

Inventory of Questions and Observations

The Return to Campus Task Force created an inventory of questions and observations to be addressed as we gradually reopen campus to instruction and activities.

As the task force listens to members of the college community, questions and observations are continually added to the inventory.

In an attempt to communicate the larger themes, the task force is addressing, the following is **only a sample** of all the questions and observations collected. For a full inventory of questions/observations, as well as decisions/actions when they occur, click [here](#). We will provide a summary of actions/decisions under the “additional documents” link on the Return to Campus Task Force page (located through the Committees webpage in your myClackamas account).

If you have a question or observation please fill out the comment form on the [Return to Campus webpage](#).

Subgroup	Theme	Sample Questions/Observations
Academic	<i>Scheduling</i>	What scheduling timelines/processes need to be updated to allow for a nimbler approach to upcoming terms?
		What special scheduling strategies will we need to pursue to help rapid expansion happen (e.g. third shift, ghost sections)?
		Survey students regarding preferences for different modalities, including or especially stop-out / drop-out students
	<i>Hyflex Delivery</i>	Are we ready for the increase in hyflex? Make sure we define hyflex.
		How can we support the evolution of assessment processes in a hybrid/hyflex setting?
		Hardware/software needed for hyflex
	<i>Training</i>	Do we need to add staff (permanently/temporarily) to the teams supporting this kind of work? Training related to returning to campus
		If there is a preferred instructional method, what kind of professional development will be made available? (for example, hyflex)
	<i>Policy/Contractual Issues</i>	What updates to faculty evaluation (and/or other MOUs) need to be updated to reflect the remote approach
		What policies need to be updated/developed to account for all the stuff related to working remotely (e.g. use of webcams in classes, course maxes in different types of classes,

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		consistency across offerings, etc.)? Some of these may also be more contractual conversations, less “policy.”
	<i>Opportunities (What have done differently that we want to hold on to?)</i>	What new opportunities could we consider, in light of the growing “comfort” level with hybrid/hyflex/remote, to build out the first term “discover yourself” EFA/GP strategies? And/or other guided pathways strategies in general?
		What opportunities could we consider to re-capture stop/drop-outs, for whom schedule or other factors were a barrier to completion? Or, new students who were waiting for opportunities for remote/hybrid/hyflex learning?
		What new/ developmental education/re-training needs will we encounter, given the interruption in “normal” student experience? Are there things recent high school grads “won’t know” because they’ve had a different experience over the last 18 months?
	<i>Communication</i>	Messaging to faculty about fall and "requiring" or who is ready before vaccinations (cross tabbed with employees)
		Making it clear "yes I am comfortable coming back", what does it mean to come back - group work for example. If we are doing physical distancing, group work in the classroom doesn't make sense)
	<i>Budgetary</i>	What faculty recruiting efforts (especially for PTF) will we need to make special investments in, to help with programs that need to expand quickly per the recession?
		Have we thought about all the ways this will impact the budget? We are currently saving money but now we will start heating the buildings, bargaining for retooling classes (esp. hyflex). Smaller class sizes will increase the cost overall
Ad Hoc	<i>Internal and External Events at CCC</i>	What process needs to be developed to review requests from internal and external organizations/individuals to use campus facilities?

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		When can we give them a go ahead and under what conditions (e.g. OHA/Clackamas County occupancy levels).
		What is the level of risk and/or impact on our campuses and in our communities?
Employees	<i>Teleworking</i>	What should drive who is on campus? (There there's a difference between doing your job remotely and doing it in the best way possible for students or employees.) How many employees/which work groups have to be on campus to support students or other employees?
		Whatever plan is decided, we hope that it will be equitable across the college. We understand that some areas could be transitioned to mostly remote or fully remote, while other areas cannot. That definitely should be considered. Levels of employment shouldn't qualify you more to have additional work options than another level or classification.
		How do we ensure productivity and quality/quantity if staff continue to work from home?
	<i>Vaccines</i>	What if employees or students do not feel comfortable returning to campus? What will their options be?
		Should we create a communication/marketing plan to encourage vaccination?
		Are employees or students going to be required to get vaccinated?
	<i>Support/resources</i>	Folks returning to campus (employees and students) will not experience campus in the same way. There will not be a total return to normalcy. How can we acknowledge the stress, anxiety, and nervousness – the weirdness – that is our new normal? How do we provide tangible support for students and employees?
		Please consider that employees and students use different modes of transportation to access our campuses. Trimet is still limiting the number of riders on busses and the Max. If we ask students and employees to return to campus we might be asking them to also expose themselves to others. Is this exposure worth the risk? Will we still provide shuttles between the Harmony and Oregon City Campuses?
		Could make sense for Cynthia's team to talk to the campus about their experience working on site Experience to date: Cynthia feels that it has been positive for her team teaching on campus. Haven't had an issue with students wearing masks. They've held each other accountable. It's been positive overall.

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	<i>Travel</i>	Travel - conferences and trainings are starting to be scheduled in person, will employees be able to travel for required training and other professional development
	<i>Masks/PPE/Accommodations</i>	There may be a lot of judgement of others upon return (are you wearing your mask correctly, what about washing hands, are folks being "safe enough" in accordance with other's expectations. There may be conflicts that arise amongst folks based on their different levels of concern regarding their personal safety
		Will there be a safety-related equipment available for in-person services? (i.e. plexi-glass shields at service points)
		How do we know when the "all clear" is to require that everyone comes back to work?
Facilities/Campus Safety	<i>Cleaning</i>	How do we keep the buildings clean (meeting current OHA requirements) when we are down 6 custodians? Need a plan for filling those vacancies. Do we have a plan for hiring more staff to keep buildings clean? Will cleaning schedules need to be changed from pre-Covid levels?
	<i>Operations</i>	How will the bookstore operate?
		How will the cougar café operate?
	<i>Capacity</i>	How do we determine on-going space size/limitations and ensure we have the right seat load for classes? (May be a duplicate in the academic section)
		We need to determine the capacity of a whole campus, based on risk status of county, so as to ensure safety of public spaces
	<i>Ventilation systems</i>	Some offices share systems. Meaning the input is in one office and the output is in another. Will this be considered as we think about bringing employees back onto campuses?
		Are ventilation systems going to be tested to see how long it takes for air to be recirculated? Will upgrades to our filtration system be considered? Maybe not for all buildings, but for older buildings or buildings with higher traffic.
		Air purifiers with Hepa filters in classrooms?
Students	<i>Occupancy/Space</i>	How many students can be in a general space (hallways, lobbies, library, etc.)?

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	<i>Supporting Students On-Campus</i>	Should we consider changing service hours (e.g. evenings, virtual Fridays). Will we need to schedule appointments to meet demand appropriately?
		What counseling, financial, technological or other resources will students need as they return?
		How to meet needs of students on-campus all day with a mix of in-person and online courses?
	<i>Mask Enforcement</i>	Who/how will we enforce students wear masks?
	<i>Vaccines</i>	Will we require students to be vaccinated?
		Can we offer the vaccine to students (like we do the flu shot for staff)?
Virtual/Technology	<i>Supporting a mix of on-campus and remote employees</i>	We will likely have employees return in "waves". How will we support meetings in which some employees are on campus and some are working from home?
		Finding a balance for servicing students in-person vs. virtually and supporting all three campuses when we don't have enough staff This is a duplicate concept in the student tab as well.
		How will the office space for "remote/hybrid work" set-up be handled regarding faculty or staff to have access to the equipment/computer needed to do their work? How will changes/updates to classrooms (access, technology, computer passwords, etc.) be communicated regularly to key stakeholders such as ECS and Online Learning team?
	<i>Creating Hyflex spaces (classrooms, conference spaces, offices)</i>	Will the College leverage internal (ITS budget, etc.) or CARES funds to create hi-flex classrooms?
	<i>Will any software/tools put into place be discontinued?</i>	Invite stakeholders/users for input prior to discontinuing or removing tools/software
	<i>Loaning of equipment?</i>	What is the expectation/process to safely loan out equipment, such a Zoom Kits, etc. Student issue?

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