ASCCC Planning for Fall 2020 Webinar Transcript

14:51:52 Testing 1, 2, 3.

15:02:49 >>: Welcome everyone to the Academic Senate webinar series. This one is planning for Fall 2020 in an extended health emergency. We will be using the Q&A for questions but some people are typing questions right now that I hope we get to in the presentation.

15:03:14 If you could hold off from questions, I would appreciate it. I am pleased to be joined by my esteemed colleagues. I'm wondering if you would like to introduce yourselves. Marty, you want to go first?

15:03:21 >>: Thank you so much. Good afternoon this is Marty Alvarado and the executive Vice Chancellor for the California Community Colleges Chancellor's Office.

15:03:28 >>: Leandra?

15:04:02 >>: I am Leandra Martin and Vice President of instruction at Mission College and on President of the California Community College chief instructional officers are this year. Statement hello everyone. My name is Dr. Cynthia Olivo. I am the assistant superintendent Vice President of student services at Pasadena City College. I am also the president of the chief student services officer Association for the state.

15:04:21 >>: Thank you all three joining me. Together between Academic Senate and CIOs and CSSO and Chancellor's Office this is a pretty amazing group.

15:04:54 An outline of what we are doing today. We are planning to review what we know and do not know about Fall 2020. Talk a little bit about how Fall 2020 should be different than Spring 2020 and talk about student services during social distancing and instructional services during social distancing.

15:05:08 We hope to have time for questions at the end. I am happy to turn this over to executive Vice Chancellor Alvarado who has the next slide.

15:05:34 >>: Thank you John. What we do not know about Fall 2020 conditions and it is a mouthful. There is a lot of assumptions we can make about what 2020 might look like in the fall.

15:05:55 We know for certain were not sure. There's a lot happening around continuing social and physical distancing and some opening up a face-to-face and interactions in other businesses. Really we do not know and we know it can continue to shape shift given what may happen as our communities

15:06:00 engage in reopening up different entities.

15:06:20 I want to acknowledge that we may move forward done a particular path is a state or within various regions and have to just stream should the numbers spike again for lack of a better way to describe that.

15:07:01 What we know is this will continue to be a little bit unknown and continue to adjust. We need to remain flexible. What we wanted to talk about today is contingency planning and encouraging campuses to engage in contingency planning around a various number of scenarios assuming fall shelter in place continues throughout the semester and assuming there may be limited number of folks gathered together a type.

15:07:16 Third scenario is possible term interruption again and imagine particular communities where numbers may spike and we may have to go into some sort of shelter in place. What many of us are dreaming about is the return to normal.

15:07:37 While we can plan for that normalcy, I think when looking at how to ensure continuity of education and try to think about how we navigate this next semester and thinking about the variations in the first three scenarios.

15:07:54 I love this quote. We do not fear the unknown. But we fear what we think we know about the unknown. How do we think about

15:08:18 having -- imposing some order within the chaos. What I want to hit on here and apologies, John. I think this is your slide but I will jump in with a few talking points before I hand it over.

15:08:38 The situation as noted will continue to shift. We are anticipating some level of hit to the economy that will continue to impact our institutions both financially and in terms of enrollment numbers and what it looks like and that will continue to be unknown.

15:09:01 We anticipate that the education sector will continue to be substantially disrupted on multiple fronts. I think is important to name as we think it contingency planning. Education sector has been completely disrupted far beyond the impact of fiscal recession.

15:09:14 The whole nature of our instruction, our modalities, our student support services, everything has been disrupted and likely continue to be disrupted as we move forward.

15:09:32 What this requires is a level of flexibility, per active engagement and proactive problem solving. Getting comfortable with ambiguity, adaptation and change are working to construct order within the chaos.

15:09:48 When we think of needing to be flexible and adaptive within the unknown environment, that is what we are talking about is how do we begin to construct some level of order within the chaos that is being imposed upon us by of this pandemic?

15:10:16 Thinking about this from a proactive stance. We have agencies and a lot more agency within our realms then many dew based on employment and a tremendous amount of uncertainty. How do we leverage that by engaging and not waiting to see what hits us relative to COVID-19 but thinking how do we proactively engage in create some the order we were alluding to.

15:10:45 And what I have been most heartened by is a system as we navigated this is a proactive problem solving. Faculty, staff, students have engaged in identifying what are some issues and how do we mobilize to address some of those issues whether it is fundraising and handing out technology to students to figuring out how we convert 114 campuses to fully online.

15:11:04 Most folks thought it was impossible to get we have done it. We figured it out not perfectly but very resilient and very focused on problem solving and being solution oriented and that is what is going to be required as we think about the contingency planning moving forward.

15:11:25 What can we do right now as we continue to move forward? Communicate needs and continue to work on scenario planning. Our commitment from the Chancellor's Office is continue to meet you where you are and provide flexibility and resources needed to the extent feasible and ensure everyone has what they need to try to make all of this work for our students and our staff.

15:11:45 Continue to communicate need to work on scenario planning. Redirect and adapt resources. If we learned anything in this, Summit requires a little bit of letting go of the status quo. Wall that is difficult, it is absolutely what is critical.

15:12:02 We need to look at how we currently are leveraging funding in order to hit at that problem-solving approach. How do we need to redirect resources and whether its personnel dollars or whatever it might be. This is engaged the Chancellor's Office.

15:12:20 If there barriers we imposed are policy has imposed and do what we can to redirect those. And I cannot handed over until I spend one moment talking about equity and calling out equity.

15:12:49 It is so critical to the work and we are moving forward. Continually asking the question as we go through contingency planning and thinking of various scenarios, as we put solutions and options in place, what does this mean or look like for students? What does it mean or look like for students who are most impacted by COVID-19 rather financially and/or situationally relative to families and homes and basic needs?

15:13:12 I don't think we can afford to not ask ourselves those questions as we navigate contingency planning and ensuring solutions we are putting in place are potential solutions we put in place work for those most vulnerable at the moment. With that because I will hand it back to John. Thank you.

15:13:57 >>: We can think about Fall 2020 being different than what is happening right now. Currently, all of our colleges are responding to a health emergency that disrupted the Spring Term. We have communicated with their UC in CSU colleagues in the expect to accommodate discrepancies in terms like grading policy and a Maltese for Spring 2020 only.

15:14:23 We have made many allowances regarding distance education policies and practices. We tried use the term regional instruction of what is happening during this term only simply to differentiate that everyone is trying to be as accommodating as possible to our faculty, our staff and students.

15:14:36 We recognize this has disrupted everything we do in our students lives and our lives tremendously right now.

15:15:09 I think for the students who did not sign up for distance education class and faculty who did not sign up for distance education in class though trying to think how do stay connected to the students toward their goals and we've all done a tremendous job trying to transition during an emergency and we need to recognize that.

15:15:37 What we are doing right now is fine. It is fine for Spring 2020. We have some time to plan for fall and it does not seem like it because most of us had a fall schedule done before any of the started in March or February.

15:16:00 We do have time to thoughtfully evaluate what courses we can offer and services that we can offer that if we offer them online to adhere to distance education standards and guidelines that are outlined in title 5, required by our accrediting agency and required by the federal Department of Education.

15:16:41 That is a distinction we need to make in terms of expectations and we've not been in the middle of the term of this happened so we have a little time to plan for what is going to happen. And that a valuation of courses that is occurring right now we get a lot of questions in Academic Senate about how some courses can be more easily lending themselves to distance education courses and others do not.

15:17:07 The goal of the blanket DE addendum through December 2020 and correct me if I'm wrong Leandra, is not every course should be approved for distance education but there has to be a plan to evaluate a appropriate course offerings and that may not be done by the time the Fall 2020 begins and that's the purpose of the blanket D e-Approval.

15:17:25 What is the plan for that? I have heard from the field that there's the expectation of either Academic Senate or the Chancellor's Office you have to figure out how to offer every course online and that is not true.

15:18:04 Some courses should not be offered online. Some courses do not make sense to offer in a distance education modality. Collegiate sports and their performance courses that require some sort of a live performance. There needs to be critically evaluation of some of the other types of courses we offer like laboratory courses, career technical education courses that have a hands-on component about what can be done online.

15:18:15 That is what does blanket DE addendum is for to provide colleges the opportunity to go through that conversation.

15:18:39 Our goal as always is to construct a set offerings for our students that provide equitable educational opportunities to students and serve the communities to the best of our ability. In the current health crisis is taxing the best of our ability right now.

15:19:07 I think we can consider how we can move forward. I know Leandra Martin our chief instructional officer will talk about this a little bit. There may be some opportunities to really evaluate some of those courses and say this piece has to be face to face.

15:19:33 In order to achieve the outcomes of this course, this piece has to be face to face. These other pieces do not. And being very intentional about what the needs are right now and communicating that to our administration who has a point person to talk to. The County Department of Public Health who will make those calls in the future is very important for us to move forward.

15:19:42 Did either of you want to add anything to that? Is that an accurate representation?

15:19:58 >>: I think it is very accurate. We have an opportunity here to look at our classes and see what is appropriate and not appropriate and act in the best interest of our colleges and our students.

15:20:02 I will talk more about that in my section.

15:20:20 >>: I will turn it over to Cynthia to talk about student services planning and they get to Leandra about instruction.

15:20:32 >>: Thank you so much everybody. I would like to echo the sentiments of my colleagues about a focus on equity, especially, during this time.

15:20:57 For student services, we want to make sure we offer quality remote services. Our equity approach would be to really reflect on the groups of students might be experiencing this pandemic crisis in a more acute manner. I would say, for example, our student athletes, our undocumented students.

15:21:24 Think of groups of students who are impacted in ways you can proactively reach out to students by query and out needs an email and phone number information so you can assign staff to reach out to students. I think that would be a beneficial service to students so you can connect students to social work services.

15:21:49 For example, on my particular campus, we have a social worker along with the housing navigator from a local community-based organization. They are able to respond to a myriad of issues ranging from housing insecurity, domestic violence situations, unemployment and navigating county resources, etc.

15:22:15 This resource is extremely helpful when a student is navigating new circumstances that did not exist when the term began. I would also say in response to our basic needs of our students, figuring out ways you can distribute food to students, respond to students food insecurities in a remote manner.

15:22:32 For example, on my campus we are providing electronic grocery store gift cards to students. We have created a shopping sheet and guide for students so they can get help on what kinds of items can last for a few weeks.

15:22:57 And finally, we partnered with LA County to identify which patches exist in the addresses our students are enrolled so we can direct our students to a pantry located physically and geographically nearest to them. So we can help our students access resources no matter where they live.

15:23:07 At my particular campus, we draw from all over Los Angeles County and we felt it was an appropriate way to respond to our student's needs.

15:23:35 Additionally, it's important to help our students with their mental health and wellness issues. And issues range from students who may be experiencing COVID in more ways than others. We see the national news and search in groups being targeted with micro-aggression activities.

15:23:54 We have mental health counselors responding to our students who are in fear of this is will the students you have more anxiety about the potential pandemic and how it is impacting their lives.

15:24:23 In the student services, we supervise the health center and is important to ensure that you have your health center professionals providing guidance to the institution as a whole as to what the public Department of Health announcements are so you can appropriately plan and put all of the plans in place to protect students, faculty, staff etc.

15:24:44 It is also important these days to make sure financial aid department is making sure they understand all the information about the federal CARES Act and the allocation that each college will be receiving in order to provide emergency assistance to students.

15:25:05 Most colleges by now know what there dollar allocation is and how much of that goes directly to students. At this point, your institution should be determining what part of the funding will go to the students and by when they will be receiving it.

15:25:21 Additionally, you probably have private dollars on your campus to create emergency assistance outside of federal or state funding. I would say when area you can look at your student equity and achievement program dollars.

15:25:42 There was recently an assembly bill that passed which allows you to utilize those funds for emergency aid. In my own personal experience, I am utilizing funding from our PCC foundation as well as fully market which generates revenue that goes directly to students.

15:25:57 Emergency aid is extremely important at this time to respond to needs that have come up such as noise canceling headphones, hot spots, automobile repairs that students did not anticipate, etc.

15:26:17 I would also say to be sure to have your academic counselors informed with all of the information as it pertains to every resource available. Including the excused withdrawal, pass/no pass and other academic decisions our students are navigating at this time.

15:26:49 My counselors at PCC are utilizing Cranium Cafe, Zoom and telephone counseling to respond to student needs. Additionally, we are partnering with our career center to ensure we have support services in place for students who are experiencing unemployment at this time. I pushed out the information to the entire student services team about how to help a student file for unemployment online.

15:27:01 Is extremely important to partner with instruction to help students and remember that teachers are with students every day via Zoom.

15:27:17 We have a service called Starfish retention solution on my campus called PCC connect and every faculty member can refer a student to our services by a this Early Alert System.

15:27:43 It is important to be certain that student services has processes that are simple for students to navigate and teachers to explain. Regarding excused withdrawal, pass/no pass and difficult one we are still working through on my particular campus which is for those programs that cannot physically

15:28:08 meet to finalize courses this Spring, what are we going to do? Are we going to have in completes, in progress or extend the term so students can finish the course work later in the summer or fall when we can physically meet? Those are still decisions that need to be made on my particular campus and we are working through it.

15:28:29 I would say the other groups is remember is we are still helping students transfer, earned their certificates and the associate degrees. Do not lose sight of your graduation process so you can be certain you are helping students achieve the goals they had in mind when we first started the term.

15:28:53 It is something we might forget because we have been to college and have our degrees, etc. but a lot of our students at Pasadena city colleges are between the ages of 18-24. Theyre feeling a great sense of sorrow about losing their activities

15:29:24 and losing the abilities to communicate commencement etc. Sure you're working with student library to create activities that bring joy and fun for our students even as they are experiencing physical distancing to remember we are still socially connected in many ways and your student services and student affairs professionals are trained in these approaches.

15:29:54 Please take advantage of that. On my campus, our team hosted social distancing spirit week and did pajama day and cultural awareness day and used a hashtag for students, faculty and staff to share their images of being in the computer participating while in their PJs picked put a lot of people said isn't that what we are all doing anyway? Our students were appreciative of these efforts to help them

15:30:01 fill joy and have fun during the time they are cooped at home.

15:30:27 The image I have on the screen is many students and one student in particular he was able to navigate challenging circumstances to achieve his goal of transferring and getting his bachelor's degree. It is up to us to utilize the creativity and compassion that we have demonstrated thus far so we can provide individualized attention.

15:30:44 I recommend a caseload approach so students have somebody really reaching out to them and helping them to connect all of the various resources that exist. I know we can continue helping our students in meeting their needs.

15:31:00 This pandemic crisis is challenging but it is not going to overtake us and our ability to figure out ways we can help each other. Student services is a really important

15:31:15 part of the approach to helping our students succeed and helping one another in school. I thank you for inviting us and I hope this information has been helpful.

15:31:37 >>: Thank you. I take on this challenging part. Planning course offerings and course modes for Fall 2020. One other questions in the chat box is how many colleges had their fall schedules in place before COVID-19 became a thing?

15:31:55 I think most of us did and that makes this a challenging time for all of us. One other questions I'm getting is why plan now?

15:32:17 Our students have experienced major chaos and trauma in their lives in the past few months. The students need reassurance. They need to know they can move forward with their educational goals. To do this they need to know their options and we owe it to them to help the students be reassured.

15:32:41 At the same time, one of the groups next most common ties to students or faculty. We've had our faculty completely change the way they teach. They have had major chaos in the personal life, professional life and that the change the way they teach on the fly, midsemester with no warning.

15:32:56 Most faculty had to learn to use new technology. Different ways of presenting course material and assessing their students and they needed to do this with very limited training and technical support.

15:33:03 Our faculty needs to have direction of what they are going to be doing in Fall 2020.

15:33:29 The other big reason why we have to do it now is we have to plan. How do we plant? If we wait to the middle of the summer and make of our decisions then, we will not have the faculty around on summer break and we need to do this with faculty and administrators working together to design the best schedule and modes of delivery for our students.

15:33:53 We have to do it when we have the faculty and administrators together. If we wait and do this all at the last minute, we will be planning when we don't have the most important thought partners with us. The faculty as we make it work so we have to come up with plans now before the summer break.

15:34:15 What do we need to decide? This goes exactly to the question John posed earlier. What courses are appropriate to be taught via DE for an entire semester? This last semester we do not have a choice. We moved everything over because that was in the best interest of our students but we are in a different mode.

15:34:35 We can choose. Do we offer metalsmithing class? Does it make sense? What if we have pottery classes with big kilns? Can we do that? What makes sense or does not make sense? What are we doing that serves our students?

15:34:54 This is really a complicated question because there are some classes I did not think would transition well and the students and faculty are blowing it out of the water. One example is we have a hospital management class and we do not know how we were going to do baking.

15:35:15 Our college made little packages for all of the students is going to take baking in person and send it home. There taking Flickr pictures and is turning out to be a very well done class and we have to think outside of the box. We need to see what can transition and how can we do it appropriately?

15:35:32 We need to talk as we go in the fall of what classes could be or should be transition either partially or fully to face to face if conditions allow? One of the concerns referred is organic chemistry.

15:35:58 It is hard to do organic chemistry labs virtually. Even though we have support in other things, it is really hard. That may be a top priority to move online if we can. We can do some virtually. It is not when we can't do it all. It would be better. We need to decide what are those classes? Which are the ones we really need to try and transition first?

15:36:22 How do we prioritize which ones make it? It is possible we can do some face-to-face but not all face to face. If we have to pick what is the most important classes, what are impacting student lives more and which are more needed? These are conversations that need to be done locally college by college and with faculty input at all times.

15:36:44 We have -- this is a most difficult decision. What classes are not appropriate to be offered if conditions do not allow for face-to-face instruction? Do we decide not to are for these classes? Are these once we put off? Could we do a marching band? Is that a reasonable thing to do online is one example.

15:36:56 There a others and how we did decide which ones are appropriate and which ones do not make sense until we return to a face-to-face mode.

15:37:09 There are other considerations. This is why it's such an individual decision college by college. We have a lot of things to consider. We have geographic location.

15:37:31 Some counties have a very low rate of COVID. I happen to be living in the county with the highest rate of COVID-19. That makes a difference in when we may be able to transition courses and how many we can transmit. Look at the physical layout of your colleges.

15:37:45 Some colleges allow better for social distancing and some colleges are on large footprint with many smaller one story buildings. It might be easier to get those classes to do social distancing.

15:38:04 In my college which is like this we have large classroom buildings and they have multi-floors and we have one set of stairs on each side of the building for them to go up and down. We have an elevator. I am not sure we could fit two people in with social distancing.

15:38:24 Those are considerations. Look at your space and what is your college and do your lab sizes and footprints allow for social distancing? Sometimes we have large lecture labs but the chairs are set up that you bump into everyone as you walk down the corridors.

15:38:34 Others are set up in different ways. All of those are going to make an impact. College by college even discipline by discipline as we go forth.

15:38:44 That is why every college has to look at this individually when we get to the point we have to submit offerings.

15:39:14 Another thing is rural colleges versus colleges in large cities. Sometimes in rural college you're the only game in town. You have a very passionate local population and perhaps they go to your college no matter what and you can postpone putting off the decision of whether to transition to face to face a little later than others because the students are going to come and they are more flexible and very loyal to the college.

15:39:48 Some of the local rural colleges have more of a local stable population where there's less people coming in and out of the community and probably less risk of new COVID-19 transmissions. Other colleges have 10 community colleges within easy driving distance. Often students that are twin 20 don't have home campus and they have three or for and looking choose between them.

15:40:05 In some areas, students have more options to transition and in some ways the competition is harder because if one college and transitions differently, other students will probably change where they enroll based on the choices. It is very different.

15:40:27 We have a very mobile local population with people coming in and out. If we get airlines back working and we may have a little bit harder time transitioning in a big city because it will be easier have more flareups of COVID-19.

15:40:31 Those are something for colleges to think about as we are transitioning.

15:40:54 I have been talking a lot to the CIOs around the state. I am seeing three basic approaches. There are some colleges that go with traditional schedule that they built pre-COVID-19.

15:41:16 They are keen the decision down the path. They are saying this is our schedule and putting it up and something on the course schedule that says if conditions allow, we may have to transition our face-to-face classes to DE to late summer. For those classes and colleges, that may be a very valid way to schedule.

15:41:37 There are colleges in approach C which is the opposite mode with a make the final decision to offer all classes in DE mode before student registration starts this month. They feel with the populace as soon as their better making that transition out.

15:41:53 There schedule B to schedule most classes via DE but allow flexibility for a limited number of courses to transition to face to face mode during the fall semester as conditions allow. I want to go through the scenarios next.

15:42:17 Approach A is kick the decision down the field. What do we do? In some ways this is very good because colleges have flexibility to move forward. To the DE conditions if they allow and the disadvantage is students will not be certain of the delivery mode until late summer.

15:42:37 When they may not have options and they may choose our feel strongly one way or the other. It makes it harder for students to plan their life. Their life is very different if they are on campus for a certain amount of time then if they are at home and having to make those arrangements. It gives them less time to plan.

15:42:57 Also it is stuff that faculty as I talked about earlier if they have had a tough semester. If they have plan A, they have to do two preps for Paul. Prep if it is face to face and prep if it is DE because it could transition.

15:43:12 They are having a lot of work and this is particularly, difficult for faculty who have not been teaching in both face to face in DE mode. They have to learn how to do both and work on the DE and that is a lot to ask.

15:43:29 This is particularly, hard because courses that are not appropriate to teach in a DE mode may have a cancellation prior to the beginning of semester. No one likes to see classes canceled but that may be a last-minute decision.

15:43:52 Approach B is the schedule most fits with DE and allow flexibility for a limited number of courses to transition to face to face. This has some advantages because this could be done throughout the fall semester. This does not mean the decision needs to be made at the beginning of the term.

15:44:12 Students have to know they have it in the schedule of classes but it could be halfway through this semester, we can ease up some of the restrictions. They can transition some of their time online. They can transition to face to face but you have to warn students in advance this is the case.

15:44:32 It still leaves uncertainty meaning students will be less able to plan their lies because it could transition. We have to make sure students know if this is a possibility. And it still may be two prep for faculty because they prep in case they can transition back to face to face.

15:44:39 They have to plan for the whole semester of DE but have the other option available.

15:45:05 This is kicking the decision on some classes not appropriate and they still may have class cancellations because if they're not appropriate to offer and do not let all the classes transition, they still might have class cancellations. This is a hybrid mode but has some flexibility but is still is not perfect.

15:45:29 Approach C is making the decision now that all classes are offered in DE mode. The advantage is students have a clear direction for fall. College campuses will have a clear direction and faculty will only have to do one prep. The disadvantages are also pretty huge.

15:45:43 What if conditions change? What if we open up our college? Was students be better served if we gave them other options? The bottom line is there is no perfect solution.

15:46:02 Every college has to look at their classes and their particular mixture and sometimes it may be different for different ones and decide what works for your campus? What works for your students and community? You have to come out with what do you think you can do?

15:46:31 The other thing I personally both experienced and heard from other CIOs is any plan you choose will be subject to a lot of second guessing. All by people who have the best intentions for your students and your faculty and feel strongly about it. But because the decisions are just not clear-cut, you have to expect that not everybody is going to buy into whatever solutions.

15:46:44 You have to do your best to take the needs of all the different stakeholders into account. You have to be balanced and try to make the best decision you can because not making a decision is making a decision.

15:47:07 The ultimate goal is how do we best serve our unique student populations while balancing the needs of our faculty and staff during these challenging times? These are uncharted territories. We have to work together and communicate is much as we can and do our best to plan the best we can. Thank you.

15:47:22 >>: Thanks everyone. We have a lot of questions I have been trying to answer in the Q&A. Some I do not know the answer to.

15:47:47 Some other questions were asked before Cynthia and Leandra's presentation and was helpful to outline that here are some possibilities. A decision is going to be a local decision and is going to be dependent on circumstances that none of us have control over.

15:47:54 The local county departments of public health are going to make.

15:48:13 I like Leandra's idea we have three choices of path to follow and who is to say which one is right for which college? It really depends on the college. And how it is going to move forward.

15:48:55 I think it is important from the Academic Senate perspective that faculty right now are engaged in that critical evaluation course of record. What outlines can be put in distant education requirement of properly and if it's face-to-face to clearly communicate that part and what that means to whoever is with the department and College of health and decisions can be made about how or if those should be offered or not?

15:49:05 To be offered in the fall of 2020. Do you want to go through some of these questions?

15:49:15 What is a chance the decision to shelter -- go ahead, Marty.

15:49:15 .

15:49:25 >>: I want to jumping quickly and underscore that it will be unique for every institution happening here.

15:49:48 Something we are wrestling with and colleges are wrestling with we are trying to support them through is in particular for cause campuses that have been converted to hospitals for overflow. It creates additional berries in terms of access to those facilities for face-to-face instruction.

15:50:03 I don't think we can overemphasize that every campus is facing their own unique situation. There was a question that said who are the people trying to problem solve these face-to-face requirements?

15:50:39 At the state level we are trying to help out in providing a little bit of guidance or the guidance we can. The liability that our campuses will take on, choosing to implement face to face while the pandemic is still in play creates additional considerations for campus leadership that I think need to be in the conversation, but generally from a equity standpoint even if we can offer them face to face.

15:51:15 Some of our students will not be able to participate because of other issues like underlying health issues and/or depending on what happens with respect to K-12. There are a lot of dominoes and a lot to take into consideration at the local level. I wanted to emphasize that because were hearing a lot of issues surfacing and that's at the local level.

15:51:43 >>: I can answer the second question. Can you schedule a class fully online for lectures and labs could be extended once we can meet face to face? That is a local decision. What we need to know is that students have the hours of contact that are listed in the course outline of record in the Student Learning Outcomes for the classes are met.

15:51:59 There is flexibility, particular, with the emergency addendum. We can offer a class by face to face or DE or some combination. And in these times, being creative on that definition makes a lot of sense. It could be some labs are

15:52:15 done by at Labster or other software and some labs are done in person in small areas if local conditions apply. Yes, this is an option particularly, for fall.

15:52:35 >>: I do think the governor mentions some option for schools. He was specifically talk about K-12 and cohorts of students that only came to campuses that cohort and only for a set amount of time might be a possibility.

15:52:54 That word might is creating a great deal of uncertainty for everyone. I think that is what we are talking about here with what has to be face to face and cam and play that to our situation at community colleges as well?

15:53:16 There are tons of questions. Is there any discussion about changing how we schedule in terms of synchronous online courses and/or half term semesters? Eight weeks is focused on two courses and another eight weeks is focused on two or three courses?

15:53:21 That is currently allowable.

15:53:38 Some colleges have been doing that but not on a massive scale that this would be but colleges have experimented with short-term classes and they have the ability to do that now.

15:54:00 Some of the fall face-to-face courses are fully enrolled with set capacities prior to COVID-19. Social distancing would cut it by at least half. Has there been any conversations about the impact, of course, enrollment levels?

15:54:22 >>: Yes. We've had several discussions that the expected number of students enrolled in a class may have to be different if that class is expected to go face-to-face. Those caps are set locally. Those are not state whitecaps in any way.

15:54:46 That would be a conversation particularly, the person in charge of your budget, your chief instructional officer and the recommendations from the curriculum distance education evaluation process would all come together to figure out how and if we can do such a thing.

15:54:57 I am guessing that is not the answer you want to but that is the best I got. Anyone has something better?

15:55:17 >>: No. I have her some colleges are thinking of doing something where maybe certain groups, small groups of students do one lab and take turns doing that and others are doing one's online. There are different ways to split a class.

15:55:39 Our biology faculty of talk about spread between three classrooms and classrooms rotate which they get to have labs. There is a lot consideration both pedagogically and and how many custodians staff do you have the cleanup to make sure the spaces are extremely well cleaned?

15:55:59 That is another huge thing coming up. A lot of those and a lot colleges and hear from the CIO are having tremendous budgeting implications from this COVID. The ability they may have had before to do this is even harder because

15:56:03 they are really having issues.

15:56:27 I am also hearing a lot of high school students you may choose to go to a community college versus CSU in the students do not get that social experience of going to a CSU. We do want to provide as many options for them if possible. We would also be lessening the number of students we can serve if we have lower class sizes.

15:56:50 All of those fit together within what John said. Curriculum review committee, DE committee, but it considerations, equity considerations. Those are not easy decisions to make.

15:57:16 >>: This issue of workload relative to reducing class size is something that has been brought up a couple of times from the CIOs. We are also looking at what we can or what might be supportive at the Chancellor's Office. The challenge was finite resources in terms of apportionment.

15:57:26 That creates a bit of a challenge but we are looking to see what can be done and advocating for increased funding.

15:57:50 >>: I think the Chancellor's Office has been working diligently with the departments on how we can message. There's a question asking if we can argue with the office of public health and I suggest not. I would not do that.

15:58:06 >>: John, if I could mention today a study was released by UCS and is probably in the news. Our PIOs shared it with us. Depending on the region you're living in in California in Los Angeles County

15:58:26 , there was widespread testing of antibodies for COVID in the study that was just released indicates there are more cases then are currently reported or documented because of the asymptomatic nature of some of the people who have COVID.

15:58:50 This study will be informative to the public Department of Health and we need to make sure we are paying attention to all that information so we are making the best decisions to guide our students, faculty and staff and the public to access our institutions.

15:59:19 >>: I would not argue with the Department of Public Health. I would make sure you have someone who is representing the college. Usually, the college president or CIO who has as much information as possible about continuity of educational services and can demonstrate the deep clear reflection of the curriculum has occurred

15:59:28 and it can make a limited ask for face to face if that is the direction we are going.

15:59:46 If everyone continues to move forward of trying to contact the County Department of Health, they will stop responding to us and we have to wait for them to issue something. Their timeline is different than ours in terms of semesters.

15:59:51 There is a question can classes be rewritten --

15:59:58 >>: John before we move on, can I jump in on the Department of Health? I want to remind

16:00:23 folks that instruction and support for workers in essential infrastructure sectors like healthcare is allowable. Face-to-face is allowable. It is a question locally in collaboration with the Department of Health of what does that look like for which programs and what are the conditions and the availability

16:00:42 of resuming any level face to face. I know many CIOs and any campus leaders have been reaching out to the Department of Health to understand what are those conditions and how do they ensure the protection of students and faculty in those particular conditions?

16:01:06 We want to be clear on what we would be fighting for because we do have the ability to offer limited face to face in areas that support essential infrastructure. It is just ensuring that we have the right conditions and it makes sense for the counties and regions that you are

16:01:12 in given the scale of the pandemic in your region.

16:01:35 >>: That is important. Sometimes we say everything has moved online when everything has not. Most things have but there are some limited face-to-face occurrences happening even now on the colleges.

16:01:48 There is a question that says can classes be rewritten quickly and approved with the new SLOs so we can make what was face-to-face class online? I would be cautious about that.

16:02:15 Our CTE courses have an external body that helps us guide from industry that helps guide what the curriculum needs to have. Our transfer courses go through an evaluation process and the CSSO would not meet if you try to rewrite the course right now for fall.

16:02:31 It may do more harm than good to the student to have an online course that does not fulfill their needs. If it does not transfer and it does not meet industry expectations in that way.

16:03:03 When can we expect additional guidance from the Chancellor's Office? What else do you want from the Chancellor's Office? I am sorry. I would be very cautious about the Chancellor's Office to provide guidance for 114 colleges that are dealing with things in their communities.

16:03:23 We have been asking if there is a tool that would be helpful in conducting or transitioning to distance education or if there is some particular part of title 5 regulation that is proving problematic given the situation right now.

16:03:34 Either the Academic Senate know or the Chancellor's Office know so we can figure out if we can address that are not. Marty, do you want to say anything else about that?

16:03:49 >>: No. We are trying to take as many questions as possible and provide what we can. We recognize many are very unsatisfied and is a local decision. Perhaps more satisfying for others.

16:04:08 I encourage everyone to check out COVID-19 webpage at our website and the area that says communication with colleges. You will find both executive orders and guidance memos as well as the recent guidance from our CSU and UC partners.

16:04:32 >>: I would like to add that the chief instructional officers have never had more communication between the Chancellor's Office, Academic Senate and the chief students service officers. Every week, she has been making a point. Marty has been amazing meeting with us individually.

16:05:04 How we get our questions is we send something to all of the CIOs at all of the colleges saying what questions do you have? We funnel them through her and we get real questions, they go back and try to write a memo that is specifically addressing those concerns. Working within your local colleges and through Academic Senates and chief instructional officers and student services has been effective for us to identify issues.

16:05:32 The Chancellor's Office has done a remarkable job of listening to us and trying to come out with appropriate guidelines and information. I do not know how they get the memos out as well as they're done in the time they are doing. It is remarkable so a huge thank you to them in the Academic Senate for the trainings they have been doing. We bring something up to them, they are very responsive. Thank you for that

16:05:40 support and we need more people to be asking the questions.

16:05:58 >>: There is another question I don't think any of us can answer because it is dependent upon local conditions. If I refused to teach 100% online, will I lose pay for that semester or will I lose tenure?

16:06:11 Those decisions are guided by the local bargaining unit contract and the Board of Trustees for the college district.

16:06:33 I think it is important to note that we do exist in a state of emergency and Board of Trustees can [indiscernible] part of the contract if they choose and I don't know of any Board of Trustees that can do that. Its authority granted to the Board of Trustees in a state of emergency.

16:06:43 What happens is dependent locally. I don't think any of us can answer that. For the whole state. Can we?

16:06:55 >>: No. That is local.

16:07:01 >>: Where can I get more information on the baking class that sent student bundles?

16:07:14 >>: Mission College. I am so impressed. We had bought the supplies for the semester so we were able to package them as students came in on a special day picked up their packages.

16:07:33 A huge credit to our faculty for figuring out how to make this work.

16:07:57 If we switch modalities midstream, how do we handle reporting externally how the courses were delivered in different modes in the semester? I'm not sure who we have to report that to. If we have DE addendum in place for the curriculum and gone to the appropriate process of informing ACCJC

16:08:20 about any program that may be offered more than half of which is online, I'm not sure who else we report that to. Does anybody know?

16:08:37 >>: With the DE addendum they gave us flexibility that we could report the classes that were traditionally have been face to face either as face-to-face or as DE when we turn in our data for the three/20 reports we all have to run.

16:08:57 We have flexibility to do that in that mode and we had flexibility to have classes that were a combination of face to face and DE. With the emergency addendum we have, both of those. I think we are covered.

16:09:14 >>: Selena, can you go to the next slide? I know we are over time. I wanted to ask everyone to remember there is so much happening right now that it cannot be the job of one person or even executive team to do everything. Or be responsible for everything.

16:09:36 Collective engagement by the entire institution has to be the goal for a college to succeed. You have to make a team and work at it together. I think as long as you are keeping, are able to serve the students to our best ability given the conditions we have right now, that is the best we can do.

16:10:00 The courses that are great for students [indiscernible] is a reality we may have to face. We have to do this as a team and as a collective effort. Do not try to take this on all by yourself. Be sure to delegate and let go of the outcome. Back to self-care and remember to care for others.

16:10:16 Thank you very much for attending our webinar. I hope this was helpful and thank you Leandra and Marty and Cynthia. I appreciate the collaboration of the Academic Senate and all three of you.

16:10:22 It has been wonderful to work with the even in this pretty dark time.