

**THE UNIVERISTY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of May 12, 2020**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate>

Approved @ FS on 08/18/2020

**Summary of Discussion**

Note: The taped recording of this meeting is available in the Faculty Senate Office or in the University Archives

**President Brakel:** Welcome to the first Faculty Senate meeting in the summer semester. At this time, I will ask our Faculty Senate Executive Secretary Mark Templin to call the roll.

**Present:** Ali, Anderson, Bailey, Barnes, Bigioni, Brakel, Case, Chaffee, Chaudhuri, Chou, Coulter-Harris, Day, de la Serna, Duggan, Duhon, Edgington, Elgafy, El-Zawahry, Garcia-Mata, Gibbs, Giovannucci, Gregory, Guardiola, Hall, Harmych, Heberle, Insch, Jayatissa, Kistner, Koch, Krantz, Kujawa, Lawrence, Lecka-Czernik, Lee, Lipscomb, Longsdorf, Metz, Milz, Modyanov, Molitor, J. Murphy, L. Murphy, Mohammed, Niamat, Nigem, Oberlander, Pakulski, Pattin, Perry, Ratnam, Reeves, Smith, Stepkowski, Steven, Taylor, Teclehaimanot, Templin, Thompson-Casado, Tiwari, Topp, Van Hoy, Wedding, Weldy, Welch, Zietlow

**Excused absence:**

**Unexcused absence:**

**Senator Templin:** We have a quorum.

**President Brakel:** Thank you. First off, I want to apologize to you for receiving multiple WebEx invitations from me yesterday. Obviously, there were some issues there, but got everybody here. You have today's agenda before you, I'll entertain a motion to adopt this agenda.

**Senator Chaudhuri:** I move to accept.

**Senator Kistner:** Second.

**President Brakel:** Thank you. Is there any discussion? Hearing none. All in favor put, 'yes' in the checkbox. Any opposed? Any abstention? *Adoption of Agenda Passed.*

**Faculty Senate Executive Committee Report:** The Executive Committee met on May 1<sup>st</sup> to discuss three issues. The first was to determine what feedback members had received regarding the budget presentation. The FSEC had received very little feedback at the time of that meeting. As you are no doubt now aware, ... is working on submitting the budgets for their respective colleges by this Friday. Additionally, you have heard about furloughs, lay-offs, and salary cuts for non-AAUP staff which have also impacted faculty primarily on the Health Science Campus. We have received concerns from those faculty and am representing those concerns through proper channels. We are also investigating whether there is, or is not a firewall between the University and UTMC.

The FSEC also discussed summer meetings as to when they should be scheduled. It was decided to keep them on Tuesdays at four o'clock and try to limit the time to one hour. Again, we are not going to meet every other week, it is just as needed. We would only meet if necessary. We believe the timing of today's meeting would be appropriate because of the submission of the university's reopening plans to Governor DeWine and to address the point of order that was raised to Parliamentary Mark Templin. As you've heard the announcement yesterday, Utoledo plans to have face-to-face classes this fall. Today's presentation

will provide you the opportunity to hear those plans in more detail and to discuss concerns that you may have. Mark Templin presented the point of order concern to the Executive Committee. And after discussion, [it] was instructed to provide the Faculty Senate with the document that presents those issues so that Senate can decide how it wants to proceed. You received that document last Friday.

During the course of our meeting, the Utoledo Board of Trustees returned from their executive session and we listened to the closing remarks of that meeting. As you are now aware, the Board of Trustees has hired an outside search firm to identify potential interim president candidates, which the Board of Trustees then hopes to name an interim president sometime in June.

I also attended the Finance and Strategy meeting last Wednesday and the President's Advisory Committee meeting on Thursday. There were no major differences between the presentation at the last Faculty Senate meeting and presentation at the Finance and Strategy meeting, with the exception that the Finance and Strategy meeting presented the assumptions for the fiscal year 2021 budget and a clarification of the \$35M federal stimulus that was previously presented three times on the cash flow chart. That stimulus money is actually a onetime payment of \$35M of which about \$13.4M is divided between student aid and the university's budget. The remainder is for the hospital budget as related to the Covid crisis.

At last Friday's Ohio Council meeting that Senator Ainsworth Bailey and I attended, we heard from Ohio Higher Education Chancellor Randy Gardner in which he discussed budget concerns. He indicated that the fiscal year 2021 budget will have additional cuts to higher education. The \$2.3B federal stimulus money that the state received from the Cares Act was highly restricted and he encouraged faculty to contact the federal congressional representatives to pass legislation that provides the states more flexibility on how to utilize those federal stimulus funds.

That concludes my report. Does any other Executive Committee member have anything that they would like to add? Hearing none, we will now move on then to the next item on the agenda, which is some parliamentary considerations. I'm going to turn it over to Dr. Mark Templin to present and discuss.

**Senator Templin:** Thank you, President Brakel. The Executive Committee put together what turned out to be a five-page document, describing the context, the parliamentary explanation, and some excerpts from the Constitution and Rules of Faculty Senate. Basically a question was raised about the votes to extend the terms of office of Executive Committee and to reelect President Brakel, whether those were constitutional or not. So I've got some things in there talking about basic parliamentary procedure. In essence it boils down to, in our current Constitution there is a description about the Executive Committee, which talks about some of the election procedures, and that is Article IV in the Constitution. Then it also talks about the much the same stuff in the Rules, which as I've said, makes things ambiguous. Now, where I would come down on it as I've said in this document is, historically for many years, things that relate to how frequently Senate governs itself are bylaws issues, not constitutional issues – that is where my guidance goes. But, it is ambiguous. When you have ambiguity you turn to Article XII of the Constitution which says Faculty Senate is free to interpret the situation as it chooses and then by majority vote, decide which way they want to go. So, if Faculty Senate in its wisdom feels that it was unconstitutional of the actions of April 28 then it should vote on the constitutionality. And then, I suppose number six under Article VI kicks in, which is how you remove officers. So that would remove the officers and with the exception of President Brakel, who would be past-president and the new president-elect because those would have been done using the traditional procedure. But, for everybody else then you would just have a new election. Or Faculty Senate could just say no, these are bylaws issues, we changed our bylaws with a vote, which is what you are supposed to do according to Article V of the

Rules, and we will just continue on as we are until the fall. So, that is it as quickly as I can layout the issue.

**President Brakel:** Are there any questions for Senator Templin right now?

**Senator Molitor:** So if it is the Senate's desire to keep things as we left it at the end of the academic year with extension of the terms of the current Executive Committee and the re-election of President Brakel, what would be the process? Do we have to issue a motion?

**Senator Templin:** I think you would move to reaffirm the actions of April 28<sup>th</sup>, considering them as bylaws issues and if Senate votes the majority on that, then Senate has interpreted its constitution. If on the other hand, you say, now, this is a constitutional issue, then you would have to make a motion going in that direction.

**Senator Coulter-Harris:** If there are no other discussions, I move that we reaffirm the actions that the Faculty Senate took on April 28<sup>th</sup> to continue what we had already said what we wanted. So I am moving to reaffirm. Thank you.

**Senator Wedding:** I *second* that.

**Senator Templin:** We have a motion and it's been seconded. Any discussion?

**President Brakel:** Senator Templin.

**Senator Templin:** Yes?

**President Brakel:** I just want to say that I am going to be abstaining from this vote. I will do whatever the Senate pleasure is. You know, if you want me to continue as president, that is fine and if you want to reelect somebody else, that is fine too, and have me move into the past-president role. Whatever Senate wants me to do, I am willing to do that.

**Senator Molitor:** I am satisfied that we are not exceeding our constitutional authority given Senator Templin's explanation. However, I just would like to know if there is anybody on the Senate who does believe that we exceeded our constitutional authority, and if so, I would like to hear that side of the argument.

**Prof. Humphrys:** President Brakel, this is Mary Humphrys. I am a guest.

**President Brakel:** Yes?

**Prof. Humphrys:** The concern I have is that the old Senate voted; the previous Senate did voting on you remaining as president, and if I am not misunderstanding anything, I believe today's meeting is of the new Senate. So, is that an issue that you are basically undoing? Are you using a different Senate to vote on something that was voted on by the previous Senate?

**President Brakel:** First, you are right, this is the 2020-2021 Senate that is meeting today. So I will turn it back over to Senator Templin.

**Senator Templin:** Thank you, that is a great question. So what happened was, President- Elect Hammersly in fact resigned during the old Senate. Now, if you look in the rules it says 'upon resignation, regardless of the reason, an officer [who is] vacating their position, there is a new election that needs to be held. Now the previous Senate has to do that because they are always electing someone for the next senate. So, there is nothing untraditional about electing a new president-elect. The part that is sort of

against tradition is reelecting a sitting president to come back in as a president-elect. Now, the Constitution and the Bylaws specifically say if you are past-president you cannot go back and be a president-elect, but within the old Senate President Brakel is not the past-president, he was the president. So it is a constitutional fine line, but it is nonetheless. The fact that somebody was elected to replace Jeffrey Hammersley, that was proper; that would have been normal course of procedure for the old Senate to do that. Now, as President Brakel is indicating, if you don't like the outcome of that with him being president for now, then that is when Article VI, number six kicks in. The current Senate can say, now, let's have a new president and far as I can tell, that is completely according to the bylaws as well. So basically whatever the current Senate is, the current Senate gets to decide whether it keeps its officers or not, and that is just how the documents are written; you can vote me out right now if you want.

**Senator Anderson:** I have a question. If we would have not voted President Brakel in the new session, wouldn't he become past-president and then he would not be able to serve?

**Senator Templin:** Right.

**Senator Anderson:** So I mean it is really a good thing that the old Senate did the voting, and just need to reaffirm it with the new Senate.

**Senator Templin:** Right, or like I said, if you think two terms is more than anybody should have then you are free to thank President Brakel for his time and vote him out and vote somebody else in. It can be either way.

**Senator Anderson:** What is the motion we have on the floor right now?

**Senator Templin:** The motion we have on the floor right now is to reaffirm both actions taken on the 28<sup>th</sup> of April.

**Senator Giovannucci:** I have a question, Senator Templin. There seems to be two issues here perhaps. One is President Brakel's reaffirmation or not, and the other is the question for the representatives to the Executive Committee. Should those be considered separately or is this being considered just as a whole?

**Senator Templin:** Senator Coulter-Harris could view that as a friendly amendment, and we could split it into two votes.

**Senator Coulter-Harris:** I agree with that.

**Senator Templin:** Okay. Then, what I recommend is to take the, well, the first issue was the reason for extending the terms of the Executive Committee. So, that should be the first vote, and then the vote on president would be second. Does that seem reasonable?

**Senator Coulter-Harris:** Yes.

**President Brakel:** Senator Templin, does Senator Coulter-Harris need to withdraw that first motion and then re-motion?

**Senator Templin:** Well, I think it is clear that it is to reaffirm the first, which is the extension of the Executive Committee term through the summer. Then we will have a separate vote on reaffirming you as being elected president for the current Senate.

**Senator Coulter-Harris:** Should I make the motion again?

**Senator Templin:** Sure.

**Senator Coulter-Harris:** Okay. Alright, so I move to reaffirm the actions of April 28<sup>th</sup> regarding the reelection of Dr. Timothy Brakel as the president of Faculty Senate.

**Senator Wedding:** Second.

**Senator Templin:** Okay, and you want us to do the Executive Committee both first Senator Coulter Harris?

**Senator Coulter-Harris:** Yes. Should I make the motion for that also or should someone else?

**President Brakel:** Do you have one motion on the floor right now?

**Senator Coulter-Harris:** Yes.

**Senator Templin:** Let's take the president issue first before we confuse ourselves.

**Senator Coulter-Harris:** Okay.

**Senator Templin:** So, if you are in favor of reaffirming the action made on April 28<sup>th</sup>, put 'yes' in the column.

[senators casting votes]

**Senator Templin:** It looks like we had a lot of yesses, but only the meeting host knows for sure.

**President Brakel:** Yes. It puts me in an awkward situation.

**Senator Templin:** Yes, it does.

**President Brakel:** But that is what I noticed that in the scroll as it was going by, it seemed to be overwhelmingly 'yes.'

**Senator Templin:** Any abstentions?

**President Brakel:** I am going to abstention myself.

**Senator Templin:** Yes. It appears as though it passed, at least that is what it looks like to me because it was way more than thirty yesses going by.

**Senator Molitor:** I can go through the chat box.

**Senator Templin:** Okay.

**Senator Molitor:** It looks like they were all 'yes' and it looks like we have a quorum.

**Senator Templin:** Alright, so that motion passes. *Motion Passed.* Dr. Timothy Brakel was reelected as President of Senate, AY2020-2021. The second motion is to reaffirm the action of extending the term of the Executive Committee.

**Senator Coulter-Harris:** That is correct.

**Senator Ratnam:** I have a question.

**Senator Templin:** Okay.

**Senator Ratnam:** You have two slots of the Health Science representatives and I wasn't sure if both were filled, because according to Dr. Giovannucci, there was an email saying they have to be filled. I think he was one of them and he had thought of nominating me.

**President Brakel:** Currently Temeaka Gray is the other representative for the Health Science Campus. When the Senate does elect the replacements, if you decide to do that this fall, then you would at that time decide who your two representatives are from the Health Science Campus.

**Senator Ratnam:** Okay.

**Senator Templin:** Okay, any other questions?

**President Brakel:** There is one question here in the chat box that Senator Jayatissa is asking. He wants to know who else is on the Faculty Senate Executive Committee.

**Senator Templin:** Well, there is myself, and Ainsworth Bailey, and Linda Rouillard (I guess) as past, Past President now.

**Senator Molitor:** I thought the Past President was going to step off. Is that office going to be vacant or are we going to keep that office? This was a question after the last meeting.

**Senator Templin:** What the parliamentary documents say is, if the past president vacates then the parliamentarian does the past president duties, so, that would be me I guess. It can be filled through the summer.

**Senator Molitor:** Okay, that is fine. And then Geoff Rapp wants to speak.

**President Brakel:** I saw that. If you want to speak, unmute yourself and then ask whoever's controlling the session at that time the question. Go ahead, Senator Rapp.

**Senator Rapp:** Thank you. So, is there a second motion that's been made? I am just kind of confused about where we are and what we are being asked.

**Senator Templin:** The second motion is in regards to the extension of the Executive Committee term. There was a question about will the carry over Executive Committee members be voting even if they are not current senators. The answer is no, they should not.

**Senator Rapp:** I can't recall whether this was action at the last meeting that the 2021 Senate took or 2019 Senate took; I am not clear on whether the decision was to extend the Executive Committee through the summer in light of the need for summer meetings, or to extend it throughout the next year.

**Senator Templin:** Both of these actions were taken in this year's Senate. The only action regarding this issue that the previous Senate took was to replace Dr. Jeffrey Hammersley with Dr. Timothy Brakel.

**President Brakel:** To make it clear, the recommendation that was voted on from the 2021 Senate was to maintain the 2019-2020 Executive Committee through the summer. Then the first meeting in the fall, the Senate would then vote to elect its officers for the Executive Committee when we are hopefully face to face.

**Senator Coulter-Harris:** We have not made a motion for that second motion yet.

**President Brakel:** That is correct.

**Senator Coulter-Harris:** So, would someone do that?

**Senator Wedding:** I'm sorry, what is needed, a second?

**President Brakel:** An actual motion.

**Senator Coulter-Harris:** Yes. I move to reaffirm the actions of April 28<sup>th</sup> regarding the Faculty Executive Committee through the summer. Is that correct?

**Senator Templin:** Yes.

**Senator Coulter-Harris:** So, I make that motion.

**Senator Murphy:** I second that motion.

**Senator Templin:** Any discussion of that motion? Hearing none, we can put it to a vote. Please vote in the chat box.

[Time Passed]

**Senator Templin cont'd:** It looks like everyone has voted.

**President Brakel:** That was overwhelmingly yes with at least two abstentions.

**Senator Templin:** Okay, Senator Molitor can confirm that for us.

**Senator Molitor:** Yes, at least a quorum of yes votes, and I counted two abstentions.

**Senator Templin:** Okay. Alright, it looks like both of those motions passed. *Motion Passed.* I turn it back over to you, President Brakel.

**President Brakel:** Thank you everyone for your consideration and revisiting that issue. As you've heard, the University announced yesterday that we are planning to resume with some face to face classes for next fall. At least last week there were six different scenarios that were on the table. Vice Provost Amy Thompson is going to bring you up to date on the latest there.

**Dr. Amy Thompson:** President Brakel, thank you very much for inviting me to talk to Faculty Senate today about our campus recovery planning. I will tell you that this has been a challenge, as you know. As covid-19 has been evolving over the past six or so months that we've been dealing with this issue. We learn more and more every day. If you've been following the news most recently, we are seeing issues that might be, perhaps childhood illnesses that are linked to covid-19. We've seen other issues, like hypertension and stroke. So definitely a complex virus that we will be dealing with for some time. I will also say, as we are really working hard on our planning process, that university provides really a unique setting for trying to plan for a pandemic. There was a study that came out of ...that said that the average college student comes in contact with five hundred different people on a college campus. We have lots of people moving around, have residential living on campus. So that really, I guess, makes us a difficult and unique challenge. I want to just highlight, and first-off, this is a draft plan – 'draft,' 'draft,' 'draft' underscore. This is something that we've been working on for a few weeks. It is based on subcommittees working together. We have an incident command structure that is working with our pandemic operations planning team, and I happen to chair that group. We also have lots of units across campus that have subcommittees that are working across their areas to develop pandemic planning plans. I know if you are an associate dean, we actually presented this plan to the associate deans to get some feedback. For some of you who were also at the meeting you may have heard this presentation, so I apologize if you are hearing it twice, but certainly we want to get feedback that you might have. Some of the challenges of the pandemic recovery planning is, what is our new normal? When we talk about wearing face coverage for

example, if we were back in fall, we have to think about a way we conduct our meetings such as being more virtual instead of face to face, we have to look at our social distancing measures, and how we maintain our physical space on campus to protect ourselves such as putting up physical barriers, like plexiglass, moving desks away from each other in close quarters, creating social distancing around campus – example, you can't have four or five people in an elevator, a closed space. We really don't know what is going to happen in terms of the various waves that we might see of covid-19 cases. I think today Dr. Fauci was testifying in front of the legislative body to talk about possible risks that we might see as we open up America again. Testing availability continues to be a question, although we are getting better and better at being able to provide those. The question becomes how rapid we can get the response to those tests. I will tell you that at UTMC they are typically seeing those tests turnaround in eight-hour time. Some of the community setting where they are doing testing, it still can take three, four, or five days. On the horizon is a rapid test that might come into play. We've also heard a lot of discussion in terms of antibody tests and what that means, and again, the jury is still out on that in terms of what that means if you test positive for antibodies, and how long. The WHO actually came out and said that there is no evidence right now to suggest that you cannot get covid-19 more than one time. So, all of those really kind of make this a unique challenge in terms of planning. But I want to assure you that maintaining the safety of our faculty, staff, and students is critical. We also realize that with any decision that is made there is a potential economic impact. For example, let's say that we start with our housing, like the number of people we can put into a residence hall, you know, that obviously affects our dining plans, it could affect parking etc. etc. There is lots of ripple effects that can occur based on some event we make. I want to be clear in my messaging on this, it is our intent in every way to be face to face in the fall. We need to do that. We want to do that. But again, to what extent are we face to face? A lot of this will be dictated in terms of what happens over the summer in the next few weeks – what does our curve looks like – so those questions are still up in the air. But what we have to be ready for, is to be able to pivot lots of different directions depending on the cards that we are dealt.

The recovery plan is based on five scenarios. The plan will assist units across campus with resuming activities and services. This plan was the framework from President Trump's Reopening America plan. He used five phases within that plan. We had hoped that Gov. Dewine would've used a similar approach, but he did not use the same phases. Although some of the things that we are doing are phased in in some instances, like you've been seeing with restaurants and retail stores. We are also following guidance by the Ohio Department of Health and the CDC. Our framework for our planning is based on framework of four main concepts. One is prevention mitigation – how do we reduce the risk continuity of operations? Two is continuity of operations. Three is continuation of quality course instruction. I just want to say, all of the faculty really have done a tremendous job on our campus and pivoting to promote it, and it is really outstanding work and we appreciate that. Within this plan are really considerations - looking at social distancing and protective equipment, face coverings for example, temperature monitoring and health assessment. In the majority of the scenarios that I am going to talk about we are asking faculty, staff and students before they come to campus to do a daily health assessment, where they would be taking their temperature. They would be seeing if there are any symptoms, making sure they do not have a cough etc. Also, testing, isolation, and contact tracing is a big part of what we're concerned with. We want to make sure everyone across campus knows where they can get tested. And again, what makes this so tricky is there is a 14-day incubation period where they would be taking their temperature. So, you might test negative today and tomorrow you test positive, and after you test positive, you could test positive for some time and there is a potential also being asymptomatic and passing the virus on. Also, we have to find ways on campus if somebody becomes ill or sick, particularly a student, that we can isolate them from others and that we are able to do contact tracing. So that in other words, if we find out a student is



on campus and is ill or sick, how can we go in and look at who they sat by in class or who they've come into contact with within the last couple of days when they were on campus - those become really important things. Also, the power to handle things like business travel and also the areas of hygiene and sanitation. So obviously, lots and lots of messaging on campus on sanitation, hands washing and covering your cough. I did put in front of you, these are the newest testing guidelines for covid-19, and you can see that there is now testing for people who are systematic, but hospitalized. For those individuals who may have symptoms can get tested for covid-19. There were some restrictions for some time where it would only be people that were going into a hospital and were very, very ill or sick, and this really loosened up a little in terms of those restrictions; and especially for those people that are either healthcare workers or first responders, or people that have underlying health conditions.

I want to walk you through these scenarios. I ask that you hold any question that you might have and we can answer questions at the end. But there are five scenarios and basically I want you to think about, this is like slowly opening the door, if you will, into our planning for fall. So scenario one is really, and again, I want to say these are very high level statements that you are seeing on these slides. This is part of probably about a ninety-page document that is very, very granular with every major unit across campus from Academic Affairs, Athletics, to Housing Student Affairs, having their own unit plans that are part of the larger pandemic recovery plan. So, just keep in mind that these are just high level. And there's a lot more detail in depth in the actual pandemic plan. So in this scenario, the majority of the University remains remote. So that would be a comparable scenario to what we're in right now if you are coming to campus for any reason. And we are discouraging that right now, you must do a daily health assessment. If you come to campus for any reason and we are discouraging it right now, you must do a daily health assessment. You must stay six feet away from everyone. The face mask will be required for anyone on campus, including visitors and service providers. If you've seen the guidance from the governor, there's a couple of stipulations that you could ask for, and exclusion to wear a mask. So for example, if you have preexisting health condition or there's something that would affect your safety from wearing them, there is some very concrete stipulations for asking for an exemption and this is, there would be gatherings or meetings larger than ten are permitted. There is no face to face courses offered, everything is online. Only critical and essential research is being allowed to continue. And obviously, research is a big part of this plan, and again, minimal staffing levels. The other thing I want you to think about as we talk about this plan, is there has been reductions in staff and some of those are facilities as well. And so when we try to think about the volume of cleaning as we go through this plan - hitting high touch areas, cleaning desks etc. - that is a whole other layer of barriers in terms of how we keep things clean. In scenario 2, and again, kind of opening the door a little bit more as we refer to this as mostly online so the university may resume face to face operations. However, we are encouraging teleworking and working remote to the extent that is possible. Employees have to look at their own personal risks, and there will be some people that will not feel comfortable in some of these different stages of coming to campus because of preexisting health conditions. And so those are things that they will have to work with their department chairs and/or supervisors, to ask for an accommodation if they need to continue to work remotely because of having preexisting health conditions. Know that we are very tuned in to that. Again, coming to campus and always assessing your symptoms, wearing a cloth mask and providing testing. We will actually allow a little bit more of a gathering to occur on campus if there was to be a conference orientation camp etc. It could perhaps happen up to fifty people as long as there was a social distancing plan in place and cleaning and hygiene practices. And again, things like this would have to be approved through an ABP or a dean to make sure that everything was done to keep people safe in this area. In this scenario, 70% of the courses will be taught face to face. So again, majority would be taught online and 30% will be face to face. This is when we start to open up research a little bit, we start to look at with approval. In this phase if we were to

start in fall, Residence Life would have a housing plan that probably would look at single occupancy rooms, one student per room, obviously, because of things like sharing bathrooms etc. So this would be in phase two. Now, I will tell you, we've had lots of conversations around things like classroom scheduling and how we can use classrooms and buildings, and how can we kind of clean classes in a given building so that they could be clean. In the different scenarios, we actually have a plan of which buildings we will use and we will use less of the buildings on campus. So for example, in phase two, we may only use four buildings on campus for the general purpose classroom and then if labs had to happen, for example back in the various buildings, that could occur. But we would be trying actually to limit that so we can clean more buildings. Also, in scenario two and three, we will be using six-foot social distancing. So that cuts down the number of students that we can have in a class by 1/3<sup>rd</sup> or 1/4<sup>th</sup>. So the other thing we have put into the plan is to create a rolling scenario, where let's say, you have forty students in a class and it meets two days a week, the faculty member would work with their students to have perhaps twenty students come in on Monday and the other twenty come in on Wednesday and that there is some type of hybrid experience using Echo 360 or recording their lectures etc. That way, students are getting that face to face experience even though it is limited, but we are able to have a hybrid version of that. And we are hearing from lots of students that obviously want face to face first, but the second would be to have some type of hybrid experience. The other thing that we have set as a cap, and we are using that magic number of fifty, is that any course that has an enrollment, fifty-one and above, that those courses would automatically go online. And again, that is just because we can't have those large lectures at any of these scenarios, two, three and four, because of the risk of exposure. There will be some programs, and President Brakel, I am looking at you. I am thinking about music, you know, there will have to be some programs that they will have some special precautions, or perhaps they just will agree to push them online because of voice, being airborne and risks of things like that. But we will not be having those large face to face lectures anytime soon under this plan, unless something was to change in terms of guidance from the governor. So, this would again, a phase two, a scenario two.

**President Brakel:** Before we go on, Dr. Thompson -- Senator Jayatissa, I see you had a question here in the chat box. Did you get your question answered? Or do you need to ask that now?

**Dr. Amy Thompson:** President Brakel, would it be okay if we just wait on the questions till the end because some of it might be answered? I am not trying to discourage that, but it might be easier.

**President Brakel:** Okay.

**Dr. Amy Thompson:** So, scenario three is mostly on campus and faculty and staff may return to work. However, again, if somebody needs to continue to work remote and teach their classes online, for example they could continue to do that with supervisor approval, in knowing that they may have preexisting health conditions. And daily health assessment meeting and gathering should be held online whenever possible. So again, in a scenario, like two, three and four, a Faculty Senate meeting would be continuing to occur through WebEx or something like that. We are really discouraging face to face meetings if possible because of the risks of infection. So, anytime we can, we want to have online meetings and of course, face coverings are being required of faculty and staff. Also, we're having conversations about requiring them (masks) for students as well. We are trying to work through some of those issues. Again, not having congregation in shared areas. So one of the things we are planning for in this scenario and several of the scenarios is moving furniture or taping it off so that people can't sit on couches and congregate. We are even looking at traffic patterns, for example, in the Student Union. Can we? Almost like it is in a supermarket. I will also tell you in scenarios two, three and four, when we return to campus we are going to talk about a way to make sure that the desks are disinfected every time before a student would use that. They may have to use a wipe to wipe down their desk just like you would in a

supermarket, wiping down your own cart, so that is an important thing to think about. Over 60% in this phase of courses will be taught face to face. So there is a pivot from the last scenario, 70% online, now we are going to more than half being taught face to face. Again, we've created some criteria of how to select these courses. Again, courses that are 51% and above would automatically go online. We know that at any given semester, 12% of our classes are automatically online. So, we may look to make recommendations, but leave latitude up to the departments and the deans to try to meet targets, and they may make choices based on things like, well, you've already got a particular course that is taught, both face to face and online, maybe it makes sense just to put them all online; or maybe you have classes for example, this is something we talked about that are really small classes, like under ten and while it might seem counterintuitive to go ahead and push those online, they take up classroom space, and the more classes we have to use, the harder it is to clean and to keep everything sanitized. We have some recommendations for the chairs and each of these scenarios once we know which direction we're going to go in that can help them think about which course stays in a department, and of course consultation with faculty that they would want to have either online or face to face. In this scenario the labs again would begin to transition up to 100% capacity. Residence Life in this scenario would look at single and perhaps double occupancy. So again, opening it up some more. And this is scenario for scenario four, and scenario five which we will get to in just a second is basically the pandemic is over. And while we all want to see that happen, the chances for fall that it is more than likely being probably a scenario three or scenario four perhaps what we are likely to be looking at. Scenario four is the most, I am going to use the term 'normal' that perhaps we could see. Faculty and staff may return to work again, but there is that option that if they have high risk health issues. Also, meetings and gatherings continued to be held online and whenever possible; so, things like college meetings, department meetings, unless you can really do a great job of social distancing. In this scenario, I will tell you with the classes we are looking at over 3/4<sup>th</sup> of the total courses being taught face to face. In scenario three, it was 60%, now this is 80%. So basically this would be the 12% that would be all of the courses that normally are offered online and also with that cap with 51 and above being taught online. Those two things together are around 20% just to give you an idea. What is different about this phase is in phase two and three where we have to use social distancing, six-feet, and cut down on what's allowed in the classroom, this phase we are actually using some language from the governor's plan that says that we could use 50% in the classrooms of the max fire code. It would give a little bit more room for some students in the class. We are also looking at developing things like seating charts that are based on the different social distancing guidelines so faculty could see what that looks like. One of the things that we've talked about is even a standpoint, perhaps having a seating chart for your students so that you can ensure social distancing is happening. And if you have a student wants to be ill, a lot of students don't even know who they sit by. So, if a student acts within President Brakel's class and become ill and they ask, who did you sit with, you know, sit by in your class, and the person has no idea, that could help us with things like contact tracing, being able to find out who they may come into contact with. We also developed some resources for faculty that talk about things, if you were face to face, what will you be thinking about in the classroom, like, you may be teaching with a mask on or if you came in, you might not want to use the markers that are on the whiteboard and bring your own, you may be sanitizing the computer keyboard and mouse before you login with your Blackboard or your PowerPoint. There's lots of things that we would be thinking about to offer to faculty. Also with this scenario we're working very closely with our operations team, our custodians to try to make sure that everything is highly sanitized and cleaned. In this scenario that we are looking at, a near full capacity in the residence hall so perhaps three or maybe even four in a quad room. Then scenario five is most pandemic as I mentioned before. So this is where it is cleared over and the university would go back to what normal was before we had covid-19. So I will also tell you as part of this pandemic planning, I have been sitting IUC group that basically is making recommendation for all of the Ohio schools and kind of best practices, and

so I think the goal is that collectively there's some type of recommendation that is made across the IUC schools in terms of the fall. Now, can individual schools still do what they want? I am sure there is latitude to be able to do that and there will be some recommendations. I am sure that comes from the governor and that comes from IUC. We can make all these great plans and try to think everything through, but all of us this can be changed in a stroke of the pen if something comes up that is a directive from the governor, or the chancellor, or the group. We really have tried to work through all of these different areas across campus, and this is a living, breathing document that we continue to show people, we talk with people. You know, one of the things that we were talking about today in our meeting is for one, the College of Medicine for example, I know that they have July 20<sup>th</sup>, I think, is a start date for their classes, and how we can align kind of what they are doing with the pandemic plan. Obviously, they are already resuming other clinical rotations as nursing, as some of the other allied health professions this summer. So I would pause there and open it up for any conversation and/or discussion.

**President Brakel:** I am going to go first to Senator Jayatissa. You had in the chat box, how can we follow the second scenario? I want to make sure that you have your question answered. Please unmute yourself if you want to speak. Okay, I don't hear you, so, we will move on.

**Senator Edgington:** Thank you very much for this presentation and allowing me to speak. I have many questions. Do you have a paper or pen or I can go one by one if you'd like?

**Dr. Amy Thompson:** Go one by one, that would be great.

**Senator El-Zawahry:** For protective equipment I heard about the mask, but I did not hear about eyewear. Are we encouraging students to wear protective equipment? Is it a must or is it optional?

**Dr. Amy Thompson:** So for faculty and staff, in scenario two and three, it is required. We are having conversations right now about the student piece whether it is required or recommended. I think we absolutely want to make sure students are wearing it, but we are trying to understand what the term required vs. recommended means with students. So keep in mind when we are talking, I am not talking hospital setting, we are talking classrooms across campus. So, we are not recommending eyewear, obviously people feel free to do that. But, we are recommending face coverings, but not eyewear.

**Senator El-Zawahry:** Why are not the students obliged to do this from the beginning because to me, they are at higher risk of developing this problem more than the staff? They are the ones who is gathering together. They are the ones who go out together. And they are the ones who eat together.

**Dr. Amy Thompson:** I wouldn't necessarily refer to them as a higher risk than our faculty, but I understand what you are saying. I think the thought is we want students to wear the masks on campus; we are just trying to look at any legal implications of that. I think we are looking at different ways on how to enforce it. So, I want the message to be clear that we absolutely want our students to wear them. We are just trying to look at the best way to approach it, to be able to enforce it. So, you know, it is just like the governors come out several different times and talked about wearing face coverings and he kind of walked it back and then walked it forward. Here is the honest piece of this. You will have some people that will ask for exemptions for good reasons. You will have some people that are just not comfortable wearing them or don't want to wear them. And so, there is a lot of challenges with trying to enforce that.

**Senator El-Zawahry:** Okay. The next question is about testing for the virus. I see that we have different universities which are not testing, so why aren't we testing all the people from other universities and areas? For example, our faculty - some people are coming from Chicago, some are coming from Detroit or other places like this.

**Dr. Amy Thompson:** I would say that everywhere pretty much is ‘high risk.’ You know, when we first started and we were talking about isolating people from other countries when they came in, and really, I mean, we have many more cases in the United States now than a lot of other countries. So your point is well taken in terms of looking from different areas, but, you know, look at our own Lucas County. I mean, we have the highest death rates in the county, or in the state. So, walking this forward there may be guidelines that we have to issue depending on where we are at, that Ohio does really, really fantastic and it just pushes their curve really low. We might have to look at things, like if people are from ‘Texas’ or something else. Right now when you look across our country, I mean, there’s lots of different areas that could be considered to be, can be ‘hotspots.’ And we don’t have any kind of recommendation based on, again, I am not saying that we won’t do that in the future.

**Senator El-Zawahry:** So my next question is, what prompts moving from scenarios one, to two, to three, to four and to five?

**Dr. Amy Thompson:** So in the actual plan, based on things like fourteen days with no significant spikes. I think, in an ideal world, what happens is, we would enter all into one particular scenario and probably keep that scenario, unless something caused us to go dramatically backwards like a spike. So for example, in a sixty/ forty situation where 40% of the classes are already online, that is a lot less of a pivot then going from 12% like we all did this term. So really it is going to be dictated by, if you look at the plan of the president, he actually uses criteria in his plan that talk about project three and making sure that our healthcare systems are not overwhelmed and that we are not seeing various spikes. So, [we] choose those since that is the kind of a scenario or phase that we are in, based on what we are seeing as a trend moving into fall.

**Senator El-Zawahry:** I know these are several questions, but it’s just that I am trying to understand what you mentioned. So you mentioned about the ability of some of the staff or faculty to be able to have lecturers recorded? Do we have this ability? If we have ability, is it going to be sufficient for all the faculty to be able to have video recorded audio and visual?

**Dr. Amy Thompson:** That is a fantastic question. My understanding is most of the classrooms are equipped with Echo360. Angela Paprocki is with us today from the Teaching Center. Angela, would you like to comment on that?

**Angela Paprocki:** Yes. All of the classrooms are capable of Echo360 personal capture. Mike Carr from Classroom Services is looking into the capacity for having all of that done with UT online. The time can be set for faculty so that you wouldn’t have to worry about that. We are just looking at functionality and space and how that would work. We are looking into all of that.

**Senator Molitor:** Is Classroom Services going to make sure the appropriate hardware is there? Because I know that a lot of the classrooms were not equipped with the appropriate equipment. In particular, we need specialized microphones to capture faculty audio.

**Angela Paprocki:** Thanks, Senator Molitor. It is probably just going to be the webcam and there may need to be some additional mics. It is not going to be like the Echo360, like in the actual room that you are thinking of; it is just going to be the one that is on the desktop computer. It will probably capture voice and whatever you have on your computer screen. So, if you have a PowerPoint, they would do the document cam or the video of your computer screen and then whatever you’re speaking, the voice is recording. There may needs to be some microphones or something of that nature. I asked Mike to actually go into a space that had this capacity and to do a test run so I will circle back around with him and see what information he has.

**Senator Molitor:** Sure.

**Dr. Amy Thompson:** We want to give some other faculty opportunity to ask questions.

**President Brakel:** Hang on. I have several people who are in line here. Senator Jayatissa, I am circling back to you. Did you get your question answered? Senator Jayatissa, you are unmuted so speak.

**Dr. Amy Thompson:** It says he doesn't have a mic.

**President Brakel:** Okay, I am moving on to the next person. Senator Smith you had a question earlier – was your question answered?

**Senator Smith:** Not exactly. I just wanted to say two things. First of all, I work with some large companies in Toledo and this company is employing 300 - 400 people. They introduced mandatory wearing of the mask. The only thing they had to do is provide those who don't have the mask a mask. These companies can require the mandatory mask wearing. Secondly, if you should observe our...is providing the testing, they provide themselves... the very same testing. If you notice, from time to time they are finding people who are not symptomatic, who are positive and they immediately eliminate them. I am asking do you have any money? Do you have funding? Do you have a plan for this testing to be more and more available?

**Dr. Amy Thompson:** So a couple of things. First of all, I want to be clear that our plan is to require employees, faculty and staff to wear the masks. Again, we're moving in the direction of requiring the students to wear the masks too. And so right now the other challenge is, and I am just being honest, everybody in America is doing exactly what we are doing. It is not easy to get masks in bulk– they can be expensive. I mean, when we look at all the things that we're going to have to do to perhaps acquire glass and to install it in areas, that is going to be on backorder. So, there are some challenges. That is why we are encouraging faculty and staff right now that is on campus, that if they have to come to campus there's lots of instructions on how to make their own cloth mask right now. I just want to be clear about that. And that is the same guidance that is coming from the governor. We are not telling people to wear n95 masks; we are telling them to have some type of cloth that is covering their nose and mouth.

**Senator Templin:** My question is this semester we went to online classes because we really had no choice, it was an emergency situation. If in one of these scenarios if we are all or mostly online, will Faculty Senate have to do course modifications to indicate the fact that courses that were previously classroom based are now online only or some mixture thereof? I think the state of Ohio has some rules about that. Will those rules be suspended in the fall as well?

**Dr. Amy Thompson:** So, my understanding is that you are changing modality of the course from face to face to online, that does not have to go through Faculty Senate for approval. Now I will say that, being mindful of what I just said, some disciplines really need to look at what their accrediting bodies are saying. I know that, and Vice Provost Ayres is on the call, HLC is looking at what guidance they are going to give in terms of the, obviously, some disciplines have not been as giving on changing some of their restrictions about online, but in some ways we are kind of up against the wall, we can't be face to face right now. So, I don't think we have to approve all those courses in terms of the change in modality.

**President Brakel:** Senator Templin, did you have any other questions?

**Senator Templin:** Just one. Let's say we go with a certain scenario, like, scenario two or scenario three. Is there a latest date where we need to decide once we have a scenario in mind that we have to go with, like, you know, it can't be changed after a certain date?

**Dr. Amy Thompson:** Well, so I totally understand why you are asking this. If I was a faculty member, I would want to know what am I going to be doing for the fall. Should I be converting my class online or what should I be doing? The answer is, what I am hearing is that there is going to be a decision made sometime in June, if not early July about which scenario will we actually be following. Again, part of that is if we wait a little bit and see what the trend is, we may be able to be in scenario four instead of scenario three, which I think is what we all want to be in. So the advantage is to try to wait a little bit to see what is happening with the curve. But my understanding is sometime in June, if not early July. And again, that is not my decision. That is something that's made obviously by the president, provost, that senior leadership team.

**Senator Heberle:** Hi. Thank you very much Dr. Thompson, that is really great. I was wondering, I know that the university system in Ohio is probably too huge and too difficult to do it, but I was wondering if there had been any talk about increasing or maybe pushing more eight-week classes to give people option of doing eight weeks? We could do eight weeks online so the decision making would be, I don't know how to say that, on how to schedule in the fall so that we will have more options on how to handle each class. So I don't know if there's any discussion of that at all. I don't think we can schedule that way [now], but I just wondered if it was on the table at all. Secondly, with the 70% of classes, I am assuming we're going to be in scenario two and three. With the classes counted 70%, is that all about size of the class or the classes? I'm sure there will be no lecture classes and things like that, but you are really contingent upon the size.

**Dr. Amy Thompson:** Those are really great questions and I thank you for asking.

**Senator Heberle:** Dr. Thompson---

**Dr. Amy Thompson:** Can you hold that question just so I can answer the first so I won't forget?

**Senator Heberle:** Sure.

**Dr. Amy Thompson:** So your first question about the eight weeks, so in my mind, well, before we start talking, let me just say there is no perfect way to do this plan. Everybody is playing lots of different things, and I will just say, putting my faculty hat on first with trying to go through this, we want to make this – it is so disruptive, let's just say it – and so we are trying to make it the least disruptive that we can, you know, coming up with some kind of crazy model and asking people to do lots of crazy things. So in the model we put together we have not necessarily had eight week modules and some places are looking at that. So I will tell you that right now, and we're doing this right now, we are working on a couple of seven-and-a-half-week classes out of the College of Pharmacy and the College of Business for fall. So those are things that can be discussed with department chairs that can occur at the department level. Those are conversations faculty can have with their chairs in terms of if those are things that they want to look at doing. So, the criteria for picking the courses, we are going at it from a percentage of classes because we wanted to basically look at how are we reducing the footprints of students on campus during peak times. So, for example, in phase two, three, and four, we were able to show using different buildings and based on those percentages in phase two – and don't hold me to these numbers, but they are close – you might have something like 25 students on campus during peak time; and may be in phase three it is like 4,000 students at peak time on campus; may be in phase four it might be closer to 5,000 or 6,000 on campus at peak time. So we really tried to look at it by a percentage to overall footprint on campus. That makes it really hard to try to count students because you can imagine, one student is signed up for three or four courses. So, we did it based on a percentage of courses either being face-to-face or online. And again, in our plan we leave a lot of autonomy up to the department working with the faculty in terms of what are

the priority classes that have to be taught by face. Are they labs or experiential, and then what are the social distancing plans to make sure proper procedure happens? I will answer your third question now.

**Senator Heberle:** [*Indecipherable*]... We have about 25 years of experience, and it seems to me that there's been very, very little discussion that I've heard about as a faculty member about the dorm situation, and how we can do things on campus without the dorms being fully functional. It's been a nightmare before for our students coming to campus and so I just wonder how much that might impact their ability to be on campus, given that it seems like the dorms are the real piece for being on campus. I mean, they are standing cruise ships. Right?

**Dr. Amy Thompson:** Yeah. This is challenging. We do have a lot of rooms that have shared bathrooms. And the other thing, we have to have somewhere to put people if they do become ill or sick. So obviously, we are trying to closely align the percentages of students who will be on campus with basically the capacity of the residence hall, to be able to have some students stay on campus. So we are working very closely and there is a whole residence life housing group that are working those numbers that are looking at that.

**Senator Heberle:** It looks like the students will be screwed because they are not signing leases because they don't know if they are going to be on campus to live in the dorms. I am just getting a lot of questions from students that are related to housing and how we are going to do it in the fall.

**Dr. Amy Thompson:** And that is a fair question Senator Heberle. I think every place is faced with those same issues. I know that on campus, they are actually signing housing agreements right now, at least in the dorms – at least that is what Valerie has told me who is in charge of housing - so I know they are signing those. I know it is a little bit challenging if you are a student if you want to sign a lease right now. And I understand that. But, you know, everywhere it is kind of an issue right now.

**Senator Heberle:** It would be nice for faculty to have more information, just because we get those questions from students.

**Dr. Amy Thompson:** Right.

**Senator Heberle:** Thank you.

**President Brakel:** And we have a couple of questions that are related to cleaning. Senator Smith, you have one and it is also a cleaning one as well about the use of ultraviolet light.

**Senator Smith:** Those are all very good questions. Mines is very practical. I would really like to hear more about plans to clean these classrooms. Do you have enough staff to clean them, not just at the beginning or [at] the end of the day, but in between classes? You know, you have an 8 o'clock, an 10 o'clock, and 12 o'clock etc.? I can't imagine that these can be cleaned throughout the day. And, I heard you say something about disinfecting wipes – but I can't even get those for my own home, so I can't be supplying those to my classrooms as well.

**Dr. Amy Thompson:** Sure. So a couple of things, and I don't want to over promise anything because the reality is again, our facilities have taken layoffs, they've taken reductions etc. You know, we are trying to concentrate the classes, as I mentioned, into a limited number of buildings so they can be more frequently cleaned. The plan that we have been talking about, and again, nothing has been decided, is also the Clorox wipes, they are more expensive to get. So an alternative that other schools are looking at is installing like a paper towel dispenser in the classroom and actually having spray bottles that students can use to disinfect their desks in between usage. And again, that is the same thing that lots of universities are faced



with, because the practicality of being able to have a team come in and clean a room every single time is probable not a likely one. That is why I think it is really important that we provide guidance to the faculty in terms of how to clean their areas like wipe their keyboard, you know, the things that they would need to do themselves and then having guidelines for the students to know that they would have to wipe down their desks – again, it is the same way that we do at a supermarket or some of the other places that we may go. It is not ideal, but when you are looking at that type of volume.

**Senator Smith:** It is concerning.

**President Brakel:** Right. Senator Edgington had a question regarding who makes the decision as to whether the class would be face to face or online. Would that be the deans, the provost, or the chairs? Who makes that decision?

**Dr. Amy Thompson:** Again, I think that is giving the target percentage to the various chairs and colleges, and them having the conversations within their departments to try to meet that target goal area and making the justification in terms of the class – really, if we can teach it or if we need it for graduation. Those are conversations that will happen at the department level with consultation with the dean and if need be, with the provost. I think they really need to start at the unit level.

**Senator Edgington:** Can I ask a follow-up to that?

**Dr. Amy Thompson:** Sure.

**President Brakel:** Yes. Please state your name.

**Senator Edgington:** This is Senator Edgington. I am the one who asked that last question. Just a really quick one. Provost Thompson, is there a date on when the university is going to make the decision on which scenario we are going to go with?

**Dr. Amy Thompson:** So again, I think I might have mentioned this, but this is something that we are hearing that senior leaders will decide sometime in June, if not, early July. And again, it is not holding back. We just don't know where we are going to be by then and we want to try to have an informed decision going into fall. Having an extra week or two gives us a little bit better of what we are dealing with for fall.

**President Brakel:** We have two more questions. Senator Ainsworth Bailey.

**Senator Bailey:** Hello, Dr. Thompson. Thank you for all the information that you've provided us, and thanks for the hard work that you guys are doing as regards to making a decision. I am just wondering though, because I listened to the news yesterday, and I am wondering if there is some amount of miss information that we may have to clear up in the media. For example, I am reading an article from channel 13 that says, the two largest local universities have announced plans to reopen in person classes for the fall. And Bowling Green University made the announcement late last week while the University of Toledo confirmed their plans on Monday. According to the release, the decision is being based upon availability of personal protective equipment and the ability to maintain social distance and contact tracking measures. It goes on and on, and it gives the impression that is like scenario four and five. So I was confused when you made the presentation with regards to these are five different scenarios that we are thinking of, because in the media, it seems to suggest that we made the decision to go back to in person.

**Dr. Amy Thompson:** Thank you for your comments. Again, I think I said this early on that we are going to try our darndest to make sure we are face to face in the fall. In most of our modeling we are focusing

obviously more on scenario two, three and four – probably more three and four. So, it is our intent unless there would be something coming out from the governor or again, the chancellor that we are at capacity to be at face to face in the fall --- in terms of percentage, that's not yet to be determined.

**Senator Bailey:** Okay. Thank you.

**Senator Coulter-Harris:** Thank you so much, Provost Thompson for a very thorough presentation. I just have a quick comment and then I have a question for you. The comment is regarding a video capture. Those faculty [who] want to make video outside of Echo 360 --- it is very easy to make a YouTube video and there are many, many programs. I use often my Logitech. Logitech has great software for video capturing of lecturers and there are many, many other programs also. My question actually was what do you feel that one of the things faculty can do to also protect themselves particularly in a face to face situation with students? Should all assignments be submitted and graded electronically? In teaching Composition and enough writing classes, we also like to do peer reviews and so all of that would have to be perhaps changed to electronic.

**Dr. Amy Thompson:** You know what? That is a fantastic suggestion. I absolutely don't think we added that into our plan and that is something I'd like to consider putting in there. So, you know, if you use Blackboard for course dropping any assignment in there, I would say the less you come into contact, the better. I agree with you. Thanks for the suggestion. Thank you.

**Unknown Speaker:** Also, if you could send that information about the video capture that you use to me, that would be fabulous because we are posting some of that stuff on the UT website. Anything faculty can use or find beneficial or helpful, we would like to test that.

**Senator Coulter-Harris:** I was also thinking how the Office of Communications might be able to offer suggestions for that also. I am just putting that out there. Could you email me; I will email you back?

**Dr. Amy Thompson:** Absolutely. Thank you, Senator Coulter-Harris.

**President Brakel:** Real fast. We have a question here about has it been consideration for students taking a gap year and has the administration considered offering them guaranteed admission for next year with financial aid still available. That is probably something that hasn't been fully thought about. Correct, Dr. Thompson?

**Dr. Amy Thompson:** I will tell you that we have individuals from admissions that do sit on our planning group and that may be something that is discussed deeply in their detailed plan. So I can make sure that that's mentioned and is on their radar. Absolutely.

**President Brakel:** Next (from Senator Tiwari), are there any directives on non-essential research during summer months?

**Dr. Amy Thompson:** So you may have seen the directive coming out from Dr. Calzonetti from Research in terms of kind of opening things up slowly. Again, I think we are looking at to see what, you know, after the stay at home order has either expired or is even extended longer. So I think we are looking to see what is going to happen with the stay at home order and what we are doing after that. So again, some of that is just guidance coming down from the governor. I mean, if the governor is telling everybody to stay at home right now, you shouldn't really be going out, then obviously, that is going to trickle into research. Right?

**President Brakel:** There is a question about cost for the covid tests and how that would be covered? So, that would be out of the university's general fund most likely.

**Dr. Amy Thompson:** So right now in the community, and I can't speak for UTMC because I am not sure how they are handling that, but I can speak from the community perspective that there is a lot of free testing. You've probably even seen pop-up tests that they have been doing with Rite Aid. For example, Kroger have been doing some and those are free resources for people and they can access it. In terms of the physical modifications for departments, those are things that we've actually created a social distancing assessment forum. We just finalized it where department chairs would be looking at working with safety and health to inventory their office space and working space and to see what kinds of things that they might need to do to keep their workspace safe. So like I said, whether it is Plexiglas, or maybe it is rotating people working at certain times. Like in my home department, we had a room that had like eight grad assistants in it at one time. You know, you might have to look at reconfiguring those. At that level, at the department level, those might be things that they might have to absorb into their own department.

**President Brakel:** There is a question about the plans that are in place to make sure students have access to the tech. they need to pivot from in person and online? Also, are our disability services equipped to help students pivot with their accommodations?

**Dr. Amy Thompson:** So I will tell you that Angie is part of our team and conversations. She is also looking at this and making sure that accommodations are being made for students. She has been very involved with our plan.

**President Brakel:** Senator Guardiola ask a question about completion of spring course content that could not be completed when we went online.

**Senator Guardiola:** Thank you for your presentation. In Physical Therapy we have a lot of lab face to face courses, and so obviously that material couldn't be taught when we had to go online. And so every student gets an incomplete and all that content has to be completed. And now, as we move to summer courses and they have the same situation, some of it is lecture and a lot of it is hands on, this is starting to pile up. Has there been talk about being able to bring students to campus before the fall semester start so we can get this material completed, especially for our students? They are going to be entering their third year and they need to go to clinical, and they need to have this material completed before they can go to the clinical. And they need to have all this completed to graduate on time. So, has any of that been talked about?

**Dr. Amy Thompson:** I will tell you, that is the first I am hearing about this Senator Guardiola. If you could send an email to the provost or to myself. That is something that we certainly could look at on a case-by-case basis. You know, obviously, right now, if we were to just say today, we are not having people return back to campus right now, that is not to say when things really cleared up that that could perhaps be considered. Again, on a very limited basis towards the end of the summer. So I would appreciate if you would send some follow up with us on that so it is on our radar screen if that is something we need to address or work with.

**President Brakel:** Okay, thank you. A couple more things. Senator Molitor pointed out that Frank Calzonetti sent guidance to the deans and chairs on restarting non critical research. The target date being June 1<sup>st</sup>. You should ask your dean or your chair for a copy of that email. Senator Molitor, you had a follow-up to the media question.

**Dr. Amy Thompson:** And I just want to speak to that question. I think in the communication it says, they are planning for that, and again, that is our target date. But again, I think that goes back to if something were to change based on, if we saw any changes in our cases etc. and our stay at home. But absolutely, that is our target date.

**Senator Molitor:** Thank you. I want to follow-up on Senator Bailey's point about the messaging that came about this expectation that we are going to be face-to-face, and what the media outlets are saying about it. I am getting emails from students saying- they are looking forward to coming back to campus this fall. I am concerned there is going to be some disappointment, push back or maybe even litigation if we do not return fully to campus based on the language I am hearing. I was a bit concerned when I saw this message yesterday – it seemed a little too strong to me.

**Dr. Amy Thompson:** Okay, I will certainly pass that up the chain. Thank you for sharing that.

**President Brakel:** Then Senator Kistner, you had a question about what would happen if a student test positive in a face to face scenario. Would the entire class have to self-quarantine for two weeks or what would happen?

**Dr. Amy Thompson:** So a couple of things. We have been working very closely with the Lucas County Health Department. Actually one shining star in this is that we have been able to involve our students in some of the contact tracing, and some of the various curricular areas like nursing. I think some of our allied health, they've been able to help the Health Department do some of this. So right now what would happen is if a student was on campus and tested positive, the Health Department would notify the student. The Health Department would then notify us and we would work with the Health Department do contact tracing, mostly them, but us trying to make sure that the loop gets closed. [We would want to know] who the students come in close proximity [with] in the time since they started to exhibit symptoms or they might have been covid-19 positive. So that is a procedure that we were following, even as we were starting to wind down and go to remote. So, that would be a standard practice for us, that our goal is to isolate somebody to get them away from people and to try to make sure that others know that they might have to self-isolate for 14 days, much like what you are seeing what happened with some of the senior leaders in the White House; they were coming in contact with somebody and so they had to self-isolate for 14 days, and that is kind of a standard protocol.

**President Brakel:** Dr. Thompson, thank you for your time here today. We've used a little bit more than an hour on this topic, and we really thank you for that. This is really one of the reasons why we recommended having some meetings in the summer. I would anticipate that even when the decision is made in late June, early July, that we will probably try to have a meeting around that time to discuss the actual plan that we are going to implement.

**Dr. Amy Thompson:** Absolutely. Again, if there are things that you want to know, feel free to contact me. This is again an evolving document and I am sure there are things that we have missed. You know, again, I can't thank all of you enough for the work that you are doing for your students and being so patient and accommodating with everything. I mean, it is just really a time for us all to pull together and know that we will get through this. Just know that we are just trying to come up with lots of different pathways for us to be able to do that in the fall. So thank you very much.

**President Brakel:** Thank you, Dr. Thompson. We have one other thing that I placed on the agenda. We are in kind of an interesting situation here on this. Last Thursday I received an email from Vice Provost Ayres regarding a course proposal and it reads here. It was to me and Anthony Edgington, who was the Chair of the Curriculum Committee last year: It stated that there is one course proposal sitting at the level of Faculty Senate. The University College has developed a course, UC 0990, that is a critical component of their rocket reboot program to help struggling students stay in college. I am sure you can appreciate this is our most important task right now and can this be approved? Well, you know, at this time there is no appointed Curriculum Committee for the AY20-21 Senate. That said, Dr. Edgington did take

deliberate [measures] to go ahead and have this course reviewed by his committee. Dr. Edgington, I don't know if you want to say something about that right now.

**Senator Edgington:** Thank you, President Brakel. So yeah, we went ahead and had the course reviewed because we actually received the core proposal on May 1<sup>st</sup>. So we are trying to kind of rush depending on what decision was made by the Executive Committee. So the AY20-21 Undergraduate Curriculum Committee did review the course. I had some questions that were answered by the proposer of the course. The committee had voted to move the course forward to Faculty Senate if we are able to do a vote on it. I think we are going to bring up the course here now for those who have not had a chance to see it.

**President Brakel:** I sent out the syllabus late this afternoon. There is no guidance from what I can tell in the Constitution regarding this type of summer course approval. So, it is in your hands right now as Senate as to what you want to do with it. Under normal conditions if we weren't having a special meeting, this would have to wait until fall. Let me see if I can get it up here.

**Senator Edgington:** This was sent out with the email this morning. I was trying to bring up the course proposal, but for some reason, it won't let me show you the course proposal.

**Senator Molitor:** Can I ask two questions while you are bringing that up?

**Senator Edgington:** Yes.

**Senator Molitor:** I have no issue with the course, and if the Senate desires to approve it now, that is fine with me. But I am concerned about the course number, making it 0900 course. A number of years back we completed an effort to remove all 0900 courses from our catalog; and now we are proposing to bring back. An 0900 course means this would not be considered a college level course and it would not be transcribed as a college level course. I am also concerned that it is a zero credit hour course Engineering is getting some push back from the Provost and Finance because we have some legacy graduate level seminar courses that are zero credit hour. We hold how we offer tuition dollars, especially in the current budget climate.

**Senator Edgington:** Those are good questions. The 0900, I know that was about ten years ago. We needed movement and decided to move away from those courses. I think since then the state has allowed us to reinstitute some of those, by which it will be no credit course and one below the level.

one here is from the University College today, perhaps they could respond back to both the zero credit and 09 issue.

**Senator Gregory:** So, may I ask a question? I'm noticing some things about the syllabus that I was putting in the chat box. Like, I am a little confused because some of the learning outcomes seem to be cognitive and some of them seem to be more effective. I'm not sure how we actually measure whether or now a student develops personal wellbeing and a healthy mindset for success. And so I guess that is something the committee discussed. I am concerned because it feels like we are really having to rush here on curriculum, which makes me...I am just wondering if you had thoughts about that?

**Senator Edgington:** That concerns me.

**Senator Gregory:** Okay.

**Senator Edgington:** The idea of being rushed is something that we were concerned about as well. The reason for the rush is because they would like to have this course the fall AY20-21.

**Senator Gregory:** Oh, I understand the reason for the rush, but, I mean, is this for the exploratory program?

**Senator Edgington:** No, it is for University College. I believe it is for any student who is on academic suspension within University College. It is to help those students get back on track during their college study, and that is my understanding.

**Senator Gregory:** Okay, I am going to send the goals on the syllabus to everybody because there are ones that I sort of had questions about.

**Senator Pakulski:** I would like to add to that what Senator Gregory is saying. When I saw that our questions were the same I would like to even add to it that those goals, if I understand it correctly, are to be met in eight meetings. Again, as somebody that is on academic probation, it seems like eight meetings time is going to send kind of a false sense of what someone could achieve if they were struggling at that level with eight visits with that many objectives.

**Senator Edgington:** You are correct. Again, I can't answer that question not being from University College. Perhaps someone from University College here can answer those questions.

**Senator Molitor:** I would like to make a motion to invite representatives who can answer these questions to our next meeting. It sounds like we will have another meeting this summer, so that will give them time to explain and sort these issues out and to make sure everybody is comfortable with this. Then they could offer this course in the fall.

**Senator Edgington:** If we approve, I would be fine with that as long as the timeline works over the course. I am not sure if we are planning to meet before Rocket Launches. I don't know if this needs to be in place before that. The first Rocket Launch takes place in June.

**Senator Molitor:** This course wouldn't be needed for Rocket Launch. This course is for students that is on probation or coming back from suspension.

**Senator Edgington:** That is true. We do have a little extra time. I would be fine with inviting someone from University College to come to Faculty Senate and answer these questions next meeting.

**Senator Topp:** I am seconding the presenters motion that we table this until the next meeting.

**President Brakel:** Thank you. Any further discussion? All in favor of tabling this, please indicate 'yes.' We slowed down there. This has been tabled. *Tabled Passed.*

At this time, I am not sure when the next meeting will be, but it will be dependent on how things will come back down with regard to the decision for classes in the fall or perhaps some budget things. I won't be calling a meeting just to 'call a meeting.' We will try to give you some notice, at least several day notice at least. I want you to be aware of that. Is there any other business that needs to come before us? Hearing none. I will entertain a motion to adjourn. Meeting adjourned at 5:51 P.M.

**IV.** Meeting adjourned at 5:51 p.m.

Respectfully submitted,

Mark Templin  
Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Executive Secretary