

**MINUTES OF THE MEETING
OF THE FACULTY SENATE
JUNE 10, 2020**

PRESENT: J. Ausherman, W. Bowen, A. Dixit, D. Dyer, B. Ekelman, D. Forte, V. C. Gallagher, J. Gatica, J. Goodell, C. Hansman, Y. Hung, J. Kalafatis, S. Koc, R. Krebs, A. Kumar, M. Kwiatkowski, J. Marino, G. Pettey, T. Porter, A. Severson, A. Slifkin, A. F. Smith, J. Visocky-O'Grady, R. Anglin, J. Holcomb, H. Sands, S. Zachariah, J. Zhu, T. Guzman, C. Heyward.

OTHERS

PRESENT: M. Boboc, J. Bolt, R. Carnell, B. Hoffman, S. Kaufman, D. Layman, L. Quinn, R. Revock, M. Rodriguez, F. Roncagli, O. Talu, J. Sawicki, J. Vitali.

Senate President William Bowen first went through the protocols. He noted that we've had quite a few people at some of these meetings and these protocols have helped us to keep the meetings productive. He reminded everyone to identify themselves by full name. He added that Senate Secretary Vicki Coleman Gallagher will take action to remove people from the meeting. If you want to ask a question or make a motion, please send the chat to Senate Vice President Gary Dyer and he will relay the information to me in the order in which received.

I. Approval of the Agenda for the June 10, 2020 Meeting

Faculty Senate President William Bowen called the meeting to order. He asked for a motion to approve today's agenda. It was moved, seconded and the Agenda was unanimously approved by voice vote.

II. Approval of the Minutes of the Meeting of May 27, 2020

Dr. William Bowen asked for a motion to approve the Minutes of the Meeting of May 27, 2020. It was moved, seconded and the Minutes were unanimously approved by voice vote.

III. Report of the Faculty Senate President

Dr. Bowen stated that on behalf of President Sands and Provost Zhu and himself, they would like to begin this meeting with a moment of silence to recognize and honor the lives of Brianna Taylor, George Floyd and all of the other unarmed black Americans who have been killed at the hands of police.

Dr. Bowen stated that so far, 2020 has been a difficult year for everyone. Looking back to February of this year and in my own case, I was planning to go to the world regional Science Conference in Marrakech Morocco and present a paper on the consumer price effects of deregulating electric power generation. I thought it was a chance of a lifetime and I had to cancel it. It is only one of many unexpected turns of events in my life and I am sure that it's true of many lives of many of us. But I want to recognize that we've all not been challenged in the same ways – I refer specifically to communities of color in the United States in which the corona virus pandemic has disproportionately had negative health and economic consequences. The virus has revealed once again the deep disparities that continue to exist throughout American

society and the recent acts of violence against black people demonstrate once again that racism and injustice persists throughout our country. People who look like me have the privilege of being able to wander pretty much anywhere or drive down the road without fearing that my skin color is going to make me a target. But not all members of our society or our CSU community enjoy that privilege. So, especially to our Black students and faculty and staff and alumni and also to all people of color in and around our CSU community, please know that we stand with you in demanding that the injustices stop. In this spirit, some of the recent conversations that have gone on at the Academic Steering Committee and elsewhere have suggested that some senators would like to pursue an official CSU Faculty Senate Statement about the deep disparities in our society or the unrest, or the police brutality. If you are one of those people, within the next two days, please contact Violet Lunder. If you are somebody that is willing to lead that effort, please write to me and let me know over the next little while if there is interest in this. It is certainly within the purview of the Faculty Senate to make a statement if we so desire. The Senate Office will help in orchestrating the process of getting the statement formally endorsed by the Senate if possible.

Dr. Bowen noted that everyone on the Senate should have received a copy of the Budget and Finance Committee's report on academic partnerships. At our May 6 meeting when discussing the AP, Provost Jianping Zhu told us that faculty input is the administration's top priority and that the program faculties of the five programs that were considered will be regularly updated. Any related curricular changes, admissions standards, instructional authority and class schedules will be controlled by the departmental faculty. That is where we are to my reading of the Senate Budget and Finance Committee report. It seems to have fairly comprehensively described the various concerns that have been raised around campus. There is quite a bit in there from the faculty members within the pertinent programs. It was also agreed that if it begins to appear that CSU is getting close to a contract with other than the tenant, we will be kept apprised of that specifically through the Budget and Finance Committee for purposes of providing advice on what that agreement should look like. Professor Guzman will report on that in a while.

I understand the Provost will speak briefly about academic realignment and specifically about a couple of other committees that have been set up. For the purpose of responding to the effects of the pandemic on the university budget, some senators have been appointed to those committees and the Provost will tell you a little bit about those efforts. I will tell you who has been appointed to each of them after the report of the Provost.

Vice Provost John Holcomb will report on the current status of plans for repopulating the campus. I know that is on everybody's mind. This is an updated version of a presentation he made recently to the COVID-19 pandemic planning response committee which is the group that is advising the President on repopulating the campus. Repopulating the campus in the middle of a pandemic is a challenge of enormous complexity and seriousness and John has been orchestrating pretty much all of it for that committee in terms of anything under academic affairs.

IV. Report of the President of the University

President Sands thanked Bill Bowen for his comments and for the moment of silence. President Sands discussed the following.

George Floyd – no excuse for the police brutality and a video of a public lynching to get us talking and thinking about structural racial inequities. My commitment to you is that we, as an institute of higher education, have an important role to play in what actions we are going to take. I have already had a discussion with our police chief. We are working on a review of their policies and their approach as a start. This is one example of an opportunity for us, as a community, to work together and make meaningful change. I look forward to hearing specifics from each of you.

Repopulation plan for campus. The words that we use are important because we never closed. We are open for business. People find that hard to believe. We have taught classes in the spring; we are teaching classes in summer. How we repopulate our campus is going to depend largely on how high a confidence level we can get to keeping everybody safe. We have survey information that John Holcomb will go through and we will use that to select our pathway forward here in the next seven to ten days. We are working on six components when it comes to repopulating our campus. This will involve everything from our footprint in our residence halls, to the number of classes we have, to what kind of classes there will be, and how many folks we want on campus at certain points during the day. As Bill pointed out, this is a complex challenge, but we are up to it.

1) Daily health assessment. We are building an app for faculty, staff and students to have on their phone. It involves taking your temperature, filling out a box, whether you are sick or not feeling well, and making a decision to stay home. This will be a daily requirement for everyone. The assessment will be part of our overall protocols and how we track things.

2) Personal responsibility. We've all experienced some level of this out in the community. Sometimes you go to places where people are wearing masks and sometimes people are not. Some restaurants do a better job than others. We are only going to be as good as the personal responsibility we take in handwashing, masking, social distancing. This is going to be a big part of how we succeed. No one in this room and no one I have spoken to wants to repopulate our campus and then have to pull back on any level.

3) Environmental. Deep cleaning rooms, having signage, looking at specific age factors and making sure that our systems are up to the highest standards - rearranging furniture, installing plexiglass. This is all part of our environmental plan for making sure we are protected as much as we can.

4) Testing. We have spent a lot of time with our fellow institutions across the state. We are still working on this trying to come up with what our testing protocols will and should be. Right now, the most effective test is an antigen test – where they actually swab your nose. It is pretty uncomfortable. That is the testing we think is really the most accurate with the least error rate. Right now, we are planning to only test suspected COVID cases. When that protocol comes out, we will give you more details. These are symptomatic folks. We haven't decided yet about random testing. The goal right now is to make sure we have a testing protocol.

5) Contact tracing protocol. If we do have a positive case, we have an active plan to trace the contact as we did with our head basketball coach. If you recall, he was one of the first people infected in Cuyahoga County. We traced about 50 or so of his direct contacts and thankfully, none of them came down with coronavirus. So, we have a protocol for those that are suspected

and get tested. We will have a quick turnaround on these tests and we will have a system to contact trace students that are living on campus. If they test positive, we will have space in the residence halls to quarantine students.

6) The last piece I mentioned briefly was quarantine and how we quarantine. Sick staff or faculty members will be asked to quarantine at home. Our success is largely going to be dependent on how well we all pull together to make sure we protect others. We do want to make sure we are meeting the needs of our faculty and staff and their various levels of comfort based on underlying conditions.

The last piece I wanted to talk about is that over the next couple of weeks, we will have four areas that are going to be task groups focused on CSU 2.0.

- Academic Administration – how we do business outside of the academic structure
- Academic Support Functions – everything that reports up through schools and colleges
- Athletics and our athletics programs
- Growth and Innovation

This is an important part for any organization that is undergoing change or facing challenges. It is a good time to reinvest in ourselves and we want to spend time with folks looking at what are those things we need to do right now. A good example is the technology that we are going to invest in. Also, for those of you that want or need help, want to upgrade your capabilities for teaching remotely in the fall and beyond if we have to do that. Those groups will be populated in the next couple of weeks.

Beth Ekelman: Any idea of when faculty and staff will be able to access our offices?

President Sands: I do not have specifics today. That is high on the priority list of decisions that have to be made in the next seven to ten days. We are trying to limit the number of people on campus at specific times. The challenge is if we give everyone permission all at the same time, it affects our campus footprint. We plan to have a protocol where each of you will be able to get on some type of schedule.

Anup Kumar: Testing? Will we have CSU Wellness Center as one of the testing services places? Will CSU think about arranging for psychological tests for antibodies for those who already have immunity? They are available in the market at \$400 apiece. Can faculty and staff take that test for those who already have immunity or have developed antibodies?

President Sands: Right now, that has been determined to be not as helpful as the antigen test. I can get you more information offline and provide it to the Faculty Senate. When we roll out our plan, we will have answers to all these questions as to whether testing will be available at CSU. Right now, the plan will be to only test the students that are here and have others go to their primary care or go to one of the easy testing sites but, we haven't finalized these yet. I will let the experts come and talk to you. The nasal swab test is the one we are focused on right now because that can tell us whether we need to quarantine or contact trace.

One of the issues that we have been talking about amongst the university presidents is the incredible cost of having a testing protocol and this is even aside from the costs of modifying our campus and extra cleaning, etc. We are working with the President of the IUC and the state Chancellor on a testing protocol. We've certainly raised the issue of cost and, if we can come up with a testing protocol and get it somewhat standardized across the campus, I think we have a fighting chance of getting the state to provide some funding for it – from \$100 to \$200. The tests that we think we are going to have to administer could get pretty pricey, pretty quickly.

V. Budget and Finance Committee

- Report on AP Partnerships (**Report No. 112, 2019-2020**)

Professor Tatyana Guzman, Chair of the Budget and Finance Committee, stated that she hopes everyone saw the report the committee completed and sent to the President and the Provost. She noted that she doesn't have much to add to what was already discussed here. She noted that she made a quick summary of that report a couple of weeks ago at the Senate meeting. There are feedbacks from both programs and from the Center for E-Learning. If anyone has any further suggestions, please send them to the committee and we will be happy to address them.

Beth Ekelman: The report is really comprehensive. Is the committee planning on making any kind of recommendation or motion at some point in time about this agreement?

Tatyana Guzman: At this point, we are waiting for any further developments on that contract with AP. If there are any further developments, yes, we are planning to do more in depth analysis. We are planning to run numbers, maybe a benefit cost analysis and provide recommendations.

VI. Report of the Provost and Chief Academic Officer

Provost Jianping Zhu noted that he wanted to follow up on a statement about racial inequities and inclusion in particular, related to our faculty. I want to reaffirm our commitment to inequity and inclusion. We cherish our faculty from a very diverse national and cultural background. We understand that many of our faculty are concerned about what is going on, both locally and nationally, especially this ongoing pandemic - a factor some have pointed out, disproportionately to certain populations more than others. We really want to emphasize our commitment to inequity and our commitment to supporting our faculty to develop an inclusive and supportive environment so everyone can be successful. We really need to look at what we have been doing and the plans that we have been developing. This is the time to really look at the concrete actions that we should take to make a substantial change. As President Sands mentioned earlier, to really move the needle, for example, in our faculty hiring practices, in terms of our faculty mentoring and faculty support. To make sure our faculty is successful and in particular, for faculty who need additional support. We have been discussing integrating engagement and inclusion considerations into our tenure and promotion process.

Provost Zhu also mentioned the following:

- Student and performance gap. Institutional Research providing the information about the gap between students and groups from certain backgrounds; standardized test scores; social economic status comparable to the majority of the student population.
- Teaching expertise in police reform in social justice.
- Campus-wide effort to move forward in specific areas: faculty hiring, retention, mentoring support, tenure promotion standards, reducing student performance gaps.

Provost Zhu noted that Bill Bowen will give details about Senate appointments to the four working groups. He added that some members wanted to know who those appointments are.

Dr. Bowen stated that the role of these people will be input from the Senate, then to the working groups, and then back from the working groups into the Senate. Dr. Bowen thanked everybody.

- Academic Realignment Committee: Beth Ekelman and David Forte
- University Class Size Committee: Sanda Kaufman
- Workload Committee: Carla Hamlin-Mansour and Tracy Porter

These will be the representatives from the Senate on those committees.

Provost Zhu: Thank you to our faculty colleagues who are willing to take on the responsibility. These are just the Faculty Senate appointments. The entire groups have not been finalized yet. As you know, there are four working groups: Administrative, Athletics, Academic Support and Growth and Innovation. Other faculty members will be invited to join these groups later. I just want to make sure everyone understands that this is a coordinated effort in the four big pieces. Then within the academic piece, there are a few other small focus areas – class sizes, faculty workload, and other topics that may be added later. I just want to make sure everybody understands the full context. This is the start.

VII. Report on Campus Reopening (Report No. 113, 2019-2020)

Dr. John Holcomb, Vice Provost for Academic Programs and Interim Dean, Graduate Studies: Thank you for inviting me to share with you the different scenarios and different ways we are approaching the fall repopulation plan. The main priority for fall repopulation is that every effort will be made to convey to faculty, students and staff that the campus is safe. The university will be providing masks to faculty, staff and students and those masks will be required for entry into the buildings and classrooms. Masks will also be available for purchase at the Bookstore and in vending machines. Our facilities department has now acquired ample supplies of sanitizing wipes and disinfectant and these will be provided throughout the classroom spaces and offices for us. With our scheduling grid, we have fifteen minutes in between classes and it will be up to the students to clean their own workspace prior to class. Ample paper towels and disinfectant sanitizer will be available. The teacher/instructor will clean their own space. We have ordered 1400 face shields that will be distributed to faculty. It will be easier for the students to hear faculty with a microphone with a face shield rather than talking into the mask.

We are working on the classrooms, lab space, and studios to respect the six feet of social distancing. We will have plenty of signage around campus where appropriate on which doorways will be entrances and which will be exits. We are soliciting contracts for onsite antigen testing and contact tracing. A survey was recently mailed to all full-time faculty and part-time instructors teaching during summer. We had 340 responses. In those responses, 54% of faculty indicated they feel comfortable teaching on campus. 35% of faculty said they are using a CSU laptop that is less than four years old. 40% of faculty indicated they would like additional training and professional development to improve remote delivery. Two issues that faculty ranked of highest importance contributing to a safe campus was maintaining the social distancing and students wearing masks. As President Sands said, we are using this as we think about the kind of footprint we are going to have and the kind of faculty development and resources we could provide.

The Registrar's Office has solicited from chairs and directors and all the departments to identify courses that they felt really needed to meet face to face. Those would be the courses for accreditation or degree completion and if the course needed specific space or equipment or technology that is located only on campus or if the remote experiences are substantially inferior. We have also been asked to think about scheduling courses during the common hour or do we need to preserve the common hour because faculty use it for department meetings and committee meetings and students use that time for student activities.

Faculty development. We did obtain some money from the federal government that is earmarked for enhancing remote delivery. The Provost and I are working on a plan to use that money effectively. Looking at providing laptops to faculty with old CSU computers. Looking at faculty technology needs that have been expressed – things like pads for people to write on that can appear on the screen to mimic writing on a board. Looking at enhancing classrooms with more technology so faculty members teaching on campus can record their lecture more easily. Continuing to offer our faculty an online teaching development course – over 400 faculty have taken that course. It is quite rigorous and time consuming but effective. We would be continuing to offer those online webinars to enhance remote teaching. The Center for Faculty Excellence has proposed some really exciting discussion groups. Online teaching and flipped teaching may be very important if we end up doing some hybrid models of teaching where sometimes different groups of students come on different days of the week. Also looking at some remote learning champions. We know that some faculty are great at this remote teaching. Seeing if they would be available to help their colleagues and provide them with a stipend to do so. As President Sands said earlier, personal responsibility is going to be paramount to making this work in the fall. We are working on a social contract for behaviors to promote the health and well being of the entire campus community.

Finally, we have a tentative timeline. The instructional technology team is getting on campus to work on installation of enhancing our classrooms. We will be working with the Registrar's Office to label classes in campus net occurring as face to face or remote. In mid-July, faculty and staff that are needed to prepare spaces for fall classes return to campus. I am well aware that many of you want to get into your offices. As President Sands said, we need to discuss that in light of the footprint and that is still on our minds as well.

Jennifer Visocky-O'Grady: Question from a colleague and a comment for you on the common hour. As a former department chair, we use the common hour all the time for meetings

and we also have some really active student groups who use it. So even when people are meeting remotely, I think we'll have a blend of that this fall. It is important to preserve that time. It is also difficult to change schedules. At this point, I'm voting for keeping the common hour.

Question: Can you ask about getting books from the library in Ohio Link or some sort of curbside pickup? Scientists are back in their labs and humanities faculty need library resources in the same way. If you can go eat at a patio or go shopping at Crocker Park, it seems strange that you can't get books, at least on pickup from the library. The way we are talking about locking people down on campus or out of their offices is very much in conflict with what's happening around us in the city and other places. I applaud all the caution, but I think that faculty having access to offices and access to the library in some fashion would be beneficial.

John Holcomb: I can work with David Lodwick, head of the library, to come up with a plan and then run it by the PRT (Planning Response Team) to get that activated.

Vickie Coleman Gallagher: Wondering if we could see the actual campus reopening document or if you can provide some sort of communication plan that you will be able to share.

Provost Jianping Zhu: I clearly understand the need to have something concrete that you can read and refer to. The timeline is tentative, and sharing may create the impression of a plan. It is a working draft and it is not really a final plan.

Michael Kalafatis: Questioned the antigen testing and the purpose of testing. I don't know if you can't do a great service to the university to do the testing for antibodies in everybody's plasma or you are just testing to see if a person has a disease. To make it good for the university, the testing can be free. The university can take some of the fed's money for free testing of people.

John Holcomb: I will bring your concerns to the PRT leader.

Ashutosh Dixit: John, thank you very much for all the measures and thanks to President Sands on the progress. I'm very clear in my mind that the number one priority as we open the University is to ensure the safety of the faculty, staff and students. I think we need to have a very focused approach on the safety and the security of the faculty and staff. In Korea they have contact tracing apps. Could those be provided to all faculty, staff and students? I would request that you take a look at those and then also control the entry and exit to university points. A lot of times, airports have these thermometers checking temperatures. So some sort of a system where temperatures are checked and also some sort of a disinfectant that is available at every entrance. Those are two important measures.

Beth Ekelman: Thanks John for a good report. I agree with Vickie that it would be nice to be able to share parts of that plan. I'm assuming that your numbers for campus reopening include graduate programs because we have lots of graduate programs in our School of Health Sciences. Many of us have had to delay a lot of our hands on labs and we are planning on doing boot camps like the last couple of weeks of summer term just to keep that in mind because we may need to repopulate sooner if we are going to be able to do those. Those skills cannot be done online so that is of importance to many of us. The last thing I wanted to mention, I'm

assuming the state is giving some guidelines to state universities or are we just responsible to create our own protocols?

John Holcomb: My understanding is that Forest Faison is leading a statewide effort at the IUC level about the different issues for repopulating the different campuses. As far as boot camps, let you and I talk offline about that. There is a precedent for doing something like that. I think I can provide you with guidance on how we can move forward on that. Regarding the boot camp, let you and I talk offline about that. There is a precedent for doing something like that. I think I can provide you with a guidance on how we can move forward on that.

Aaron Severson: Beth and Vickie already asked some of what I wanted to ask. The table dashboard that you showed would be very useful if that can be made available for faculty to look at the different options to see how it changed the numbers of the different tiers.

John Holcomb: I should be able to provide you the link but let me talk with Tom Geaghan about that.

Aaron Severson: You mentioned that face shields might be supplied for faculty and I wanted to make sure that that would also include part-time instructors.

John Holcomb: Yes. I believe that we have enough for however many instructors we have on campus for fall, but we will keep track of that. If more are needed, we will order more.

David Forte: Similar to science, the Law School has a program to help students move into law study who may need some preliminary assistance. I will have our Associate Dean give you the numbers and the profile of that program that may need to be an onsite program. Second, the Law Library has a lot of air space which is safety and a lot of mechanisms for social distancing and isolating from one another. I would like to see if we could do something specific about opening the Law Library to attendance by students and faculty with social distancing.

The third subject I brought up with President Sands a couple of weeks ago is building health. To what extent, besides surface cleaning, are the circulating systems in the buildings being handled – are they being flushed? Will they be cleaned out? Do you have any information on that?

John Holcomb: I can say that the President heard you. He made it very clear to facilities that we need to do something along those lines to make sure that the circulating air is cleaned appropriately. The fast facilities team is working on that issue.

Albert “Fred” Smith: Two questions. One of them is for classes that meet remotely in the fall. In spring, when we went to remote instruction it was sort of up to each faculty member whether classes would meet synchronously or asynchronously. Are there any rules or guidance for the fall concerning that?

John Holcomb: We are leaving that to the instructors as well in the fall. We are working on collecting data from students to learn if they have a preference along those lines but that data would be used just to help inform faculty – it would not be a mandate.

Albert “Fred” Smith: Second question. In my department there are at least some other programs that we have partnership arrangements with Lorain County Community College and Lakeland Community College where we offer courses on site at those locations. Have we communicated with LCCC and Lakeland about what our thinking is about those courses and what they are thinking about their campuses?

John Holcomb: We have not had too much communication on that front. I am well aware of those partnership programs and we do need to follow up and make sure that we are on the same page about those things. Good point.

Michele Kwiatkowski: Question from one of my School of Nursing faculty colleagues. Is there an option to end the fall semester at Thanksgiving as some other universities are doing?

John Holcomb: That idea has gotten some discussion and the President is well aware that other universities are considering doing that. That is in the mix of things for the President to consider.

Bob Krebs: My question has to do with the Honors College and students in sciences. Our very best students need to get into research labs. While these are a small number of credit hours, this is almost a critical next step for them if they are going to move on to graduate school and the research environments and have some sort of research experience. In spring, these students were basically sent home and in summer they were denied access. A whole crop of our best students are going to be facing graduation without the sort of training that would allow them to move on to graduate school. While we are just experimenting on bringing the graduate students back, undergraduates are still verboten on campus. How are we going to actually train these students to go the next step? In a sense, this could be career affecting because they are going to graduate, they will get a degree, but will they have a degree that will get them where they want to go?

John Holcomb: I will bring that concern again to the Pandemic Response Team. This is a big concern especially if it is going to delay graduation. I hope that we can come to some kind of resolution for those students.

Sanda Kaufman: How are we going to handle parking? I usually sign up in July for the year because I teach in the evenings and try to park in the main parking structure next to my college.

John Holcomb: We have a whole auxiliary subcommittee working on things like that including the dining plan on campus. This is subject to change, but parking permits will be available for people who will be on campus regularly and then there will also be a pay as you go option for faculty and students who might be on campus less frequently. It may not be your favorite lot that has the option that you want but different options will be available because we understand that there is going to be diverse needs along that line.

Federico Galetto: Question regarding those classes that are going to be running remotely. Would it still be possible to accommodate space for midterm and final exams for students to take? I know for myself and some other colleagues in math handling the tasks remotely was a bit of an issue.

John Holcomb: Space on campus for face to face exams, even if the class is being offered remotely, is a big concern. I have formed a test subgroup to look at testing options in a face to face manner on campus. That subcommittee submitted a report to me and we are going over it now to see how viable it is. First, we have to figure out if we have space for the classes and then we have to see if there is leftover space that could be used for this testing option and then how would we staff it or schedule it. Those are the challenges involved. Some have been asking about other tools beyond Lock Down Browser for monitoring online testing. We are looking at different approaches to see if we can find a product that we can afford that will do a better job with that. We all care about academic integrity

Linda Quinn: Following up on Fred's question about the difference in asynchronous and synchronous, when we go to campus, will it state which way the course is going to get taught so that the students are not misled in terms of the expectation to be synchronous?

John Holcomb: We will have to figure out what we can do easily and quickly in labeling things on campus but obviously we will want to label face to face. If the course is going to have a regular meeting pattern, we need to have that in Campus Net so that would be the synchronous that you were referring to. Yes, our plan would be to do like we did this summer and do that again in the fall so that students know what to expect.

Orhan Talu: Is there any help available from CSU for the students? We are all assuming that the students who will be able to follow the classes online have dependable internet. In our case in engineering, they need real powerful computers to do their job online. Is there any help and guidance on how to help the students to be able to follow the programs?

John Holcomb: In spring we tried to provide resources to students. We mailed University laptops to students that needed them and we mailed hotspots to them. The plan is to do something similar on an ad hoc basis for students who do need those technological resources in order to complete the coursework.

Orhan Talu: Faculty needs information about that again and again because we are assuming students will be able to and if it turns out that they cannot really follow the classes, then we will be in trouble.

Michael Dover: Up until now, all of our classes are labeled either web, blend or face to face. A number of other universities are using hybrid as an option and leaving more leeway to faculty and chairs and committees to deliver the courses in a way that would be most optimal. I am concerned that there are a lot of students who really want face to face and would not want to move just to remote. I am proposing we have hybrid and empower faculty to try to work this out best. I know the Registrar's Office looked into this and I am wondering if you have given some thought to this.

John Holcomb: Yes, we have thought about this. I think we are going to need some kind of designation like that on campus. We have already talked to some of the science people about their labs having half the class come one week and half the class come the next week. That would be something that we could probably label appropriately the way you just described. I

think we may come up with more designations and I will work with the Registrar's Office to get the label appropriate.

Thank you all for the kind words and support. I also want to give credit to the Registrar's team and Tom Geaghan who built the dashboard.

Andrew Slifkin: I am wondering what kind of plans I and other people like me can make in terms of continuing to do research that involves human subjects in the upcoming year.

John Holcomb: A committee is creating a plan for how to do human subjects resource research. They have already met once and I know Connor McLennan, your chair, is aware of this committee. I am sure that somebody from psychology is involved in this. As that plan comes to fruition, I will take that plan to the Pandemic Response Team to see if it meets with their approval so that we can have these researchers get back to work.

VIII. Open Discussion Time

Vickie Coleman Gallagher: It may seem minor but someone mentioned to me that they are concerned about the aesthetics at school and it actually could be quite costly. We have a lovely campus today externally and internally with regards to plants and the landscaping. Are there any plans to make sure that the plants are taken care of and watered so that we don't lose that sense of normalcy in the beauty of the campus?

President Sands: I am here today. I am one of the few people who has permission to be here but the campus looks great. We have been maintaining the exterior but I ought to defer to others on the interior offices where there are plants.

Aaron Severson: There are a bunch of working groups and study groups on campus and we heard about a lot about them today and of partial membership. I was hoping that the President and the Provost could share with Senate and perhaps with the broader campus community the full membership of these working groups. I think it would be helpful for faculty to know who they can get in contact with regarding questions or suggestions or concerns they have.

President Sands: Once the groups are finalized, we will make an announcement and share with everyone.

Anup Kumar: Question on the Academic Realignment Committee. Is there some process or protocol that inputs can be given to that committee or Professor Holcomb or are they open to taking inputs from other faculty members and senators?

William Bowen: My understanding is that that is one of the critical functions of the committee. By all means, please contact them.

Beth Ekelman: We have not received our charge and I don't even know who is on the committee. We will try to get as much input as we can from faculty.

Vickie Coleman Gallagher: I would be happy to help the team with a research survey. That's one way to get feedback.

Judy Ausherman: Sometimes we have meetings where people are preaching to the choir. How will we engage people that don't feel we need to talk about institutional racism or systemic racism on campus? Sometimes we see the same people attending meetings and actively addressing this issue, but there may be some people on campus that don't feel that this is really a problem or they just don't want to talk about it because they feel uncomfortable or unsafe sharing a different viewpoint. We need all voices to move forward but how do we engage people that just don't want to talk about it?

President Sands: We have to tackle that for sure, otherwise we are preaching to the choir. We are going to be talking about it with the President's Diversity Council. I am big on metrics and accountability. We have to measure progress. One of the things that has been suggested is the Viking creed which is excellent, and it is great for students but it applies beyond that. All of us as a community abide by things that we all believe in and act upon things that we see that have to be addressed and not ignored or pushed aside. I don't have a firm answer for you today, Judy, but I do know that collectively we have an opportunity to address this and penetrate our campus in a broader way. We need to have these crucial conversations.

Rachel Carnell: I heard from a neighbor of mine who is a curator at the Cleveland Museum of Art. She said that as soon as they made their announcement that they will be opening and they would have protocols including mask wearing, social media got kind of vitriol about people who vowed never to go to the museum again or cancel their membership because they resented being told to wear a mask. What do we do about groups of students who may take the same approach?

President Sands: This is something that the Pandemic Response Team talked about. I don't have any simple answers here other than to say yes, it will happen, but it all depends on how serious we are as a community in protecting ourselves. It is not a police function. We set a lot of expectations in our classrooms with our syllabi. We tell students when they have to show up, how much they have to study, when there are holidays. All of these things go into our contract with students. Can it be an element of our syllabus to say that if you are going to attend my class, you will wear a mask and practice safe social distancing? If you are willing to do that, I will back you up 100%. Then we have to figure out how we would deal with a student who decides for whatever reason, either to make a statement or because they are personally uncomfortable with being told what to do – that's the hard part.

Catherine Hansman: A couple of faculty members asked me about a rumor around a 2% faculty pay cut. I wondered if that fact is something that might be coming or is there any information you can share about that?

Jianping Zhu: Let me address that. No, there is no plan at this point though this is a rumor.

Ashutosh Dixit: Suppose I have 35 students in my class and the capacity is also 35 and they are sitting pretty close to each other. How will they practice social distancing? Classes are

one hour 15 minutes and that is enough time if there is a virus that could be transmitted. How will these 35 students with a seating capacity of 35 practice social distancing?

John Holcomb: That depends on what footprint we go forward with. We will be looking at our classroom capacity. If the class is not on our list of needing to be face-to-face or preferred to be face-to-face, that class will probably be remote. If a class is on our preferred or mandatory face-to-face, then we have to find a room that will accommodate that many students or we will have to move to some kind of hybrid model where some subset of students come at different times. Those are the different options that we will be working out on a case by case basis with the chair of the department and the instructor of the course to figure out what is the best way pedagogically for this class to be offered to help enhance student learning. We are not going to put 35 people in a room that normally fits 35 people. We are looking at taking over some of the large spaces that Conference Services usually uses, and we may have classes in places like the Student Center Ballroom or the third floor Fenn Tower Ballroom or the fourth floor of Wolstein.

Sanda Kaufman: Back to what Professor Carnell said about putting something in the syllabus. Develop a language that we could all use so that students recognize the University language about wearing masks. If the course is online, they need to actually be present and show their face in class which has been a problem for some of us. People can leave the room and just have their name there but they are not really present. So, if we could develop little paragraphs that address these issues, we could all include them in the syllabus and it would have more power.

Vickie Coleman Gallagher: The next Senate meeting is scheduled for July 15. Please share with your colleagues.

Bill Bowen: Hope everybody stay safe.

IX. New Business

There being no further business, the meeting adjourned at 4:49 P.M.

Respectfully submitted,

Vickie Coleman Gallagher
Faculty Senate Secretary

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