


THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

BAKERSFIELD

March 10, 2020

CHANNEL ISLANDS

MEMORANDUM

CHICO

DOMINGUEZ HILLS

TO: CSU Presidents
CSU Vice Chancellors

EAST BAY

FROM: Timothy P. White
Chancellor



FRESNO

FULLERTON

SUBJECT: Guidelines Governing Decisions to Alter Course Delivery
Modalities and/or Campus Operations Due to Health Emergencies

HUMBOLDT

LONG BEACH

In times of crisis and emergency the California State University vigorously protects the health and safety of our faculty, staff, students and guests. During such times, CSU benefits from the ingenuity and commitment of our leaders, faculty, staff and students to minimize undue disruption to our core educational mission and the ability for students to make timely progress to degree.

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

CSU also benefits when instructional and academic advising continuity plans are in place, and when faculty and academic leaders encourage and support the development of alternative delivery mechanisms “just in case”. If an epidemic or pandemic is on the horizon as is the case now, and well before a campus may need to initiate the process described below, campuses can begin reviewing, adapting and testing these plans to the specific circumstance that is arising.

NORTHRIDGE

POMONA

SACRAMENTO

In fulfilling our primary commitment to students, with any necessary adjustments to instructional activities, academic advising and/or campus operations we should endeavor that our continuity plans minimize negative impacts to students.

SAN BERNARDINO

SAN DIEGO

Clearly in an acute emergency such as fire or seismic event, violence or active shooter, etc., existing initiation of Emergency Operations Center (EOC) will dictate campus lockdowns, closures, and other appropriate actions. EOC procedures are already well guided in this regard by policy.

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

In the situation of a serious health crisis that challenges human well-being at scale, decisions to reduce, modify or cease operations are not made lightly. There are two principles that will guide such decisions:

SAN MARCOS

SONOMA

- A combination of findings, advice and/or direction of the campus health and specific local community public health departments; and

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- Local circumstances (including but not limited to prior or imminent decisions made by local schools, colleges and universities, municipalities, medical facilities and prominent employers among others).

These two principles may prompt a campus to seek a temporary reduction or alteration in operations, such as delivering as much of the curriculum and academic advising as possible through non-face-to-face modalities (i.e., through a wide range of alternative teaching modalities using technology to deliver instruction and interact with students). In extreme cases there may be need for partial or total campus closure for a period of time.

The President in consultation with the Chancellor and CSU leadership may decide to initiate this process. The President should be prepared to provide a factual executive synopsis of the totality of compelling circumstances during consultation with this group. If time allows, Presidents are advised to have consulted with the leaders of the campus senate, ASI, and labor in coming to this decision. Following consultation and reaching concurrence with the Chancellor and his/her senior staff, the following protocol should be followed (absent unique circumstances jointly recognized by the Chancellor and President).

1. In-person instruction and advising should pause for a limited period - generally two to four days - while faculty and administration work on campus to focus on the final details of converting to non-in-person based instructional modalities and advising. Courses already being delivered in an online format or other non-in-person manner should continue without disruption.
2. During this temporary two to four-day cessation of in-person instruction and thereafter, unless otherwise directed staff should also be on campus for support of on-going operations and to plan for continuous operations during the crisis (that may include remote work by staff as needed and where possible).
3. Advance and on-going communications of these decisions, actions and progress are vital on and off campus, including with local K-12 school, regionally situated college and universities (four-year, community colleges) and government officials.
4. Campus communications regarding details of a significant change in course delivery and advising modalities, or of partial to complete campus closure, should prominently describe contextual information of the uniqueness of the circumstance at hand, to explain why other CSU campuses may be responding differently to the same crisis.
5. Based on the local circumstance and timing of the interruption/alteration of course delivery and advising relative to the academic calendar, a bridge plan for alternative modalities should be put in place with a likely life-span of two to four weeks, and renewable/extendable on a rolling basis. Additional consideration and adjustments will be necessary if the interruption extends into final examination periods.
6. As soon as feasible, planning should start for the transition back to pre-crisis delivery of instruction and advising.