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COLORADO COLLEGE

FRIDAY, JULY 24, 2020

BRIDGE SCHOLARS PROGRAM INFORMATION SESSION

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>> EMILY CHAN: Hi, students and family. I am Emily Chan, the director of the Bridge Program and also a professor in psychology, and welcome to our panel, Q&A, information session for Bridge Program students and families. And so thank you for being here.

So we are doing this as a webinar, which means that if you have questions for us, you can enter that into the Question function at the bottom of your screen, and then we will try our best to answer as many of them as we can. If there are questions that we didn't manage to answer, we certainly will be following up with email to all students.

And then do keep those questions coming, and we will -- let's see. I think we have most of the people who registered here already, so we'll get started.

So thank you for coming, again, to this information session. So we first want to thank you for being here and thank you for sharing with us your questions and your concerns and ideas. There have actually been quite a number of creative ideas from the students, how about we do this, how about we Mr. Community, this way and that. So thank you. Because this really reflects a kind of community spirit that we all, as we return to campus this fall, must have. Right? We take care of each other, we help each other with problem solving. We are honest and

trusting of each other. If we have a concern, if we need something, we do speak up. So I think you've already done that as incoming first-year students to model that, so thank you for doing that and keep that coming. We are really grateful for the very open communication and very prompt communication from all of you.

So by now, you all have the multiple emails that give you the details of the Bridge Program adaptation, so I won't go into all the details right now, but the basic premise would be we are delaying the on-campus arrival, but we are making exceptions for students who need to, and some of you already have applied to Mr. Zak Kroger and have your review decisions to you already. As you discuss this weekend, if you learn things are changing, I think this is not going to work, or maybe oh, I ended up want to go stay at home if something worked out, keep that communication open and let us know.

But we are starting to work with students about emergency support. Faculty had always, actually, since the beginning of this summer, had planned a multiple-track approach to the classes because there's just so much in the pandemic that we can't personal to CC control. So faculty are looking forward to working with you in a remote course, and I think many of them have already reached out to you to make contact, and so

have the mentors.

So you should have these different campus resources connected with you already. If you need a laptop, again, you know, email us so that we can get it mailed out first thing Monday, and then you can have it ready for your classes.

So you have all that information in email, but if something is unclear, feel free to reach out to me.

Today's purpose of having this info session is to possibly go a little bit more into details about not necessarily how do you apply for something but all kinds of questions that you have been sending us and details about how we ended up doing what we are doing and how we will continue to support students.

So I have panelists here who are going to help me with giving you more insights into our decisions and also how we go forward and what the support for students are like. So I would like to introduce them to you. First we have Vice Provost Dr. Pedro de Araujo. He will talk to us a little more about the College's general decisions and timelines. Then we have Acting Dean of Students Rochelle Dickey, and she is actually a CC grad and had been at CC for a really long time, so thank you, Dean Dickey, for being here. And Dean Dickey will share with us a little bit more about

the nature of student activity, student life, and other support for our Bridge students going forward.

And then we have Associate Vice President for Student Life, John Lauer, here. Hi, John. And John is extremely knowledgeable and very helpful. Thank you, John, for all the support you have given our students so far. And he can especially answer questions about emergency funds, about housing and residential life matters.

And then finally, we have our Director of Financial Aid, Shannon Amundson, and Shannon is knowledgeable about, of course, not just Bridge Program financial implications, but all other financial aid matters that you might have as a first-year student, as you navigate the remote options, the hybrid versions, and et cetera. So Shannon will also share some financial information with us.

So these are the lineup for our panelists, and then so I will go through the list and have each panelist maybe share some key information they have for all of you, and then we'll take questions and address some of the questions that you have emailed us earlier.

So provost Pedro, would you maybe get us started? Thank you.

>> PEDRO DE ARAUJO: Sure. Thanks, Emily. I appreciate the introduction. I want to thank everyone for participating and being here.

I just want to acknowledge how frustrating these changes are. I understand how making decisions within a week or so and things changing can create some hassles and some really inconveniences; right? In everybody's life, unfortunately. I want to acknowledge that. I actually think that students' petition was fantastic. That's exactly how I think students nowadays respond to changes and demand some sort of answers, and I think that -- well done. Well done. This is something that we are putting together as, in a sense, as a response to a lot of the questions that came after that decision.

So what I would like to provide is some context related to these decisions that leadership are making regarding students and regarding timelines and so forth. And I will try to be as transparent as possible here in terms of exactly how everything happened. Right?

So the first thing we need to acknowledge as well is that the landscape of how laws and guidelines and policies and the pandemic itself is very, very fluid. Right? So I may be saying something today, and tomorrow something is different. Right? So I just want to acknowledge that so that everything that's being said right now is with the information that we have up until this point. Right? And we need to be able to respond to any change that may occur moving forward. An example is

what happened with our international students. Right? Things kind of change daily.

So really, about a month ago, I was in conversations with Dr. Chan about Bridge Program. We were having this conversation, should we have Bridge students on campus before NSO to have the program delivered in person? And what we agreed and what leadership agreed was that we would have students on campus, as long as, right, the college was actually prepared at that point to receive all first-year students; that is if we could have NSO, right, by August 2, which was the arrival date for the Bridge Program, that we would be confident that we could have students arriving earlier. And we felt confident all the way up to about a week ago that this was actually going to happen. However, given the landscape -- given the local landscape in El Paso County with what's happening to COVID, given the availability of testing, given the delay in terms of results of testing, cabinet and leadership started to have conversations about that group, which is a large group, coming on campus August 2. Leadership didn't feel that we, as a college, would be able to deliver NSO, for example, August 2. Right? Therefore, we would not want to put 130 students from a risk mitigation standpoint on campus by August 2. So the decision to delay by a couple of weeks the entrance of

students on campus was two or maybe threefold. One, what I just said, we just did not feel confident that we had in our protocols sufficient resources and knowledge to allow all students to be on campus or all first-year students to be on campus by August 2. So that was reason number 1.

Reason number 2 is that we formed about two weeks ago an advisory committee, faculty, experts in the field are advising leadership about what's happening in terms of the landscape of the virus, testing, and so forth. And that group has been working around the clock. With their advice, they would need a little bit more time to be able to develop a more robust testing protocol, onboarding protocol, staggered times for students to come in. So the decision to allow them to do some work, to be able to present to leadership so that we make a better decision moving forward, was part of that as well.

And finally, the third one was we truly believe we can still deliver a very robust Bridge Scholars program, even remotely. This is something we had conversations a month ago that was a contingency, right, that if we could not have students on campus by whatever date that the program would be able to run successfully remotely as well. So that's kind of the rationale that we had in order to make this particular decision.

Leadership continues to meet weekly, sometimes on a daily basis, to make decisions, reevaluate what's happening in terms of the landscape. I can't promise that other decisions will not be happening in the next couple weeks. We need to actually understand certain aspects of how the pandemic is developing locally, what's our infrastructure in terms of social distancing, in terms of testing and so forth out of our protocols. So I can't promise today that after this conversation, this is the last time, that this is the last decision we are making and we are going to operate under those assumptions now for the remainder of the fall. I think that would be naive on my part to say this. Right? So I encourage all of you to continue to have access and listen to our communications to you in terms of what's coming down the road. There's no way that I can promise right now -- there's a couple questions coming in, is the college thinking about going completely remote in the fall? At this point, the answer is no. The college still intends to have a hybrid delivery of our curriculum next fall. Now, could this decision change in a couple of weeks? Absolutely it can. Right? That's actually happening not only here, but I think in every other institution of higher education in the country.

So I don't know, Emily, if that's enough in terms of an introduction,

but I think I will pass the baton now to Rochelle.

>> ROCHELLE DICKEY: Good afternoon, everyone. It's a pleasure to be here and talk with you this afternoon. I am Rochelle Dickey. I use she/her/hers pronouns. I am the acting Dean of Students and acting Vice President for Student Life. As Dr. Chan mentioned, I am alum. I am also CC parent as my son just graduated last year.

So thank you for getting us started, Dr. Chan and Vice Provost de Araujo, Emily, I just want to applaud, well done, this is exactly the type of engagement we want from our students here at Colorado College, that when you have questions you need to go after the answers to that. So we were pleased to see that. Very happy to be with you this afternoon and answer some questions.

So a couple of things I want to cover. My role here on campus, I really see it as working with everyone who is here and behind the scenes to really do our best to help you all as students to be able to maximize your opportunities, to be able to thrive here at Colorado College, and we do that in a number of ways, by building relationships and having what we know are terrific support and resources for our students here.

As we go through this year, the question was are these resources still going to be in place to help students? Yes. Everything from the

residential experience, got our colleague John here to talk about that. Health and well-being and mental health is increasingly important to us, more so this year. And one of the things we will be trying this year, in case you haven't heard about it already for our folks here in the Bridge Program, is embedding counselors from our counseling session with Bridge Program with international students with first-generation programs, so a lot of boosts to the services that we are already offering. Our counseling services will continue to offer six free counseling sessions to students. We continually like to hire and make sure we've got culturally responsive counselors in the counseling center, and we are also really expanding our student health and well-being model this year. So you will hear a lot about that, students. We've had a wellness resource center. We've had counseling. Now we are going to try to bring those under an umbrella of student health and well-being. So having that counselor embedded with you in your program we think is going to be tremendously beneficial. Again, we are doing all we can to again be responsive in the moment, just as we needed to come together and be responsive to your concerns and be able to hear what you have to say this afternoon.

A couple of the other resources that I want to mention that I work

with in the Student Life division. Butler Center. Probably you have met the Butler Center. Dr. Rosalie Rodrigues who is coming on is one of our new senior associate deans of students, directors. Robust outdoor ed, campus activity. So my team is working on new student orientation. Campus safety. We've got great resources in the student opportunities and advising hub.

So one of these questions, again, was will these resources continue to be available? And yes, they will. We know you have a concern. What is student life going to look like on campus? We've always had robust co-curricular activities. We work hand in hand with our academic partners. So we are going to be continuing to offer programs. They are just going to look a little different. We want to be mindful of the fact that folks may have Zoom or online fatigue, so we will be offering some things via that delivery method, but keeping in mind our protocols for social distancing, for limiting our crowd size, and those types of things. There's still an awful lot of fun things that we can do in person for block breaks. We are always offering free block break activities. Outdoor ed will continue to offer some things. Again, we just sort of have to scale things down and make sure that we are offering these programs, again, in ways that support our students and keep these new COVID protocols in

mind. So everything from day trips, perhaps to the Garden of the Gods to maybe some takeaway arts and crafts here in Warner Center, to maybe being able to visit with the Career Center and visit with the Advising Hub, think about your major. All of these types of things will continue to be available to you.

So campus activities and student orientation, that's the office that handles a lot of that. There's already a tremendous committee put together to think about, again, block break activities that we've always done, will continue to do and will look a little different. As Pedro mentioned, we are gearing up for new student orientation. Again, as with many things on campus here, a hybrid of things done remotely and things done in person, so we will really look forward to that as well.

So I think I will probably stop at this moment and pass it along and look forward to answering some other questions and talking more about what is life going to look like on campus considering the time that we are in, but doing our best to give students a robust and meaningful experience here at Colorado College, retooling some things, but first of all, starting with making sure that you know your resources and that we are building those relationships and support systems that you need as students.

>> JOHN LAUER: Hello, everybody. Thank you for joining us here. As was mentioned, my name's John Lauer. I use he/him/his pronouns. I serve as the associate vice president for student life, and that has me working across most of our division, but today I am with you specifically around your questions connecting to the residential experience, student housing, some of the things I know that have become a little bit more clear to you in terms of the process to request to come early, and we understand that several of you have made such requests and are getting your responses. But that team is also ready to mobilize and meet again, even later today, if more requests come in, as well as over the weekend, be able to get word back out to people on Monday of your status of that kind of a request.

As Emily said, as circumstances might be changing for us, they may be changing for you as well, so do keep us posted if there's something that changes in your circumstance, you just want to ask a question, you can feel free to do that. If it's related to the early moving process, that can go to Zak Kroger. If it's related to emergency funds and requests there, the emergency requests email can be sent, the COVID-19 email, or you can email any one of us and we will do our very best to try to get you that information.

Dean Dickey mentioned new student orientation. There is a newsletter coming out very beginning of next week, and in that newsletter, it is going to outline the reservation process for move-in. To reserve your time, that's going to begin at 9:00 a.m. on Wednesday of next week. That's a process where you can identify the date and time where you, yourself, will be moving in. That is going to be a staggered process, so we are trying to not have too many humans in one space at one time. There's going to be about an hour for someone to move in. You are allowed one guest. That might be a parent or family member to help you with that move-in. New student orientation workers and RAs are going to try to make that as efficient and as safe as possible. We will be looking at some additional cleaning as a part of that process, but again, our key thing is to stagger people as they come in so that we don't have too many humans in one place at one time.

Masks will be required. If you've got any questions about that process, that's going to be working most closely with Bethany Grubbs, who is our director of the residential experience. That's who is going to be coordinating that sign-up process.

And let me just take a moment here, too, to thank some of you because I know some people have been communicating via email with

Bethany Grubbs, as I mentioned, Rochelle Taylor, who oversees our housing process and her team, with McKayla and Shannon, and so often those emails are starting with an empathy statement, a statement of grace, that you appreciate too what they are working through. And I just want to take a second to thank you. If your student has done that, it's tremendous, it's building relationship, and that's what we are hoping to have with you when you come in. It's just very, very meaningful, so again, thank you for those messages because I am here, but those are the people that are really doing the work behind the scenes, and it means the world to them when they get that kind of empathy and grace from the students. And they can't wait to meet you. They know it's going to be different than normal. But this is why they do what they do is to work with people like you and your fellow students. So we really appreciate that you sense that this is hard for them too.

As you think about how we are going to address things, you know, like questions around quotas and things, we are looking at each of your requests case by case. There isn't a limit. It's just evaluating what your circumstances are, and those of you who have already been through the process know they try to turn it around very quickly. Very similar in response to requests for finances. There isn't, like, well, we can only

give you this much money or a cap. What we are looking at is what are your circumstances? What have you faced? What's been unexpected? What was out of your control? And then we try to do everything that we can do to help you. Disbursing those funds happens very efficiently. We get those funds, in most cases, directly to you because you have either already experienced the expense or you are the one who is going to have to pay the bill. So we'll be working with those on a case-by-case basis. There is a committee that looks at those requests. I sit on that committee. Shannon, who is about to speak to you, sits on that committee with others. And we are going to be looking at that. We meet once a week, but we've added an additional meeting right away first thing Monday so we can look at any of the requests that you might have and try to address those efficiently. But there are no quotas. There isn't a specific dollar amount that is something that we look at case by case, so do tell us what your needs are, what you've experienced, what's been unexpected, and we'll do our very best to get back to you.

So I am going to turn it over to Shannon because we know we want to leave plenty of time for your questions.

>> SHANNON AMUNDSON: Thanks, John. Hi, everybody. My

name is Shannon Amundson. I am the Director of CCAPS finance here at Colorado College. I do use she/her/hers pronouns.

To follow up a little bit about what John said about the emergency requests, any receipts you have that you can send in with your email is helpful to the group. For documentation purposes. So if you send those with your initial email, there's less follow-up. So just to help speed things up for you, I just wanted to make that comment.

A couple of things I want to talk about. The Bridge Stipend will be \$400. It will disburse. It comes through my office. We have to disburse it out of Financial Aid, then it hits your student account, and then a check or direct deposit if you set it up with the Student Accounts Office, will be issued to you. The key for us for timing, our goal is week 1 of block 1. We would ask for some grace. We are not back in the office 100%, and we anticipate, given COVID and all the changes, we have had a lot of communications with families and students and trying to respond in a timely manner is our priority. So we will do our absolute best to disburse that early in the first week so that Student Accounts can get refunds done the end of the first week to get that check to each of you.

Disbursement of financial aid starts the first week of class as well for

block 1. So please make sure to be watching your email. There is a check-in email that comes from the registrar's office. That does have to be done before your aid can disburse each semester. So you'll want to make sure to look for that, students. And attendance. As weird as it sounds, every time I say it, students laugh, but you do have to attend class to get your financial aid. Financial aid is attendance based, not registration based. And so we want to make sure that you are attending, working toward progress on your degree, because without that, we have some issues on our side. So make sure if you are running into a problem, if you have a medical issue, if there's something going on that you need to take time off, that you are letting us know so that we can be proactive for you. The Hub is a great resource for that. They can help work through what options there may be, but also feel free to contact our office and we will be able to connect you as well.

And the other thing that many students ask, if you are due a refund on your financial aid, whether that's from outside scholarships or student loans or grants, whatever that is, the standard disbursement of that is the second week of the semester. So second week of block 1, assuming you are all enrolled in block 1, which you should be as first-year students, then you would get that check the second week. The Student Accounts

Office is figuring out billing right now with the ten-block year that we are offering this year. There's been a few changes to the way billing works. Watch your email. That's going to go out early next week. But also, please know that refunds -- their goal right now is still the second week, but they may be a little behind. But they are desperately trying to stay to that schedule.

So those are the things from a financial aid perspective in COVID times that I wanted you to know. I am going to turn it back over to Emily. I think she is moderating the questions, so we'll go from there.

>> EMILY CHAN: Wonderful. Thank you, everyone. And so again, students, families, send in those questions in the Q&A space, and then you might have monitored and see that some of the questions are already directly replied by text in the Q&A space, and then we will take some of the more complicated questions and talk about it.

So I think one question, John, maybe you can help us, is about logistics. So for the students who are now approved to maintain their original move-in date, would they be receiving a confirmation email, should they just assume that it's the original time that they booked? How do they know, you know, like that they are good, right, on Sunday at 2:30 p.m. to move in? Or if we have questions, who should we contact?

Thank you, John.

>> JOHN LAUER: Yeah, the name to remember certainly is Bethany Grubbs. She is going to be coordinating that. And as a part of that, too, the question around when will students know their housing assignments, I believe the letter from the new student orientation group, that timeline moved up. I know it was originally going to be sent out the 30th of this month, but I know they are sending out a communication Monday. I know room assignments have been made. They are planning to get those out to you so you will know not just when you are going to arrive but what your room assignment will be. And Bethany can work through any questions. There will still need to be a staggered early move-in process as we finalize that list of folks and know exactly how many people are going to be arriving. That will then help us understand just how much we might have to schedule those arrivals so that we don't have too many people coming at once.

So I would suspect that that information is going to be available early next week once we finalize just how many people have been approved, the dates that they will be arriving, and any need that we might have to stagger you in. But if you do have a direct question, I would encourage you to send your message to Bethany Grubbs early next

week. That would be good to wait until early next week so we know just how many early arrivals we may have approved over the weekend or on Monday.

>> EMILY CHAN: Thank you.

Dean Dickey, I wonder if you can -- and maybe also Provost Pedro -- you can help us with this set of related questions. So again, we all understand that COVID is dynamic. While we are doing good prevention and health protocols to keep everybody healthy on campus, some students did ask, but what if things do change in a way that the governor might say that no, you have to go home? What are our provisions to provide support for students? Because not everybody has viable options to just go back to. Or maybe they can't just pick up and go the next day. And it's profoundly stressful in these situations, and they might need resources to support just thinking through the whole process beyond, you know -- thank you, John, for explaining the emergency fund. Having the funding is really helpful, but a rainy day scenario, how would we support students if we need to move off campus?

>> ROCHELLE DICKEY: You know, certainly, thank you for that question. Recognition that it's incredibly stressful and the acknowledgment that for some people, much more stressful than for other

folks. You know, so we did, unfortunately, have to do this back in March, when the COVID picture just got a lot worse, and we determined that when students left for spring break, with the exception of those with some special circumstances, you know, as John has sort of outlined what that exemption program is, we did have some students stay on campus, but students had to be prepared to leave campus. There were support systems that were offered for students in terms of having our counselors on call. We had counselors over in the residence halls that some students need to speak with immediately. Help from the residential experience team in terms of logistics, and John can add something to that if I am forgetting anything. So incredibly stressful, acknowledge that all the way around. I think students probably got off campus in about a week. Is that right, John? Some students were able to pack up their things and take with them. We offered support in allowing students to leave some things and then working with packing, shipping companies, storage companies to reunite students with their belongings, you know, at a later point. So there were all of those logistical pieces in place. But I think the first one was just kind of to offer support when folks were caught in this moment, like oh, my gosh, I've got to leave campus. I have to figure out the situation. What if I can't leave campus? That's

when we began to think about it's just not a one-size-fits-all solution for everyone.

Some folks had the means and had places to go, and others didn't, so we needed to be responsive to that. So even though campus was for the most part vacated in March, throughout the summer and throughout the spring we had upwards of 170, 200 students who were still with us on campus and receiving support that we allowed to stay. So those are the types of considerations that we'll continue to make. But as Vice Provost Pedro said at the start, things are changing drastically and can change within a week. It's our job to make sure we've always got Plan B and Plan C in place, and knowing it's going to be tremendous upheaval and disruption for everyone, you know, if that rainy day scenario comes to pass. What we are working on now is being prepared for that and making sure that we have those support systems in place.

>> BOB SELIG: Thank you, Dean Dickey.

>> ROCHELLE DICKEY: Thank you, John, Pedro, if you have anything to add.

>> PEDRO DE ARAUJO: I know from an academic standpoint, I know there were some -- the anxiety was also about how am I going to complete the block? How is it -- what's going to happen? Right, if

something disrupted mid block and I have to find a way to leave or whatever, so there's disruptions to the academic calendar.

One of the things that we have in place is, number one, our faculty are very accommodating. That's number one. And they have been -- it goes without saying we didn't have to let them know that they need to be even more accommodating next academic year. They are the ones telling us, right, that we should be more accommodating, right, in terms of the way that we deliver our academic calendar, our academic curriculum, keeping, though, the same rigor. Right? And that's really what's key here.

But for students in periods where there's some sort of students can't perhaps finish the course or anything like that, we do have policies in place that would allow students to either finish that block later on, right, get an incomplete grade or something like this. There is the possibility that students can choose their grade track, right, all the way up to the last day of the block, and this policy will be in effect for the next academic year. So students will be able to go all the way to the end of their block and choose their grade track, either for a grade or for pass/fail, and that actually takes a lot of the anxiety away from a lot of our students, which is something you can't do at every single block.

Shannon is already looking at me. But you can -- at least for one class or so.

So I just wanted to make sure that we do have -- utilize the Hub. If there are any changes to our schedules that's not going to permit you to finish the class, talk to your professor. The college is going to be able to accommodate your academic process and making sure that you are still making progress towards graduation.

>> EMILY CHAN: And related to the flexibility that professors understand with the starting of the class and some of you may be moving at the beginning of the course and some of you may be moving at the end of the course, they are totally aware of it, and they are designing the classes so it can be flexible.

So for example, while most classes -- all classes will have a synchronous component, so there might be a video engagement perspective that is live that we can engage in small group discussions. There's also a lot that is asynchronous. You might be able to watch the discussion later on because it's recorded. Depending on whether there's a lecture in that class, if there is a lecture, you can do the lecture before or after. So communicate with your professors. They are all aware and making adaptation to students. Do not worry if you are moving when we

start or moving when we are ending the class or maybe on a particular Wednesday night that's the final evening you get to hang out with your little sister and your little sister really wants to crash in your bed with you and watch the favorite movie and you just can't turn that paper in. We want to honor your humanity first. Right? In that moment, email us as professors. Talk to us. Talk to mentors. We will support you because we do want you to thrive holistically, and we know you are making a lot of adaptations. So flexibility is something that you certainly will be able to expect from the Bridge Program faculty and mentors.

Let's see. We have a number of other questions. Provost Pedro, I wonder if you could -- there are two questions that are about our testing; right? The testing, the governor yesterday at the press conference talked about that the state is very delayed in turning around tests. Could you tell us a little bit more about the delays and how we are responding to this being a part of why we have the delay and what we plan to do going forward? Thank you.

>> PEDRO DE ARAUJO: Absolutely.

The first thing I want to acknowledge is the science between testing is ambiguous. What testing protocol should any college utilize that's going to mitigate risk? This is really what we are talking about. Our

scientific group is diving into that literature and providing a leadership information about what it is that we should be doing.

Because of that, of course, we are starting to have conversations about different strategies related to testing and related to not just testing but also mitigation, right, after -- after the testing because it's not just about testing. If this was one of those things where all that we needed to do was test everyone, the decision would be a lot easier. But this is not really what this is about. It's a plan for testing. Right? Not only upon arrival, but throughout, you know, a student's stay on campus. And then the mitigation piece. Right? What do you do after that? How do you maintain appropriate social distances? Is everybody wearing a mask? What are the guidelines? What are the protocols? How do we do contact tracing? So there's all sorts -- there's a lot of things that are in flux right now. Should we do pool testing versus everyone being tested? Should everyone be tested every week or a group every day? There are so many different options that we have to investigate, and plus, as we all know, still today there are some -- there are not only different types of testing, but also there is some delay in terms of how we can -- when we can actually get the results from testing. And this is something that there's a lot of conversation about that. If turnaround for tests

were very fast, we would have -- that would definitely influence our plans to be able to get students back on campus. But right now, I can tell you this is -- and Dean Dickey, please chime in here, as you participate in those conversations.

But this is something that leadership is still having conversations with our scientific group in order to make a determination of exactly what protocols we are going to be -- that are going to be in place. In fact, as I mentioned before, this is one of the reasons why we felt the Bridge Scholars should not be on campus by August 2. It's because we are still trying to determine exactly what that procedure is going to look like.

>> ROCHELLE DICKEY: And I think that's well put, Pedro, and thanks for that. And thanks again for emphasizing, you know, all the balls that are being juggled there in terms of, you know, the testing and the different options that are available.

You know, we are also really trying to learn as quickly as we can from what's happened with some of our counterparts. You know, United States Air Force Academy is here in town, as you know, and right up the road. So they tried testing everyone upon arrival, and you know, there were a few positive cases, and then there's more outbreaks erupting several days after that because testing when people arrive on campus

doesn't always catch everything. So you know, we are learning as quickly as we can, again, as Pedro said, relying on the epidemiologists and the experts among our faculty and working with our colleagues at El Paso County Health and keeping an eye on things. So just acknowledge when things are uncertain, I think that's probably what causes the most anxiety and frustration and just like downright anger, when people just don't know what's going on. And we do know that. You know, so again, trying to make the best decisions that we can, you know, about the safety and risk mitigation for our community, but just to echo again that's another reason why we felt we are just not ready on August 1 to have a lot of students coming back, and we need to be able to do the best by you and our other students that we can in terms of this. And working with leadership and doing our best to get those protocols in place and making sure that, you know, we do what's right for Colorado College and for our community.

>> EMILY CHAN: Great. Thank you.

There are a few logistical questions about move-in, so I want to make sure we take care of that too. So there are a few students, a number of students, actually, are planning to arrive in the regular first-year arrival period through the 13th and the 17th. John, could you,

again, maybe share with us a little bit more about how that might look like, you know, is everybody coming in at the same time or how many people per time slot? I think students are interested in how that protocol would look like.

>> JOHN LAUER: Yeah, so that's what I was referencing before in terms of signing up for a time during that four-day period. If you are not among the students who have requested and been approved to come in earlier than August 9. As we are looking at those traditional move-in days, we have a four-day period now, the 13th through the 17th, where people will be signing up for that process. And exactly what, Emily, you were inferring is that's intended to stagger that move-in.

Now, if those time slots for some reason you are trying to get a time slot that is really important for you to have and it doesn't appear that there's any time slots left, there again, you could email Bethany Grubbs with your circumstances. The intent is to be limiting the number of people coming in on any one day to right around 150, maybe a little bit less, so that we can, again, create an environment where people are reasonably able to keep social distance, not find themselves in an overcrowded circumstance. Of course, each day will have additional people there, so we will be working with those who have already arrived

to be respectful of those who are still having to navigate the hallways frequently with their belongings, getting into their rooms. So it is going to be -- you know, some people are curious, how do we begin to form community? Well, this is going to be one of the first ways that we begin to show our interdependence, show that sense of understanding of our fellow students as each day people are trying to navigate different kinds of circumstances. People that checked in the day before will have empathy for those that are going through that process the next day, but each day the communities will get more and more folks. But the staggered timeframe that is we will be asking you to sign up -- timeframes that we will be asking you to sign up for is to limit the number of people that are physically trying to move their things from their vehicle or however they got to Colorado Springs and into their rooms with the assistance of the new student orientation workers and the RAs. But the intent is to try to make that process as safe and smooth as possible, and that is why we are asking people to again reserve those times. But as in any circumstance, if all of a sudden it's looking like for this reason I need to be here at this time, but it doesn't look like I can do that, send that email over Bethany's way, and she and her team of professional staff will work with you to make that accommodation as

needed. But it is. It is a process of a handful of folks each hour trying to get into each hall so there's not overcrowding.

>> EMILY CHAN: Thank you, John. A number of students asked -- and John, you referenced that there is spacing out of the moving-in slot. And the consideration of why, then, have 130 more people moving in in a smaller window? Why is that a net benefit to pandemic response? So again, taking a little bit more of the epidemiology answer to it is, of course, the number of people who pass through the doors to do the move-in is certainly one risk factor. The more people in the same space at the same time the higher the risk. But also the other thing that Provost Pedro was referring to is that we also want to ensure that we see a clearer landscape in El Paso County in terms of our testing response and other protocols, and a lot of movement is happening right now. And actually, even for those colleagues with young family members in public school, they are still changing the start dates of public school for very similar reasons, right, to look at how -- when would the boosted response in the city with testing and et cetera be ready so that then we can get everyone back in school? So delaying the arrival is also a part of allowing all of us collectively to have more bandwidth and resource to

support anyone who may get sick. And so delaying is certainly not so that we have more people moving in at the same time. But we added a day, so actually, from a net density perspective, I think we added a day and a half, so we have not made the move and density any higher than before. So we are giving the college and the city coordination more time to have a really tight response, and we didn't increase the density. So I hope that answered the question about the concern about having more people move in during those days.

Let's see. I think there are questions -- this might be a small, just a quick question. John, you mentioned earlier that there are some people moving in on the 21st, so there was just a question of who is moving in on the 21st? Because obviously, these are not -- neither Bridge nor first-year students.

>> JOHN LAUER: I am not recalling that. If I said it, maybe that was in error. I mean, the move-in dates are the 13th through the 17th. It is possible we maybe have approved a returning student or an NSO worker or somebody who may be coming in a bit later, but the move-in dates for our first-year students are the 13th through the 17th, and then of course, we have already been discussing the exception process for some early arrivals. And then it was even referenced that we do

currently have 58 students living on campus with us who will be remaining with us on campus throughout the process and then relocating to their academic year spaces. So apologize if I said the 21st. The move-in dates are the 13th through the 17th, those four days.

>> EMILY CHAN: Thank you, John.

Shannon, we have a number of questions related to finances, and I wonder if you can help us.

So it's about if we change to online and people need to go home, does it affect financial aid, because it does impact if they are on campus or not, how does tuition and housing, room and board, factor into that?

There's another related financial aid question about if we do ask for emergency funds for, you know, this time emergency or if there is a future emergency, what's the timeline for disbursement of those funds? How quickly? Do we need have a receipt first before we get the money? What if we can't make the flight purchase before we get the money? So big picture and then also specific things. Thank you, Shannon.

>> SHANNON AMUNDSON: Yes. Thank you.

I will take the emergency fund question first. So we do meet, as John said, weekly, and our goal is to turn those around as quickly as possible. As entering students, you likely don't have direct deposit set

up yet, and so I highly recommend once you arrive on campus you set that up. That is our preferred method of disbursement. It's quicker, it's easier, you don't have to go find a bank to cash the check. So once you get to campus, direct deposit will be the goal. If you are requesting emergency funds right now, if it's approved, they will be asking you to fill out the direct deposit form to deposit the money into a bank account so that you don't have to wait for mail time. All of that slows it down. They only -- cutting checks, mailing it out takes a lot longer. So be prepared for that if you are putting in a request.

As far as maximum amounts, minimum amounts, do you need a receipt, documentation of some variety. If you need to change a plane ticket and it's going to cost you an extra \$200 because of the change fee, most airlines are offering free changes to tickets, but if you have those fees and you can screenshot that that's what they want to charge you, if you can't afford it on your own, and send in that documentation to the emergency request email so that they have that, you wouldn't necessarily have paid it up front, but that's what it's going to cost you. So things of that nature. It doesn't have to be a receipt, but some sort of where are you coming up with your number. Right? If you are go to go ask for hotels, that should be easy to document that kind of thing.

As far as room and board and if we have to go fully online, the answer is -- and we do have a QA page on our Financial Aid website. It's the first thing in our Financial aid menu. We are updating that regularly. Please be sure to check that. We are going to share that FAQ page with our Student Accounts Office. Many times students don't know if it's a financial aid question or student accounts question, so we are trying to make it easier for families to know where to look.

If we go online, financial aid will be adjusted for the cost that isn't being charged. So right, if you don't have expenses to live on campus, we will adjust the financial aid because we have to use a different cost of attendance budget. We can't justify cost of attendance from a federal perspective if you don't have those costs. And so aid would be adjusted. No idea yet what that exactly looks like, right, if it's two blocks and we are adjusting room and board by \$2,000. If we are adjusting for a whole semester, right, as Pedro said earlier, our goal is to have students on campus for the year. That's everyone's goal. Nobody wants to have to do what we did in March and send people home. So I don't have exact numbers for that because it would depend on when it happened and what that would look like.

>> EMILY CHAN: Thank you, Shannon.

The next -- let's see. On the note of, you know, if things change to online, how would we respond, with Shannon, you talked about the financial side of it, and I see that Provost Pedro has also responded by text in the typed-out section, the information on how would decisions be made or how would you, as students, find out what classes are online and what will be hybrid, what will be flexible, which means it could be both hybrid in person as well as completely online, some classes are like that, so do follow the typed-in answer about the class formats.

There's one question in here asking about how do we sustain student community if we do end up either going more online or just totally online, and maybe I can start answering a little bit from the bridge perspective, and I wonder if, Dean Dickey, you can also help me talk about what are ideas and plans that we already are making that in case we need to go more online, and actually, there are students who will be enrolled with us as CC who cannot come back this fall; right? So we are already doing things to engage those students who are doing the semester completely online.

So I will start with the Bridge program. So just tiny example. The mentors and I, we were meeting, talking about how do we build community, and one of the places where we build community is that we

share meals. Right? We sit together, eat, and get to know each other. So the mentors had this wonderful idea that we should get some Door Dash coupons, so we can sit together, share similar kinds of food, and be talking about the class and questions. So that's just one of many examples that the mentors are actually working on, how to create that online community. And I wonder, Dean Dickey, would you share maybe some other ideas about how new students can build community, even in the online setting?

>> ROCHELLE DICKEY: Uh-huh. You know, I have just been amazed at the resiliency and creativity of our students, you know, particularly as we had to pivot back in March and if to remote then and there was that concern as well, how to you maintain communities, and certainly as new students coming in, you are thinking well, first of all, we've got to build our community. So how wonderful that you are coming in as a cohort, you know, with the support of Dr. Chan and others here on campus, you know, and those ideas that you mentioned, Emily, sound fantastic. You know, some of the ways that we have been able to build community, when we are here in person or having folks be able to get to Warner Center, to do grab-and-go arts and crafts, to visit the food pantry, and of course, if we are going online, that remotely, that presents

a challenge if we can't have folks coming here. But going back to what I said, I know we will have some students who will remain on campus. Again, I want to assure folks that if we've got to basically shut down and go remote, that we'll continue to offer those types of support services, knowing we will have students who won't have any place else to go.

The weekly meetings, the creativity, the getting together, I know that outdoor ed was doing one of their most popular events they did in spring was sort of a camp-in. Just as Emily mentioned, people got Door Dash coupons and had meals together, folks had this interesting sort of in your long-term sort of camp-in thing where people built pillow forts and read stories and they arranged even for students who were here in town to have, hey, we are sending over things so that people can make s'mores. So still those creative ways to get together.

I know our Director of Jewish Life, I was just noticing today that they've continued to do their Shabats every week online. Our Native American student union has continued to hold weekly meetings via Zoom, you know, throughout the summer and the school year. So you know, those communities are definitely maintained, and we do what we can to support those.

It's really, I would say, a combination of some activities and things

that the college will offer. You know, again, I mentioned things happening over block break, and again, we still did those things virtually as well as in person. There was even a virtual tour of the zoo or virtual tour of Garden of the Gods. So still try to go do those things. And again, we were amazed at what students were coming up with on their own that we were able to support. One of our aa capela groups on campus were learning a song and coming back together to sing that. Those are ways to build community as well. Again, I can't emphasize that we know how important those support systems are, so in addition to those sort of fun relationship-building things, again, to make sure the services were there and our students are still using our wonderful counselors and being able to hold those appointments online as well using resources in the wellness resource center, the Butler Center. So the services are there. You know, we don't shut down. If the college shuts down and we are doing remote, our intent -- and I am glad that we had that practice doing it back in the spring, although it was unfortunate that we had to sort of pivot there, but at least to be able to have that experience to say here's what we were still able to offer to make sure that we've got those resources available for students and still help students figure out a way to have fun and celebrate and have some joy together.

And so that's what we'll be doing if this happens again, and we've got to say we are going to be remote, you know, later this year.

>> EMILY CHAN: Thank you, Dean Dickey.

So this is 2:31 right now. I do want to wrap this up because I know both students and colleagues here might have a 2:30 meeting that you need to run to. But I do want to -- let's see. Questions are still coming in. Thank you. And some of them -- so there are a few questions about financial aid. Right? About how do we accept our scholarship? If we have accepted our scholarship and then we become part of the year no longer residential, how do I handle those disbursements of the financial aid? Do I get some of the housing as a support, et cetera, details like that. I encourage you to write to Shannon's team in Financial Aid and also check the FAQ because a lot of -- this certainly is a question that affects a lot of us way beyond those of us in the Bridge Scholars program, so do check that FAQ and reach out to Financial Aid colleagues, and we'll get you the answers.

There are some more questions about courses. What about field trip classes? What about lab classes?

If we are remote, what will they look like? What about studio classes?
I am a dancer. I am a theater person. How do I do my theater classes?
Again, you get more information about that later on, when the information is posted about your particular class. In general, if we can be a hybrid class, that there are in-person components, some of these experiential learnings will still occur in socially distanced, low-density formats. And then if the course is only offered remotely, there are lab components, actually, that we have already done some of those, lab components that are done remotely. There are remote chemistry experiments. Some things can't be done. Some things you do need to be in the fume hood, we can't send you home with the chemicals. There are adaptations of that. Including this summer we have a full dissection of human anatomy class in both Block A and B. So for particular information about what your class might look like once you know what class you are in, certainly check with the professor. Certainly check with the department. You will get more information.

And also if you go on the College's COVID website Paige, you will get a lot of the FAQ in that space too.

But to end, I'd like to actually maybe invite all of us panelists to help us answer the questions about communications. Right? Again, one

of the things when we are dealing with crisis, whether it's oh, dear, what is the state going to tell us tomorrow, we don't know? All the to students, as new students especially, oh, I don't know. Is the other shoe going to drop tomorrow? How do I know that the College will be really focused on transparency, really focused on proactive communication? Can you tell us how in leadership we are really thinking about that communication strategy?

>> PEDRO DE ARAUJO: I can try to take a stab at it, then Dean Dickey can maybe chime in. This is a tough one, and I am going to be very straightforward here. This is probably one of the most challenging times in terms of making sure that we are communicating effectively simply because we don't have control over the variables, right, that we need in order to make certain announcements. So things are changing as we are making announcements. So it becomes incredibly difficult to constantly -- and then at the same time, we don't want to constantly flood everybody's mailbox with updates that may happen every single day.

Now, this is not an excuse; right? Could have done better in terms of communication. Of course we could. I think every institution could. We are still learning. We are learning about this since March. Having

said that, I think the College did put in place many town halls. We are putting this particular information session, you know, thanks, Emily, for kind of organizing this within like 12 hours. But we anticipate doing more of these things more often. Right? Because we anticipate the landscape changing. We anticipate things, announcements that may have to be made within weeks, within months. Right? And therefore, we need to make sure that we are adaptable to be able to inform when these things are happening, and sometimes the best way to do it is having these types of forums.

I also encourage us, we try to make our COVID page as updated as possible with our frequently asked questions, and those things are changing on a daily basis, so I encourage everyone to kind of check that, not just once, and continue to ask those questions. So that the question will be answered. Some of these unanswered questions here, we are going to try to do our best, for example, to answer them. So this is kind of like what the strategy is. I wouldn't be able to tell you, this is the college strategy in terms of how we are going to communicate because I don't know what we are going to be communicating in a couple weeks. Right? So it becomes very difficult to build that strategy. However, we do have a commitment to make sure that we, like I said, hold these

events and that we try to answer questions as fast as possible.

>> ROCHELLE DICKEY: That was great, Pedro. I really have nothing to add to that. Thanks.

>> JOHN LAUER: I will say -- and Pedro was referencing this -- we are -- you are about to join a community that is about lifelong learning, and we are among those learners. And we've been learning through this process quite a bit, and I know there's been a lot of questions about what if we have to shut down again and some things. I will say a couple of things. One, in the spring, it's important to remember that we all, as a country and as a globe, we were very much in a preventative mindset. We were trying to prevent exposure to the virus. And we were also functioning in a timeframe right around a time that is traditionally around a time of great travel, spring break, so certain things happened in that context, and those circumstances are unlikely to happen exactly that same way.

As we enter the fall, many of our decisions will be predicated on a notion of containment. Right? The virus is definitely among us. We might be facing a circumstance where we are trying to contain an outbreak or contain the virus, and we may have to make very different decisions, and it may or may not coincide with the time of a natural

break, like fall break or winter break or various kinds of things. So context is very important.

And I know there are a lot of questions about testing, and it is important to remember that testing is just one of the elements of the risk mitigation process. We do have a contract with a local medical provider, UC Health. We also have another national healthcare provider, Optum, that provides our health services in our student health center. They will be working together. There may be a need for additional contracts with testing agencies as the State of Colorado assesses its incoming elements. But do remember that testing is one element. And social distancing that we've been talking about is critical. Our own self-monitoring of care as faculty, staff, students, and paying attention to our own bodies, knowing if something is not quite right, and then thinking about what decisions we might make in terms of how careful we are in our interactions, our washing of our hands, our being very conscious of any kind of cough or sneezing that we might do, and the use of masks. Masks get a lot of attention because it's very visual, it's very easy, but there are all these different kinds of layers. But for those of you who have been asking, do we have a contract with a testing agency, we do, UC Health, University of Colorado Health Services is contracted to do our testing. But as Pedro

has referenced multiple times, the actual testing strategy is constantly under evolving circumstances as it relates to usefulness of particular ways of doing those testings. So that is still under evaluation, as Pedro's made very clear.

But we are trying to communicate as best we can, and I am grateful to have been a part of this conversation with you.

>> EMILY CHAN: Great. Thank you.

Would panelists like to add any more information at the end? I see just quick questions coming if. How many times are they going to be on campus? I think that must be in relation to testing. We are going to have testing on campus, so we are not sending you off to a hospital or clinic anywhere. They will be on campus. They will be here full-time. So access is easy for students.

I see a repeat question of why don't we just all go completely online if there are risks? And I think, you know, you all applied to come to CC. You apply to small liberal arts colleges because you value this in-person experience, you want to learn in small class sizes. We believe, as John talked about, that there are multiple risk mitigation strategies that we are using. Testing is one. Behavioral modification is one. And so we are doing masking, we are doing distancing and other administrative

processes. We believe that we can manage the risk so that you don't have to start the whole semester remote for most students. But of course, for the students who, for them, starting remote is the right way, for their family starting remote is the right way, we have the flexibility for that. But we right now do believe that given the tools available to us, we can start on campus and, hence, we seek your partnership in making it happen with wearing masks and not going to, you know, surprise 40-person parties when nobody is social distancing. And supporting us with contact tracing. So all those good things we need to do together so we can have this academic community together in the fall.

Anything else panelists want to share? So we look forward to seeing you, some of you, on Zoom only, and then some of you definitely in a distance way on campus. As questions do come, after we close this session and come to us by email, we will reply to you individually. And again, you know, write to all of us. Write to your mentors and professors. We are here for you. So thank you.

>> ROCHELLE DICKEY: Thank you.

(End of session, 2:42 p.m. MT.)

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