

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of July 07, 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 our second Faculty Senate meeting in the summer semester. At this time I will ask our Secretary, Mark Templin to call the roll.

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

Excused Absence:

Unexcused Absence: Gray, Rouillard

President Brakel: Do we have a quorum?

Senator Templin: Yes.

President Brakel: Okay. So you've received today's agenda this morning. May I have a motion to adopt today's agenda?

Senator Kistner: So move.

Senator Molitor: Second.

President Brakel: Okay, that has passed.

Executive Committee Report: To start our discussion here today, there had been quite a bit of work that has occurred over the past several weeks since our last meeting with regard to the reopening on campus. Various committees are looking at everything from rooms to how we can begin to assign rooms for social distancing. They are looking at how we can do the cleanliness factors, the signage possibilities, and the HVAC systems. There's a whole bunch of different things that had happened and of course, one of those things that occurred is, we have [now] a new interim President at the University, who I believe is supposed to be joining us here on this call today, and that is Dr. Gregory Postal.

As you are aware, Dr. Postal is the former Interim President and Executive Vice President for Health Affairs at the University of Louisville. Prior to coming to The University of Toledo, he served as the senior client partner representing healthcare services in higher education at...Global Organization Consulting firm. Dr. Postal has more than 25 years of leadership experience with university operations, academic medical centers, clinical research as well as university governance teaching and research. He is originally from Ohio. He is a graduate from the College of Wooster and Case Western Reserve University School of Medicine and completed a residency in radiology at the Cleveland Clinic as well. He later

completed a fellowship in neuro radiology at the Mayo Clinic. So, we bring him back to Toledo and Ohio for our presidency here. I would like to welcome Dr. Postal to make a few remarks at this time.

Interim President Postal: Good afternoon. I hope you are all able to hear me. President Brakel, thank you so much for the kind comments -- and welcome. I am very pleased to be able to join you for your Faculty Senate meeting this afternoon. I actually traveled to Toledo today, so please pardon my informality. Usually, an important meeting such as this, I will always have a tie on, but I've been on campus the grand total of three hours at this point and am quickly acclimating to this part of the campus and the building. Everyone has been extremely helpful and welcoming.

The topic that you are prepared to discuss today is obviously the most important issue facing the University at this point in the year. Reading the newspaper and talking to others, obviously you will hear about a lot of things swirling. It is budget time and there is a lot of conversation about the hospital and many other topics that you will hear about and read about on a daily basis. But you know, first and foremost, this is a university and we have tens of thousands of faculty, staff, and students to make sure that we are being as careful as possible and judicious as possible in our decision making. I just want people to understand in terms of my priorities; a safe reopening of the campus and one that is well orchestrated is an absolute top agenda item for me as I begin this new role. Now, with that said, what is challenging about this situation is you all know, it changes on a daily basis. A colleague of mine yesterday said, "as soon as you get the right plan and you can feel good that you have the right plan, [it lasts] until it is the wrong plan" – and it is true. It is inevitable that what we discuss and decide today is going to continue to be informed by what we hear tomorrow and next week. So, I think we have to first all agree that the plans we make are not 'cast in stone,' [because] this is a constantly evolving topic. We do have the ability to make changes in response to campus concerns, and in response to concerns by the Health Department, public officials and others. There are a lot of people who weigh in on this topic and we have to understand all of their positions and then find an appropriate way to balance those as we craft a solution. And so I have started to become actively engaged with the Provost, Amy and others on the team that have been spending the most time on this. I am delighted to know that many, many constituencies across campus have been regularly and actively participating in this conversation, which is the way it should be. Certainly, this group as Faculty Senate has a lot to say about this topic. We are very interested to understand concerns and also hear good ideas because we are going to be crafting an evolving plan that is built on good ideas and also consistent with what some of our colleagues at other universities in the state of Ohio are doing with the same set of issues. So with that, I will be happy to turn this meeting back over to President Brakel. I plan to be a regular participant to this meeting. It was very important to me when I was President at Louisville, I attended Faculty Senate meeting regularly. I would usually give brief comments and be there to answer questions.

Try not to ask me too many tough questions today until I've had a few more hours at least to become acclimated, and then I will try to do my best to answer all. But in the meantime, I am just anxious to hear your conversation today. Again, I am appreciative for the opportunity to join this afternoon.

President Brakel: Thank you, Dr. Postal. Also joining us on her vacation here today is Provost Bjorkman. I'll let you say whatever comments you'd like to say.

Provost Bjorkman: Well, thank you, President Brakel. It hasn't been much of a vacation. As you are all aware, after we pivoted our spring semester courses to be entirely online due to the Covid-19 pandemic, and after we have had to keep our summer courses online as well, we've been working really hard on a plan to reopen for the fall semester while also, as Dr. Postal said, paying attention to the health and safety of our campus community. This work has been done with the full recognition that we are still in the midst

of a serious and ongoing pandemic and things are changing every day. So in light of this, the plan has a lot of options within it. It's been developed with the best information and advice from our infectious disease specialists, our incident command team, and while following guidelines from local, state and national health departments. I'm going to actually ask Vice Provost Amy Thompson, who is also a Professor of Public Health conveniently - she has put together with the team that represents many areas of the University – and she will be giving you more information about the Rocket Restart plan. I want to, before I turn it over to her, thank her and all the contributors of the pandemic planning team for their very thorough and important work. We are not done yet, but we are at least getting there. I really have to tell you, it has been a huge, huge lift to just go through all the millions of details. So with that, I will turn it over to Amy and she can walk you through this. Thank you.

Vice Provost Thompson: Thank you, Provost Bjorkman. Can everyone see this okay? Great. So I would like to just provide kind of an update of where we are with our campus recovery planning. Again, this has really been a tremendous group effort. Although I talked with you all several months ago about kind of our structure and how our plan is kind of unfolding, I want to kind of remind everybody because we have several different committees that are working together. First is the Incident Command Structure and this is actually chaired by our Incident Commander, Anne...and Heather Lorenz is leading that group. The next one is the Pandemic Operation Team which I chair. We also have various other sub groups that have contributed to this plan such as Academic Affairs, Student Affairs, and Athletics. I will tell you that while we are just scratching the surface on talking about this plan, the actual plan is basically over 100 pages, and we will talk a little bit about how it is built. We have six possible scenarios. The last time I talked with you, we had five. We actually added on a sixth possible scenario in the event that is due to an increase number of Covid-19 cases that we would have to pivot back to an entirely online learning environment. So we really have everything we think that we can possibly plan for, although I am sure we don't, but I am hoping we do. We are basically looking at different percentages of face-to-face vs. online instruction. We have been recently, for example, announcing our new fall schedule. There was an email that came out from the Provost Office that talks about our 70/30 approach to fall. All of our courses have been updated to reflect that. So, the plan that we have really tries to get everybody working together on the same page and really communicating what their plans are in terms of the various scenarios that we anticipate or that we're in. I will tell you that this plan is also fully aligned with the guidance that we have seen from the present, the governor, the Department of Health, and the CDC. You also may remember that we talked about the foundation that our plans are built on: prevention, risk, mitigation, continuity of operations and the continuation of quality course instruction. So we kind of built our plan again, following various policies in accordance with federal, state, and local regulations. We're also implementing industry best practices such as social distancing, protective equipment, temperature monitoring, health assessment, assessment, testing, isolation, contact tracing, business travel restrictions, hygiene and also sanitation. I am going to talk a little more about that. If you've not yet done so, I encourage you to visit the Rocket Restart webpage that is available right from our Utoledo homepage. It talks about our Rocket prevention principals and this has also been sent out in several communications that have been provided. But again, as we begin to come back to work, as we begin to come back to campus for our classes and our students arrive, there are some things that we are going to be asking of everyone, both students, faculty and staff.

As a reminder, before coming to campus each day, everyone should do a soft health assessment where they are taking their temperature. They are looking for any symptoms such as cough, chills, fatigue, and shortness of breath. Again, if anybody has those symptoms they should contact their primary care physician. Also, and we've talked about this before, we will be requiring face coverings. All employees and students are going to be required to wear [a] cloth face covering while on campus with the exception

of being alone in an included space, eating, or outside practicing social distancing. For example, if you are in your office by yourself with the door closed, you could take your face covering off. If you are going to walk across campus to go to the Student Union for something and you are able to social distance, you could take your mask off at that time as well. A few other prevention principals we will be following is asking everyone to practice social distancing, and again, this is something that is highly supported with scientific evidence. I want to emphasize that we should be planning our meetings to occur via teleconferences. Right now, for example we are following guidance from the governor that has limiting gatherings to ten people or less. We are asking that instead of, you know, meeting with people one-on-one, that you try to continue to use Zoom, WebEx, etc. to try to reduce your risk of transmission of Covid-19.

I had a chance today to walk across campus to look at the various areas and environmental modifications and signage that has occurred on campus. I think when many of you come to campus you will notice that there is lots of signage on every building. As you begin to enter there are signs reminding people to put on their face covering and there is signage on the floor. Markum have done a great job with helping to provide signage about social distancing. Departments have placed plexiglass in classes, separating desks from when people might enter a given area. We've seen furniture and seating areas modified across campus. So as a reminder, in your areas, that should've taken place by now. I know we are still waiting on a few supplies to come in, but all those modifications should have been made by now. We are also asking everyone to keep their workplace clean. Again, we will have at our facilities cleaning on a regular basis, classrooms and high touch areas, throughout the day. We are continuing to remind people to wash their hands and to keep hand sanitizing available. You will see across campus that there are hand sanitizer stations on the walls that you can access. They are also asking to limit travel. Again, we are significantly limiting University sponsor travel to only essential trips at this time and all travel that is university related should be pre-approved by the college dean or the ABP.

So I wanted to talk a little bit about testing. I will tell you that we are fortunate to have our own Covid-19 testing available to us. Many universities do not have that. If you have not been to the Rocket Restart page, all of the information that I am sharing with you is available there. This testing, as you look at my slide which is a screenshot, talks about if you need an appointment, the number is listed there for you. We are beginning to test people that are asymptomatic, especially if they think there has been an exposure or contact. Obviously [we will be] testing those that are certainly systematic. We are one of a few sites that has a, at least locally, a rapid turnaround of 24 hours. My understanding is they can get you in quickly for a test and get those results very quickly. We're estimating that we can run approximately seven hundred to eight hundred tests per day. I just want to make sure if you get questions from students or colleagues that you understand we will be doing testing right now. Right now the testing is at UTMC. When school starts we will have testing that will be available at the University Medical Center and on the Main Campus for faculty, staff and students. I've had several questions about contact tracing and how we are handling that. Our local Health Department will be doing all contact tracing. Again, we are very fortunate to tap into the expertise of some of our departments, Population Health and Nursing. They are helping the Health Department with their contact tracing. So the process after a Covid positive test is determined, the Health Department will be notified. The Health Department will reach out to that individual who is Covid positive and talk about who they may have come in contact with or exposed them to. They will begin to conduct contact tracing with those individuals. So, we ourselves are not doing that on campus. The local Health Department is doing that. However, I will tell you that there's been lots of questions about what constitutes an exposure and is there anyone that I should notify on campus if I think I might have been exposed or if I tested positive for Covid-19. So, in terms of an exposure, and again, you will get asked these questions, an exposure is any individual who is not wearing a face covering, or were around

someone who is not wearing a face covering, or were in close contact [within 6 feet] for a prolonged period of time, 15 minutes or more, of someone who has tested positive for Covid-19. We, under that case, will also take the precautionary measure to ask that individual to engage in a 14-day self-isolation. For example, if I find out that someone in my home tested positive for Covid-19, and if I am contacted, I will be asked to self-isolate for 14-days. So again, this is done primarily through the Health Department, however the Health Department and our University will be working closely together.

Also on the webpage, there are some point people that we have identified if an employee would like to voluntarily report or self-disclose they have either been exposed or are Covid positive. So, as you see on your screen we have a contact person in the Provost Office, Beth Gerasimiak and also for faculty and staff, we have Human Resources. For students, we have the Division of Student Affairs. For UTMC, we have a separate contact for them. So for example, if you wanted to let somebody know that you may have come in contact with someone or you've tested positive, you can voluntarily let us know and we can perhaps assist more quickly with making sure the Health Department is notified or if we need to get in contact with someone on campus. One of the things that we are asking of all faculty, for example, is that you keep a seating chart in your classroom so that if somebody was to test positive, we can quickly look at who might have been seated around that student. These would be your go-to contacts if you think that they may have been an exposure or somebody that is Covid-19 positive. Please direct them to one of these different resources. For some individuals we've also got some questions regarding accommodation. So, for individuals, for example, who have been deemed by the CDR to be high risk and have asked to do remote work or to teach online, we have an accommodation process that we are following. For those that are staff, they would be going through the process through Human Resources. And for faculty, that will be going through the Office of Faculty Labor Relations and the Academic Inclusion, Kevin West's office. There is a request form that you would need to fill out if you're requesting an accommodation. Also, it requires a medical certification form to be completed by a healthcare provider. Again, there is additional information on the website. Also, feel free to reach out to either HR or Kevin West's Office. On the student side, Enjie Hall's office is addressing the student accommodation. If you have a student that ask about perhaps being high risk, please direct them to Enjie Hall's office to begin that accommodation process as well. So again, when we look at any individual who has tested positive for Covid-19, or has been diagnosed with an illness by their healthcare provider, we are asking that [if infectious] to not return to work until they have met the following criteria. Again, we will get lots of questions on this one, such as, when can I come back to school and when can I come back to work? So if they have gone 72 hours, three full days without a fever of 100 degrees Fahrenheit or greater, and they are not using any type of fever reducing medications such as Tylenol etc., and if they have seen an improvement of their symptoms such as cough or shortness of breath, or if it's been at least 14-days [that] have passed when the symptoms first appeared, so these are the criteria for return to work. These also been sent out several different ways through communications. These are the criteria that are on the website for after someone has tested positive.

I want to also talk a little about the email that all of you should've received regarding fall teaching. We have several different models that we are going to be following for fall. Face-to-face instruction, of course this is what you think about being delivered on campus in person in a classroom. The classroom and designated meeting days and times are provided for this course, like Monday, Wednesday, Friday at eleven o' clock. We also have a category that we are referring to as remote. The important characteristic of this is that it is synchronous online instruction, in which the instructor and students are all online during the designated course meeting times and days using software such as Blackboard collaborate, Ultra, WebEx, Zoom or other types of streaming options. Again, students are submitting exams and other work electronically. We also, as a sidebar, talked about that at one of our earlier Senate meetings, that

even if you are having face-to-face instruction, it's recommended to have all assignments in any class turned in electronically just to keep them from touching papers and such. Also, the livestream lecturers should be recorded for asynchronous viewing by students that cannot attend during scheduled meeting times, or need to review lecture presentations at a later time. These courses will show a building and room assignment of OC remote. One of the things that we are asking is that everyone record their lectures and have them available for students. We could have a number of students that end up missing class if it was face-to-face, or even in a hybrid model, so we want to make sure that all of our students have access to any of the lectures that would be delivered to class. I will talk a little bit more about some of those options. You may have also seen in the communication that went out yesterday there was a link to UT Online. They have been a tremendous resource for helping to familiarize faculty with the different types of software and in fact, we actually attached a flyer to that email that talked about the difference between things like Echo360 and Blackboard collaborate. For example, if you are just doing a straight-up lecture in the classroom, you may use Echo360 to record your lecture. However, if you were going to engage in some interactive type of work in your class, you might want to use Blackboard collaborate. So, if you have not familiarize yourself with these different types of software, you can make an appointment for a one-on-one consultation. They have been just a great resource for our faculty and they are willing to do everything it takes to make sure that you have access and an understanding of the software that you might need. The other category that we're using is online, and this is no designated course meeting days and time. This is provided for instructors and students. Everything is online. It is not like the synchronous instruction where you have login on a certain day and time for a lecture, this is asynchronous. PowerPoint files, assignments, etc. are loaded and available for the student to access at their preferred time. Again, exams and other course work are submitted electronically. And as a reminder, because we are starting our semester a week early and we are ending face-to-face classes at Thanksgiving, when we come back, and I am using that word 'come back,' virtually our exams will be online the week after Thanksgiving. Our final category is the hybrid blend. This is the integration of face-to-face instruction with online instruction that builds on the strengths of one another. Students meet face-to-face with the instructor one or two times a week and do the rest of their classwork online. Something that was sent out in the email yesterday is, as you look, and this is very, very important, as you look at your teaching schedule and your class rosters, it is very important to know how many students are enrolled in your class, and then to go to the link to classroom services and look at what is the max capacity of students in the classroom at one time. So, if for example, you have forty students enrolled in your class and you see that your classroom can only hold twenty at a time, you will need to work to create this hybrid environment where perhaps, you know, maybe if your class for example is a Monday/Wednesday, twenty [students] come to class on Monday and the other twenty [students] come on Wednesday. Again, you have that online component where students can view the lecture streaming, it helps to be recorded. It is very, very important that you go and look at what those max capacities are. We have had Facilities and Mike Haar who works with Classroom Services, go out and access the capacity of all of these classrooms. I think, I know I was surprised how these changed. I mean, you got huge rooms. I was in the other day checking out the classroom in Health and Human Services that normally would hold like 160 students, and after social distancing is mapped out, it can only hold like 28 students. So, you know, very surprising. It is really dependent on the type of room; you tend to lose a lot more seats in the theatre style types of seating. Also you will notice as you return to campus that a lot of the classrooms have the seats marked off where students should not be sitting. And so again, I go back to the room like in Health & Human Services, they actually have the rows and the seats with blue painters' tape where students should not be sitting. I am happy. If you have questions, you can certainly email me those. Mike Haar is a fantastic resource in classroom services. But I think that is one of the things that I really want to make sure that faculty are checking their rosters and their max capacity for seating in those classrooms.

So again, and I copied parts of this from the email that had actually went out just so that you have that link. This is the link to academic support where you can go online and look at that seating capacity. And also, I've provided here in the slide, and I sent my slides to Tim to share with the group. Again, all of this that I am sharing with you was in the email that went out yesterday from the Provost Office, that gets you also to look at Utoledo online if you have specific questions around how to record your lecture.

I also want to note that we're really trying to do all we can to communicate with our faculty, staff and with students about our return to campus plan. I know that there are a number of webinars that are being planned to happen. One of them is tomorrow from 2-3 o'clock, our countdown to launch returned to campus. Dr. Flapp Cockrell and myself will be kind of answering questions about fall, so please spread the word and share this. We want to make sure people questions are answered as we kind of approach here in just a few weeks away coming back to campus with our start on August 17th. So. I will pause now with any questions that you might have, and try to take them.

Senator Stepkowski: Dr. Thompson, can you hear me?

Vice Provost Thompson: Yes, I can. Thank you.

Senator Stepkowski: I have two questions. First of all, I congratulate you for organizing the testing and also tracing. I think it is a technique accomplishment. I have a question about both tracing and testing. One of the most advanced methods of testing, 99.9%, is negative is so-called pool testing. Meaning, you test 10 samples in one essay. This way, you save a lot of expenses and you can test huge numbers like for example, four hundred-five hundred in one plate. Did you look at this possibility? That is one question. Do you want me to say the second question or wait?

Vice Provost Thompson: Can I answer that first?

Senator Stepkowski: Yes.

Vice Provost Thompson: We are looking at lots of different options right now, in terms of what our options might be. You know, the interesting part, and you probably know this with testing is we've seen tremendous advancements where we are seeing rapid tests; we are looking at pooling of tests. So, as we kind of evolve into this, we're looking at lots of different options of where we might expand. I agree with you, I think pool tests are an excellent way to get lots of information and it is a lot cheaper. And so, yes, we are looking into all kinds of options.

Senator Stepkowski: I think it is fantastic that you mentioned this because there are countries like Germany that are using extensively pool testing and because of this, they keep their infection extremely low for a long time.

The second question is about tracing. Again, the most advanced tracing is electronic tracing. You talk about tracing, which I understand you're talking about basically interview base tracing. Electronic tracing is like an Under Alarm system where through our devices, you can trace exactly [the] people who have contacts, and by doing this, you absolutely make maximum chances that even people who do not realize they have been exposed are informed that there is a possibility they have been exposed. So you have this capacity, and it is even legal to do it.

Vice Provost Thompson: <laughter>. That is a great question. So I will tell you that on the calls that I've had with the other IUC schools, that is not something that is being commonly used. Not to say that down the road that might not be something that is explored, but at this point, that is not something that is commonly being discussed.

Senator Stepkowski: As you know, other countries are using this method and they are extremely successful with this type of approach with advance testing and advance tracing. Thank you.

President Brakel: We are going to Senator Lundquist here. She had a question in the chat that many classes are not lectured based. Is it a requirement to record other activities such as group work and discussion?

Vice Provost Thompson: That is a great question. You know, while we are asking everybody recording the lecture, I would say, and Provost Bjorkman feel free to jump in here, I think anything that we can do to record that experience, especially if there are things that are happening in group work that might be part of assignment(s) or might be important to points awarded in a class etc., to help our students be successful, if there is a way to do that, I would encourage that. I don't know Provost Bjorkman if you have a different perspective.

Provost Bjorkman: Well, it may be somewhat difficult to do recordings of all the group work if there are lots of groups obviously. If there is a laptop they are using while they work they can use Echo 360 to record some of that. So I would say the most important part is the lecture part. The group work I would say is kind of going to be difficult to do for everything. So, if it is feasible, that is great; if it is not, I would certainly understand that.

Vice Provost Thompson: Right. I agree.

Dr. Angela Paprocki: Dr. Thompson, can I add something also?

Vice Provost Thompson: Sure.

Dr. Angela Paprocki: I just want to add something for faculty. When you are doing this, it is going to be important that if any questions come up in class that you repeat the question because it may not be captured. So as you begin to answer that question, be sure to restate the question before you answer it.

President Brakel: [Taken from the chat] With these recordings, do we need permission from students to record them?

Vice Provost Thompson: That was a question that came up and we've discussed this. There is some FERPA issues if, for example, you are going to use the lecture recordings outside of that particular class. So as long as you're keeping that recording used just for that course, you shouldn't have to have a waiver signed. But, if, for example, you are going to tape or record (I guess I am dating myself saying 'taping') a lecture and you are going to share it across lots of different classes where it can say someone's name or they could be recognized, that is when you would have to have some type of waiver signed, that is my understanding.

President Brakel: Dr. Davis, you have a question.

Dr. Ben Davis: Yes. Can you hear me?

President Brakel: Yes.

Dr. Ben Davis: Great. The question I had is, according to the criteria for in person classes on campus with regards to faculty, staff and students, what is the threshold number for Covid-19 infections or deaths that would lead to the campus being shut down again? Because I don't think people want to be the last person in line for a mistake.

Vice Provost Thompson: Sure. I appreciate that. I want to tell you, Dr. Davis that we have been working very closely with the Health Department. We've met with them over our plan, and we've asked that very question to them. We said, is there a number? Is there a threshold? And what they told us was, it is really lots of different possibilities. Let me give you an example here. Let's say we have 15 cases that happened on campus. And let's say in the first example it happened in a residence hall and we were able to contact trace and isolate, and basically take that group of people and contain it in a quick way and we stopped the outbreak there. That is a lot different than if we are having, you know, 15 or 20 cases across campus spreading through community spread. I think it is important to have a little bit of leeway. It is not a bad thing that we can look at how we are responding to those types of things, right? I will tell you that at this point, there has not been any guidance from the governor that is either, you know, this is the 'number' or this is the 'thing.' One thing that you may have noticed is recently the governor came out with color coding of different counties that puts them at different kind of alert levels, you know, yellow, red, and purple. Those are also, I think, is going to be important because they measure lots of indicators in the community, right? Because I don't think we can think we are living in a bubble with the University, we are part of the community. Right? I think those will be helpful moving forward because they will look at several factors. It is not just necessarily how many cases, but what is our hospitalization rate, for example. All that kinds of factors into it. So, to answer your question, there is not a specific number. I think it is more how it is contained and it is controlled. Also, [we're] looking at things like our capacity to isolate Covid-positive students, right? We have to have the capacity to be able to put those students in areas where they are not exposing other people.

Dr. Ben Davis: If I can just follow-up? With regards to students, I saw just yesterday that Harvard is essentially only having its freshmen arrive on campus, only 40% of the students. The actual courses are all going to be online. That would mean that the other 60% of their students don't have to be on campus, they just take the classes online. I also saw yesterday that there is some notice from ICE saying that if international students are in completely online courses, they will be kicked out of the country. So I wonder to what extent we are addressing an idea of online classes with a risk for international students, but also being in the classroom for international students. I mean, literally people are being put into a tough spot.

Vice Provost Thompson: Right.

Dr. Ben Davis: The fact that everybody there, well, 40%, are all going online is [that] they are eliminating the whole classroom aspect of this and the risks that come from the hour-and-a-half in the aerosol, the droplets and all of that yada-yada.

I [also] want to ask about single occupancy dorm rooms for two, three or four people. I used to live in the Gateway with my son -- well, that is two people in there. Is that single occupancy now? Are all dorms going to be single occupancy for rooms that were set up for two, three and four people, those kinds of things?

Vice Provost Thompson: Okay, I am going to try to answer all those questions.

Dr. Ben Davis: Sorry.

Vice Provost Thompson: One question with 99 parts <laughter>. So a couple of things, Dr. Davis. First, thank you for bringing up the international piece. I want to tell you that Sarah Clark and her team have done a tremendous job. This just really came out yesterday. As a result, they've already done a webinar with one hundred and fifty of our international students, talking to them about what this guidance means. You are correct in that; it can impact our international students. So the good news is, 70% of our classes

are face-to-face right now. We have a pretty robust offering of face-to-face classes for our students to choose from. My understanding with the new guidance is, they cannot take all of their classes online and remain. However, they can take, you know, a portion of their classes online. So, [it is] depending on the type of visa that they have. The good news is, there are possibilities where they can take a large number of face-to-face classes and it would not negatively impact them.

Provost Bjorkman: And if I can just jump in too?

Vice Provost Thompson: Yes.

Provost Bjorkman: The Center for International Studies and Program (CISP) Office today held a webinar for a number of our international students who are obviously very concerned about what this means for them. So they are trying to work through that and answer their questions. They are going to put together a document for that. They are talking about also doing a webinar for faculty, deans, and chairs to provide advice etc. etc. So I think we will be hearing a lot more about them.

Dr. Ben Davis: If I can jump in one last time. I think that UIC as a group should be talking to ICE, telling ICE to resend that because it creates flexibility issues for every university. Because the number of qualifying classes that international students can take are actually very small on that document. It is only like one or three credit hour(s). That really bothers me because it really puts them in a tough position. They might be fearful that they have to go back home and they got loans and loans that their parents got to get them here, the full freight, all that stuff. It just seems that if UIC - well, I don't know who it is - can say to ICE, 'back-off,' I think it would be a prudent and a good thing to do to help reduce the anxiety, as opposed to just accepting the burden laying on these poor students.

President Brakel: Right.

So Ally Day is asking about the closed captioning and if it could be done by the Disabilities Office. She also asked is the Disabilities Office going to be staffed more? Provost Bjorkman is going to look into that. I think the next person is Renee Heberle. You have a general question it says.

Senator Heberle: Yes. Hi. Thank you, and thank you for this incredible amount of work people are doing on campus, Vice Provost Thompson, Provost Bjorkman and everybody else that is doing that work. In looking at some other campuses like Dr. Davis is doing and what is happening there, I am just wondering why there have been no survey of faculty, either initiated by the administrative body or by the faculty governance body because the Senate or the Union could have done this perhaps. As to faculty judgement, as to whether it would be best to teach their classes in classrooms given the very different circumstances of our class requirements and given the very different circumstances to which we go home, I am pretty sure the University of Cincinnati, University of Michigan, larger universities than ours are making decisions based more on faculty discretion as to how to manage our teaching obligations. I am just hearing constant sort of drumbeat of concern among the faculty I represent and others. They have a preference for this process rather than having to apply for accommodations, which is a very limiting way of making that decision. So, my assumption is, given an article in the Times the other day, a good number would be willing to do classroom meetings and hybrid versions given all the incredible care the administration has been doing to make sure that things are safe on campus. I am desperate to get back in the classroom, I will just speak personally. But, when I hear from colleagues that I represent as a Faculty Senate member and from around the nation, faculty wish to be trusted to make decisions. So this request to the question might be too little or late, but, I do think it is worth thinking about together as a campus generally, and as we move along in this, as to why faculty, we are not given more discretion.

Vice Provost Thompson: Provost Bjorkman, do you want to talk about that?

Provost Bjorkman: Well, I can tell you that in part we were somewhat having to deal with the question of what kind of percentages and in just trying to work through online vs. face-to-face. We followed the guidelines that said no more than fifty, which is why we just sort of said if your class is more than fifty, we need to move it online. Now, that said, if a faculty member were to come back to us and say, hey, I've got a class of eighty, but I would like to do it in the hybrid flex mode where I promise I won't have more than forty on any given day, we can certainly look at making that accommodation. Part of our working thoughts were also driven by the availability of classrooms. As Amy alluded to, when we started looking at our classroom options, the general purpose classrooms on campus and how many of those could seat under social distancing guidelines, it became very quickly clear that we were going to have quite some challenges just putting the jigsaw together to figure out how to fit all of our classes into the classroom spaces we were now limiting in terms of their occupancy. So, those things went into the factor.

I will also say that you are right, we could have done a survey and we probably should have and we didn't. We are still getting input, questions, and comments, just like yours, and I've made a note of this and we will certainly talk about that. We are trying to get through the first pass on where the classes are and how we are going to fit them in before we open it up to more changes, which some of the departments chairs are already asking for. So, that is what we are up against. I will also say that we had discussion this morning and we were talking about the fact that there may be other mitigating factors that determine whether a person wishes to teach online or in person that might have nothing to do with their own medical conditions. It might have something to do with the fact that they are caring for an elderly parent, or they have a child with an immune compromised system or something else. And so we also need to be cognizant of those issues. There is a group that is going to start looking at that from several different aspects and see what other options we have. But I appreciate the question Renee and it is a good one.

President Brakel: Dr. Smas asked about the type of mask we expect students to wear. You've given the variance of bandanas vs. multi-layers, three layers being more effective. Are we requiring to wear a specific mask?

Vice Provost Thompson: So that is a great question. We are really requiring everyone to wear a face covering. And so, you know, that could be something that they have made themselves, or that could be almost like a surgical mask that they have purchased from the store. We are not saying it has to be an n95 mask. I am sure some of you have seen some of the recent studies that have been done on the advocacy of different types of face coverings and masks. Some of them just came out saying that a bandana is not necessarily as effective as some of the other types of face coverings. I'll leave that there, but the most important thing I think all of can do, is to do this for one another and to try to keep each other safe by wearing them correctly. I am sure that you've all been out and about in the stores and seeing people wearing them down here. I saw someone wearing one on their head. I mean, there is lots of different derivatives of that. We want to make sure that everybody is wearing it and covering their face and nose.

President Brakel: She also asks can faculty just decide whether they would rather lecture remotely, especially if they are in a team teaching situation. I just lost that somewhere. Cynthia, if you are still on the call, you can jump in.

Cynthia Malaczewski: Oh, yes. I was thinking as a course director. I have about eight faculty teaching in my course and I don't know if I, as the course director, have the ability to grant faculty to do their teaching remotely or would I have to recommend that they go through the formal ADA process? Thank you.

Vice Provost Thompson: Right now we've been asking everyone to just go through the accommodation request process just for us to be able to maintain that and monitor that. I don't know, Provost Bjorkman, if you have anything you want to add to that.

Provost Bjorkman: Though that is true, we are looking at an alternative for that. For example, if you don't go through the ADA request, then we would need to have some alternative route for people to make those requests. So, that is something we are aware of and we have to look at that.

Dr. Smas: I was just asked by Dr. Williams over in the Cancer Biology Department to ask the people who teach in my course if they will be doing face-to-face or not. The course is slotted for face-to-face and I believe the room is an appropriate room size. I didn't know if I start reaching out to them and asking them that particular question if they would come back to me and say, well, I prefer not to come in. Then I will have to say, well, you need to do a formal accommodation, I guess. Is that the process I should use? Thank you.

Provost Bjorkman: Yes, that is the process at this point. So what they would do is go through that process. And if they were not granted an accommodation, that is why we need this alternate process in place for other reasons that are unrelated to that particular person's health.

Dr. Smas: Thank you. I just want to know my proper steps as course director.

Provost Bjorkman: I appreciate that. Thank you.

President Brakel: We have a couple of questions related to the enforcement of mask as to who have the authority to enforce that? What happens if a student shows up and they don't have a mask for class? Can you address that, please?

Vice Provost Thompson: We actually have had a small committee working on this with Kevin West [who is] kind of leading that work and working very closely with Student Affairs. We are very, very close to having a finalized procedure in place where basically the faculty member, let's say, goes into the classroom and the student is not wearing a mask, they would be given a card that basically they can give to the student asking them to go and get a mask and return to class. I think the whole point of this is we want to be sensitive to, you know, not to marginalize our students or make them feel uncomfortable and to give them the opportunity if they don't have a mask, they could go to, for example, the Dean of Students to get a mask. We are also very sensitive to the fact that if someone is not wearing a mask in the classroom, that could pose a health and safety danger to the class. If the student did not leave to go get a mask, then it would be at the discretion of the instructor if they needed to dismiss the class for the day; they would be able to do so, notifying the chair and the dean that they had to do that. What we are doing is through that process and also using our standard Code of Conduct Office to process that event happening. That office would be looking at possible sanctions with that student. I will also tell you that as kind of a preventative measure, every student is being asked to acknowledge a student health and safety statement that they have to view and check off that they have read it that says, you know, I will wear a mask and I will practice public health measures etc. So the procedure that we're following, I would say is congruent with many of the other IUC schools with that.

President Brakel: Also, some people are talking about masks in terms of enforcing it to non-students, the public that comes on campus such as patients. We also have a comment here. I'm sorry, I lost it. It was about masks. Some people will not be able to wear a mask because of medical reasons or perhaps cultural reasons. That is an issue.

Vice Provost Thompson: Can I respond to that just so everybody knows?

President Brakel: Sure.

Vice Provost Thompson: So the current procedure that we have available, and again, this will go through the same kind of ADA process is, if someone would have a health or some type of issue that would preclude them from wearing a mask, they would need to follow the accommodation process. Really what we'll do is channel that probably to an online learning environment or a possibility of a remote work agreement. Again, because it is not really an option to not have someone wearing a mask in a classroom environment.

Provost Bjorkman: I just want to say that we are putting together a document that will help faculty to understand. Did you already say that Amy, and sorry if you did? Hopefully that is going to be ready very soon. We are kind of working on the last vestiges of editing that so we can get it out.

But I want to comment, because somebody also said on the chat that it is also not just a matter of the faculty enforcing it, that it is a community thing. I think it is going to be really important that we all commit as a community that we care about each other and that we want to protect each other, and that's really what it's about. I think the more we all can set an example and the more we can talk about it in that framework, I think that will at least help. It won't solve everything, but it will help.

President Brakel: Right. Also Senator Thompson-Casado said, you know, in my discipline it is important that students see the mouth in terms of being able to do the pronunciations. Would a face shield be acceptable?

Vice Provost Thompson: Thank you, and that is an important question. The good news is, my understanding that Purchasing has been able to procure face coverings that have the clear window so you can actually see your lips. Those are available. We have talked extensively to our infectious disease and infection control experts and, you know, there's lots of discussion on the fact that really, a face covering and a face shield have different purposes and so we really are requiring the face coverings. Right? So a shield would not be an adequate substitute. So if you need those types of masks for your discipline, I would encourage your chair to reach out to Purchasing to see if those could be made available to your faculty.

President Brakel: There's some concerns that I've seen here and they seem to be really related. One is the uptick in cases in Lucas County as well as amongst young and basically the college age people that we are addressing. How are we going to monitor that? How are we going to communicate the need for them to do all the proper procedures? And at what point do we perhaps backpedal?

Vice Provost Thompson: This is something that we are watching almost on a daily basis. We are constantly looking at the dashboards and what our trends are doing. You are absolutely right, we have been increasing. The good news right now is, in our country our death rates are very low. Our hospitalization rates very low. In fact, for the last couple of days there's been, I believe, zero Covid positive patients at UTMC. I've never lived through a pandemic, I am guessing most of you haven't. This is something that is changing all the time and we are monitoring it and using science and using evidence based practice to kind of go through this. I will tell you that right now, at least among the UTMC tests, the average age of someone testing positive is thirty-two right now, so we have seen this kind of change in terms of the demographic that is impacted.

President Brakel: There are a couple of question related to social distancing, primarily in the hallways. Our traffic patterns in the hallways, [going] one way, those types of things. Could you address those?

Vice Provost Thompson: Sure. We've had that discussion actually about putting arrows and things like that. I don't know how many of you see that in the supermarket, but people typically don't follow those traffic patterns. Right? Well, unless you are a rule follower like I am. So that is something we have not really used as directional traffic flow. What you will see is that there will be signs by elevators, for example, saying, 'please practice social distancing.' We've gotten a lot of question about bathrooms and we cannot restrict access by law to the bathrooms. So we can't just say one person in the bathroom at a time if it is a multi-stall restroom. So there are some things that we are not able to do. I will tell you that across campus as you return, you will see lots of signage that refer to social distancing as a cue to reminder.

President Brakel: There are a couple questions related to surveying of students as to what did they prefer with regard to the type of class type of instruction and could they now elect one or the other?

Vice Provost Thompson: Well, I will tell you that we get lots and lots of email on this. It's been a really interesting mix. We've heard from lots of students who wanted face-to-face instruction. We have also had students say that they want online instruction. So, you know, there's not really been one particular trend. And again, I go back to our mix that we have right now, I do think that there is a wider array of modality for our courses that kind of meet lots of different learners needs.

President Brakel: There is also a question here that I saw about the room that they've now been assigned. They have some concern that maybe [the rooms are] too small. How do somebody go about getting a room change?

Vice Provost Thompson: So the first thing I would do before we change rooms is, we're working very closely Health and Safety. Tim Niederkorn and also Mike Haar through Classroom Services. So I would want to verify that the social distancing capacity was truly incorrect before I would try to move it. The problem with moving classrooms right now is it is kind of a domino effect. We really had to work hard, particularly the registrar on trying to kind of fit different classes in different spaces based on the number of days that a class meet. So it is a very delicate balance right now. That would be my first recommendation is let's re-verify that with Health and Safety and with Mike Haar to make sure the numbers are correct. The other thing I will tell you is, if it a department controlled classroom it was based on having the social distancing tool used within the department. The departments were supposed to determine the social distancing for their own department use classrooms. So, if that did not happen, we need to have someone contact either myself or Mike Haar so we can make sure that has happened in that classroom. All the general purpose classrooms were done by facilities, and all of those numbers, including a large number of the department controlled classrooms, all of those new numbers are on the classroom services website.

President Brakel: Senator Coulter-Harris, you have a question about remote designation.

Senator Coulter-Harris: Yes. Thank you very much, Provost Bjorkman and Vice Provost Thompson. You've kind of included this new remote designation, and I am wondering how flexible this is going to be for our writing classes at our university. I am seeing some problems, probably. This may create some problems. For example, what do we do with students who do not want to attend these synchronous meetings? There may be some faculty expertise or training in WebEx, Zoom etc. offered to them, then we also have to have the recognition that teaching writing is not so much a lecture activity, as is a process activity. We are teaching students the process of writing. So, I am just wondering, for example, if I have written out a set of instructions for a particular writing assignment and I have those posted on my blackboard site and I have also included a video of me taking them through the instructions -- I mean, I'm

just seeing lots of problems here with this, such as you have to be there synchronous and you are going to have to record this etc. etc. So I have a lot of questions about this.

Vice Provost Thompson: Sure. When the schedule was provided to us, we worked very closely with the department chairs. Particularly for the remote designation, that was a discussion that should've happened at the department level that was often provided in the schedule to us. The remote is really having that opportunity to say, you know, for some students I think there is an advantage to having that synchronous element because they didn't feel connected in just that online, anytime, not having face-to-face activity. I think many colleges, I know particularly in the College of Engineering that is a method that they are using to try to be a best practice to connect with their students. I agree with you. I know that there is lots of moving parts with this. I recognize the great work that our faculty have already done in the spring. I will tell you, I am not a huge tech person either so I know what a great lift this has been for some of our faculty. And you know, for many of our students they are so hungry for that kind of interaction and they are so ready to come back to be able to hear someone like you talking to them/talking with them, having that interaction. I know that it is a lot. But what I can tell you is we want to be so supportive of our faculty and we want to try to equip them with everything that they need in terms of the training, the webinars, or the access to the software. So I do think we've created a wonderful resource where you can have your one-on-one kind of work with UT Online and I highly encourage that. We've got a number of weeks before school starts that they are open and taking appointments right now, and I really encourage that. Thank you for your work.

President Brakel: Can I follow-up? I know in the chat with regard to trying to push back on the ICE announcement yesterday, Vice President Jim Anderson of Admissions sent an email this morning to our representatives in Washington, Marcy Kaptur and... I see an A. Jim Anderson wanting to make comments about that in the chat. Is this Vice President Anderson or the other Jim Anderson, the senator?

Senator Anderson: It is the other, the senator. When I checked my email this morning, the associate chair of the math department had sent out an email with a link to the modification. I also put the link in the chat if you want to go and look at it. As I was looking at my email, I was listening to the CBS news and one of the stories was that Trump had just tweeted out yesterday that he needs all colleges and universities to get back to face-to-face in the fall. And then the next story was about the modification that was going on. It said that it could affect 1.5 million students. I have one other comment. When I looked at the polls, to me there is nothing in there that I could see that would allow if the governor would go back to [a] stay at home [order] and we had to go back to completely online, there's nothing in this policy, if ICE wanted to under Trump's orders simply kick these students out of the country. So that is one concern that I have. I also emailed Marcy Kaptur with the concerns and copied the whole modification with hopes that maybe a House Representative might get involved in striking down this terrible modification.

President Brakel: Thank you. The email I saw this morning might have been from you, Senator Anderson instead of Vice President Anderson, so I apologize if I gave the wrong credit there.

Senator Anderson: Yes, I ended up copying you on it so you can be aware of it.

President Brakel: Thank you. Senator Heberle asked can we have packages of mask on hand if we choose, and is it allowed to give students disposable masks.

Vice Provost Thompson: That is a great question. From a university perspective, I will tell you that students are getting a welcome back bag, if you will, that has a mask, a thermometer to help with their daily health checks, and also hand sanitizer. So that will be provided to them. We are not universally providing masks to students. However, I understand that Student Affairs will have some on hand if they

need to go there to obtain them. So again, if a department wants to have, you know, twenty extra masks on hand in case they need it, that is really up to the department's discretion.

President Brakel: Senator Bigioni, as President-Elect I know you've been pretty much helping me cover the chat. Have I missed a question?

Senator Bigioni: I think you've done a pretty good job of covering things. I can have a quick look.

President Brakel: Okay. Did somebody else have a question for Amy or the Provost?

Senator Lipscomb: I have a quick question.

President Brakel: Go ahead, Senator Lipscomb.

Senator Lipscomb: Regarding sanitizing the classrooms, how is that going to be handled? Is there going to be a special cleaning over night? Will students be expected to clean their own work space? Will faculty be expected to do that? What is the policy on that?

Vice Provost Thompson: Well, thank you, that is a great question. So, I know this has been sent out on a couple communications, but I can't say it enough. In every classroom there will be provided spray sanitizer and paper towel dispensers and so students and faculty, when you come into your classroom should clean and disinfect their own work area. Also, we had sent out not too long ago, kind of a classroom checklist. I know that is available on the Office of the Provost website as well, just as a reminder. It says things like, when you're going to go into the classroom, remember to bring, for example, your own whiteboard markers so you are not sharing those and make sure you are kind of wiping down the keyboard of your computer if you have to logon to project a PowerPoint or something like that. So all the classrooms will be cleaned at least once a day by facilities, but again, in the in-between, those cleaning materials will be available in each of the classrooms.

President Brakel: Paulette Kilmer asked about teaching. She wrote, 'If we are remote, can we still teach half of the classes on each day to increase potential for participation and a since of belonging to a small group, and still record the session for those who cannot attend?' The answer is yes on that.

Senator Heberle: I just want to do a real quick follow-up Tim. Is that okay?

President Brakel: Go ahead.

Senator Heberle: My question is for Provost Bjorkman. She mentioned a group that is working on the question of faculty with family or giving care to others who are vulnerable. Is there any kind of timeline on that, that I could report back on or let people know about so that concern can at least be taken off their table or that they could know they might be able to ask for that kind of accommodation?

Provost Bjorkman: We haven't worked out a timeline yet, but we certainly should. To be honest, this group kind of got put together today, but I think this is something we've got to answer very quickly. So I will try to push to make sure we can get that back within the next two weeks.

Senator Heberle: Thank you. It is really on people's minds to I appreciate it.

Vice Provost Thompson: Senator Heberle, we are actually meeting tomorrow; I know we are trying to get together in a quick way.

Senator Heberle: Cool. Thank you.

President Brakel: I am not sure who asked this question, but what types of accommodations that are being made for the dorms in terms of reducing capacity and so on?

Vice Provost Thompson: So, as you know, some of our residence halls rooms hold up to four students in occupancy. Our current plan, as of right now, only having up to three students in a residence hall area. Again, I know we're watching this on a day-to-day basis. As far as I know, right now, although the contracts have been signed for student housing, assignments have not been actually made. So, that allows us right now to kind of be in a holding pattern that as we kind of see the next week or two and what's kind of unfolding, we are able to pivot if we need to say, we are going to back that down, for example to two students in a room.

President Brakel: If a dorm student tested positive for Covid-19, what happens to that student?

Vice Provost Thompson: So, we have designated housing for Covid positive students. So if they are found to, for example, they are Covid positive, we would probably pull that student and put them in the isolation housing and we would ask the roommate to self-isolate for 14-days. So we have a very concrete protocol that we will be following, if the event that happened.

President Brakel: Do the students, faculty and staff need to be tested for Covid-19 prior to returning to campus? I think I know the answer already. No.

Vice Provost Thompson: No. You know, actually the CDC recently just came out with guidance for institutions of higher learning and it is not recommended that you test everyone. Right now there's some areas and pockets in the country where they really need to have a lot of tests, and to just test everybody that might not be at risk or have had exposure, I don't think is an effective or efficient way of doing that. I think going back to our earlier question on, you know, things like pooling or, for example, if we decide that we want to test students living in residence halls in congregate living, I think some of those are a better approach to do that with the auspices that, you know, there is testing always available if you think you need it.

President Brakel: On a related line. How are we going to regulate this in sorority and fraternity houses?

Vice Provost Thompson: That is a great question. I know that is something they are actually talking about in terms of occupancy, as well right now and having similar restrictions in those areas.

President Brakel: There is some concern about if we are supplying the sanitizing materials for classrooms, how will they be restocked in terms of how frequent they will be restocked? What happens if they disappear and how can replaces be obtained?

Vice Provost Thompson: So my understanding is that in every classroom there is contact information if something was to, you know, there wasn't enough paper towels or whatever, there's a number that you can call and they will come out and restock that immediately.

Provost Bjorkman: The sanitizer is going to be in a dispenser I believe. Is that correct, Amy, a spray bottle or something?

Vice Provost Thompson: A spray bottle, correct.

Provost Bjorkman: And that will be filled once the classroom is cleaned.

Vice Provost Thompson: Correct.

President Brakel: Somebody asked the question, is it going to be safe to return to campus, even after being diagnosed with Covid-19 and stayed in compliant for 14-days? Is there scientific evidence showing that even after self-quarantine, the chances to infect a person are low or simply disappear?

Vice Provost Thompson: That is a great question. The thing is, there's lots of different research going on. I mean, we've got to think about the fact that this is a very new virus. We are studying it in every way we can. Most scientist would say that they believe that after you've met the criteria, of which I presented earlier of the 14-days, are not exhibiting symptoms and that is really the criteria for being able to return safely. Now, all of you know, that there is an asymptomatic element to this. We are seeing that up to 50% of the cases are asymptomatic. So I think that is why it is really important for all of us to practice all of the hygiene, the face cover wearing, and all the precautionary things that we've already talked about today because this is really about a piece of a pie. You know, the more slices of the pie, the things that we are doing to protect us such as the masks, the social distancing, and the washing your hands – you know, all the things that we can do, the less likely you will be to transmit that and to get that. So, I do think we have to keep reinforcing that and making sure if you are ill or sick that we follow the Return to Work guidelines that have been provided for us.

President Brakel: Dr. Lawrence Anderson ask, do we have any numbers of fall registration at this time? The answer is yes, but I don't have those in front of me right now. I do know the numbers are down. So, anything that faculty can do to double-check students that they know should be registered for classes this fall, to reach out to them would be much warranted. Provost Bjorkman, do you want to say anything about that?

Provost Bjorkman: Yes, I mean, we definitely can use some help. The numbers are a little bit funny right now, because we moved the semester up a week and then they shifted back, and because the comparison is to the same number of days before the start of the semester. And what we know, and what we're hearing from students is that people are kind of holding off, waiting to decide whether they are going to take a gap year or whether they are going to come back. So there is some fluctuation with that. The other thing is it is a little different in the tracking this year because Rocket Launch has been changed. The students are actually registering immediately for Rocket Launch; they are not doing it in a rush like the week before classes start. And so, students are getting registered earlier than they have been in the past. What we're seeing is we are down. The budget was actually built around an assumption of 7.5% decline. We don't know where we are going to land right now. It's been kind of bouncing around between -2% and -16% down and it waffles back and forth every time the tracker comes out. I have been talking also with Finance, and they do their own sort of monitoring of what they are seeing in the numbers. They are not seeing things quite as dire as all that and so it kind of depends on which lens you look through, I suppose. But I will also say one of the indications we have just nationally is that the number of students who have completed FAFSA is down nationally and so that is an indication. Every university is seeing this. A lot of people are kind of sitting on the fence right now because they are just not sure what they want to do this year. So I don't have an answer for you. I - like everyone else - look at the tracker every time it comes out which is every other day. It is bouncing around. We have to do everything we can to let our students know that we do want them back, we all miss them very much, and we intend to try to give them a very high quality educational experience, even with everything else we are dealing with because that is how our faculty are.

President Brakel: Yes. I will also add that the budget planning aspect, they were projecting a budget build based on a decrease of students of 7.5%. We are always hoping that it will be better there. Also at the Board of Trustees meeting, a week or two ago, we passed a temporarily three month budget, basically

getting them to September, the time of the first budget adjustment. At that time, they will have the enrollment figures and be able to set a more permanent budget for the remainder of the year.

Provost Bjorkman: Yes. And the other pieces of information we will have at that point, which helps us also, is we will by then know what the state is going to do about SSI. So there is still a lot of discussion around that, and we need that piece and our enrollment piece to really make a good quality estimate.

President Brakel: Senator Bigioni asked, is there a student orientation planned for all students returning to campus that specifically educates our students on Covid risks and their responsibilities to each other and our UT community?

Vice Provost Thompson: We have not planned an orientation on that. Again, in the student health statement that we've asked people to sign there's, you know, information in there and also, we've been directing them to our Rocket Restart page that also has all kinds of information in terms of what is Covid, and what resources are available to you. The other thing I just want to put out for all of us to think about. I know I see Dean Lewandowski on the call as well. She has been doing a lot in the area of mental health on campus. That is a continued resource that we need to make sure that we are talking to our students about. We know in a lot of the national surveys that mental health continues to be a major concern, not only for our faculty and staff, but our students as well. We [have to be] very mindful that we have many at risk students right now, and to just try to tune into our students and direct them as best as we can.

President Brakel: Fred asked, have we communicated to the students that classes resumes August 17th? He said a couple of his students did not know this. I do know that that email did go out.

Vice Provost Thompson: There's been numerous emails that have went out, even in combination between Dr. Cockrell and Provost Bjorkman.

President Brakel: In terms of reopening, is there a timeline for P-cards being unfrozen? No.

Provost Bjorkman: I have not heard one, but I will say that I think if you need one unfrozen, that can be requested on a case-by-case basis. I think Finance intend to just hold-off on that for a bit.

President Brakel: Right. And again, I think I've covered everything that is in the chat. So this is the last call for a final question. If you have one, unmute your mic and ask it please.

Dr. Peterson: Hi. This is Jennifer Peterson. I did put one in there, it just kind of got lost in the mix. Thank you, all of you for what you are doing. I know this has been a lot of work. My question is regarding guidance for students. Do we have plans for them, because they are going to be going back and forth with between face-to-face classes and remote live classes and there is very little time between? I mean, do we have places for them to go that are quiet enough that they could unmute themselves and work in a group discussion or ask questions, but not so quiet that they can't speak?

Vice Provost Thompson: You know, that is a great question. I think we also have to be mindful of areas, you know, that there could be too much congregation in, for example. Right? One thing that I do think that has been really helpful is that we've extended our Wi-Fi on campus to lots of different areas. One of which being Rocket Hall parking lot. So that is a Wi-Fi zone where students can go and sit in their car if they need to have a quiet area to have their computer. So I think your point is really important, and maybe that is something we can talk about, Provost Bjorkman, to try to identify some areas where students might be able to go to.

Provost Bjorkman: I made a note of that question. Thanks for asking that.

Senator El-Zawahry: I think I have a small question. Thank you for everything you've discussed. The question I have is, do we have any sort of a taskforce or something that if something happened during the academic year with the students or something come up and they knew that they can manage this and the tools can reach them, that they can make contact with someone? Because as we go we are going to have some problems, something that is unanticipated and it is going to be expected to have something like this. So, is there a better way that they can reach somebody through email who can help answer their questions and funnel that?

Vice Provost Thompson: Well, I am not sure I full understand your question, but I think you are asking about resources from our students' perspective. I would say I think we already have a great infrastructure through our advisors, through success coaches, and through students' success initiatives. Those are all resources so if they needed a question answered or needed to navigate the students, those are highly trained individuals to be able to do that.

Provost Bjorkman: May I also add to that? We have asked each college to designate sort an advisor type person who would serve as the Covid advocate. So if a student has an issue with Covid and an issue with classes, they can go to that person and get some guidance from someone who actually knows their program. And so that would just essentially be a reference point, a person who can point them in the right direction to make sure they are talking to the right people. But their success coaches certainly can help with that as well.

President Brakel: Right. I also want to bring to the faculty's attention that there are some changes that are happening within the library because of the budget situation. They are going to have some reduction in hours due to reduction of staff. I'll forward this message to the Faculty Senate to be sent out to faculty so you can have that, so you will know when the hours of operation for Carlson Library and Mulford Library. And they are also having to cancel some things within the collection, some subscription and those are listed on a WIP guide with the library – you will see that with the emails. So, we will get that email out to faculty here so that you are aware of this as well.

Senator Milz: I do have a question. So Vice Provost Thompson, you talked about a number for if you are running out of the sanitizer and everything for the classrooms. Will that be available on both campuses and at night?

Vice Provost Thompson: That is a great question. I mean, again, I understand that there's facility folks that are on campus kind of around the clock, but I will make sure that that is available. I will double check on my next meeting with facilities. But the number should be available in every classroom.

President Brakel: Anyone else? Hearing none. Provost Bjorkman and Vice Provost Thompson, I appreciate your efforts this afternoon on this, and trying to keep all the faculty informed as to what we're doing with our reopening plans and hopefully, faculty have found this beneficial. I really appreciate all you've done.

Vice Provost Thompson: Thanks, President Brakel. I just want to thank all of you. I know you've done so much for our students and I know there's been a ton of work on the back end, pivot and learn lots of new things. We just have a tremendous faculty and I know the Provost and I are just really appreciative of all your work. I know that you are going to see lots of questions in your departments and I hope you can just kind of help us push this information out to faculty. If there's things that you're hearing or you don't know about, please contact us. We want to be transparent and we want to make sure that everybody is on the same page. I recognize that this is challenging because things are changing very quickly all the time. You know, every minute I think I say to Provost Bjorkman, I think we are ready, then something changes.

And so we are always trying to align with what is happening in terms of trends and policy changes. So we appreciate your support and again, we thank you for all your terrific work with our students.

Provost Bjorkman: Amy just said what I was going to say, so that is great. But I also want to say that I appreciate you taking the time to listen and ask questions. Continue to ask questions because we haven't thought of everything, I guarantee it, and we depend on you to point out the things we haven't thought of. Thank you.

President Brakel: Thank you everyone. So that brings us to our next item on the agenda which is other business, which I really don't have anything. Are there items from the floor? Hearing none then---

Senator Heberle: I just wondered if the Faculty Senate was willing to consider doing a digital survey of faculty just for the record, as to what kind of judgement they would make about their classes. I know that it is off-season and etc. etc., but I think it would be something that the Faculty Senate can hold on to for the, I don't know--- I am just very curious as to what our faculty would do. As the Times article said, Cornell did that survey and I'm just curious about that because I really do think a lot of faculty will be pushing back on this required combinations policy and a lot of campuses, so I think it would help us make that argument. Maybe over the long term, or maybe more immediate term, I don't know. Thank you.

President Brakel: Thank you. That is something we can definitely put together, survey the faculty so we know what moving forward.

Senator Heberle: It would need to be anonymous obviously. I just wanted to clarify that for everybody else. Thanks.

President Brakel: Thank you. Anything else? So thank you everyone. I appreciate you taking time out of your summer schedule here for this particular meeting. I was trying to time when this meeting would actually occur. I put it off a week or so because I felt like we needed bits of information from either the governor making finally the announcement, at least for K-12 last week, the classroom decisions that were being made, plus that announcement that came out yesterday. I appreciate your willingness to be here today. If there is a need for another meeting before we start classes, we will not hesitate to call that there. But our first planned meeting for the fall semester will be August 18th, that first Tuesday of the first week of classes. Given that the University is still not permitting more than 50 gatherings, we will more than likely be on WebEx at that time.

Senator Barnes: I just wonder if we could, without a huge amount of debate, offer Faculty Senate support for the University of Toledo's international students. Just to say that the faculty welcomes, wants, enjoys, and appreciates what our international students bring to our community. Maybe just to offer this as a voice of support might be heartening to them. I hope everyone could just agree to that, that we just stand with our international students.

President Brakel: Would you like to make a motion? We do have a quorum according to Senator Templin.

Senator Barnes: Yes. I would just like it to be in a statement that the faculty of the University of Toledo, as represented by this body, stands in support of the presence of our international students and their value to our community. Sorry, that language is very boggled, but that is my general sentiment.

President Brakel: Do I hear second?

Senator Molitor: I move to second.

President Brakel: Is there discussion on the item? I'm seeing some people in the chat saying they agree. Any further discussion? Then we will cast the votes. Put yes in the chat box [if you agree]. ***Motion Passed.***

Senator Barnes: Thanks, everyone.

President Brakel: Okay. I will get together with the Executive Committee to craft the actual language to be released out. Any other items from the floor? Hearing none, may I entertain a motion to adjourn?

Senator Molitor: So moved.

Senator Heberle: I'm sorry for having a big mouth. But I am not sure if we need a motion for the survey or if that can just be done by the Executive Committee as just a task.

President Brakel: That can be done just as a task. So we have a motion on the floor and I think I heard Senator Molitor first. I need a 'second.'

Senator Giovannucci: Second.

President Brakel: All in favor, put yes in the chat box. Meeting adjourned at 5:50 p.m.

IV. Meeting adjourned at 5:50 p.m.

Respectfully submitted,
Mark Templin
Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Executive Secretary