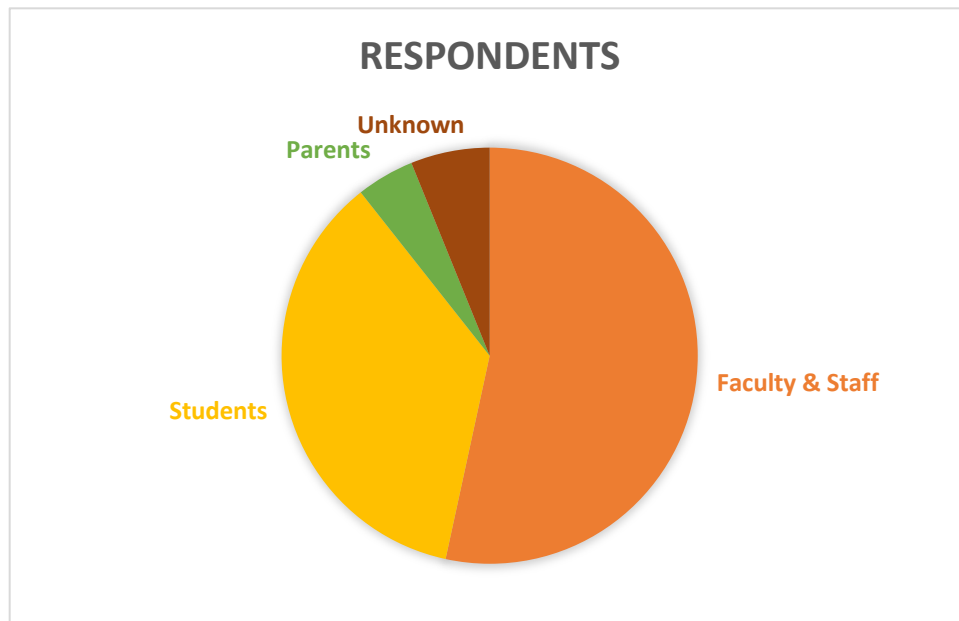


REIMAGINING FALL SURVEY REPORT

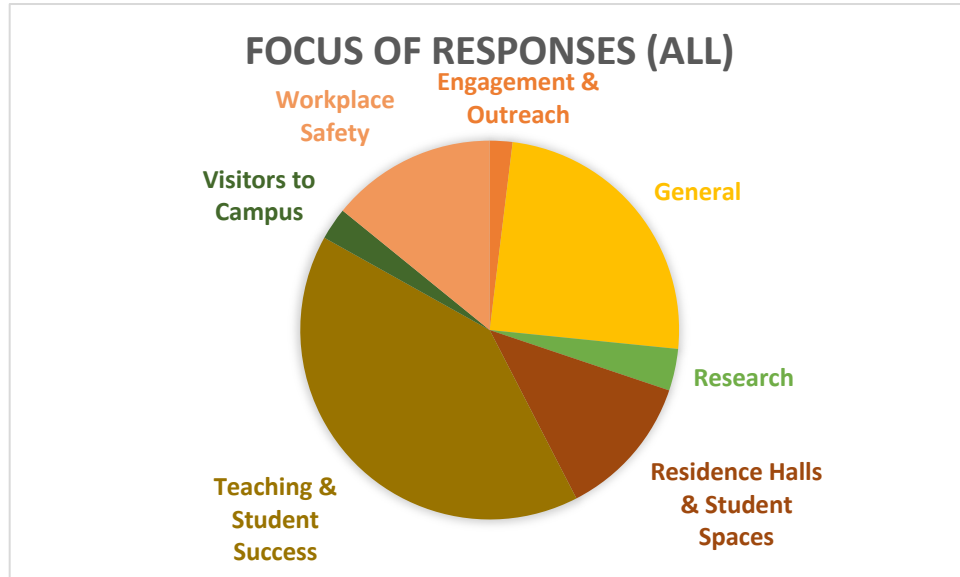
May 3, 2020

Snapshot of Survey Responses

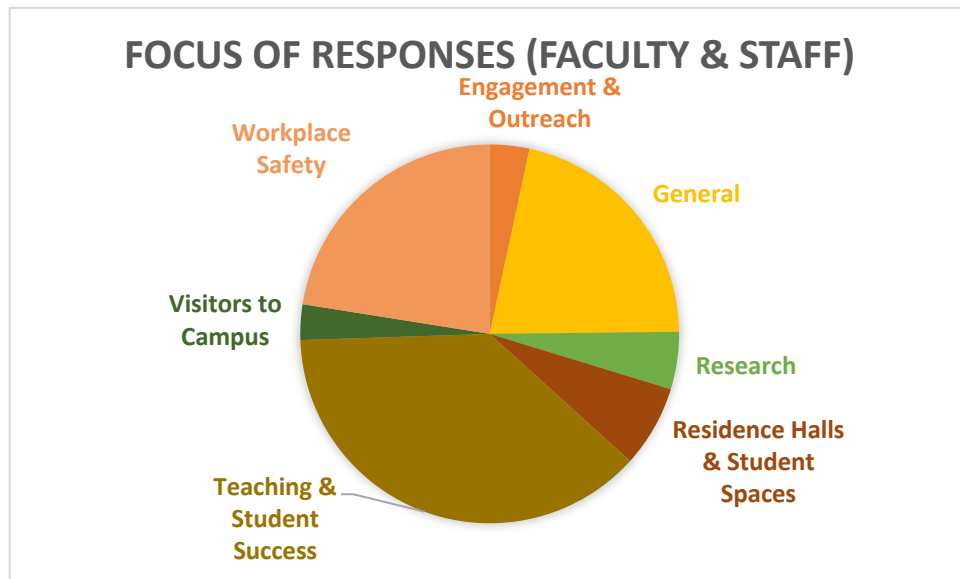
Most responses came from faculty, staff, and students, as determined by email address and self-identify information within responses. Some parents and other members of the Vol community (using personal email addresses) also completed the survey.

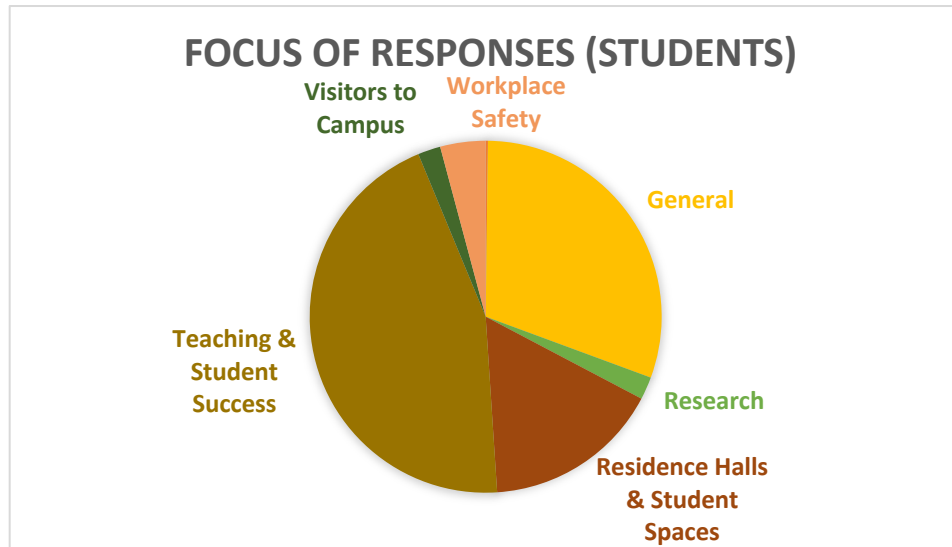


The content of responses was categorized based on the six subcommittees: teaching and student success; workplace safety; residence halls and student spaces; research; visitors to campus; and engagement and outreach. Responses that could not clearly be categorized by subcommittee were marked as “general” (e.g., *I liked the Provost updates; Safety first. We are ready to get back to a new norm; Please please please let us be on campus for fall!*) and analyzed further (see pp. 3-5 of report).



Overwhelmingly, most responses attended to considerations related to teaching and student success. Teaching and student success received the most attention from both students and faculty/staff. Among faculty and staff, workplace safety received the second largest amount of attention, while students' second most consideration related to residence halls and student spaces, including student social events.





The remainder of the report provides details about the themes that emerged from analyzing the content of responses for each of the six categories by subcommittee and from the more general responses.

General Category

There were 912 responses to the survey. Of those 912, 394 (43%) of the comments were *not* specific to one of the six subcommittees. Within these 394 comments, five themes emerged in what respondents wished to communicate to the Task Force: 1) Other (comments that do not fit elsewhere), 2) Financial, 3) Comments and Concerns About the Task Force, 4) Safety, and the 5) Timing of Messaging.

Other (Comments That Do Not Fit Elsewhere): 179 (45%)

Many comments under this category were from students expressing what they want, such as:

Please please please let us be on campus for fall!

Financial Considerations: 99 (25.15%)

Participants raised a number of financial considerations important to several subcommittees:

- **Uncertainty about employment and salary at the university.**

One way we can promote student learning is by assuring contingent (non-tenure-track) faculty that their jobs are secure for this fall. Sending appointment letters now or as soon as possible before August 1 is imperative for the ability of the more than 300 lecturers who need time to prepare to teach in the fall.

Please also realize that many adjuncts barely make enough to pay bills and buy food. Consider providing technical equipment such as laptops, etc, and a stipend to help cover increased internet costs.

Those of us whose primary job function is programming, how can we ensure that our jobs will be secure? We have proven in the past few weeks we can move programming virtually, but what does that look like for future semesters depending on enrollment and other factors?

Also, if considering more drastic measures for fiscal responsibility, I suggest temporarily cutting pay based on how much a person makes, like some other universities are doing (such as all persons making over \$100,000 a year take a 20% pay cut- or even volunteer more in cases such as athletic coaches), 10% cut for \$50,000-\$99,000, and no cut for under \$50,000 a year.

I just want myself and students back on campus by Fall. I fear that our enrollment will drop which will result in layoffs.

I have a suggestion but do not know how to put it forward to the appropriate parties so I share it here - I have a friend who works for a large financial company in NYC. She told me the company asked all employees, through a survey instrument, to suggest ways the company can reduce spending to avoid furloughs and layoffs. They recognize that every employee has the potential to witness wasteful or unnecessary expenditures. For example, some employees reported that because just about everyone has unlimited mobile data plans, the \$50 cell phone allotment was an expense they could eliminate. That saved \$1 million alone. Perhaps we can do something similar here?

I may have missed an announcement, but are UT's most vulnerable workers (hourly dining/Aramark employees, Facilities, etc.) receiving pay while campus is closed? Do they have Covid-specific options for sick leave and insurance? Have they been given the chance to share, anonymously, whether and when they feel safe returning?

- **Student financial concerns.**

Please continue to include Financial Aid in discussions related to a Fall 2020 remix. Relationships with THEC, TELS/HOPE, and Federal funding are crucial. It appears this was done well and taken into account with the recent Spring 2020 flexibility measures; I hope Financial Aid will continue to be at the table as we determine plans for Fall 2020.

There should be some allowance for students to be able to purchase laptops/computers/tablets so they can succeed in their classes. I think this should come in the form of a reimbursement check that's no less than \$2500 which would include internet access.

Do not associate a student-athlete's scholarship with their ability or willingness to participate in person.

- **Concerns about tuition and fees.**

I will not pay tuition for my children to attend and learn at a distance. We can not expect the parents of our vols to do else wise.

Most of the comments I am getting are from out-of-state students and parents. If classes are on-line many are hesitant to enroll since the out-of-state tuition is so high. They do not see the point if not getting the campus experience. Out-of-state tuition for students attending on campus is \$9,095 per semester in addition to in-state, while on-line only programs only pay an additional \$900.00 per semester while in-state students pay the same amount in tuition whether on campus or on-line. The out-of-state students would like to see a reduction if we are fully on-line for Fall.

I also believe that tuition must be reduced for students because many of them and their parents have lot their jobs, causing them to consider taking a semester off from school.

Online classes are not the classes I signed up to take or pay for. There is no point in paying for UTK if I can take the same classes at a community college for free. Students are here for an experience and that includes earning the best education in a physical classroom.

What provisions are being made with regard to on-campus parking fees for faculty and staff? Will there be refunds or reduced rates if we are teaching online in the fall?

Recommended readings for the subcommittee:

<https://www.imperial.ac.uk/media/imperial-college/medicine/sph/ide/gida-fellowships/Imperial-College-COVID19-NPI-modelling-16-03-2020.pdf>

Comments and Concerns about the Task Force (51) 12.94%

These comments centered around three topics:

- **Appreciation for decisions and approaches to the crisis so far.**

I have been impressed by the work of UT's leadership through the spring semester, and appreciate all the support for our mission. An incredible range of unexpected issues have been dealt with. I trust that those making decisions about fall will keep safety foremost in mind.

That many employees are proud of the way the university has handled this situation and we are committed to helping as we transition back to a different new normal.

- **Concerns about the composition of the Task Force.**

Some concerns that the Task Force is too “top heavy” were raised. In particular there was request for more faculty representation, particularly faculty from the arts, humanities, music and non-

tenure-track faculty (e.g., lecturers), students, particularly members of the Greek community, and parents. Some respondents volunteered to serve on the Task Force.

- **Concerns about the process of soliciting community input.**

Giving us a 3-day window during finals week for us to submit ideas here is dumb unless the point is to minimize the number and length of submissions while saying you gave us a chance to give input.

I have to say that the timing of the request for feedback may fit administrative needs more than faculty and student needs as this is final exam week.

Timing of Decision: (36) 9.14%

Most respondents urged the Task Force to announce a plan for Fall as soon as possible. The rationale for a timely decision included using Summer to prepare for Fall courses, living arrangements, events, etc. and to allow time to communicate with those in the Vols community who may not understand or agree with the decision:

Prepare students early for what they should expect if they do come back to campus. We need to educate them about the virus and about how to take precautions. Many may be coming from families who don't believe the "hype" - it will only take a few breaking social precautions to cause problems. How will we deal with that? We need a COVID 101 training module for everyone!

If we are going to be fully online, we need to know as soon as possible. Some classes simply can not be taught online and will have to be swapped out for different classes. This will mess up some student's schedule and will also mean possible new course prep for some faculty.

Faculty need a decision as soon as possible. If Fall 2020 will be online, faculty would prefer to use the summer to feel more prepared to teach online. I would also prefer to know a decision for the entire semester, rather than a partial decision. It makes planning much easier.

Safety First (29): 7.36%

Across respondents, a notable number expressed a desire for the Task Force to prioritize safety above all other considerations and urged the Task Force to rely on reliable data when making decisions.

For the health and safety of all Vols, the importance of following CDC and health experts' guidelines for the reopening of the workplace.

As much as I don't want to miss out on a semester. I do not want to feel like I am in danger by going to class, especially with how packed classrooms are. It would not be fair to put students and faculty at risk just to get classes in person again. Class sizes need to significantly decrease or online learning is the safest option.

While I am excited for my daughter to experience college the traditional way, I am in no rush for her to have in-person classes before it is safe to do so. We are seriously considering the option for her to begin classes in the spring if the university decides to hold classes in-person before it is safe to do so.

All responses (n=518 or 57%) that could be categorized by one of the six subcommittee topics were further analyzed into themes. The subcommittees are listed in order of the number of responses.

Teaching & Student Success

Overwhelmingly, respondents agreed that face-to-face classes provide the most effective learning experiences for students:

Both students and faculty are making do with online delivery as a last resort during COVID, but there should be no confusion that in-person instruction is vastly preferable pedagogically and collaboratively—classes are suffering and students across the college continually report that they dislike these online courses and find them less valuable.

Faculty and students differed, however, in their visions for Fall. Although some faculty pushed for face-to-face classes in Fall (as described below), most imagined either a fully online option or a hybrid model in the best interest of overall health and safety. Faculty noted:

Zoom has proven itself to be an effective way for me to teach in an emergency situation—one I would like to continue to have access to if the health problems continue in the Fall (or re-emerge in the Fall).

I wholeheartedly believe UT needs to be online in the Fall. It is unsafe to bring students and faculty back to campus when confirmed COVID-19 cases are increasing.

A few faculty see this moment as an opportunity to refine the processes of teaching and learning for the future:

This is an opportunity to move the university forward by rethinking the methods we use to deliver content to students. Not just more hybrid or fully online courses, but also the schedule that the students engage with the courses. It should also be stated that simply recording a lecture and putting it online is not adequate, online learning requires more student engagement and faculty need to be given the tools to transition to that learning environment. UTK can come out the other end of this pandemic being transformed into a leader as we move the idea of higher education into the future.

A notable number of faculty, however, raised concerns about the possible long-term negative implications of the push towards online learning:

It is great to praise the efforts to transition so quickly and to celebrate the success, but let's not be naive or hide the negative side. As classes came to a close, I have encountered multiple students and faculty who feel untethered, depressed, and unable to complete as much work as they had in the past. Despite repeated emails, some of my students have simply disappeared (and I checked when the grading window opened - they have not dropped). Beyond the educational costs and mental stresses, online education continues to expose inequities in our society and how that correlates with educational outcomes.

Please look carefully at the feedback from students and faculty about the impact of online education on the quality of the education. While the pulse polls suggest that most people "had this", it does not mean that they "like this". It is one thing to be forced to "make do", and another to think this approach should represent the modal form of undergraduate or graduate education in the future.

I know that both students and faculty have come to realize how essential face to face engagement is to learning, and to the wider experience of being in a university community. We should acknowledge and value this that we have lost, and recognize the need to get back to this format-- and to take better stock of why this is so valuable, at a time when we are consistently urged to teach more online. I know many colleagues, and have heard from a number of students, who worry that the online approach is going to become the new normal.

Graduate students tended to agree with faculty that online or hybrid approaches were safest:

As a graduate student who is expected to teach large lab sections of undergraduates in the fall, the thought of being exposed to several hundred students at a time when there is not widespread COVID-19 testing available, not to mention a vaccine (which is not likely to come before spring 2021 and even if it begins to be rolled out by then, there are significant class barriers and inequalities when it comes to who will receive the vaccine first) terrifies me.

Undergraduates, however, imagined a Fall that was either mostly face-to-face or hybrid. Some students noted a need for online options because of health concerns but recognized that other students might seek face-to-face options:

Allow optional online class. Those who are sick or don't feel comfortable can do a live Zoom. Or do half the class online and half in the classroom and then switch every other class.

I think student success is best in the classroom. If this means we have to develop new normals, then that will be okay. For example, having to space out classes more and have all classes in lecture halls so people can sit 6 ft. away, wearing a mask, taking temperatures of students, not punishing students for multiple absences if they do get sick, etc. Our success on Rocky Top is best in the classroom, not online

Suggestions for Restructuring Fall

Respondents offered a range of ideas for restructuring fall to allow for more manageable online only courses, flexible hybrid approaches, and safer face-to-face classes.

- Break up the semester to make it more manageable for faculty and students, especially for online courses (e.g., **quarters, mini-sessions**)
 - **Delayed start** and divide the semester into mini-sessions (to make the change back to online smoother if necessary)
 - **Stagger** course start and end dates
 - **Reduce course offerings** per semester; spread courses over three semesters with an August graduation
- Face-to-face modifications
 - Break large classes into smaller sections
 - Move classes to larger rooms to allow for social distancing
 - Offer classes at alternative times to allow social distancing (e.g., evenings, Saturday)
 - Also see suggestions listed in the “Workplace Safety” section of this document (pp. 14-19)
- Hybrid (mix of online and face-to-face)
 - **Laboratory classes** – lecture online; lab face-to-face
 - **Online lectures** with face-to-face office hours
 - **In-person first, then online:** *From a teaching perspective, I would prefer to start in person in some sort of socially-distanced manner. In person teaching is the best way to build rapport, which is essential for good teaching. Even if we have to go to online later, at least we can establish class norms at the beginning.*
 - **Online first, then face-to-face** if safe
 - **Large classes taught online;** small classes face-to-face
 - All courses include **some online and some face-to-face time** planned from start
 - **Offer as many online classes as possible;** limit face-to-face courses to only those necessary
 - **Phased approach:** 100/200 level courses online; 300/400 level courses split into smaller sections; courses with 15 or fewer students, instructors choose online, face-to-face, or hybrid

- **Blended approach:** *Students take turns coming to class in order to social distance. If all courses were lecture captured with TechSmith Relay or completed live with Zoom and recorded that way, students could benefit from blended learning. Social distancing could be maintained in the physical spaces, students could keep up with coursework in person and online, and students could benefit from both delivery methods.*
- **Instructor choice:** Instructors have the option of teaching online (because of health concerns, etc.) with no penalty
- **Student choice:** Some students attend in-person; other complete course online.

Faculty from the mathematics department described success with this student choice approach to the hybrid model:

In recent years, enrollment has been higher for summer hybrid math courses, which can be taken on campus or online (or partially both), than summer math courses offered on campus only.

Other faculty, however, worried about the feasibility of such flexibility in terms of faculty development and available resources:

I've seen several models of how to handle "hyflex" classes. These sound to me like very complex classes to teach, juggling different cohorts of students in different physical spaces, but the same pedagogical space. If this is a solution you all land on, some very specific guidelines for how to do this are necessary. If the same class is going to have some students in the classroom and some online, that takes some very specific pedagogical setup—and some very specific equipment. One issue is that our pedagogical choices intersect with the technology available to us. The university will have to invest in some kind of classroom cam setup, or perhaps individual faculty members get a cam setup they can use in class or at home (maybe something as simple as a Swivl or a Pivo to allow one's cell phone to film and track during lectures). Asking people to use a personal cell phone for this is a big ask, though. It would be ideal if OIT could come up with a solution that involved something like a dedicated phone or camera that the university could provide, maintain, and secure.

Although many respondents expressed a willingness to adapt as necessary throughout Fall, others raised concerns about managing emergency or contingency plans. Those respondents urged the Task Force to select a plan that would be consistent and feasible to avoid another crisis situation like Spring 2020:

Consider how traumatic it was for students as they had to transition to on-line learning. If there is a chance that students return for in-person classes, heavily consider the fact that Covid-19 may make a resurgence and students would have to return to on-line learning. This could affect grades, mental stress, and student retention rates.

Special Considerations by Discipline

A notable number of faculty and students argued for the need for face-to-face classes in Fall, given the nature of specific disciplines or learning experiences. As one faculty described:

I am concerned about the ways changing the "delivery systems" can have direct bearing on course content. Our course catalogues represent a description of what is covered in a given course, and in my mind, they represent a contract with the student. As a matter of principle, it is best practice to include the catalogue description of a course on the syllabus.

As an alternative to face-to-face classes, some respondents proposed imagining department and faculty-initiated course alternatives (or special topics) that would be better suited for online teaching and learning. Concerns were raised in the following disciplines:

ART & PERFORMING ARTS

Courses related to photography, intaglio, lithography, sculpture, and pottery were among topics identified as incompatible with online learning.

MUSIC

Music courses proved challenging to transfer to an online context given the poor audio quality and the lack of access to certain instruments (e.g., pipe organ):

I could not hear well enough to give [students] appropriate feedback on their pieces, and we need to meet in person so that I can help them with fingerings and pedalings as they are learning pieces. We gave this our best shot this semester with several zoom sessions, and we were all very frustrated. Further, the pipe organ is not a portable instrument and the students need the resources on campus to be able to practice and advance in their degrees.

LANGUAGE

Language classes (e.g., French) also presented unique challenges in the online learning format, despite instructor efforts to use Zoom features such as Breakout Rooms:

Classroom time is vital for having students actually interact in the language, with teachers monitoring this interaction and giving feedback as well as providing language input to students. This simply isn't possible to come close to replicating in Zoom. We can (and do) use breakout rooms to have students work together, but it severely hampers an instructor's ability to support students as they work in that environment. In a classroom, a teacher can look and listen and know immediately if students need help -- by the looks on their faces, by silence, by English being spoken -- and this takes only an instant. When students are sent to breakout rooms, we can only go to one room at a time, and the process takes several seconds with each "hop" from the main room to a breakout room, back to the main room, to a new room.

LAW

Some professional schools, such as Law, may also warrant special consideration by the subcommittee:

At the College of Law, our first year program is extremely interactive, employing various forms of the Socratic Method and depending very heavily on non-verbal communication to establish connection with the students.

FIELD OR LAB COURSES

Some disciplines, such as nursing and education, and all courses designed as experiential or service-learning courses require students to engage in field-based learning experiences, which cannot be moved online easily, if at all:

I want the Teaching and Student Success subcommittee to know that I am concerned about the successful implementation of field-based experiential learning-centric courses in the Fall should we begin with an online-only format (and/or are online all Fall semester). If this does occur, I would like the subcommittee to advocate for a workshop run by the best education researchers possible to help us in that predicament to make the transition. I worry about this from the standpoint of degree learning outcomes, course student learning outcomes, as well as assessments of the current QEP (Experience Learning).

Labs also present a unique challenge because students need specialized equipment only available in the lab or the lab experience cannot be safely recreated at home or online:

Teaching Labs is a very special circumstance that requires specific attention. If the Fall semester is moved to online, upper level labs, especially in engineering may need to be postponed or students should be given the option to replace the lab with another course if no other option is available. We are putting students at a disadvantage and sacrificing their success forcing them to simulate what is supposed to be hands on experience.

Supporting Online or Hybrid Teaching and Learning

Although faculty expressed that OIT had been unbelievably supportive and students described appreciated for faculty efforts, respondents agreed that additional supports would be necessary in the event of online or hybrid teaching and learning in Fall.

FACULTY TIME, WORKLOAD, & COMPENSATION

Faculty with experience creating online courses before Spring 2020 shared experiences about the time and effort needed to develop an effective online teaching and learning experience:

Creating online courses that are effective takes a great deal of time: nearly 100 hours in the case of the course I created in 2018. If UT will be even in part online in the Fall, the University needs to provide training and resources to all faculty to create effective courses, and it should compensate all faculty for this work.

Given respondents' overwhelming agreement that we should prioritize high-quality instructional experiences for students in Fall, faculty and graduate students raised concerns about the time and effort necessary to adapt courses for online or hybrid formats, or even alternative structures like quarters or mini-sessions. In particular, respondents questioned recognition of or compensation for the added burden placed on the university's most vulnerable instructors, including graduate students, lectures, and adjuncts:

Preparing an entire semester for online work is A LOT of work for Lecturers and Adjunct Faculty. You NEED to do something to support your education focused faculty outside of "this is how you teach online". We are working significantly hours for pennies compared to tenured/tenure-track faculty who essentially have it easy right now.

Most faculty, however, expressed some concern with the added workload associated with drastic changes to Fall, especially given the added stress associated with managing the crisis in Spring 2020.

I am worried about teaching loads. People are stressed out and overburdened - there is always the possibility that folks will be teaching again with kids at home. We have to really think about what we are asking our faculty to bear and their mental health. Keep loads within norm or less than norm. Maybe we don't teach ALL the classes we normally do and we ask faculty to teach something they typically teach in a different semester, but in a smaller class size.

Some faculty also noted other fears, such as those associated with sharing their intellectual property through third-party platforms. Respondents offered some suggestions for helping manage these challenges, including:

- *Lecturers familiar with online teaching could be paired with tenure-line professors as co-educators of a class, compensated accordingly. I would also like to know if team teaching might be a creative avenue to pursue.*
- *Given that students and most faculty expect to have a summer, this might be a good argument for starting classes later and using those first few weeks in August/September for preparation.*
- *All faculty should be provided with courses and course designers to help us learn how to teach well remotely and/or online.*

Providing additional support for faculty and graduate teaching assistants could be especially important for maintaining instructional quality in large lecture classes, which have sought to incorporate more active learning into large in-person classes.

Large science classes have made considerable effort over the last few years to incorporate active learning and group learning into their large lecture classes (~250 students). Maintaining this level of student-student engagement will require another shift in mindset if large classes are required to move online. Efforts to support faculty teaching these courses (more TAs, smaller class sizes, team-teaching, TLI workshops focused on big group online learning, etc.) should be considered to ensure these large classes don't revert back to solely lecture and 3 large multiple choice exams that we know disadvantage low-resource students.

Student Success

Across all respondents, several challenges related to students' academic success arose from the stories that faculty, students, and parents told about experience with emergency remote learning in 2020. Respondents described technical challenges that limited students' academic engagement, including:

- Unreliable internet connections
- Inequitable access to reliable computers
- No video or cannot see all students (instruction cannot adjust to student reactions)
- *Certain students were disappointed not to have access to the discussions because where they were forced to relocate they could not get the right Internet access to be able to make the Zoom sessions run. Some excellent students were unable to participate for this reason, though they turned in all of their work at the end of the term. Technology and making sure the students have access to good technology seems essential to making Zoom work for everyone.*

Faculty and students also noted a decrease in student motivation, focus, and productivity. Faculty shared how students were more reluctant and to comment or ask questions, making online discussions ineffective:

Don't underestimate the difficulty of keeping undergraduates, especially, engaged in the learning process. My experience was that only one of my four sections maintained a similar level of engagement in the discussions we were having. Even the section with the best students dropped off significantly. There needs to be a push to get student buy-in, as well as help for faculty in learning how to build or re-build engagement.

Students also described the impact of the home environment on their ability to focus:

I believe it would be more beneficial to learn while being on campus especially for some people who have trouble focusing at home. I know I have had trouble focusing and having the motivation I use to have in a school atmosphere. Also, by being on campus we are able to help each other with classes.

Both faculty and students talked about the mental fatigue for both host and participants in extended Zoom meetings. Assessment also presented a challenge for both faculty and students, including a need to abandon attempts at assessment, instances of student "cheating," and difficulties with managing exams for large classes. Students also shared that they struggled with inconsistent expectations from faculty regarding the use of online platforms, communication, and workload (i.e., some instructors assigned more work because students were perceived to have more time). Finally, "Zoom bombing" presented a risk for some faculty and students:

Anything we can do to ensure Zoom safety/security seems crucial right now as students risk being traumatized and humiliated by invasions of the classroom (or other conversations/events). Because this problem seems to be happening frequently, and elsewhere, it seems important that we find a way to help fix it on campus, as I know we have been working hard to do.

Respondents suggested that these are challenges the subcommittee should address in order to ensure students success in Fall 2020. Some specific recommendations included:

- Providing training for both students and faculty to manage online or hybrid learning (with a particular focus on the mindsets needed for successful online teaching and learning) and for managing challenges specific to living in a health crisis
- Encouraging some consistency across instructors so that students can better manage multiple online or hybrid courses
- Providing a mechanism for students to pick up supplies or drop off projects for work that cannot be submitted online (e.g., by mail).

- Offering some flexibility (consistent across the university) with grading and attendance policies. In particular, avoiding attendance policies that encourage students to attend face-to-face classes when they are ill. Also, providing alternative grading options from the beginning of the semester so that faculty and students can plan accordingly. For example: *If we are going to do things like alternate grading in the fall, we need to make those policy decisions sooner rather than later because they have a definitive impact on the classroom experience and learning. Here is a perfect example from the current semester: students were working on group projects, those who went to alternate grading determined that they could still earn an S even if the project grade were a D so they made minimal contributions, which impacted their learning as well as their peers' learning, and will ultimately negatively impact their success in future courses.*
- Providing mechanisms for sick students to make up missed work.
- Tracking which students have the most difficulty with online or hybrid delivery and providing individualized support.

In addition to these general considerations, respondents raised additional considerations for particular groups of students, including incoming students, international students, and graduate students.

INCOMING STUDENTS

I would definitely encourage us to be mindful of our incoming first-year students--high school seniors who have just finished high school in a less than ideal manner and now will be entering college under very challenging circumstances as well. Similarly, we should consider first generation students for whom navigating the college experience is already an unfamiliar process. We need to do all we can to support these--and all--students while also protecting their health and safety.

INTERNATIONAL STUDENTS

I just received the I-20 form. But now because of the COVID-19 virus, visa appointments has been postponed until September in Guangzhou, China. So it's difficult for me to arrive at UT on time (before August 12). I'm wondering if there will be any change about the arrival time of fall semester, and if not, how can I submit an application for late arrive?

GRADUATE STUDENTS

I think additional guidance regarding graduate students in particular would be helpful, particularly given that they occupy mixed roles of students and employees of the university - in what capacity are they going to be permitted or even encouraged to be on campus? In what capacity are they going to be banned or discouraged from being on campus given their mixed roles?

Student Health

Respondents raised student health, as a necessary part of student success, for the subcommittee to consider. Some noted that health is an especially important concern during a health crisis that increases stress and anxiety. In addition to the points described below in “Workplace Safety” and “Resident Halls & Student Spaces,” respondents described some challenges to accessing physical and mental healthcare on campus:

MENTAL HEALTH

Students also need to have more access to counseling services. At the moment, the wait can be over a month long. Perhaps we can temporarily increase our counseling staff to address what will surely be an increase in the number of students who need counseling services. Could we partner with other therapists and have telehealth appointments that are subsidized by UT?

Students also need to be immediately made aware of what services the university has in place to help them. While many of these services have been in place for years, a lot of students either are unaware of, or have forgotten, about their existence.

PHYSICAL HEALTH

I know that with the closure of the school, limiting the amount of workers in the student health center is important. However, graduate students are only able to seek medical help from UTK. Our insurance does not work other places, so please think about increasing staffing a little in the student health center in the Fall if it is recommended we be online.

One of my biggest concerns with regard to students returning to campus is the UT Student Health Services capacity. Prior to the Coronavirus outbreak during the Fall 2019-2020 semester, my daughter was sick and attempted to go to the Student Health clinic several days in a row and was unable to get an appointment under the nurse triage call-in system. She was also unable to make an appointment to go at a later date. This happened a second time early in the Spring 2020 semester in January. After repeated calls, we had to seek a doctor off campus as she was not able to get into the Student Health clinic on campus. Given the student numbers and lack of capacity/availability before COVID-19, I would like to see very specific steps on how the university plans to handle sick students on campus -- both with COVID-19 symptoms or any other illness.

Recommended readings for the subcommittee

- https://ethics.harvard.edu/files/center-for-ethics/files/roadmaptopandemicresilience_final_0.pdf
- <https://www.nytimes.com/2020/04/29/sunday-review/zoom-video-conference.html?referringSource=articleShare>
- <https://www-chronicle-com.proxy.lib.utk.edu/article/Academe-s-Coronavirus-Shock/248238>

Workplace Safety

Many respondents raised concerns about campus and workplace safety that lead them to recommend one of three options:

- Resume in-person campus operations in Fall
We must build up our level of Herd Immunity in the University community - this will require people having contact with each other (with caution), but that will result in some level of coronavirus transmission.
- Resume in-person campus operations in Fall in a limited way and/or with precautions
Monitor number of active cases of Covid-19. Increase and decrease status. Also, review all input from CDC on Flu and Covid-19 for Fall and Winter
- Do not resume in-person campus operations until widespread screening and/or a vaccine are available.
Until an effective medical solution to screening people for Coronavirus and/or creating a vaccine is available, a rush to return to campus will potentially create serious health issues and chaotic conditions if, as projected the virus spikes again in the fall.

As one respondent noted, regardless of what the task force decides, there is a need to “build and sustain trust in UT” by providing a “detailed plan for testing, contact tracing, and isolation, coordinated with the county health department” to accompany any plan for in-person contact in Fall. The section below begins by summarizing considerations necessary for vulnerable populations and then turns to suggestions made for a plan for precautions necessary to return to some degree in-person interactions in Fall.

Vulnerable Populations

As the range of considerations highlight, there is a need for the subcommittee to “recognize and communicate an understanding that vulnerable populations are not just older people.”

Respondents generally agreed that some vulnerable individuals should not be required to return to campus to perform their job in-person in Fall. Such vulnerable individuals might include those:

- In a high-risk group because of age (e.g., 60)
- With underlying health concerns (e.g., immunocompromised, chronic health problems)
- Who care for individuals at high risk

One faculty/staff respondent raised a concern about requiring individuals to disclose their reason for requesting to work remotely:

For example, I worry about staff/students who either do not feel comfortable disclosing that they are immunocompromised or who are not immunocompromised but do not feel comfortable returning to campus and will face pressure to do so (even if unspoken) due to issues of power and privilege. I would not want our university community to feel like they have to put themselves at a greater level of risk than they feel comfortable with.

Another suggested that the subcommittee may also need to consider accommodation for those required to continue working remotely:

I get migraines from teaching back to back synchronous Zoom classes, but my students overwhelmingly prefer this method of instruction and say they are not equipped to learn in other ways. I do not know how I would physically be able to teach my normal 4 class load while having migraines from Tuesday morning until Friday night every week. I am concerned my contract will not be renewed due to this physical limitation.

Respondents also identified populations that need special consideration from the subcommittee, including , those marginalized on the basis of race/ethnicity or class, those who become sick or are recovering from Covid-19, and mothers/caregivers.

Groups marginalized on the basis of race/ethnicity

Several faculty/staff noted the importance of supporting groups marginalized on the basis of race/ethnicity in the transition back on in-person work on campus. In particular, individuals of African Descent and Asian or Asian American individuals are particularly vulnerable and may require additional support.

It is important from a diversity and inclusion standpoint to remember students, faculty, and staff of African Descent who are having a disproportionately difficult time in dealing with Covid-19. Thus, I believe it is imperative to continue to have a zoom or virtual option available for those individuals who are either impacted or their immediate family is affected. In addition, persons who maybe have underlying, or ability issues as well. I also believe that our cultural competence and awareness training or learning opportunities have to be in place and being utilized for our faculty, staff and students in dealing with acts of racism, ageism, and ableism. Our stand need to be clear and firm. Our policies on inflexibility and rigidity need to be communicated to the Volunteer community.

More needs to be done to protect our Asian and Asian American students from racist attacks. They were problematic just before the university went online, and wi surely increase in the fall if students return.

Groups marginalized on the basis of class

Other faculty/staff raised concerns for the subcommittee to address for groups marginalized on the basis of class. As one respondent noted, those with the highest salaries are not being asked to assume risks by returning to campus first. Further, individuals with lower salaries or lower hourly wages are particularly vulnerable because policies and financial insecurities might encourage them to work even when they are sick:

The health and safety of our employees at the bottom of the rung (custodians, maintenance, etc) are of the utmost importance. This has not been emphasized in Facilities, especially not in Building Services. The ability to access available sick time without the threat of a write up or the requirement of a doctor's note for even a single day is vital to there health and safety as well as the rest of campus. This has to be communicated to ALL employees, particularly supervisors in Building Services and it has to be upheld by HR

Individuals who become sick or are recovering from Covid-19

Another vulnerable group may include those individuals who either become sick or are recovering from Covid-19. As one respondent noted, “Title IV does not cover this circumstance for students.” A faculty/staff member who is recovering from Covid-19 also shared their experience, suggesting that sick leave and remote work policies may not be sufficient:

On top of the physical issues there are psychological and emotional ones as well. I have daily anxiety, nightmares, and have had several panic attacks. I spend most of my day actively monitoring my breathing, worrying about any shortness of breath I have, wondering if a sudden coughing spell signals a worsening condition or normal recovery from pneumonia. In short, the experience has been physical and psychological hell. It is every bit as bad as you've likely read, this from a very physically active, healthy 36-year old.

Mothers and other caregivers

Regardless of whether remote or in-person work resumes in Fall, mothers and other caregivers raised concerns for the subcommittee to consider. One respondent noted, “Acknowledging the caretaking burden that disproportionately falls on female faculty and staff would go a long way.”

Alongside this acknowledge, other faculty/staff asked the subcommittee to remember that they are navigating their workdays while also caring for children and that their ability to return to work in-person could be complicated by decisions that childcare facilitates and schools make. Across respondents, also, was a sense of increased anxiety about becoming ill and leaving children uncared for or passing on illness to small children.

Suggested Precautions

Across respondents, a range of suggestions were made to ensure the safe return of in-person campus and work life.

Personal Protection

Respondents suggested providing supplies for students, faculty, and staff to follow CDC guidelines for personal protective equipment, along with clear expectations for the use of this equipment and clear actions regarding violations. Suggestions included:

- Make masks freely available on campus for everyone to wear when close to others (e.g., during class, at labs, at meetings, etc.)
- Provide hand sanitizer stations around campus.
- Prop open doors to eliminate handing, if possible, such as copy room and bathroom doors. Office and lab doors should remain closed though if being open would impact air balance or egress paths.
- Gloves should be provided to all mailroom workers. It should be emphasized to lab workers that gloves worn in the lab be removed or replaced when leaving the lab.
- Acrylic shields should be installed where needed (e.g., cash registers, reception desks). Perhaps these could be made by a department (engineering?) on campus.
- Maximize office air exchange to reduce potential transmission. Supplement this with high-efficiency (95%), high quality air filters, increasing the percentage of fresh air exchange, opening outside air dampers, and reducing thermostat settings to increase the demand for air flow. Air exchange rates in offices may be low under our current energy conservation measures (vs. laboratory air exchange rates that have 100% fresh air exchanges six times an /hour).
- Every employee should be wearing their ID's while on campus. This will allow the student to recognize employee from student and is able to seek them out in the event of an emergency.

Some faculty/staff noted that even with these measures, they still worried about their personal safety and health. For example:

Masks do not protect against the virus; they are somewhat effective in controlling the transmission of the virus to others, but even then are inadequate measures as we have seen.

Others provided examples of ways to follow these suggestions:

One suggestion if someone doesn't have a cloth face mask is to use any extra t-shirts that departments are not using. Those extras could be given to employees to use to make a cloth face covering from a t-shirt.

We've done a few simple things in my group to increase workplace safety during the pandemic. Some people are wearing masks. I've provided lab people with private 70% ethanol spray bottles to disinfect surfaces at home and work. There is increased glove/PPE use in the lab and decreased use of shared equipment that is not protectable by gloves. They never share PPE anyway. We've asked staff to have no

more than 4 people in labs and no fewer than 2 people. Undergrads have never worked alone in the lab. We monitor for social distancing and remind people to spread out when we observe the need. We've been vigilant to remind people that if they are not feeling well that they should not come to the lab. We've told people that if they don't feel safe at work to let us know and we'll work something out.

Monitoring

Other respondents recommended ways of monitoring so as to “quickly identify and track mini-outbreaks.” These suggestions included:

- Use FLIR infrared cameras for fever detection and connect them using the HDMI port would simplify detecting a fever.
- Give each employee something like an inexpensive fitbit to track temperatures and even locations where we have been on campus.
- Require tests for everyone upon return to campus. Dedicate resources to test everyone on a biweekly rotating schedule.
- Do contact tracing and offer secure locations for people who test positive and to ensure the isolation of the contacts.
- Install smart VolCard door locks or QR codes in buildings and classrooms (scanned upon entering) to help with contact tracing.
- Use a smartphone app for contact tracing.

As one faculty member noted, campus researcher might play an important role in monitoring:

Many campuses are considering or actively pursuing broader testing. In-house laboratories at UC Berkeley, Oklahoma State, Oregon State, Yale, and Purdue, among others, are partnering with licensed commercial testing services, or their own student health clinics and medical centers, to build new testing capacity while adhering to regulations. Experts agree nearly unanimously that comprehensive testing for the absence of the virus is key to return society to normal. Therefore, it seems particularly important to advance testing on college campuses where (a) the technical capacity to perform testing can be established; and (b) our business model depends on working and learning in large interconnected communities. Technical progress in scaling up testing is being made rapidly.

Concerns were also raised with these measures. For example:

Temperature checks are not enough. The majority of people with the virus are asymptomatic.

Cleaning and sanitation

Respondents noted a need for “a very robust plan for disinfecting buildings, especially those open to the public.” Some suggestions included:

- Restore paper towels to the bathrooms to help reduce the spread of germs (*there were a notable number of respondents who suggested this*).
- Ensure bathrooms have hot water for hand washing.
- Provided adequate cleaning supplies and procedures in all buildings. Some concerns were mentioned with specific buildings (e.g., JIAM).
- On buses, provide wipes at the entrance to that people can disinfect handles, etc.
- Disinfect classrooms, including desks, tables, chairs, at least once a day.
- Disinfect stair handrails, entrance and bathroom door handles, ADA & elevator pushbuttons, all restroom surfaces, reception desks, copy room countertops, copiers, public tables and chairs.
- Provide sanitizing wipes for office users to wipe down office door handles, keys, desks, keyboards, computer mice, copiers, tables, and deliveries (and by common telephones that custodians use to check-in).

- Appointment an independent Hygiene Officer and a communication/escalation structure to assure adherence to protocols.

Social Distancing

Across respondents, specific suggestions for encouraging social distancing were provided. These include:

- Close the two outer lanes of roads and 'widen' the sidewalks to make social distancing easier. We could also make sidewalks one-way so that people don't come face to face when passing.
- Provide adequate office space that allows for social distancing. Many contingent faculty (non-tenure-track faculty) share offices with multiple people or have offices in open, unsecured areas. Graduate students often have inadequate offices if any at all. If faculty must work on campus, they need socially distant spaces for working and eating lunch.
- Restrict access to the building to card users to prevent non-building-related visitors from entering. Also, access to dining tables, dining areas and conference rooms should be restricted by re-arranging or removing furniture and locking doors.
- Office occupancy density should be reduced to provide adequate social distancing and shared surfaces should be kept clear to allow for sanitizing. Office environment prior to telecommuting did not practice social distancing as co-workers sit in open cubicles that are not six feet apart.
 - *You could request that a vacant office exist between every employee while on campus, have facilities clean well each night (as well as asking employees to spray disinfectant in their office before leaving,) then flip flop employees - have the vacant office employees come in the next day and spray before leaving. This way you can reduce exposure while letting employees work 1/2 on campus, 1/2 at home.*
- Lab occupancy density should be reduced to provide adequate social distancing, and shared surfaces should be kept clear to allow for sanitizing. Bench space and equipment use (fume hoods, glove boxes, laser tables, sinks etc.) be limited to ensure proper distancing and work schedules should be adjusted.
- Encourage digital handouts to minimize the amount of contact one instructor has with potentially hundreds of students helps prevent disease transmission.

Others raised concerns about the limitations of social distancing, including being skeptical that social distancing would be enforced or practices and worrying about the virus living in the air. Some work environment might also present unique challenges. For example, in the School of Music:

Any wind instrument player is working with high velocity, highly compressed air airstreams, which include droplets healthy and unhealthy. Some of these escape the instrument and linger in the room. Every brass instrument has a spit valve, and every brass player must frequently empty spit into whatever receptacle the teacher provides---a wastebasket, a spittoon, a rug, the floor ---the solutions are many, but none of them are sanitary.

Travel

A few faculty/staff raised questions about the impact on travel on workplace safety. For example, one noted:

I am concerned about travel safety (e.g., I currently would not feel comfortable with driving a 12-passenger van to a field location for experiential learning purposes). I hope there is some guidance on this matter.

Other raised questions about whether or not self-quarantine would be required after travel and what implications that might have for disruptions to teaching and work.

Working Remotely

Finally, a notable number of faculty/staff expressed a desire to continue working remotely, at least part-time. Many respondents requested that they continue to have the option of working remotely because they have found doing so increased their productivity and quality of life. For example, requests to continue group meetings through Zoom in the future were made. Many faculty/staff seemed to share this sentiment:

I hope we can continue this creativity and flexibility even after the pandemic comes to an end. Offering hybrid work schedules or support for certain job families will be very important to retaining employees and creating a wonderful campus community.

The ability to work from home to address family or medical concerns was valued across respondents, but a smaller number of faculty/staff raised concerns about the possible negative consequence an enduring push for faculty/staff to work from home might have. For example:

I have personally not found [working from home to be more efficient], having worked over the years to separate my work spaces from my home routines, something that may be strongly valued by women (who are often not seen by family as "needing to work" when home) and the non-affluent (who cannot afford lovely home offices). My office coordinator currently is working from her kitchen table. I worry that this emergency and the call for increased operational flexibility will be used to reallocate space on campus, driving faculty and department staff further to the edges of the corporate body and campus community.

Recommended reading for the subcommittee

- https://flir.custhelp.com/app/answers/detail/a_id/3539/~/using-flir-for-elevated-body-temperature-screening

Residence Halls & Student Spaces

Residence Halls

Faculty/staff, students, parents, and others raised concerns about the challenge of maintaining social distancing within residence halls. Yet, many remained optimistic about the possibility of students living in residence halls in the Fall given necessary precautions. Some students expressed a desire to move into residence halls or sorority/fraternity houses, even if classes are held online or in a hybrid way.

Suggestions for precautions included:

- Decrease density of students living in residence halls by:
 - Requiring students within 40-50 miles to commute
 - Increasing space of residence halls (e.g., large tents)
 - Suspending the rule that first year students must live on campus
 - Rotating of on- and off-campus time to minimize number in residence
- Practice social distancing by:
 - Staggering move in and move out
 - Limiting rooms to only one person / dividing double rooms
 - Imposing a curfew
- Increase sanitation by:
 - Cleaning thoroughly before students arrive
 - Disinfecting door handles, elevators, laundry rooms, etc. regularly
 - Cleaning communal spaces daily (versus weekly)
 - Providing air filters in each room
 - Providing hand sanitizer
 - Providing extra hand soap
- Limit exposure to sick students
 - Requiring temperature checks
 - Designating a residence hall or specific rooms for isolation of sick students
 - Requiring questionnaires or testing about/for exposure
 - Testing students upon arriving on campus
 - Requiring a two-week quarantine upon move in, followed by a temperature check
- Require education on minimizing risks

Even with precautions, however, some faculty/staff, students, and parents expressed concern about the difficulty of practicing social distancing in residence halls and advocated for residence halls to remain closed in Fall:

I simply don't see how thousands of students can safely return to Knoxville and live in dorms (look at spread in prisons, manufacturing facilities, shared living situations) and effectively practice social distancing. Even if these policies are created for classroom settings, everything falls apart in dining halls, dorms, and most unpredictably: non-university sanctioned social gatherings and college town party life. It just can't be managed effectively.

Residence halls are just really difficult to deal with too because I remember my freshman year I was sick with both the strep and flu because it's just such close quarters.

Others urged the subcommittee to weigh other risks that might arise if students are not allowed to live in residence halls in the fall. These risks include:

- Other living situations might present health and safety risks to students:
Many do not have a good home life and find living at school to be a get away..a better place. They have better access to food and getting help.
- Moving out of residence halls quickly presents significant challenges:
My personal belongings have been “trapped” in Knoxville since before Spring Break. I wish that this would have been dealt with differently as I have been living out of a suitcase for over a month.
- There is a financial impact on students and the university:
Working in University Housing, a large campus auxiliary, I can safely say that anything less than allowing us to fill all of our spaces will result in significant negative, financial impact. Given that we have already refunded approximately \$10 million dollars this spring, continued reductions in revenue through decreased occupancy will have devastating results on the department's future, both short and medium term.

Off-Campus Residence

Relatedly, students and parents shared that many upperclassmen have already signed a lease for an off-campus residence in the Fall and plan to live in Knoxville regardless. Those without signed leases are experiencing anxiety about leases that are ending soon without plans for living arrangements in the Fall. Respondents asked the subcommittee to consider the financial impact and to make recommendations “specifically as to how to best support those students with living arrangements should classes remain online.”

Student Spaces

Respondents recognized a need for added precautions in student spaces. In general:

Regular sanitizing of tables, chairs, elevator buttons, restrooms, and other commonly touches areas will be necessary and protect our student body. Also increasing number of hand sanitizer stations around campus and maybe providing disinfecting wipes for students to wipe down desks and chairs before use if they wish to do so. Also requiring masks and making them available for students to wear in classes and on campus!!

Other focused on specific student spaces in their responses, as described below.

DINING

Respondents expressed concern about crowds in dining areas, in particular. Some suggestions included for managing crowds and allowing for social distancing in dining areas included:

- Offer sack lunches
- Set up outdoor food trucks
- Open only the top performing restaurants
- Require manager to be present and expedite food pickup
- Offer food delivery
- Offer mobile ordering stations at popular fast food places that have long lines such as Starbucks, and Chick-fil-a.
- Spread the tables apart in Stokley and Student Union
- Offer more options, including late night dining options

LIBRARY

Respondents noted the importance of the library as both a place for students to study and access materials:

If the library remains closed, students need to be informed about how to access materials. Perhaps the library can mail a physical infographic rather than an email. Students are more likely to read and keep them.

OTHER ACADEMIC SPACES

Respondents noted challenges to maintaining adequate social distancing in student spaces that provide academic services, such as writing support, tutoring, One Stop, advising, and access to computers. Faculty/staff respondents urged the subcommittee to consider offering these services online through Fall. Rationales for this request included:

Any physical spaces that are generally pretty crowded--like the Herbert Writing Center, which generally serves over 18,000 student visits per year, or the Math Place, which also serves many thousands per year--need to move online through the pandemic period. At busy times, every seat is taken, sometimes for hours on end--no way to maintain 6 feet of social distance. (And impossible to maintain what the science suggests about 12 feet.) This directly compromises student and instructor safety--and is a danger to broader public health within UTK as well as Knoxville and surrounding areas, given the relative size of UTK's population

Each writing consultation involves a student and tutor sitting closely together (1-3 feet apart) at a small table—that's simply the nature of the work. Students and tutors are all pretty tightly packed into 3 rooms day after day throughout the semester—to accommodate the number of students, most of the tables are not more than 6 feet from the next table. In addition, the tutors also sit in close proximity (1-2 feet) to each other while working, with 5-6 or more at a single table each hour. In addition, the offices of 3 full-time staff members are in the same rooms shared by all the students and tutors, with only a door to separate them from the students—and those doors are rarely closed in order to encourage tutors and students to talk with them. Thus, the full-time staff are exposed to this environment 8 hours/day, 5 days/week.

When asked under what circumstances [tutors] themselves would feel comfortable with in-person tutoring, every one of them said they would want some type of PPE (masks and gloves) for each tutoring session. Most said they also would need to be able to maintain a distance of 6 feet from every person (which they also commented would not seem possible given what the job is). Important to consider is the fact that online tutoring is effective. 100% of the students who have responded so far to our survey about their online tutoring experience this spring said they were very satisfied or satisfied with the help they received.

Regarding computer labs, which do not require one-on-one or small group consultations, precautions were recommended, including:

Workstations or student seating should be staggered so that there is adequate distance facing and sitting next to other students. Disinfecting wipes should be provided. Each student should be responsible to wipe down computer keyboards, mice, and desk surfaces after use. (They would probably need to be advised on what constitutes a sufficient wipe down.)

Student Life

Both faculty/staff and students emphasized the importance of student life in students' sense of connection to and sense of belonging at the university. Respondents asked the subcommittee to ensure that, regardless of campus operations, students have a way to develop a sense of community. These suggestions ranged from imagining virtual possibilities to ensuring precautions for in-person activities.

For example, a virtual option included:

If we go virtual, I think we need virtual spaces that are always open and where students can always come to check out if someone else is there to chat about some topic of interest concerning UTK. Students should be able to see each other live, if they want to. There could be event spaces, sports spaces, community

involvement spaces, science spaces, These spaces should be about being a student at UTK, and be different from the normal social media spaces where students connect with friends and family.

Others urged the subcommittee imagine possibilities for on-campus activities and events. As one student noted:

I believe connection and human interaction is vital to learning environments and mental health. Therefore, we should do all that we can to make as many events happen as possible, while being flexible. I would not have the friends and experiences today if it were not for joining organizations right off the bat at UT.

Recognizing that larger events such as athletic events, concerts, plays, performances, and public lectures, may not be possible unless they are recorded or broadcast, faculty/staff in charge of organizing events asked for guidance on numbers of attendees, strategies for measuring social distancing, and other precautions (e.g., temperature checks). Some events require more immediate attention, such as homecoming, because plans are already underway, while others do not need to be addressed immediately (although parades were suggested for graduation). Faculty and staff members need these guidelines in order to share them with student organizations and to make decisions about budget:

I work with the Campus Events Board and student organizations on campus...I think we should have a plan similar to what cities, counties, and states are doing in regards to campus events where there is a phased in approach. Additionally...if we have a speaker that is \$20,000 and we are only able to have an event with 100 people maximum we will need to re-think the events we are having to ensure we are good stewards of SPSF funds. There are so many unknowns and being comfortable with the unknown and being flexible is key during the time, but I think the earlier there is guidance the better we can plan so we can be good stewards of funds and also provide a quality experience for our students.

Others that requested specific guidance from the subcommittee included Air Force and Army ROTC (requested direct contact) and the Panhellenic Council.

Student respondents generally expressed a desire for sorority and fraternity recruitment to continue as usual in Fall. A member of the Panhellenic Council noted, “the Panhellenic Council has prepared a number of necessary changes and precautions to adhere by if we return to the University in the fall and conduct Primary Recruitment.” Some students suggested these precautions might include smaller groups of recruits across different rounds:

We could try to limit the waves of girls coming through, and seat less people in houses during rounds so the room is less full (this will mean longer/more days but I think we are all more than happy to do this). Again, masks might be the best bet we have here. There's not really any touching that would worry me, but being in close proximity could be an issue possibly, which is why I recommend the masks. We normally spray between each round anyways, but we could make sure all houses do this!

Other students, however, expressed concern about the safety of holding sorority and fraternity recruitment in Fall, suggesting a delay:

Sorority and fraternity recruitment should be pushed to the spring because there is no possible way to social distance in sorority recruitment the way it currently operates (all the houses are basically at fire hazard occupancy at this point, many rounds of recruitment involved 100+ girls in one room together)

Sports, and especially football, received a consideration amount of attention as an important part of student and campus life. Although most respondents recognized a need for precautions, the general consensus was that football should proceed. Some suggestions included

- Reduce size of crowds by:
 - Limiting to students only in the stadium
 - Having students sit in alternate rows, three seats apart

- Require or provide masks
- Have only the players in the stadium
- Require players to be tested regularly
- Create a closed circuit TV channel where people who would normally attend games can pay to view from their homes
- Postpone until Spring so that fans can be in attendance

Recommended readings for the subcommittee

- <https://www.vox.com/2020/4/28/21238456/centralized-isolation-coronavirus-hong-kong-korea>
- <https://www.nytimes.com/2020/04/26/opinion/coronavirus-colleges-universities.html>
-

Research

Challenges and concerns

Faculty noted numerous challenges to conducting research during the crisis and raised concerns about evaluation of research productivity and about support for resuming research activities.

Both tenure track and tenured faculty raised these concerns:

I would like the sub-committee to consider the obstacles to productivity for all researchers. So far, there has been attention to Assistant Professors on the tenure-track. There are many more, likely most, of us whose research has been and continues to be affected - from inability to go to field sites, to slowdowns in lab research, to lack of public performances, etc. Given the increased effort that may be required for teaching (as mentioned above) and such obstacles to research and publishing, careful attention needs to be paid to faculty evaluations, including the recently imposed, extra-post-tenure evaluations.

Faculty urged the subcommittee to reimagine evaluation given the impact of the crisis on research productivity.

Graduate students' research has also been impacted, for similar reasons, including limited access to labs and library materials, and graduate teaching assistants also took time away from research to move courses online. In response, one faculty member recommended:

If there is any way to provide a semester or more of additional financial support for these students so that they can make up that lost work before their funding runs out -- including the possibility of a moratorium on new graduate student admissions for 2021-2022.

Undergraduate students also noted that the crisis has impacted their ability to pursue research opportunities:

I think being able to do research is vital part of undergraduate learning and not being to do in person research would be failing as one of the university's missions.

Specific challenges to research productivity include:

- **Inability to access necessary materials** (e.g., books) **or facilities** (e.g., labs; construction of ICP-MS Core Facility in Strong Hall) for faculty and students, especially graduate students:
I would also like to urge the research area to quickly come up with a way for faculty to access greater library services. Extend to more online outlets as well as, very importantly, coming up with a system so that faculty and graduate students can check out physical books and other materials that they need.
- **Travel restrictions** that prevent data collection and dissemination:
Professional activities, conferences, exhibitions, performances, etc. have been cancelled and there will be a ripple effect for several years.
- **Viability of research with human subjects:**
Considering that human research has been banned under COVID-19, I hope that we will be able to find a way for human researchers (e.g. neuroscience/psychology graduate students) to complete their research with a pace that will allow for timely graduation.
- **Limited support for research**, including funding and graduate/undergraduate research assistants:
We were told we might not be able to roll over our F/A and startup funds, that all extra funds were being collected to makeup campus shortfalls. Again, I understand the need, but I just had to double my research expenditures, and desperately need that money if I hope to collect any data in the next 12 months and secure external funding.
- **Loss of research time** while moving courses online:
I normally spend the summer in research activities. If classes are online, I will need to spend the entire summer trying to convert my 2 hands-on outdoor fall classes to an online format. How can I reconcile the impact this will have on my research program?

Opportunities

Some faculty noted opportunities for the subcommittee to consider, including:

- Remote meetings/conferences save time and money.
For example, if someone gives a 20-minute conference talk overseas via zoom (rather than via flights hotel etc), they have just saved the university several thousand dollars and many, many hours of their time. I'm not saying people shouldn't travel, but let's at least not hold it against people (e.g. for promotion) who may choose to save time and money by teleconferencing regularly.
- Restarting research during the summer provides a way to pilot safety protocols.
[Protocols could] include on-campus COVID testing, PPE/disinfectants, appropriate cleaning services, safe work protocols, etc. Summer research is the beta test for the fall.
- Faculty have expertise needed for virus testing on campus.
The Covid-19 disease is caused by an infectious ribonucleic acid (RNA). I am a molecular biologist specializing in RNA. If you feel that I might be of any use in coordinating a proactive campaign involving virus testing on the UT campus, I'd be glad to be of help.
- Faculty have expertise important for human dimensions of crisis.
It is becoming apparent that other devastating effects are ones connected to people's isolation from others, fears about mortality, issues of racism and classicism complicating health care, how information is conveyed, worries about the integrity of institutions, and concerns about values and ethics in a time of crisis. One way that UT can think creatively about getting students to campus may be to publicly acknowledge more frequently that we are in the midst of complications studied by the humanities disciplines.
- Faculty evaluation should reflect the importance of faculty contributions beyond research.
It is not necessarily in the university's best interest to put the research mission of the university first in this process. This is an extraordinarily difficult time for the state, and that needs to be reflected in our behavior and the allocation of our effort.

Recommended reading for the subcommittee

<https://www-chronicle-com.proxy.lib.utk.edu/article/Academe-s-Coronavirus-Shock/248238>

Visitors to Campus

Across faculty/staff, student, and other respondents, opinions on visitors to campus were mixed. Recommendations included:

- Visitors to campus should be welcomed.
We have to be able to host visitors to campus. Specifically those interested in recruiting students for full-time jobs and co-op and internship positions.
- Visitors to campus should be limited and/or required to take precautions.
No large public tours and events. All visitors should be required to check in and submit a health report so that contact tracing can be possible in the event of a Covid-19 outbreak on campus.
- Visitors to campus should not be allowed (or not allowed temporarily).
Honestly, we can cancel almost all visitors to campus. This is not mission critical.

Respondents requested guidance from the committee on whether and how many visitors are allowed on campus and restrictions on attendance at events. Most respondents agreed that visitors should be required to take precautions. Suggestions included:

- Require masks (and guidelines for how to approach visitors not wearing masks)
- Practice social distancing (at least 6')
- Require temperature checks
- Require health reports
- Require training for minimizing risks while on campus
- Encourage hand washing
- Clean meeting spaces before and after events
- Restrict travel between buildings or campus and restaurants
- Restrict catering
- Record or broadcast events with only necessary in-person participants at events
- Limit visitors from areas with high rates of infection

Respondents paid attention to campus tours, in particular. Recommendations for campus tours included virtual tours only or allowing tours but limiting the size of tour groups.

Engagement and Outreach

Opportunities

Faculty or staff emphasized the importance of engagement and outreach during this time of crisis:

I hope UTK uses this crisis as an opportunity to remind the state of its role as an advocate for the common good. In this case, we are an institution that can reach out to all 95 counties in the state to reinforce the key scientific findings about the virus. We can communicate clearly to the public the importance of following best practices. We can share what we know of past crises and how they were overcome. Most importantly, we can emphasize the importance of public institutions that exist to support the entire state, especially in a time when public institutions are threatened by organized reactionary forces that openly question the value of such institutions. Use our trusted and much-loved Vols for Life to share these messages, and maybe we can help the state manage this crisis better.

Specifically, faculty or staff identified several ways in which the university can contribute to the local and global communities:

- Assist with testing efforts in the surrounding community.
It may be critical to explore how expertise and labs at UTK can assist the testing efforts of the campus and surrounding community.
- Offer opportunities for the public to engage in courses that address human dimensions of crisis, life skills (e.g., cooking), or other areas.
Perhaps we can incorporate public outreach linked to our land grant mission to our curriculum in trial runs of civic engagement assignments in the hometowns that students may be stuck in for the fall. Perhaps in a hybrid model we can start to offer courses partnering the social sciences with computing sciences, the health sciences with rhetoric and cultural studies, etc. (ORNL is not running financially dry: can we partner with them not only in data science but also in humanities-related, cultural research?)

My specialty is difficult to do online, we offer multiple in person cooking classes to the community...we would love to be able to offer mini camps for kids and individual classes for adults in July. Small classes of 8-10 only and for reduced periods of time.
- Partner with K-12 schools to adapt educational contexts.
Would be good to reach out to the local community and K-12 and partner to discuss COVID-19 and share what experiences and expertise we have all gained adapting to the "new normal."

Challenges and considerations

Faculty raised concerns about proceeding with community-engaged teaching plans in Fall, especially for S-designated courses (i.e., can designation be removed if necessary?). There was a request for clear guidance on how to proceed with in-person interactions among students and community partners, public schools, etc. Further, concerns were raised about how the absence of community engagement or study abroad opportunities limits students' ability to learn about local and global communities that are culturally diverse.

Maintaining relationships with community and corporate partners was another concern raised for the subcommittee to consider. While cancelling community engaged events in advance may allow faculty/staff to focus on planning virtual replacements, cancelling without partner input "may make them feel less a partner in our process." Requests were made for surveying community partners for input and making partners aware of university decisions as soon as possible. The subcommittee was also asked to share "any ideas on how to keep networking and building relationships throughout this time."

Finally, faculty raised concerns about whether or not the annual review process would reflect the need for increased engagement and outreach during a time of crisis:

Lots of UT faculty are contributing to the public policy-making process or the public discussion on COVID-19. Some of that is in peer-reviewed journals, but much of it is not. This is really critical for the legitimacy of the university; in a public health crisis, UT should be leaning in to our public service calling...we should be encouraging faculty to lean in to those teaching engagements and to engage with the broader discussion on COVID-19 by formally recognizing those contributions in the annual review process.

Recommended examples for consideration by the subcommittee

- **Lifelong Learning Book Club** lead by Dr. Bob DuBois as a source for teaching community building. It will be reading *Radical Hope: A Teaching Manifesto* by Kevin Gannon. It would provide a great space to discuss how to maintain hope and positivity in our teaching despite any current situations we are in.
- **Chemical Literacy Program** adopted by UT's Office of Community Engagement and Outreach's Imagine Tennessee Program and supported by former Vice President Al Gore, Dean Theresa Lee, ORNL/JIBS, etc., and that received positive feedback by President Randy Boyd