

RETURN TO CAMPUS COMMITTEE

NOTES

MAY 15, 2020

A discussion of instructional strategies for the fall of 2020

THESE NOTES SHOULD NOT BE CONSTRUED AS BEING FINAL BUT INSTEAD AS WORK PRODUCT FOR THE COMMITTEE THAT ARE YET TO BE FINALIZED

Emerging Themes:

All Decisions should be guided by the Restore Illinois Framework

- Phase 1 (Rapid Spread): Strict stay at home and social distancing guidelines are put in place, and only essential businesses remain open.
- Phase 2 (Flattening): Non-essential retail stores reopen for curbside pickup and delivery. Illinoisans are directed to wear a face covering when outside the home and can begin enjoying additional outdoor activities like golf, boating, and fishing while practicing social distancing.
- Phase 3 (Recovery): Manufacturing, offices, retail, barbershops, and salons can reopen to the public with capacity and other limits and safety precautions. Gatherings of up to 10 people allowed.
- Phase 4 (Revitalization): Gatherings of up to 50 people are allowed, restaurants and bars reopen under safety guidance from IDPH, and childcare and schools reopen under guidance from IDPH.
- Phase 5 (Illinois Restored): The Illinois economy fully reopens with safety precautions continuing.

Issues for Incorporation / Outstanding Questions:

General:

- Liability issues: If a student or teacher get the virus will the college be responsible? Will funds be withheld because we are seen as not being in compliance?
- Will state funds be withheld if community colleges reopen early and are not in compliance with the phased Restore Illinois Plan.
- What about colleges that have students coming from all 4 regions? How will that affect us? What if different students are in different phases because of their region?

Phase 3- specific questions:

- The Restore Illinois plan mentions that 10 people or less may gather for any reason, while it states that higher education remains online. Can CTE courses, labs, and other courses that require in-person instruction resume during Phase 3 if abiding by the 10 person-rule and other social distancing requirements?

- In a rural area, could we move to a 20,000 square foot space and have social distancing and have more than 10 people?

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Phase 4- specific questions:

- Childcare centers are slated to open in Phase 4, but students and faculty require childcare facilities to be on campus. Can these be opened sooner?
- When 50 people are allowed, is this the whole campus or just one building or individual classroom?
- We need to keep the course schedule the same in phase 4 so there is consistency.

Other:

- Can the cafeteria be open if the campus is open?
- Bookstores need to be open when campus is open. Can bookstores be open?
- What about gatherings and crowds in walkways, hallways, elevators, on breaks, between classes?
- What about colleges that have students coming from all 4 regions? How will that affect us? What if different students are in different phases because of their region?
- Liability issues: If a student or teacher get the virus will the college be responsible? Will funds be withheld because we are seen as not being in compliance?
- What about sharing offices?
- How do we open and make sure people aren't being infected because spaces aren't disinfected properly? Do we disinfect after every class?
- Concern about teaching labs. Need guidance on labs and will this guidance extend to fall semester?
- Can there be guidelines as far as screening, testing, disinfecting and flow in labs?
- We need guidelines on a student or teacher getting sick. Will we shut down, self-quarantine?
- What if we are forced to go backwards in phases? We need to prepare for that possibility.
- Richland put out a survey on faculty concerns and these were the main ones: How will we social distance? Sanitizing classrooms and facilities. Compliance with PPE protocol. Lecture and campus labs
- How can we deliver student services best? Maybe we set up a separate building where students can meet with somebody so they can prepare for the fall?

All Campuses should be committed to bringing students back onsite in some limited way that allows for the completion of critical competencies but also protects the health and safety of students.

Issues for Incorporation / Outstanding Questions:

- There is no "Business as Usual"
- Quality of coursework should remain
- Courses that can stay in an alternative, remote, or online format for the fall semester should do so.

- High touch points in a student's semester need to be thoughtfully considered and not lost in any move to alternative, remote, or online instruction. These are key for enrollment and retention. Strong student services must be maintained.
- Modularized, accelerated, and hybrid course design strategies should be engaged insofar as possible.
 - a. Health professions cannot do this option of completely on-line. Not only health, but many other classes cannot go completely on-line, like transportation, distribution, welding, etc.
- Courses that require labs to meet the competencies should be designed in a way that creates a hybrid environment that lends itself to meeting the competency requirements as expeditiously as possible and that are poised to move to fully alternative, remote or online if necessary.
 - a. Could we have lab courses, do lecture in the fall and then finish with labs in the spring? How will that work? Will the student get an incomplete? Can we explore that possibility?
 - b. When you mix modalities, people learn one way better than the other. If your school doesn't have a handle on this, high quality could be compromised.
 - c. Could we weave ½ students come to class on one day and the other ½ on-line and then vice-versa on the other day? We need to consider synchronous deliveries. The issue with synchronous delivery is how to accommodate those who have kids and family at home who are surrounding them during class? Some may need to share technology/computers with others or may not have broadband access making synchronous access difficult.
 - d. Can we offer multiple modalities? What about letting students decide on what form of learning they prefer?
 - e. How do you do a hybrid CTE class? How do you do hands-on classes like art, ceramics, etc?
 - f. How do we redesign our curriculum and course layout over the fall semester to ensure in-person activities (e.g. clinicals, necessary in-person instruction, in-person assessment) can be front-loaded if we anticipate moving back online when the virus ramps up later in the fall?
- Fully face-to-face instructional arrangements should be avoided if possible, but not to the extent necessary in the Stay At Home Order. Strategic decisions should be made.
- Course delivery can and should be designed to be flexible if necessary—mini-mesters, shortened terms, but also stretching over the course of a year (lecture / lab).
- Some programs may need to be delayed if they are unable to meet their face to face requirements. Shifting between modalities may be a challenge. Maybe just put the courses that are not credit-bearing (art, ceramics) on hold for now. We have to consider faculty that could lose jobs if we put classes on hold. Will they be re-hired?
- Specific strategies and training must be provided for adult education and workforce development to ensure these continue during the pandemic response.
- Need to consider accommodations for students with disabilities.
- Remediation: Want to keep flexibility from one program to the next. For students in need of the most basic remediation, those support services are more important than ever. Don't do a one size fits all.
- Timelines need to be considered. Fall schedules were already out and now have to be retooled and faculty reassigned.

Informing students and faculty in a timely manner and fully and completely about campus plans to meet the challenges of the fall semester, is critical.

Issues for Incorporation / Outstanding Questions:

- Transparency of intentions is paramount
- Equity considerations should guide every information sharing decision.
- Students and faculty will need technology support to meet the challenges of the fall semester. This support should be provided.
- Colleges (and Universities) should work together to make sure that student needs are met, even if it means referring them to another program at a neighboring institution, a different college, or a similar program. Institutions must put students first.
- Training needs have to be met, for both faculty and students. **Some faculty are just learning how to teach on-line. Can faculty train faculty?**
- Need to keep in mind that all areas affect other areas. We should coordinate with fellow teachers, maybe do some team teaching.
- We need contingency plans for when things change without much notice.
- Are there programs we may need to put off offering until the pandemic is under control? What implications will there be from ICCB or HLC?