Academic Senate
SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

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Meetings of the SMCCCD Academic Senate are open to all members of the SMCCCD community. 1.
Opening Procedures

Opening Procedures

	Item	Presenter	Time	Details	Description
1.1	Call to order Call to order at 2:15pm	President	1		Procedure
1.2	Roll/Introductions	Secretary	1		Procedure
1.3	Consent agenda Nothing on consent.	President	0		Procedure
1.4	Adoption of today's agenda	President	1		Action

	Kate motion to approve Jesse seconds Motion passes unanimously			
1.5	Adoption of the minutes of previous meetings Motion passes unanimously	President	1	Action
1.6	Public Comment Jesse- just checking on the status of the request for some faculty to get office access during finals week if possible. Aaron McVean- Yes, we revised the form to request access and you will be seeing the communication on that from your Dean soon.	Public	3	Information

2. Standing Agenda Items (15 minutes)

3. New Senate Business (110 min)

	Item	Presenter	Time	Details	Description
2.1	Campus reports	Senate presidents	15	President's report Senate presidents will briefly share critical, non-agenda items only. Cañada: We've got our last meeting this Thursday. Have a lot of items on the agenda including updating our program review questions, joining the CVC resolution, presentation on strong workforce, and more. Nothing new, just stuff to look out for. Kate: Do you have Leadership 2.0 on this? Diana: Yes, as a discussion item. Skyline: We just had our last Academic Senate meeting and it was definitely supersized. It reminded me a bit of, for those of you who have children, when the children are busy doing what they're doing and when you're going out the door all of a sudden, they have a million questions. At the same time, it was all really important. We talked a lot about fall 2020, what	Information

the students need and what the faculty needs. Jesse, anything to add?

Jesse: Just to emphasize that college faculty were very concerned about the impact large online classes could have on the quality of teaching and the title five requirements for regular and effective contact.

CSM: We have our last meeting tomorrow. We will be looking at the faculty leadership proposal. Pete and I just did the first of our two faculty forums and a lot of the feedback was that there is a huge workload issue. There are really high needs for training and there are concerns about what things are going to look like moving forward and the potential impact on individual programs.

Jeramy: Don't really have anything for the president's report. Jessica, do you want to say anything about the curriculum committee guidance that went out today?

Jessica: The only thing that I would say is that each of the local curriculum chairs will be following the message up with more specific information for faculty and deans about what each individual institution will be doing.

Jeramy: I have a specific question about the guidance, so this who DE approval process is really trying to add DE to course we to add after fall 2020 with the possibility that spring 2021 could be online?

Jessica: Correct.

Nick: Question, I just wanted to clarify, so we are getting the DE addendum for summer and fall but it is provisional on us promising to get those courses with a proper DE addendum? So, it's not just in the future- if we're doing it in the summer or fall, we are saying we are going to prepare the DE addendum

Jeramy: But if that falls through then there's no DE addendum jail, right?

Nick: No, there's no jail.

Jessica: It would just be if you don't get a DE addendum by Dec. 30th the course cannot be offered spring 2021.

	Item	Presenter	Time	Details	Description
3.1	Discussion with Chancellor Claire	All	30	Open discussion with newly appointed Chancellor Mike Claire Chancellor Claire expressed thanks for Academic Senate's work over these last few months. Appreciates how educators have come together to work through these issues. Question: Hopes we can all work on open, two-way communications and conversations. I'd be very appreciative if you could work with administration on hearing what faculty are really saying. Getting to "yes" more important in the long run that winning any individual fight. Mike: Well said. Trust needs authentic communication including listening as well as talking. Remembers when new Dean- there was no training or professional development. Would like to work with folks to develop a robust professional development program for administrations. Will help us in the long run. Question: Hopes does not get lost in the shuffle. Faculty working hard to meet the obligations of AB 705. Difficult to measure the progress of these to ensure student success. Primary concern for faculty right now is the quality of instruction during this pandemic. We can make good on that promise to students unless we have support to provide that quality of education. Focus on "how do we do the best by our students" Mike: I agree, we have to have this conversation as educations about how we get there as this is foisted on us. Somehow, we have to build the best college we can given the circumstances we are in. It takes all of us a educators working together towards that goal. I love meeting with	Discussion

people. Would meet with folks as much as you want me to. Setting up open office hours, finds that that's often when the best ideas come from. Doing the best, we can for our students. I know it does come from a good place and doing what's right for students.

Jeramy: I can attest how willing Mike is to meet with folks.

Question: Welcome to the group! We've got a great group here. I think a lot of students have stepped up as well. Spring- we are just now getting into the last week of instruction. At end of Skyline meeting one faculty shared that she asked her Math class how they thought things had gone and what they thought would be a good size for classes. Class did surveys and graphs, good way to see student input. Second thing wanted to mention- Shout out to DE training group at Skyline who has gotten a good start on training for summer. Has heard good input from faculty, though it takes longer than expected to complete. Need to check in on faculty on what it is like to teach online for the first time.

Almost 900 people need to get trained to teach summer and fall to teach online. A lot of beginners when it comes to online teaching. How can we make this work for students and faculty going into something new for the first time?

Mike: Couldn't agree more. We received money through CARES funding, recommending 75% go to students. The other 25% reserved for professional development. Want to make sure this is available to classified as well. Will be working on professional development for summer for folks who haven't taught online before.

Question: inspired by Leigh Anne's words about teaching and learning I'd like to share ideas on what it's like to be a faculty member going through this. Losing communal aspect, ability to relate to students and build trust easily and naturally. So, when it comes to how we are doing to address the moves to online instruction, we can talk about technical training but it's only part of the story. How do we foster community online? Going to have to put in extra work. More emails, messages, calls to build that community in your classroom. Looking forward to seeing what innovative ideas you can propose to help faculty connect to our students and help them feel like they belong even though it's an online campus.

Mike: It is hard, this is such a major shift. We need a space where we can share great ideas. Look at what other community colleges have been doing as well. Understand how important it is to make that connection with students and how difficult it is now.

Question: Two things. One- just making sure that any decisions being made going forward that counselors and librarians also be considered really explicitly in that. We are still operating with the same concerns and working with students. I wanted to highlight that with some of the recent communication that have come out and MOU there was some lack of clarity on how they apply to counselors and librarians so making that explicit would be very helpful.
The other thing I wanted to bring up, there is so much need for DE support and training, but each college has different levels of staffing and support for that. It would be great if we could figure out a way, at the district level, to provide training opportunities. Many of our adjunct faculty teach at different campus', the more we can get everyone at the same standards the better. Having training be centralized at the district will help address inequalities among the campus'.

Mike: It's funny but at a structural level this online mode has reduced the distance between the district and the colleges. We need to come together to have a common understanding, can't just leave it on the colleges. Students and faculty should have the same quality of experience no matter where they go.

Question from chat: Today in the California report from the New York Times there was a reference to the K through 12 and community colleges being in the hole for 18 billion dollars this coming fiscal year. How is this going to affect us?

Mike: Kathy Blackwood worked on three scenarios for our upcoming budget. Because we are relaying on property taxes we aren't looking at as big a hit as many other places. Property taxes tend to remain stable, though there will probably be a small dip. The unknown is the money we get from the state. We don't anticipate the type of budget cuts as what we say in 2008 recession. Hard to tell what's going to be happening in the future. Will be having study sessions on budgets with the board coming up. They will be recording. Thinks we will be okay and be able to weather this.

				Question: Are any counseling or instruction funded by soft dollars?	
				Mike: Yes, especially on student support side. Strong Workforce dollars also uses a lot of soft dollars. Over the last couple of years, we've made a concerted effort to build up our student support. The immediate affect is that we aren't hiring as quickly as we normally would. We have been building a reserve for a raining day, and it's a rainy day now. So can use those to maintain continuity in the district for the next year or two if we need to.	
				Jeramy: Thank you Mike for the open forum.	
3.2	Fall 2020 Recommendation	Wallace	50	Discuss and draft recommendation for Board of Trustees on Fall 2020 modality(ies) Aaron: Phased reopening of state. The state is putting out that we are going to return to a new normal of operations but doing it in stages. Our county is under one of the most restrictive SIPs. When we move into the next stage, what is going to be required of institutions that serve the public? We have an emergency operations center, there are many branches of this, that was set up to examine guidance and requirements and put together plans. A few things we know we will be required to do: Already required to have face coverings. Health screenings through a self-reported survey. Health screenings will be required for anyone when entering our space when we open. Not sure how often will have to screen. Right now, planning on a 24-hour period. Not sure about temperature checks. Looking at doing those for anybody who enters the campus at a controlled point. These would all be for staff, faculty, and students. If people had a high temperature would have to be sent to health services. Social distancing and sanitization protocols maintained. Six feet of space, a radius around a person. Started physical space assessments a few weeks ago with facilities managers. Trying to get an idea of how many people could be allowed in a classroom. Really focusing on our lab spaces right	

| | | | | | now. Those are controlled, fixed, spaces. Did a mock-up of what a class would look like with social distancing, went form 30 person class to 8.

Need to consider sanitization. What if you have a passing period, what are you required to do? Disinfected foggers, but it takes an hour for it to be affective. Considering all this, what can we honestly do? For of those us who can, we are going to be working remotely to help with this burden.

Jeramy: The discussion for us is what is the recommendation in regard to classes going online, some classes staying in-person. What are our concerns about pedagogy and curriculum? What are our thoughts about that? I also have a question for Mike, will the Board be deciding on this at the upcoming Wednesday meeting?

Mike: Since this is so new, I'm not sure if there's anything in our procedures that lets the Board actually make that decision, I think technically that decision is made by the Chancellor because it is an emergency. But of course, you're not going to make this major decision without have the Board have an opportunity to discuss this in public. Also, recommendation by DAS will have a lot of weight. My goal is to have something definitive by May 14th.

Question: I can definitely appreciate the complexity of this. I'm teaching a studio arts lab class, is there a way for faculty to get access to campus to prep things and have some drop off times for students to pick up materials? This minimizes how often students come. Maybe there's a way for us to do really small groups, maybe even just once or twice for the semester. A few key things to get a taste of the real deal and most of it online. That's been one of the big challenges this semester.

Jeramy: So, it sounds you're referring to more of a hybrid offering for art?

Comment: Yes, even if most of it has to be online. | |

| | | | | Question: Thank you for those details, Aaron, it's important to have the realistic piece. If the Board is going to be informed and discuss this on Wednesday's meeting does it make sense for some of us to attend and the DAS recommendation be presented to the Board?

Mike: Thank you for sharing. I think what we are working on is to find a way to keep everyone safe. Within reason keep as many people as we can off campus, but recognize that some parts of courses, like labs or studio art, or auto, will need to be on campus. Need to figure out, what are the guiding principles to make this work? That will be the most helpful.

Question: So, registration opened up last week and a lot of these classes that will be moved online or, if it's a lab will have to be face-to-face have filled up past the number that you can really do social distancing. How should we address situations like that?

Aaron: Without having every single answer and all the details, let me give you the sense of the conversations we've been having. In the eventuality that we are moving as much as possible into the online space it will then be the work to identify those sections that still have some kind of face-to-face component that absolutely has to take place. That's going to vary depending on the classes. Another thing that's true, even things that we thought two months ago couldn't be done on the online space are being done online. So, who the individual is teaching the section is also a factor? Besides from that, we are really working on the guidance for the fall semester in the TTL, and we just had a writing meeting today, is the communication timeline for students and how can we make that as short as possible. So yes, this is going to be a hybrid lab, but there's still going to be hours, what space does it take place in, how many students can be there, etc. I say that with all the empathy in the work about how exhausted we are trying to move fast on everything, and it's not fast enough in many cases. | |

| | | | | Once the decision is made, is about the Dean and the faculty working together looking at what space the course needs and the number of students that can be safely in the lab. Then figuring out strategy. Different days of the week, different times of the day?

Question: Concern that registration opens up to new students tomorrow. If students cannot stay in those classes what will be the communication to those students? The sooner we are able to communicate to students the better. Concerned that a lot of students in our local area will not be able to register because we've seen many out of area students wanting to register.

Mike: Expressed to board concerned that many students who would normally register be pushed out. Will be meeting with College Presidents and HS Principals in area to discuss registration. We need to be sure that students that need us the most have access.

Question: Given all this it's going to be a question of deciding who really needs to be on campus. How will these decisions get made? This is an academic and professional manor and it would be important that our faculty have input in this. I acknowledge that is what you are doing now, thank you, just wanted to emphasize it.

Jeramy: Yes, that's what we are trying to do at the end of this agenda item. Make a recommendation on what c courses need to be on campus.

Question: The sooner we can make this decision the better it would be for students and faculty in the long term. How soon can we decide? How can we inform the students of these changes? Skyline College had a long discussion on the need for online courses to be smaller. It takes so much work to make the student relationship work in online courses. Suggestion from Skyline College was a course cap of 20. This is related to a discussion on faculty and deans supersizing courses. During our discussion we had concern that if you have 80 students, are they really getting the level of learning we are promising | |

				people? If there is another option, like opening up another section, that's a way for us to meet our level of quality instruction.	
				Learning to create an online course is not the same as learning to teach online. How do we do both those things really well for our faculty?	
				Also, we've developed a document on recommendations for prioritizing which courses should be in-person.	
				Jeramy: So, let's refocus on what we want to recommend to the board on Wednesday. Would it be easier if we thought about which programs we want to recommend to be on campus? One thing San Jose State has done is say that all their lecture classes are going online in the fall. Implicitly the labs would still be open and certain hands-on courses be on campus.	
				Kate: I think #1 we need to give the board some clear guidelines. I think we need small online classes and Jesse's idea about truth in scheduling is critical for our students. We shouldn't be putting faculty in positions where they have so many students that they are doing a poor job. We need to do less in order to do it well.	
				Leigh Anne: Can only echo a need to focus on quality. Skyline put in need of scenarios. What scenarios do we have for determining which classes go online and which go face to face?	
				Shares draft document of compilation of ideas from faculty for which classes should go online and which should be face to face.	
				Scenario 1: F2F teaching for SOME. Remainder are ONL.	
				To determine / prioritize who returns to campus:	
				Safety. Does the class have safety requirements that preclude operation and monitoring from distance?	

| | | | | Assessment. Does the COR include learning activities that must be observed and assessed in person for SLOs?

Instructional Equipment and Classrooms. Does the class require students to use equipment, materials, or physical space that cannot practically be accessed nor duplicated in a remote or virtual environment?

Live Performance. Does the COR include a requirement of a live student performance or demonstration?

External Licensing. Is the class part of a program with external licensing requirements (other than ACCJC / WASC) which mandate face-to-face in person learning?

To ensure on-campus safety for Students and Employees

Class enrollment. Enrollment for Classes on campus must be at a number that permits 6 feet social distancing at all times.

Classroom dimensions. Classes on campus must be scheduled in classrooms that allow sufficient space for 6 feet social distancing at all times.

Classroom setup. Desks, tables, chairs, etc. in the classroom must be placed to ensure 6 feet social distance at all times.

Campus, building, and classroom entrance and egress. On campus courses must be scheduled such that the number of students seeking to enter a building at any time permits students to maintain six feet social distance while still arriving in class on time.

Parking lots. Parking lots must be set up such that students can maintain social distance at all times, e.g. parking online in every other spot. | |

| | | | | Cleaning Procedures. Courses must be scheduled in ways that allow for necessary cleaning to take place, e.g. no courses scheduled after 2 p.m.

To Ensure Regular Effective Contact and Meaningful Teaching & Learning

Class cap at 20 for both synchronous and asynchronous except for Instructors who have taught more than 30 units of online courses prior to January 1, 2020 and who have completed training for online instruction by SMCCD, an SMCCD College, @One, or a comparable institution can elected for class caps at 30 and should be compensated for this as an "oversize" course.

NOTE: with close to 850 instructors needing basic training for Canvas and level 1 teaching online, and with so many students as beginners in online learning, class caps seem more than reasonable for summer and fall.

Jeramy: It sounds like we want to go with the recommendations that Leigh Anne gave us? F2F teaching for some. Remainder are online.

David Eck: Would like to get student feedback. How do student's feel about coming back to classes? All the AB 705 courses should deserve some special consideration. Also consider students who don't have space to work at home. What workspace could we provide for students? Perhaps a survey could help?

Lale: Agree that we have to offer lab classes, at least the lab part, on campus. Concern some faculty might have compromised immune system or otherwise be higher risk, or have family members who are higher risk. Something else to take into consideration.

Also, not necessarily equitable to have only new online faculty have smaller class sizes and experience online faculty have larger class sizes. Most of the work is in the grading and individual student feedback, not in the set-up of the class. Though I | |
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| | | | | agree it would make more quality instruction if we lower the overall class sizes.

Diana: Going back to the Skyline recommendations that Leanne but on, I think those are some really good considerations. My recommendation is that we do adopt those but also include some specific programs that we feel fit into those categories. So, lab courses, maybe some performance courses, that would need in-person or some sort of hybrid situation.

Jeramy: Yes, we don't need to get into the weeds today. I heard from a fire tech faculty member the other day who expressed that they need at least one day with their students. So, for example, we don't need to say fire should have hybrid, we can say fire is hard to convert and think they should get access to the campus and then fire can figure out what's best for them.

Nicole: I'm just commenting in regard to what David just mentioned and not forget the students. Some of the students I have talked to express the need to have spaces on campus and access the WIFI. We also know that students using Chromebooks might not be the best thing as opposed to having a laptop. I'm not assuming that all my online students have the technology to support them with the courses that their taking. So, we should definitely consider student feedback with whatever recommendations we make.

Tiffany: I like the points Leigh Anne came up with in regard to the criteria, I think that's a good list. It's not going to be a one-size fits all. Even within studio arts, some could be all online and other need some in-person instruction.

Mike: First, I want to thank Leigh Anne and your Skyline colleagues for sharing some really excellent guidelines. It makes sense to me and the overriding concern for us is still going to be safety. There needs to be more conversation, maybe not today, but about these class caps. That's the administrator coming out of me. I think it's the matter of finding the sweet spot, I think someone put it in the chat, and I agree, | |

there is no more money in the budget, and we've got to make this money stretch through some uncertainty. Aaron, I think you shared some data that 70% of our classes are under 30 enrolled, of course there's exceptions with those large class sizes. And if you look at it like a bell-curve, it actually bells around in something in the mid 20s if I'm not mistaken. So, it's a little bit tricky, I get the intent and we have to figure out how to have that conversation. I'm also concerned that we are wandering into class caps with respect to the contract and negotiations. So, I hear your and I understand this is a different modality and we need to think about everything we can do to make it a better-quality experience. I am a little nervous about saying it should be 20at this stage. I think more conversation needs to occur and finding that right balance between offering a good quality of experience for students and being honest with them. I certainly support that and making sure that we are then not turning lots of people away. I think last time in the 2009 recession, we went the other and our loads were crazy, and we can't go back to that. I'm willing to have the conversation but I'm shy about the hard 20 cap because we aren't going to be adding sections, necessarily, but I get the intent.

Diana: I know there's a question about providing student space for studying and also providing technology for students. The libraries at all three campus' have been heavily involved in providing these things. I don't want to get too into it, as this is another question, but as we look at going back to in-person and providing these spaces, a lot of that would be providing computer labs and the libraries and learning centers and we need to consider the safety of these faculty and staff that work in those areas.

Jeramy: It sounds like what we want to recommend is that we take our courses for the fall online except for hard to convert programs that fall under those five categories that Leigh Anne had shared. I also have on here the we recommend class sizes be significantly reduced for the online courses. And that the circumstances for faculty and students who are in at-risk groups or caring for somebody in that groups should be considered. Also, we should try our best to

				provide access to students to technology and WIFI on campus where safely possible.	
				Jessica: That sounds good, I would just echo if there's a way to put in a due date for Dean's to have the conversation with faculty. Just like what Tiffany was saying, some of those classes that may fall into those categories may go fully online versus not going fully online. For example, with lab sciences biology didn't have as hard of a time as other lab courses. Those conversations have to have happen immediately.	
				Jeramy: Aaron, what do you think, you're intimately involved with these conversations with the VPs and Deans. It sounds to me, Jessica, that the faculty and Deans should have these conversations and come to a decision by a certain date, so students know what they are signing up for.	
				Jessica: I think by trying to narrow it down so there is some clarity so we know, if we are in a good place, what is the number of courses that would affect versus what other courses that we know now so we can move into that fully online. There's really more identifying the ones that might fall into those categories that could go fully online. That will help us as curriculum chairs. There is also a conversation, that looks like it started to pop up in the chat, is that every single time one of our student happens to get on public transportation or to come out or any of that type of stuff, they're risking their health to do that. If they should happen, in the middle of the semester, to get sick or have a family member get sick, what happens to them? I would just like to know what number we are talking about.	
				Jeramy: yes, I can reword that with Aaron. I think the programs that would be on campus would be like Fire Tech, where students know that the needs of the program require some on-campus instruction.	
				Jessica: But I think those science lab courses, like chemistry, is a gateway to a lot of different degrees.	

The physical education classes, those too are GE, so I think it does start to get a little bit broader.

Jeramy: When you would like to see that kind of information, Jessica?

Jessica: I think Leigh Anne put it in the chat, May 18th?

Jeramy: OK. Aaron, what do you think about that?

Aaron: Yeah, I honestly don't have a sense of what it will take to get all of that figured out between now and next Monday. I think encouraging as fast as possible is realistic, but I honestly couldn't project it.

David: So looking at from the other direction of the vast majority of courses that look like they are going to be online, I think it's important for us to have a checklist of questions and ask faculty to answer these questions about how the courses they have which are currently listed as in-person will be transitioned to the fall semester since we can't require them to do a lot of things. If we had that checklist of questions and then we can tell students to reach out to your instructor if you want to find out what to expect and there will be some uniformity of what instructors can tell their students. For example, synchronous meetings.

Jeramy: Yes, details on that are being worked out right now, actually. We will defiantly be looking at that soon, hopefully. Aaron, do you think we'll have that ready by the June 8th meeting?

Aaron: We had our first writing session today; we'll have another writing session on Wednesday then we have TTL Wednesday afternoon and what we discussed is that we need to get this into the hands of folks next Monday.

Tiffany: I just wanted to clarify that we are talking about hybrid?

Jeramy: yes, hybrids technically online from a curriculum standpoint. So, it can be part online and

			part in-person, depending on the faculty. So, it's not like our word will make every single STEM lab on campus. Biology might do it online in the fall, it's up to the faculty and the Dean. Kate: I don't want to be a Debbie Downer here, but I do think but I do think that students need to be forewarned, tomorrow, that the class they're signing up for may need to change modality depending on the health circumstances and guidelines. I think everyone is looking at the courses they want and putting it into their calendar. If they think they are coming on campus, only to find out in August they aren't, it's not a fair surprise. Also, I think David's set of questions are a great idea. There's probably six to seven hundred people who won't know the answer to how their teaching their class until the first of August because they have to go through the training first. Jeramy: So, this is what we want to say to the Board: 1. We want to transition our lecture courses to online 2. Prioritize use of the campus for "hard to convert" programs that fall under the five categories 3. Class sizes be significantly reduced in these new online modalities 4. Circumstances for each faculty member and student should be considered when keeping classes face-to-face 5. Students who have technological needs be allowed to use computer labs or other spaces on campus where they can log into the WIFI 6. Deans and faculty to determine which classes are going to be online/hybrid and which are going to be on campus, ideally by the beginning of next week. Diana: Motion to approve Jesse: Second **Motion passes.**	
3.3	Summer 2020 Faculty Guidance	McVean/ Wallace/ TTL	30	Discuss and approve TTL's draft guidance for offering online courses during Summer 2020	Action

				Jeramy: We need a motion to approve that guidance?	
				Jessica: I motion to approve. David: Second	
				Jeramy: Item opened up for discussion. As I recall from last Monday, the only piece of concern was the requirements for preparing for online course delivery. These pieces were changed. Faculty who have been teaching online for many semesters already aren't require to take the 25 hour course, but are encouraged to engage in other professional development for online learning.	
				David: I noticed there was a recommendation not to have a synchronist session for more than an hour. As someone who has had optional 1.5-hour synchronist session I was wondering why that time was picked?	
				Jeramy: yes, it was a recommendation but not a requirement. I've also done 1.5 hours zoom sessions.	
				Bianca: I believe we changed that recommendation to 90 minutes at our last meeting.	
				Jeramy: Yes, let's change it to 90 minutes.	
				Motion passes.	
				Jeramy: Everyone on that taskforce has been a phenomenal leader. Everyone has been working awesome together.	
				Kate: I think this guidance will help people, particularly people who haven't done it before. synchronous and asynchronous, the difference is one letter, but it needs to be communicated well to the faculty and the students. That piece will be an education along the way.	
				Jeramy: Yes, I wonder if we can have something like this for students? So, they know what to expect from synchronist and asynchronous courses. Who would work on this?	
				Aaron: Yes, I was just emailing Rich about student communications. I think the TTL can work on that	

				once we get that fall guide for faculty. It would be good start to provide that to Rich so he could get it out. Kate: We should make sure we have counselors who are right on the frontlines with students. Jeramy: We can work on this next Wednesday at TTL, and invite the student trustee as well. Jesse volunteers to be note taker for next time.	