	A		B		C		

### Logistics

Once you have determined how many cohorts you will have:

- Assign students to a cohort (e.g., cohort A, cohort B; Blue cohort, Red Cohort)
- Assign cohorts to in-class attendance days and remote days.

### Communicate with Students

- Identify and inform each student about the cohort to which they belong.
- Identify the days on which each student is scheduled to attend in-class meetings and which days she is expected to participate remotely.
- Provide guidelines and establish expectations regarding who students need to notify if they intend to miss a scheduled in-class attendance day.
- Provide clear information about how students can access and participate remotely in the class session on days they do not attend in-person.
- Set clear expectations about interaction and engagement for student participating remotely.