FTF Concerns Related to:

CCC Return to Campus Draft Plan and

Return to Campus Policy

Concerns related to Equity across different departments and areas of the College. Some departments will be able to teach online and may need to add sections. Other areas will not be able to teach their core content unless they are face to face-F2F (CTE programs specifically). Perhaps we can be "flexible" during this time of crisis and determine how we can best support our students without having to furlough employees.

In terms of prioritization for getting back on campus: CTE program in small student cohorts may be an option. It is imperative for students in programs like Welding and Automotive to meet F2F with students in order to train them in how to use equipment correctly and safely. As long as faculty and students in CTE areas are willing to follow clearly defined protocols we should allow those faculty (that are willing) to teach.

Concerns about prioritizing classes that "can't be taught remotely" and concerns about the language used "high demand jobs". Does this mean that fine and performing arts should not be prioritized? Please define "high demand jobs"- include a list.

How will the computer labs be maintained when students and faculty return to campus? This information was not included in the document.

The Health Check list in the document seems false and not based on all that we know about COVID-19. Additionally, what if an instructor does not feel well? There are many of us who go to work even when we don't feel well.

The mask access seems silly. Sending students to ASG or campus security for masks is ridiculous. How about having disposable masks accessible at entries to every building and especially in Roger Rook where students are going to register. Etc.

Communication needs to be shared consistently and with all. Students, faculty and staff should receive the same messaging around the situation at the College and how the College is dealing with issues related to the virus. Protocols for cleaning/ disinfecting needs to be clear and consistently applied across campuses.

How do we consistently and effectively address student disciplinary issues related to the virus (and not)? We could put associate deans, counselors and college safety staff at risk of COVID-19 (is someone for example, refuses to wear a mask). How do we plan on dealing with those situations when we are back on campus? What are the procedures related to enforcement of COVID-19 policies?

Is the College budgeting for more online classes if we discover there is a demand? Is the College budgeting for more custodial services and "fogging machines"?

The list that identifies "high risk" employees/ students did not include "people who care for or live with" a person that is high risk and people who are immune- compromised.

Can the College produce videos that present key concepts related to re-opening and social distancing and disinfecting?

We should consider how re-opening and not re-opening affects our diverse student body. Will some of our students be disadvantaged? How can we support those students who need added supports? We should analyze the DEI connection to how we move forward in this pandemic.

Concerns about the self-check and its clarity. Can we create a flow chart to provide more clarity?

Lots of concerns from CTE faculty in relation to "meeting load", especially if the College does not re-open in any capacity. One employee wondered if "sick leave" could be used- this is a public health emergency and so we should be allowed to use sick leave.

If faculty cannot meet load or how about- when faculty do not meet load, can the College provide professional development training for teaching and learning so that we can come out of the pandemic as better and more effective teachers?

On page 21 "Please site your sources" should be "please cite your sources"

The research involved and hoops that faculty will need to jump through if they determine that they are willing and able to teach F2F should be supported with administrative assistance.