

Scheduling Consultation Task Force

A. Share conversation with SAC colleagues

B. Comments leading to our recommendations

Important to note that teaching face to face is based on the faculty-members comfort level and concern for safety and that no one is being forced to teach face to face in the Spring.

1. There are currently 8 classrooms that can support class caps of over 16, 10 rooms if we include the gym. Special consideration to Kinesiology would be necessary for the gym usage. The following are the calculations as stated in the Reentry Action Plan
 - General classrooms with portable seating: 60ft² per student
 - Lecture halls with fixed seating: 85ft²
 - Labs: 100ft²
 - Computer labs: 85ft²

#	Room	Capacity	Availability
1	D-101	26	Class Scheduled
2	E-203	45	Class Scheduled
3	E-308	15	Student/desks per district guidelines
4	H-106	49	Open
5	SC-104	26	Open
6	SC-105	37	Class Scheduled
7	SC-110	18	Class Scheduled
8	SC-133	29	Open
9	SC-226	29	Open
10	Gym A	80	Open/Red Cross/voting center scheduled
11	Gym C	80	Open/Red Cross/voting center scheduled

2. Laboratory classrooms can support up to 16 students, but that number is dependent on way the lab is set up (Bio vs. Chem vs. other sciences).
3. Need to look at class caps to see how classes could be run at 50% for social distancing.
4. There are many considerations regarding returning to campus including student waivers, designated parking, syllabus statements, medical rationale for not wearing masks (health risk), providing masks to students that do not have them, wearing face shields instead of masks.
5. Have student services by appointment only and using appropriate PPE.
6. Have the Math Success Center by appointment only and using appropriate PPE.
7. There is student interest in coming back to a face-to-face environment as long as there are precautions in place. There are many students that prefer face-to-face, many that like the flexibility of remote instruction, many that struggle with asynchronous courses and prefer them to be more structured, and many that struggle with paying attention during remote instruction.
8. It is important to get an idea of how many faculty/courses would be willing to come back so we can take a look at the room usage to see if it is a possibility.
9. Look at the types of classes that could be offered and have an alternative plan if one course cannot be offered face-to-face. (if not this class, then we could offer this one instead).

C. Recommendations to the AS

1. Prepare a survey to faculty and students (and staff?) to include, but not be limited to, the following questions:
 - a. Willingness to return to the campus for face to face instruction in the spring, considering different scenarios
 - What if a vaccine is found?
 - What if we are able to return to campus as before Covid19?
 - Comfort levels with returning to campus.
 - b. Willingness to take or have their temperatures taken and recorded. This would not be a mandate, but based on the faculty member's comfort level
 - c. Willingness to work with a flexible schedule in a hybrid model that may include the offering of classes outside of their desired times, including nights, Fridays, and Saturdays. We may also have to schedule outside of the scheduling grid to accommodate classes.
2. Look through the schedule to see courses with multiple offerings. Could one (or more) of these offerings be delivered face to face with consenting faculty, while other sections could be delivered remotely? For example, one of the eight sections offered could be face-to-face. This would allow students to have more diversity of options when choosing their modality.
3. Cushion of at least 30 minutes (preferably 45 – 60 minutes) between classes in the same room to allow for proper cleaning.
4. We recommend that the protocols in place for CPR and Public Works courses that are currently being held on campus continue (student waivers, designated parking lots, syllabus statement, masks, etc.).