

Ken O'Donnell

From: Ken O'Donnell
Sent: Friday, February 12, 2021 5:45 PM
To: Lisa Hutton; Laurie Inman (linman@csudh.edu); Timothy Caron (tcaron@csudh.edu); Timothy Chin; Tayyeb Shabbir; Joseph Wen; Philip LaPolt, Ph.D; Leonardo Martinez; Claudia Peyton; Enrique Ortega
Cc: Yvette Nava; Michael Spagna (mspanna@csudh.edu); Marwin Britto; Stephanie Sterling Brasley, Ed.D; Kim McNutt; Lynda Wilson; Hamoud Salhi
Subject: planning for Fall 2021
Attachments: CSUDH SPACE CAPACITY ANALYSIS FOR FALL 2021.pdf

Dear deans and associate deans,

I'm writing to ask for help from you and your faculty as we shape our university's instructional plans for Fall 2021, by categorizing the classes in our upcoming fall schedule.

In his [comments](#) to the Board of Trustees last month, CSU Chancellor Joseph I. Castro said:

“ . . . we remain committed to our December announcement to return, as a system, to a majority of in-person activities for the fall 2021 term, and we will continue to plan with that goal in mind. There will be some variation across campuses due to local circumstances.”

As a campus serving hard-hit populations in a continuing hot spot, we will contend that Dominguez Hills should be among those allowed some variation due to local circumstances.

The question our president will need to answer is essentially, “if not all the way reopened, then how much?” We think the answer will depend on local health conditions in the fall, and so we need to prepare a range of answers.

In Fall 2019, 95% of our classes were offered face-to-face. That dropped to 5% in Spring and Fall 2020, and is now 8% in Spring 2021. So far we've prioritized science laboratories and classes in the arts for on-campus classes, and in clinics and teaching sites for off-campus classes. Everything else has moved to alternative instruction.

As public health improves, which courses should return to face-to-face instruction next? And how many?

Please ask your department chairs to work with your college schedulers, using the PeopleSoft Course Attribute “XCEP” to indicate in your existing fall schedules which classes should return to face-to-face instructions, and under which public health conditions, as follows:

An EXCEP attribute value of means:
P1	“Proposed F2F required for learning” This class was approved for face-to-face instruction over the past year, and should be face-to-face this fall even if public health conditions don't improve. We expect 5-8% of classes to fall in this category. This category should include off-campus clinics offered by CHHSN or teaching placements offered by COE.
P2	“Proposed F2F preferred for learning” These classes fall in the next tier of those that should be face-to-face. They may involve conversations or performances impaired by Zoom delay, manipulation of physical maps or artifacts, or other criteria that brought them close to making the cut

	last year. They can be offered by reopening our largest classrooms and enforcing social distancing. We expect another 5-10% of our classes to land in this second category, which would bring our total to as high as one-fifth of all classes returning to campus. Note that we have a limited number of classrooms large enough to accommodate ordinary instruction while social distancing remains in effect, which the county has indicated will be the case for the rest of this calendar year. See the attached PDF for details of our reduced classroom capacity.
P3	“Proposed F2F relaxed social distancing” These classes would be offered face-to-face soon after public health officials tell us it’s safe to reopen. They continue to suffer from distance learning, but in ways that are harder to articulate on an exception form, for example because the course has a high DFW rate and requires unusual levels of support and human interaction. We would continue to limit on-campus involvement, for example by dividing students into platoons that take turns attending class, but social distancing rules would be relaxed. We may ask students to show proof of vaccination to attend these classes in person, or extend approval from tier 2 classes to tier 3 classes after the fall semester has begun. This may be another 25-30% of our classes.
P4	“Proposed F2F fully reopened” Classes in this category can be among the last classes that return to face-to-face instruction.
S	“Submitted by Dean for face-to-face” An exception form has been officially submitted with dean’s signoff for face-to-face instruction. As in past semesters, only classes that are scheduled face-to-face require an exception form, but they need one even if the class only has one face-to-face meeting, and whether it will meet on campus or off.
A	“Approved by President for face-to-face” An exception form has been officially approved by the president for face-to-face instruction. Faculty of these classes will be asked to meet with Larry Kimaara in advance of the semester, to walk the space and establish appropriate meeting setup and guidelines before the class can meet.

We have been using codes S and A over the past two semesters, but for this next step they can be ignored. We’ll switch back to them after the Chancellor’s Office has responded to our proposal, and return to the familiar process of exception forms and dean’s approval. For now we’ll ask schedulers to use only the first four values in the table above, so we can identify and count the courses we’re proposing to repopulate next.

Please ask that this be completed in two weeks, i.e. by **Friday, February 26**.

We ask for this quick turnaround so we can submit our university’s proposal to the chancellor’s office very soon, and get provisional approval in time to present our students with accurate information when they begin registering for their fall classes on April 19th.

At Wednesday’s senate meeting, Provost Spagna described four factors to take into account as we plan for a gradual return to in-person instruction:

- 1. Health guidance from county, state, and federal offices.** This one comes first, and is largely out of our control. Whatever we propose to the president and chancellor must continue to safeguard the health of our community, and may be overruled by public policy.
- 2. Campus capacity to hold face-to-face courses.** Attached is a list of the classrooms on our campus, with the room capacity (“RCAP”) as ordinarily published in PeopleSoft. We’ve added a column of SD Room Caps (Social Distancing Room Capacities). As you consider how many people to bring back, please bear in mind impacts on

other campus functions, such as the library, advising, and student services like registration and financial aid. It will be easier for us to advocate for face-to-face instruction at off-campus sites like schools and clinics, where the rest of our campus infrastructure isn't affected (and incidentally, where students participating in health programs may qualify for early vaccination).

3. **The human factor.** Most of us have been off campus and away from other people for a long time. Our students and colleagues will come back along a continuum of anxiety, affecting people's ability to teach, focus, learn, and interact. Whatever plan we propose to the chancellor will have to accommodate those who simply aren't ready to return. Pulling in the other direction are people who don't have appropriate space at home to do their work, whether as our students or employees. We will need to find ways to maximize flexibility, as both educators and supervisors.
4. **Faculty workload.** We know that faculty have already been pushed very hard by the immediate, nearly total transition to virtual teaching. We don't want to compound that stress by asking for another radical change as we begin to repopulate the campus. Proposals that call for the same faculty to teach multiple versions of the same course will probably be sent back for revision.

Finally, I invite you to join Yvette Nava and me for a Zoom next Friday afternoon, where we'll talk through these requests and be available to answer any questions.

Open Forum: Class Scheduling for Fall 2021

Ken O'Donnell and Yvette Nava

Friday, February 19 at 4:00 p.m.

<https://csudh.zoom.us/j/85267577568>

The meeting is public; feel free to share this link. Yvette and I are also available to answer questions as they come up, for those who can't join the open forum.

Thank you,

Ken

Ken O'Donnell, Vice Provost

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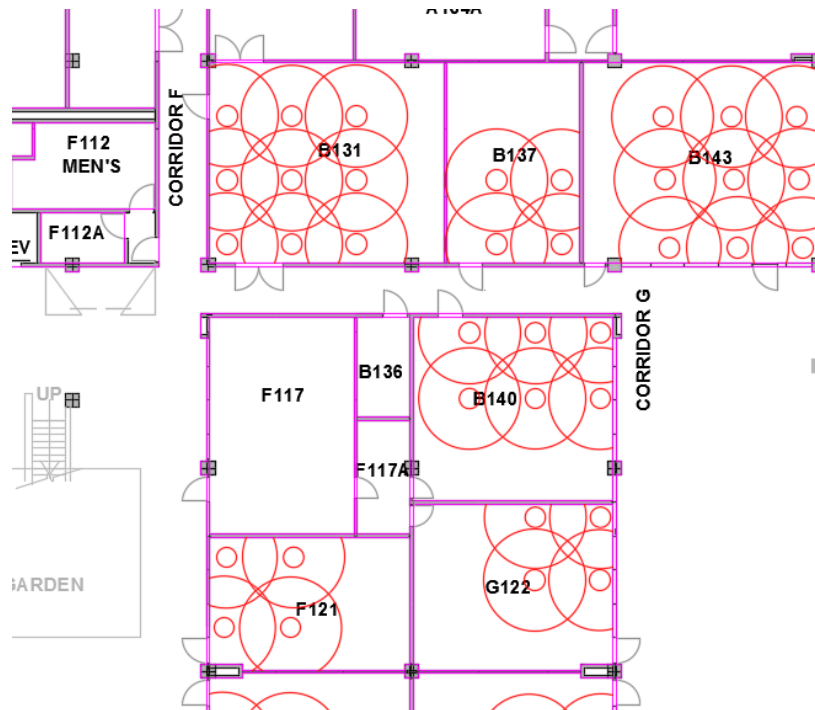
CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

CSUDH SPACE CAPACITY ANALYSIS FOR FALL 2021

Facilities Services was tasked to analyze a total of 145 lecture and lab spaces in regard to station count based on COVID-19 distancing requirements. This task had to be performed quickly in order for the campus to have a better idea of its potential capacity for Fall 2021. These are the results of that analysis.

Early last year, the campus had a similar need for a COVID 19 capacity analysis. That 2020 analysis was based on aggregated numbers gather from other CSU campuses. It was a sound approach to a novel problem, and allowed for practical, short term planning. Later on, spaces were field surveyed and station count were refined to match reality, while the campus reduced its Face to Face classes to less than 10% its usual during a pandemic.

This field results showed that a simple arithmetic calculation could not account for the reality of campus spaces. With this in mind, Facilities Services used the results of field surveyed performed during the 2020 academic year, as well as AutoCAD layout to provide the most accurate numbers for this analysis. Each space was superimposed with a 3' dia. circle symbolizing a person, and a 6' radius circle symbolizing safe social distancing. Other aspects that the 2020 analysis failed to really account for was instructor spaces, classroom orientations, and egress location, which greatly affect station distribution. Below is a graphic example of the layout created:



This effectively means that no calculation was performed. Each space was look at individually. The following table indicated how the station count for each space was determined: green for field survey, and light blue for drafted layout:

CSUDH SPACE CAPACITY ANALYSIS FOR FALL 2021

FACID	RCAP	SD CAP	field comment	info source
ONCOE1404	25	5		survey
ONCOE1407	30	9		survey
ONCOE1408	40	8	classroom-crowded	survey
ONCOE1426	40	7		survey
ONEAC400	25	7		survey
ONEAC500	27	6		survey
ONEE1201	24	6	classroom	layout
ONEE1202	18	6	classroom	layout
ONEE1221	24	6	classroom	layout
ONEE1222	36	6	classroom	layout
ONFHA008	25	5		survey
ONFHB017	25	0	Weight room	unnecessary risk
ONGYMA102	75	9		survey
ONGYMA104	75	15		survey
ONGYMD102	3937	105		layout
ONLCHA103	150	18		survey
ONLCHA106	40	7	course description?	layout
ONLCHA115	30	6	lab	survey
ONLCHA115A	25	12	CPU lab	survey
ONLCHA118	20	4		survey
ONLCHA201	24	6		survey
ONLCHA202	30	6	classroom	layout
ONLCHA204	75	10		survey
ONLCHA207	15	4	piano lab	survey
ONLCHA209	20	4		survey
ONLCHA219	35	6	classroom	layout
ONLCHA221	30	3	classroom	layout
ONLCHA223	30	6		survey
ONLCHA224	40	6	classroom	layout
ONLCHA225	20	3	classroom	layout
ONLCHA227	30	3	classroom	layout
ONLCHA228	45	6	classroom	layout
ONLCHA229	32	3	classroom	layout
ONLCHA230	30	3	classroom	layout
ONLCHA324	46	9	classroom	layout
ONLCHA330	20	3		survey
ONLCHC104	29	12	CPU lab	survey
ONLCHD103	20	6	lab	survey
ONLIB5486	25	0	poor access	survey
ONLIB5514	58	0	poor access	survey
ONLIB5525	16	0	poor access	survey
ONLIBA109	35	4	classroom-1128	layout
ONLIBA115	31	4	classroom-1122	layout
ONLIBA127	24	12	lab-1114	survey

CSUDH SPACE CAPACITY ANALYSIS FOR FALL 2021

FACID	RCAP	SD CAP	field comment	info source
ONLIBE127	20	6	classroom-1881	survey
ONLIBE133	30	5	classroom-1875	layout
ONNSMA115C	24	0	poor access	survey
ONNSMB110	24	6		survey
ONNSMB122	24	6		survey
ONNSMB208	24	10	CPU lab	survey
ONNSMB234	24	6	rock lab	survey
ONNSMB242	24	0	remodel	survey
ONNSMB252	68	9	classroom	layout
ONNSMB340	24	0	no access	
ONNSMB352	24	0	no access	
ONNSMC109	24	0	remodel	survey
ONNSMC121	24	0	remodel	survey
ONNSMC139	24	6		survey
ONNSMC151	24	6		survey
ONNSMC213	50	9		layout
ONNSMC221	70	9		layout
ONNSMC235	10	0	no access	
ONNSMC239	30	5		survey
ONNSMC243	16	6		survey
ONNSMC251	16	0	remodel	survey
ONNSMC315	24	0	no access	
ONNSMC339	24	0	no access	
ONNSMC351	24	0	no access	
ONNSMD123	30	6	classroom	layout
ONNSMD129	30	6	classroom	layout
ONSAC2101	35	0	no access	
ONSAC2102	40	21	CPU lab	survey
ONSAC2103	16	0	no access	
ONSAC2104	40	6	classroom	layout
ONSAC2105	40	9	classroom	layout
ONSAC2106	28	7	earth lab	survey
ONSAC2107	40	9	classroom	layout
ONSAC3135	40	9	classroom	layout
ONSAC3136	40	8	classroom	layout
ONSAC3141	40	9	classroom	layout
ONSAC3142	40	8	classroom	layout
ONSAC3148	40	8	classroom	layout
ONSAC3149	40	8	lab	survey
ONSAC3152	40	8		survey
ONSAC3162	60	8	classroom	layout
ONSAC3165	74	8	classroom	layout
ONSBSA104	42	6	classroom	layout
ONSBSA110B	25	8		survey

CSUDH SPACE CAPACITY ANALYSIS FOR FALL 2021

FACID	RCAP	SD CAP	field comment	info source
ONSBSA110C	32	8		survey
ONSBSA144	43	8		survey
ONSBSA204	25	8		survey
ONSBSA210	30	6		survey
ONSBSA216	40	6		layout
ONSBSA232	24	9	lab	survey
ONSBSA246	24	6	lab	survey
ONSBSB101	43	6	classroom	layout
ONSBSB110	60	6	classroom	layout
ONSBSB131	60	9	classroom	layout
ONSBSB137	45	4	classroom	layout
ONSBSB140	49	6	classroom	layout
ONSBSB143	51	9	classroom	layout
ONSBSB203	40	6	classroom	layout
ONSBSB209	45	6	classroom	layout
ONSBSB215	49	6	classroom	layout
ONSBSB231	40	5		survey
ONSBSB238	61	12		survey
ONSBSD121	45	4	classroom	layout
ONSBSD125	45	6	classroom	layout
ONSBSD215	15	0	removed by dept	
ONSBSD219	40	6		survey
ONSBSD225	60	0	removed by dept	
ONSBSE116	38	6		survey
ONSBSE122	57	6	classroom	layout
ONSBSE126	38	6	classroom	layout
ONSBSE220	40	6		survey
ONSBSF101	30	4	classroom	layout
ONSBSF117	24	8		survey
ONSBSF121	28	4	classroom	layout
ONSBSF125	45	4	classroom	layout
ONSBSF225	48	9	poor room layout	layout
ONSBSG122	40	4		layout
ONSBSG126	40	4		layout
ONUTA102	30	6		survey
ONUTB101	485	46		survey
ONVIL110	33	8	classroom	layout
ONVIL120	19	4		survey
ONVIL130	33	8	classroom	layout
ONVIL140	19	4	classroom	layout
ONVIL220	50	9	classroom	layout
ONVIL310	22	4	classroom	layout
ONVIL330	49	8	classroom	layout
ONWHA117	41	4	classroom	layout

CSUDH SPACE CAPACITY ANALYSIS FOR FALL 2021

FACID	RCAP	SD CAP	field comment	info source
ONWHA118	35	4	classroom	layout
ONWHA139	45	6	classroom	layout
ONWHB369	24	12	lab	survey
ONWHC150	54	6	CPU lab	survey
ONWHC155	50	12	CPU lab	survey
ONWHC303	30	6		survey
ONWHD160	126	14	CPU lab	survey
ONWHD165	192	30	auditorium	survey
ONWHD176	65	9	classroom	layout
ONWHF144	41	0	no access	
ONWHF145	45	7		survey
ONWHF146	25	10	CPU lab	survey
ONWHF148	27	15	CPU lab	survey
TOTAL CAPACITY		1042	Stations	