



UTC 2020 FALL TASK FORCE FACULTY/STAFF SURVEY SUBCOMMITTEE REPORT

Summary

The following report contains a qualitative analysis of the responses to the UTC 2020 Fall Task Force's survey of faculty and staff across the following five subject areas, corresponding to the five subcommittees of the task force:

- Academic Instruction and Continuity
- Student Life and Engagement
- Workplace Continuity
- Campus Safety and Risk Management
- Outside Community/Community-Facing Programs

The survey presented open-ended prompts in these areas based upon the categories of perceived issues and related recommendations. In order to best represent the data, responses were examined for themes that were common to each area, then each area examined for overarching themes associated with all areas. The most common theme overall for perceived issues is **personal safety**; relatedly, **protocols** proved the most prominent among recommendation responses.

In order to best honor the fullness and intricacy of responses, entries were coded and analyzed by concept, allowing a statement addressing multiple concerns to impact multiple areas of concern. As an example, in the area of academic instruction and continuity the perceived issues response, "Academic integrity and rigor; student, faculty and staff safety; providing students with the college experience," was coded for quality of education (academic integrity and rigor), personal safety (student, faculty, and staff safety), and other (providing students with the college experience), the latter of which fell outside of the category but is notable nonetheless.

By category, the emerging themes and response percentages are as follows:

Academic Instruction and Continuity

Issues: Personal safety (35%), quality of education (33%), capability (27%), and other (4%)

Recommendations: Learning environment (50%), protocols (18%), accommodation (17%), and support (15%)

Student Life and Engagement

Issues: Personal safety (67%), facilities (24%), and services (9%)

Recommendations: Protocols (63%), food service (19%), and communication (17%)

Workplace Continuity

Issues: Personal safety (47%), remote vs. face-to-face (FTF) (26%), other (14%), and coworkers (13%)

Recommendations: Protocols (48%), remote vs. FTF (31%), and other (22%)

Campus Safety and Risk Management

Issues: Compliance (35%), personal safety (31%), facilities (30%), and other (4%)

Recommendations: Protocols (47%), supplies (28%), remote vs. FTF (13%), and communication (12%)

Outside Community/Community-Facing Programs

Issues: Personal safety (66%), compliance and tracing (21%), and other (13%)

Recommendations: Protocols (79%), and communication (21%)

Note: *These themes are explored in greater detail in the following subcommittee sections, and all unedited responses are included at the end.*

Contents

Summary	1
Academic Instruction and Continuity Subcommittee.....	4
Issues.....	4
Recommendations.....	6
Student Life and Engagement Subcommittee	8
Issues.....	8
Recommendations.....	10
Workplace Continuity Subcommittee.....	12
Issues.....	12

Recommendations.....	14
Campus Safety & Risk Management Subcommittee	16
Issues.....	16
Recommendations.....	18
Outside Community, Campus Visitors and Community-Facing Programming Subcommittee....	20
Issues.....	20
Recommendations.....	22
Unedited Survey Responses	24
Academic Integrity and Continuity Issues	24
Academic Instruction and Continuity Recommendations	37
Student Life and Engagement Issues	57
Student Life and Engagement Recommendations	62
Workplace Continuity Issues	69
Workplace Continuity Recommendations	76
Campus Safety and Risk Management Issues	90
Campus Safety and Risk Management Recommendations	104
Outside Community/Community-Facing Programs Issues.....	120
Outside Community/Community-Facing Programs Recommendations.....	125

Academic Instruction and Continuity Subcommittee

Topics identified in questionnaire:

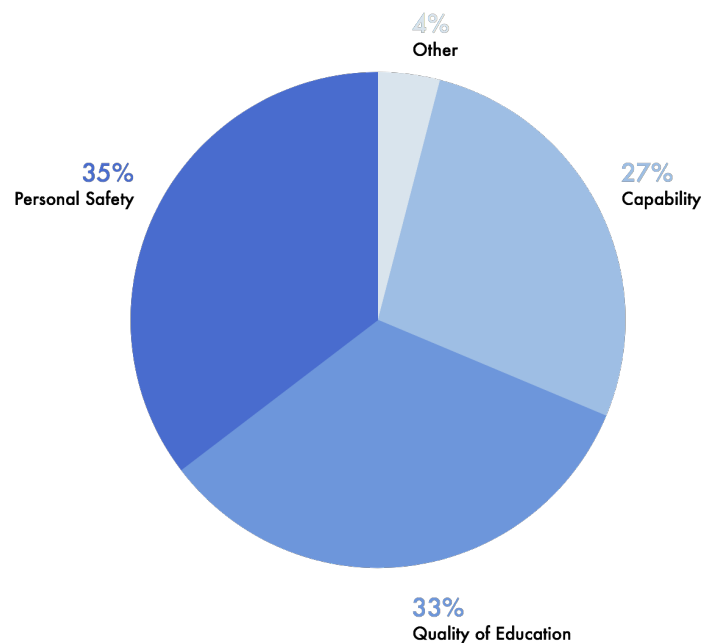
- Classroom design
- Curriculum design
- Mix of online/FTF instruction
- Clinical experience
- Laboratory
- Research protocols

132 respondents, with **10** cross-listed as faculty/staff or adjunct staff.

278 (not necessarily unique) issues identified; **309** (not necessarily unique) recommendations made.

Issues

Academic Instruction and Continuity Issues



Themes identified from academic issues responses:

Safety (35% of responses) includes social distancing, PPE, cleanliness, and health concerns for students/faculty

- *Many students with disabilities have compromised immune systems and will still be unable to return to on campus learning, but may require courses only offered on campus.*
- *Ensuring adequate social distancing and use of appropriate PPE in and around classroom.*
- *Need to focus accommodation on older faculty and students, since COVID-19's effect is more serious with advancing age.*
- *I do think we need to maintain some sort of social distancing in the Fall; either in the form of mandatory masks or online instruction*

Quality (33% of responses) includes modality, effectiveness, student experience, and security

- *I don't want us to lose academic rigor or our goal of teaching students and mentoring them.*
- *Issues specifically aimed at instructing a design studio course which by nature and tradition involves close, and real-time interaction with student to instructor and student to student in an open collaborative environment.*
- *Lack of group work within courses, especially those whose pedagogy focuses on group work*

Capability (27% of responses) includes scheduling, staffing, workload, technological challenges and student ability

- *How to accommodate those students/faculty who can not attend because of health reasons. Infrastructure for increased technology use.*
- *Providing support, materials, and supplies for students to do remote work*
- *The ability to provide synchronous and asynchronous instruction within each class based on the needs of the students. How do we instruct those in the classroom and those who do not wish to return*
- *We are a professional program that must meet accreditation standards. The accreditation standards require hands-on labs. We will need to bring students on campus for labs*

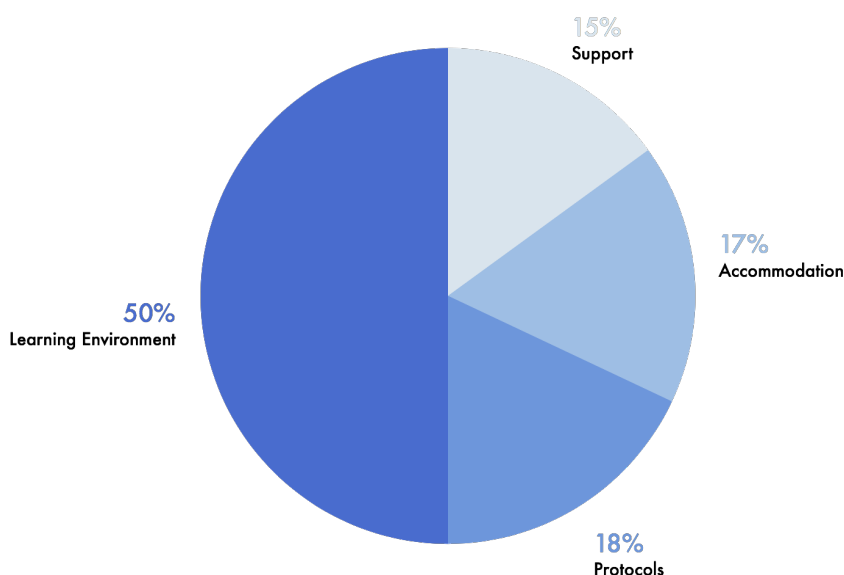
Other (4% of responses) is a collection of certain unique issues (summarized):

- Attendance policies for blended OL/FTF may be complicated
- Need to provide students with the college experience
- Right-to-privacy regarding conditions that may increase faculty/student COVID risk
- Job security concerns
- Online courses require less grad assistant support
- Gauging student experience and frustration

- Meeting external accreditation standards
- Potential that some enrolled students are still weighing their own decision about actually *remaining* enrolled for fall
- Concern regarding excessive screen time for online students
- Faculty/staff childcare needs if community daycare remains closed
- Tenure/promotion clocks

Recommendations

Academic Instruction and Continuity Recommendations



Themes identified from academic recommendations:

Learning environment (50% of responses) includes online/FTF preference, PPE, classroom modification, facility maintenance, social distancing, cleanliness

- *If the course can reasonably be completed through distance learning, offer an option such as virtual participation in the on campus course, or provide an online section of the course as an option.*
- *I like the ideas I've heard about reducing class sizes or splitting up classes to different days. Students should also be required to wear masks unless able to be far enough from*

one another. Faculty should wear masks between classes and in classes unless a safe distance can be maintained from students.

- *Proctoring for major exams; legitimate assistance from WCTL*

Protocols (18% of responses) includes SOP clarity (for a range of issues), attendance policies, posted safety policies, stated disinfecting standards

- *Sanitizing stations everywhere. Doors propped open (touchless). Use Stanchions, Plexi-divides. Daily Disinfect all surfaces, esp classrooms. Masks for ALL required unless solo (how enforce?). Zoom used for all mtgs.*
- *We need to determine guidelines that will allow group instruction and rehearsal to proceed with reasonable precautions. Proximity and safety measures must be calibrated and adhered to.*
- *Establish/publish policies regarding how proximity will be dealt with in distancing, large class sizes, and cleanliness*
- *Remove any required attendance - allows students to decide their attendance without fear of penalty*

Accommodation (17% of responses) includes student/faculty individual and program needs

- *Instructors should be permitted to hold virtual office hours - through zoom, skype, etc This makes them accessible to students without having students in a small office space, it also increases accessibility to students who many not want to/ or cannot physically attend*
- *Department chairs must be more supportive to views apart from their own.*
- *Give vulnerable students option of on-line even if class is not. Same option for faculty if very vulnerable - online class instruction only.*
- *Despite sounding entitled, I think it is the responsibility of the university and the university daycare to first cater to the needs of students, second to the needs of faculty and staff.*

Support (15% of responses) includes training, funding, staffing, instructional resources

- *Provide students with equipment and internet access so they can participate in synchronous online learning*
- *Provide compensation for instructors working on online course development during the summer, when we are off-contract*
- *Allowances should be made for the extra time it takes to effectively design and launch online courses, and faculty should not be forced to teach additional sections or overloads.*
- *Collaboration on a large scale to make sure people are ready for whatever type of class they deliver. Collaboration across departments and colleges to ensure effective scheduling.*

Student Life and Engagement Subcommittee

Topics identified in questionnaire:

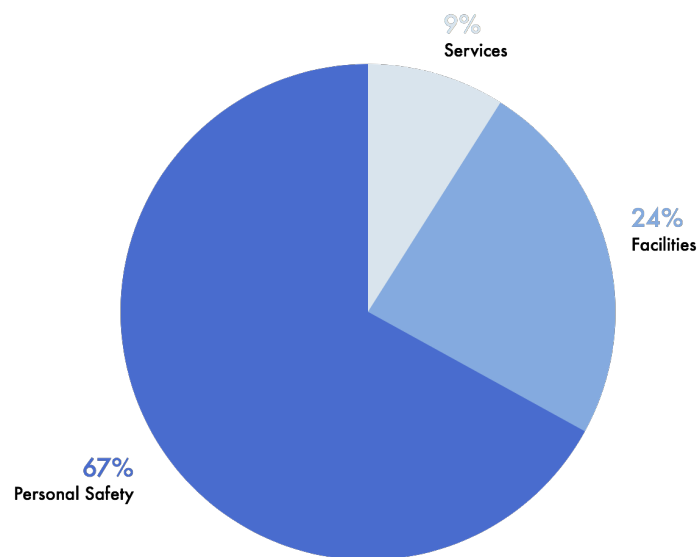
- University housing
- University Center
- Food service
- Student life
- ARC
- Campus recreation
- Group activities
- Greek life
- International study abroad

51 respondents, with **5** cross-listed as faculty/staff or adjunct staff

89 (not necessarily unique) issues identified; **103** (not necessarily unique) recommendations made.

Issues

Student Life and Engagement Issues



Themes identified from student life and engagement responses:

Personal Safety (67% of responses) includes all non-academic student gatherings, social distancing, visitors, protocol observance, student experience, communication to students

- *We can pretend that students, and faculty, will adhere to the 'rules,' but enforcing them is going to be nearly impossible even if we have substantially less than half of our students on campus.*
- *Meeting and engaging with students from diverse backgrounds should be a foundation of any college experience. Therefore, I think it is imperative as a university that we find a way for students to connect with each other throughout the semester.*
- *How will students 'engage' on campus virtually? If there is a limit to social gathering how will this actually work? Will students have access to Zoom accounts or have access to utilize the features of a 'Zoom like' platform so they can engage in the business of their respective organizations?*
- *Students living in on campus housing will easily be able to pass the virus to each other. Students are concerned about winter bringing another surge of the virus.*
- *Meeting and engaging with students from diverse backgrounds should be a foundation of any college experience. Therefore, I think it is imperative as a university that we find a way for students to connect with each other throughout the semester.*

Facilities (24% of responses) includes staffing, cleaning protocols, staff testing, scheduling:

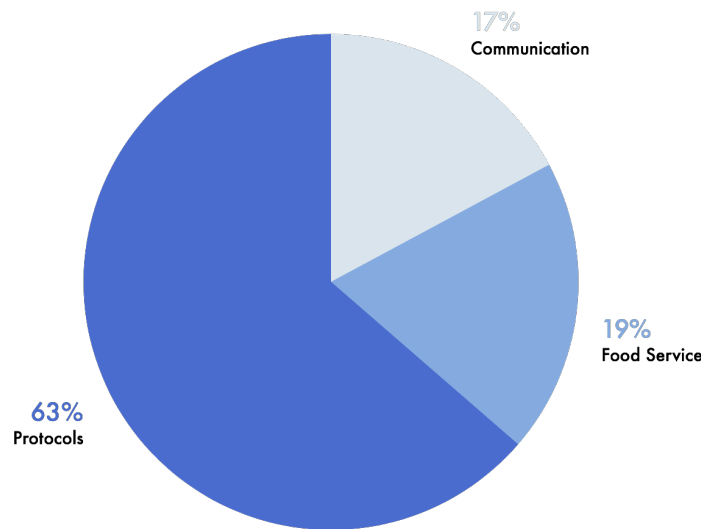
- *How will contracted workers be tested (e.g., Aramark hired workers)?*
- *Shared rooms in residential halls, elevator and stairwell procedures, disinfecting of commonly used items/areas (e.g. door handles, elevator buttons, stairwells, etc.)*
- *Different rules for different buildings on campus (need to be consistent across campus)*
- *How will contracted workers be tested (e.g., Aramark hired workers)? Will there be testing provisions for international students, or those who have traveled abroad in the last 6-8 months?*

Services (9% of responses) includes dining, gym membership, mental health, PPE, testing

- *How to maintain and respect safety to minimize the spread of the virus.*
- *Additional support for students who are depressed, etc because of the pandemic. We cannot reasonably ask people to attend university *now* and not have enough services for students who need them.*
- *New Student Info packets for services*
- *Conducting case management with students*

Recommendations

Student Life and Engagement Recommendations



Themes identified from student life and engagement responses:

Protocols (63% of responses) includes all non-academic building guidelines, campus use, and student safety

- *Establish clear policies and schedules, help identify locations that allow for meetings and still keep students safe and distanced.*
- *Designate library floors for individual studying (quiet) and groups (social distancing will make it louder)*
- *Have a plan in place before move-in to show students how they will be protected and the exact process (including refunds) that will happen if another outbreak of the virus occurs.*
- *...have a plan in place before move-in to show students how they will be protected and the exact process (including refunds) that will happen if another outbreak of the virus occurs.*
- *Hard limit on number of attendees for any activities*

Food service (19% of responses) includes scheduling, delivery methods, dining guidelines
Determine how to feed students, staff and faculty safely (delivery to buildings, option to order virtually, etc.)

*food service to provide more limited options already bagged/boxed
determine how to feed students, staff and faculty safely (delivery to buildings, option to order
virtually, etc.)*

Find somewhere on campus for a drive-thru or takeout food service

Communication (17% of responses) includes modality of information delivery, student trainings, facilitation of student connection, mental health

- *For the purpose of counseling or case management, meeting in person and talking while wearing masks can be a great barrier to care. I think continuing to offer virtual meetings along with setting up meeting spaces where seating will be far enough away so that masks will not need to be worn will be important. Particularly for survivors of violence, wearing masks can feel restricting and be re-traumatizing.*
- *Engage students themselves in how to best reach students to encourage them to engage in activities that minimizes the spread of the virus.*
- *Hire more social workers/counselors*

Suggested reading from participant: <https://www.insidehighered.com/news/2020/05/14/how-campuses-might-make-best-undesirable-virtual-fall>

Workplace Continuity Subcommittee

Topics identified in questionnaire:

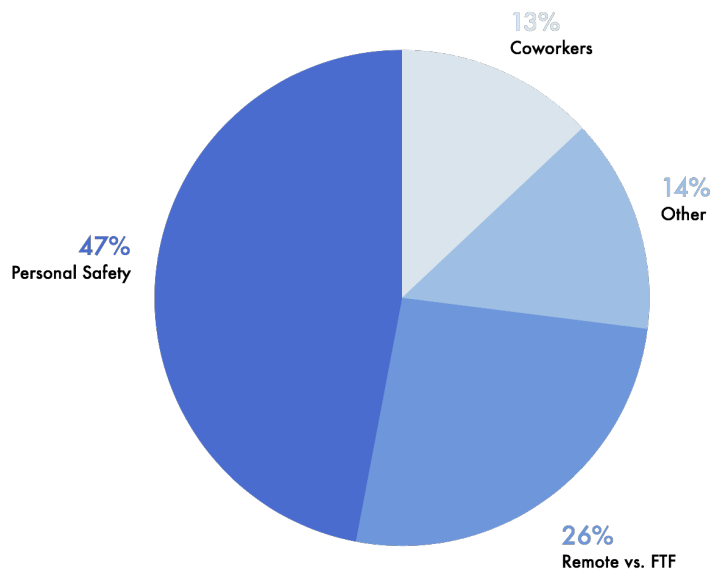
- Employee return-to-work
- Workplace design
- HR policy and benefits
- Workforce strategy

110 respondents, with 6 cross-listed as faculty/staff or adjunct staff

242 (not necessarily unique) issues identified; **213** (not necessarily unique) recommendations made.

Issues

Workplace Continuity Issues



Themes identified from workplace continuity responses:

Safety (47% of responses) includes: health, return to physical workplace, external complications from family situations

- *Some faculty and staff may have compromised immune systems, and will not be able to return to on campus work at the same time as others.*
- *I'm concerned with the campus having the ability to continue to provide safe working standards by August. So far, the social distancing rule is working when it comes to helping others contact the virus. Will this be possible once we return in August 2020?*
- *With faculty and staff using keycard access, janitors have no idea who has been in the building or where they have been, for disinfecting purposes.*
- *There are going to be many people who are uncomfortable coming back -- being they are worried about getting sick, they are immuno-compromised, or they live with someone who is at-risk. I think this is going to be a bigger issue than you realize.*

Remote vs. FTF (26% of responses) includes: workplace, instruction, equity in defining expectations of workplace setting

- *I think that there are many positions that can be done remotely. I supervise a couple of Admins. They do not have the ability to do a full-time job at home - this has to be addressed. If your job is answering phones, greeting students, scheduling and setting up meetings, etc and you are just doing ledgers and printing things once a month. If we remain off campus for an extended period of time, some level of pay cut or duty shifting should take place as the hourly workers are not able to sit at and do things for 8 hours a day while there is minimal travel, spend, etc.*
- *For those that need to continue to work from home, and have proven they are capable and productive, how can they still be a part of campus meetings.*
- *What to do with staff that are not productive working from home, insight into how to have them return to campus.*

Coworkers (13% of responses) includes contamination risk, unknown contact, cleanliness, differing attitudes toward virus

- *The director of our department thinks that the virus is overblown and that cases are being over reported, and that it is not a serious problem.*
- *Policy for faculty/staff that have shared work spaces/hallways/doors*
- *Managing ambiguity and differences of opinion for groups of employees regarding what constitutes acceptable levels of risk*
- *I'm worried about too many people being on campus at one time. Will everyone take the necessary precautions to keep themselves and their co-workers safe?*

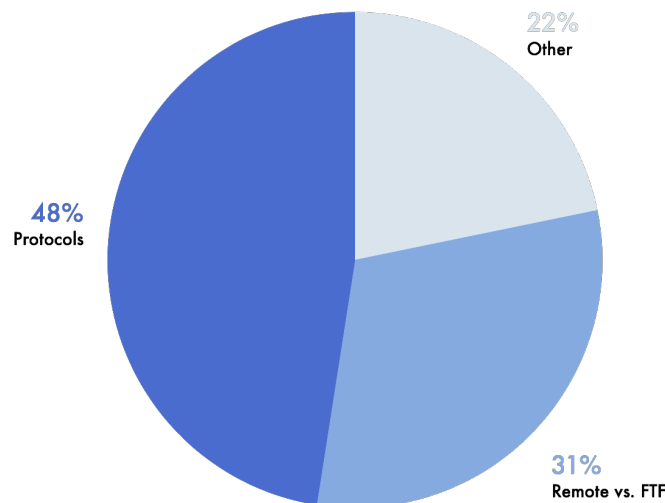
Other (14% of responses) includes: promotion/tenure concerns (r 4), communication (r5), childcare, parking fees, mental health, institutional liability

- *What happens if faculty become sick with COVID-19? Especially those who end up hospitalized and unable to do work? Who takes over their classes? Are faculty punished? Especially lecturers who rely on teaching evaluations for contract renewal.*
- *Making sure the information from HR, Dean, Dept. Head, Faculty Senate, Provost, Chancellor- the message needs to be the same no matter who states it- been hearing mixed messages about what HR requires vs. what is stated in Zoom meetings with the Chancellor and Provost.*
- **OSHA, Workers Comp, ADA, ADEA, FMLA, HIPAA, FFCRA, and Negligence liability exposure looms large for the campus.*
- *We are still paying for parking, but not allowed on campus.*

Note: While it is perhaps unusual for an *Other* category to rank higher than a general category, the diversity of unique concerns in this section makes this result the best concise expression of the data.

Recommendations

Workplace Continuity Recommendations:



Themes identified from workplace continuity responses:

Protocols (48% of responses) include diverse areas of workplace safety, requests for clarity, communication of decisions

- *Use DRC and HR protocols for employees who want workplace accommodations either because of compromised immune systems or fear of returning to work.*
- *Enclose each admin work space in it's own cubicle with a door so that they are not just out in the open.*
- *University provided clear signage consistent across campus for messaging purposes. University provided masks and cleaning supplies. Strong framework for enforcement (of social distancing/ mask wearing/ etc.) that is clearly communicated and enforced across campus.*
- *Do not require [face masks] as they are ineffective.*

Remote vs. FTF (31% of responses) includes preference, options, accommodation, and requirements

- *Regardless of the degree to which UTC courses are allowed to be conducted face-to-face, until a COVID-19 vaccine is available to us, any instructor or student who judges prevention measures to insufficiently mitigate against the risk of serious illness from COVID-19 for themselves or persons they live with will be granted, without question, the option of an equivalent remote instructional arrangement.*
- *I would suggest putting an HR policy in place where there is flexibility in working from home if such an occasion arises, and just giving more flexibility to working from home if your job allows you to do so in general.*
- *providing necessary equipment for home office use*
- *Faculty and staff who are primarily working from home should be given a stipend to pay for their Internet subscription. I know some faculty who rely on their cell phone data plans to check email at home.*

Other (22% of responses) includes: reappointment, tenure & promotion, childcare, messaging, parking fees, sick leave, wages

- *IT WILL be the case that some employees will have documentation regarding fear-related stress and psychosocial concerns about returning to work.*
- *It's unfair for some areas to work overtime while other areas essentially receive paid vacation during this crisis.*
- *The university needs to establish clear metrics on which to base decisions. Is it a number of infections in the community? A number of infections on campus? CDC guidelines?*
- *Offer reduction in hours - ex. be 75% instead of 100% while maintaining current benefits. Cost reduction.*

Campus Safety & Risk Management Subcommittee

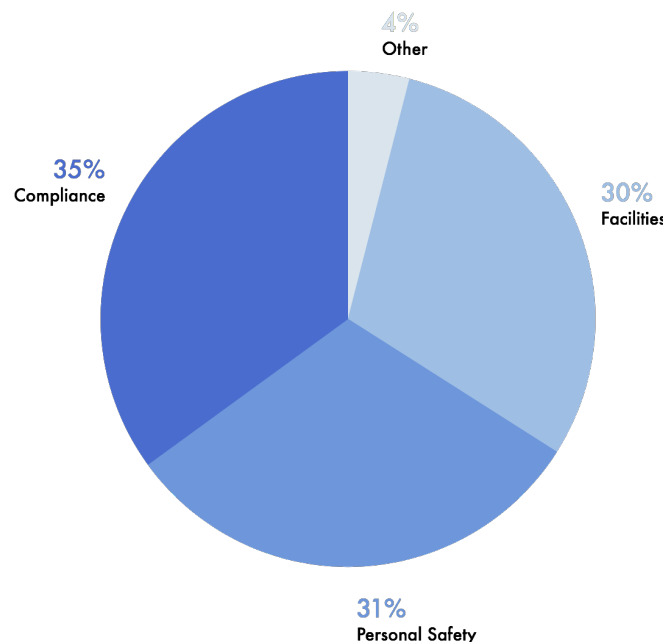
Topics identified in questionnaire:

- Health and safety standards
- PPE
- cleaning/disinfectant protocols
- COVID-19 testing & contact tracing resources

105 respondents, with 5 cross-listed as faculty/staff or adjunct staff

Issues

Campus Safety and Risk Management Issues



Themes identified from campus safety and risk management responses:

Personal Safety (31% of responses) includes all non-academic student gatherings, social distancing, visitors, protocol observance, student experience, communication to students

- *Common start/ends to work days make distancing difficult as people seek to arrive at and leave from work.*
- *Not enough PPE, no cleaning protocols, no consequences for not meeting contractual agreements with janitorial contractors, such as Premiere.*

- *PPE and cleaning protocols. Will there be enough to go around? How will it be maintained or replenished?*
- *how will UTC keep people safe when everyone is in close proximity in classrooms, dorms, dining areas, etc.?*
- *Asymptomatic transmission of COVID-19 is the number one issue!*

Facilities (30% of responses) includes cleaning protocols, FTF space issues

- *Lack of capacity if 6' distance is observed between students. I estimate this would give us about 40% of our classroom capacity.*
- *Multi-stall restroom spaces in which distancing cannot occur while a certain number of people are in the restroom.*
- *Obviously the biggest issues will be keeping things clean and what kinds of safety standards are mandatory.*
- *Current cleaning levels are not acceptable - specifically in high-traffic areas, like the University Center.*
- *Use of elevators is a concern.*
- *HVAC spread of COVID-19 is a concern*

Compliance and testing (35% of responses) includes testing availability, PPE usage, PPE supply, visibility of protocols

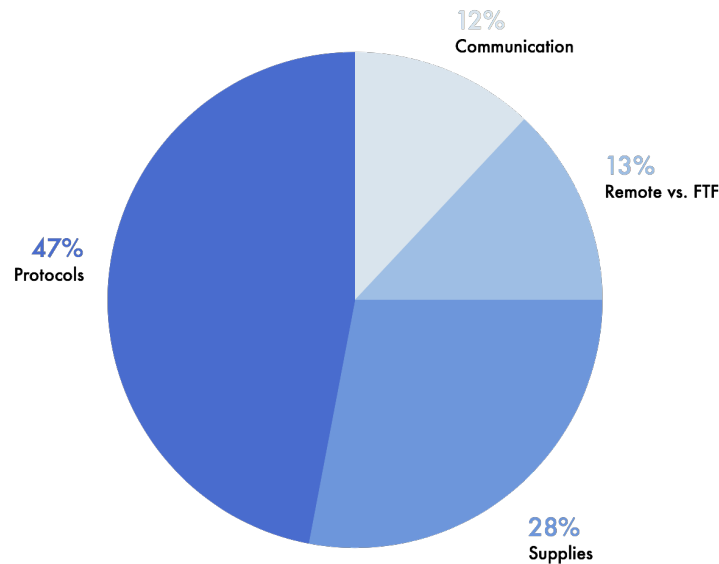
- *Health and safety standards, PPE, cleaning/disinfectant protocols, COVID-19 testing and contact tracing resources*
- *Consider the extra risk from out of town students especially if from a hot spot like New York City, Detroit, etc. Might consider testing those as they come to campus, but testing is not needed for whole UTC community.*
- *I would like the assurance that all employees will be required to follow all of the recommendations. I will not feel safe in my office if coworkers/supervisors are popping in and out without PPE, or not wearing PPE when I am requested to visit other offices*

Other (4% of responses) includes contingency plan (if we have to pull the plug mid-semester), accessibility, decision-making process,

- *What about students/faculty/staff who may be hard of hearing or rely on lip reading? How do we ensure [the] right PPE to be inclusive?*
- *Policy needs to be well-grounded in sound, scientific evidence. Please do not follow recommendations made by the current White House.*
- *Liability looms large for UTC unless Congress passes legislation to protect universities from lawsuits filed by Faculty (illness/death arising out of employment), Staff, or Students (negligence, not following CDC or state/local re-opening guidelines or providing sufficient TESTING & CASE MGT in crowded dorms).*

Recommendations

Campus Safety and Risk Management Recommendations



Themes identified from campus safety and risk management responses:

Protocols (47% of responses) include testing, cleaning guidelines

- *Phased return of Essential staff w/ safety protocols. Monitor Remote Work policy. Consult local/state Return to Work Guides. Conduct Periodic Pulse surveys.*
- *masks required in buildings and classrooms for staff/faculty/students*
- *more time between classes to allow for disinfecting*
- *Clean floors, tables, and study areas in the University Center several times per day - or consider removing the study areas/couch/chair areas in the University Center for the fall semester.*
- *Unless and until the campus has some system in place to test, track, and trace COVID-19 transmission, most other practices will be far less effective or even merely window-dressing.*

Supplies (28% of responses) includes PPE, testing, cleaning disinfecting products, equipment, and staffing

- *Distribute a thermometer to each department...also provide each department with disinfectant, hand sanitizer, and masks. Ensure those generally working in close proximity to others are properly protected.*
- *We need cleaning supplies available in every office to manage their common spaces (door handles, light switches, front counters), and our online contract vendors are out of those. Many of these areas can't rely on facilities or contract cleaning services to clean their spaces based on prior experiences so equipping them to clean their spaces would be helpful. Plexi glass for front desks is important too.*
- *Determine the supplies needed by working with individual units - lab-based courses and activities will use a lot of disinfectant and hand sanitizer. We need to have confidence that supplies will be available.*

FTF vs. Remote (13% of responses) includes courses of study and workplace

- *My only choice is to instruct remotely or not at all.*
- *Clear strategies about who has preference to be on campus if all students will not live on campus. Nursing students, labs, students who are required to have certain skills and interactions based on accreditation- will these students/programs have priority?*
- *If a vaccine or successful treatments for COVID-19 are not available in the Fall, then we will have to severely limit access to campus, particularly by students, in the Fall, with only limited FTF classes and essential personnel on campus.*
- *Allow F2F teaching of courses in classrooms sufficiently large to allow appropriate social distancing.*

Communication (12% of responses) includes placement, modality, timing

- *I do hope there is a texting update system now that will address the issue of being left in the dark with no information for more than 2 hours*
- *All I can say is I appreciate communication that is transparent as possible.*
- *Transparency - keep employees informed if/when positive cases on campus including area of concern.*
- *Frequent, clear, consistent communications - even if the update is that nothing has changed or administrators haven't made a decision, even just that communication means a lot to people*

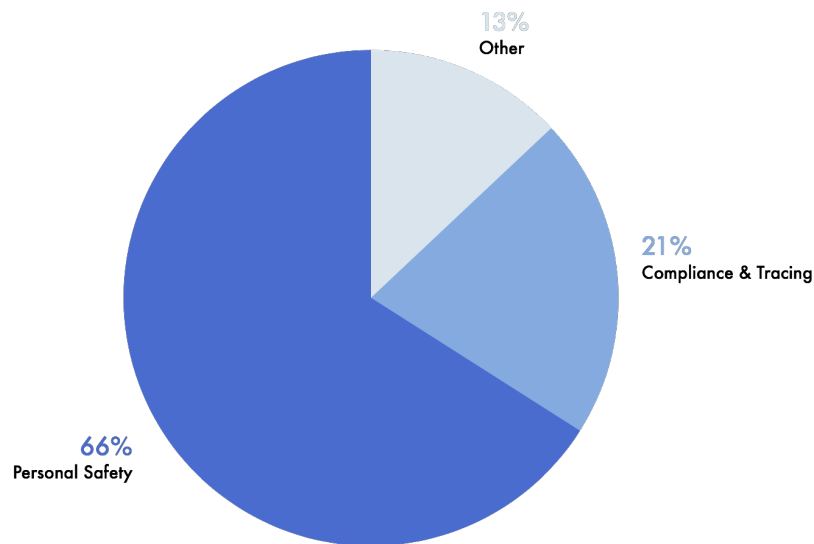
Outside Community, Campus Visitors and Community-Facing Programming Subcommittee

- Topics identified in questionnaire:
- Non-athletic events
- Visitors to campus
- Events that involve campus and community
- Non-credit bearing continuing and executive education

74 respondents, with 4 cross-listed as faculty/staff or adjunct staff

Issues

Outside Community/Community-Facing Prog. Issues



Themes identified from outside community and related programs responses:

Personal Safety (66% of responses) includes health of UTC community, unknowns about visitors, impacts with outside community partners, need for personal contact guidelines

- *Visitors could come to campus from potentially high-risk areas*

- *Do not want to provide 'access' to campus if we cannot really monitor outsiders who comes in and out of classrooms, buildings, and UTC spaces.*
- *Community contact by faculty, staff and students, exposes both the community and UTC to infection. There are all sorts of liability issues.*
- *Not knowing where people have been or who they have been in contact with.*

Compliance and Tracing (21% of responses) includes communication, visibility, methodology

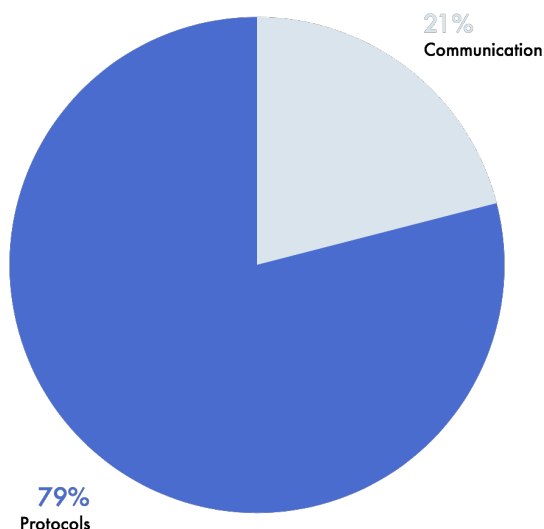
- *How do you enforce social distancing, hand washing and mask wearing? How do you protect the staff, students, faculty until there is a vaccine? Will you provide masks for visitors? Will there be limits to visitors entering the campus? Will there be limits to folks interacting with the community? What about students who travel home on the weekends? How do we trace their contacts and ensure the safety of everyone?*
- *Will [outside] organizations be expected to cover the cost for face coverings, hand sanitizer, cleaning supplies, etc.? If they don't have the funding to cover those expenses, does that mean the organization is not allowed to host events?*
- *Issues also need to be considered regarding differing policies for face-to-face program guidelines between UTC and community partners.*

Other (13% of responses) includes graduation, liability (r8), summer teacher training, risk to the community, program-specific concerns

- *UTC should absolutely NOT hold an in-person graduation ceremony in August. We should be doing everything humanly possible to protect the fall semester. Having thousands of people on our campus 9 days before the fall semester does NOT help with that goal*
- *We have many events that are postponed from spring, hoping we can do them in the fall (banquet, commencement, reception, advisory meetings).*
- *What's the risk to households and agencies like Salvation Army and Partnership that are near our campus (and churches and schools) if I take a walk, or walk to meet my colleagues that work at United Way for example? Will we know if we should restrict individual movements into the community if we've been on campus?*

Recommendations

Outside Community/Community-Facing Prog. Recommendations



Themes identified from outside community and related programs responses:

Protocols (79% of responses) includes rules, plans, and procedures related to a diverse assortment of regulatory needs

- *No large groups > 50 at any time unless the restrictions are removed. No outside groups at all*
- *We should by no means allow campus visitors or outside community onto the campus. There are terrific programs through many different centers but our students and faculty safety should be first.*
- *Visitors to campus must be approved by Prov or Chanc to minimize spread from silent super spreaders.*
- *Access to help desk for community partners working with students to help with communication-related issues & security; or, survey some of the agencies we work with to see what they think they might need. If files must be shared, have some best practices identified to minimize the risk that UTC/students open up security issues. Continue following the best available evidence and sharing best practices to minimize community risk from our campus being open.*
- *Campus visitors should be limited to official persons, including subject matter experts invited to address classes in person, particularly in labs or other specialized settings.*

Visitors who can participate effectively via digital means such as Zoom should do so instead of participating in person, and all administrative meetings should be conducted electronically or off campus. Students and faculty participating in community-facing programs that require in-person interactions should follow the partner organization's safety protocol, and those participating should monitor their health, including daily temperature readings, for a specified amount of time following each interaction.

- *Follow CDC guidance, do not reopen campus until virus controlled, targets reached (testing), follow Phase recommendations*
- *I would recommend that the campus teaching and learning spaces only be open to students, faculty, staff, and 'registered' visitors and that some safety protocols be put into place to identify 'registered' visitors.*

Communication (21% of responses) includes clear, visible, regular, and consistent communication from UTC to our community partners, visitors, and related agencies

- *Splash the rules everywhere. Pre-, during and post- event. Ensure everyone is aware - website, photos, marketing for programs, confirmation emails, etc - of the UTC expectations for use of protective gear*
- *Need clear communication to community partners that encourages creative collaboration but minimizes contact unless necessary.*
- *Post list of restrictions on front door for them to read before they enter the office.*
- *If we allow visitors to campus, we need to clear about how they will be screened for symptoms and who will be responsible for that screening. Large-scale community events should be greatly restricted.*
- *Need clear communication to community partners that encourages creative collaboration but minimizes contact unless necessary.*
- *Communicate clearly and often, establish and share guidelines for using university spaces, help ensure that everyone is informed about who can meet as well as when and how.*

Unedited Survey Responses

Note: This section was the most challenging to categorize due to the great variety of relationships our campus has with the Chattanooga community and the diverse nature of unique circumstances in play. You are encouraged to read the unedited responses in the final section of this document.

Academic Integrity and Continuity Issues

- Ability to social distance
- Many students with disabilities have compromised immune systems and will still be unable to return to on campus learning, but may require courses only offered on campus.
- Cleanliness of instructor podiums. Lack of group work within courses, especially those whose pedagogy focuses on group work. The fear that if 'going online works so well, it should just all be online'; the idea that every course needs to be as close to Quality Matters Certified as possible (and that is just not possible with a 4-4 load to suddenly change). Faculty who are immunocompromised; students who are immunocompromised
- Will faculty be required to teach face to face if they do not feel 'safe' doing so. Some faculty are new parents and have newborns at home or will have infants at home in the fall.
- "Course scheduling
- Available instructional resources"
- "ONLINE COURSES
- 1. Designing effective online courses - Effective online classes take significant time and effort to design. This past spring most faculty remotely taught face-to-face classes - that is different than teaching online.
- 2. Supporting online courses - some faculty still need high and low tech to support online classes (everything from better computers, to document cameras, to whiteboards).
- 3. Video production needs - most faculty do not have video production skills and could use help creating quality videos for online learning.
- 4. Online test proctoring - academic integrity is a concern of many faculty.
- 5. Synchronous vs. Asynchronous online teaching - some online classes will need synchronous meeting times.
- F2F Courses
- 1. One size does not fit all - many classes will require some level of f2f instruction, as different types of courses need different types of instruction.
- 2. Video conferencing options - when students or faculty become sick there need to be remote learning options for F2F classes.
- 3. Safe class sizes - what is a 'safe' maximum F2F class size?
- OFFICES

- 1. Shared space: Some faculty share office spaces. Adjuncts have no office space, forcing them to work in public places when on campus.
- 2. Office hours: Some faculty offices are not large enough to support 6 foot distancing. Even in larger offices, some faculty (especially those in high risk groups) may not be comfortable with offering in person office hours."
- The mix of online & face-to-face instruction
- Different types of classes and challenges to delivery. Recognition of potential overload for students if classes are not carefully scheduled to avoid overlapping meetings and assignments.
- Insuring adequate social distancing and use of appropriate PPE in and around classroom.
- Large sized general education sized courses that require auditoriums or more than student to faculty ratio if our institution implements social distancing guidelines for Fall.
- Ability to provide sufficient emphasis on courses requiring lab work
- Make a decision for fall semester course delivery mode. Some faculty teach different courses during fall semester than during spring semester, so lead time is needed for any delivery mode change. Many faculty wait until August to revise fall courses. If the delivery mode is changed more time is needed for preparation, but also cuts into summer vacation for 9-month faculty.
- Students may not be to/may be afraid to take sick days when they are potentially infected.
- I am scheduled to teach 2 sections of 60 students each - this can clearly not happen in the FA semester. So my choices are to either go completely online or split my 2 classes into 4 classes but that brings another level of complexity to the situation when trying to find available classrooms. Also, since I cannot be in two places at one time the new sections will have to be at different times. Students have already built their schedules for the FA and adding new course times could throw a big wrench in their plans. I do not believe half the class should come on Tuesdays and the other half come on Thursdays ... what about Monday Wednesday Friday courses that do not split the week so evenly? What do the students do on the days they are not in lecture? Should the lecture be replicated on each day? If so, how can we as teacher still cover all the material without having half of our class online anyway?
- - Lack of capacity if 6' distance is observed between students. I estimate this would give us about 40% of our classroom capacity
- -Disruption if we start F2F and move to online quickly or visa versa.
- -Disruption when faculty and or student is exposed to virus or sick and must self-isolate for two weeks. Further, some faculty and students are themselves in a vulnerable group or life with someone in the vulnerable group.
- -Faculty teaching wearing a mask and no longer able to walk around to work with each student are going to have a different semester.
- -Exam security.

- "Student Accessibility and Fairness - some students will not be able/allowed to attend FTF classes. Others will be able to, but choose not to attend FTF sessions. Attendance policies could be problematic.
- Faculty Accessibility and Fairness - At-risk faculty will not be able to teach FTF."
- Clinical experiences
- Need to focus accommodation on older faculty and students, since COVID-19's effect is more serious with advancing age.
- The number of students in on campus courses and social distancing.
- Academic integrity and rigor; student, faculty, & staff safety; providing students with the college experience
- "Support for faculty in course development to avoid overwhelming them with unfamiliar teaching innovations and technologies.
- Quality online experiences for students.
- In comparing with colleagues about my experience this past spring, teaching relatively small classes in the English department (33 cap) and in the Freshman Honors program (15 cap), I want to point out that students consistently told me how unsatisfied they were with other classes that dealt with online education by posting either mere reading materials or video lectures (with no student participation). I held my classes via Zoom at the regularly scheduled time. This was a problem for very few, in fact only 1 that I know of. I posted recordings of the class sessions on Canvas and that one student had no trouble accessing that. She repeatedly expressed her gratitude. Other students thanked me for keeping the class as normal as possible. They remarked, among other things, that they were glad there was a schedule, that they had a reason to get up in the morning (many of their jobs having disappeared), that it was less disruptive and as similar to the classroom environment as possible.
- Many students want to take classes online for Fall and stay in their hometowns.
- "Class sizes balancing physical distance and limited space
- Penalizing those with concerns regarding face-to-face instruction"
- Requiring/enforcing students and faculty to wear a mask.
- Inability to 6' social distance in poorly ventilated classrooms for long duration.
- Lack of hand sanitizer in stores to have as a personal supply.
- Being pressured to teach F2F from administrators.
- Liability for UTC for faculty/workers who who ill/die from CV19.
- Lack of substitute teacher pool in higher ed.
- Custodians have not cleaned classroom tables/chairs/podiums in the past but will need to do so frequently.
- Flares/outbreaks on campus and how to manage - last minute pivot to other modalities very tough on all, with varying quality.
- Challenge is to balance public health with financial viability of the campus

- ensuring quality if we need to pivot to all online again; making sure I can safely pursue problem and project-based learning while safely social distancing; how we can work with community partners safely on projects outside the classroom; equity in student access to environments conducive to learning if they can't be on campus at times.
- Online instruction.
- Some older adjuncts just cannot manage online teaching technology especially with larger classes, particularly foreign languages. I don't feel comfortable teaching any more if the threat of having to return to online or Zoom instruction is always menacing.
- Loss of quality adjunct professors due to increased administrative and technical requirements.
- There are not enough classrooms of adequate size to permit social distancing at UTC. Splitting up classes into smaller groups and teaching half today and half on Wednesday is not reasonable either, unless I want to cover a lot less material.
- The science surrounding COVID-19 is unsettled; regardless of administrators' conclusions, individuals may reasonably disagree on the risks posed by COVID-19; availability of a vaccine is very unlikely during the 2020-2021 academic year; students and faculty deserve the right to privacy about conditions that may increase their COVID-19 risk; some faculty and students live with individuals at higher risk of serious illness from COVID-19; some students may drop out or delay their academic progress if their only option is in-person class attendance; and faculty (in my department, PSPS) have demonstrated our ability to provide excellent online educational opportunities to our students.
- Many of our classes (cohort model program) require labs. We are already behind from spring with converting courses to online. We will need to make-up missed labs while continuing to move forward. If the number of students allowed on campus is low, we will likely need multiple sessions, which will be a major strain on an already limited faculty. Additionally, the new cohort coming in will be challenged with developing a sense of community within their class as they will be separated, off campus much more frequently, and faced with a very difficult program that will likely involve hybrid components. Another concern is cognitive overload for the students - as we try to transition all face to face learning to hybrid models, there are so many different avenues, which can be very overwhelming.
- Some experiences cannot be duplicated or replaced by an online format. For example, music ensembles need to be together in order to rehearse and perform effectively. The same is true for theatrical productions.
- "Decision timeline
- Online assessment"
- Although carefully structured online courses in many (not all in my opinion) can be educationally effective, a rich and vital component of the collegiate experience, (both undergraduate and graduate) is the chance for interactions with students in real time.

face-to-face instruction and interaction also provide professors a much more genuine chance to be role models and mentors. The modest success I've achieved in my career would most probably been much less likely had it not been for inspiring academic mentors.

- How to accomodate large laboratory courses (over 200 students--multiple sections) that if split into smaller sections would increase the number of sections to ~16. Where would these sections be held and when. Also, who will teach all of these extra sections?
- Limited classroom spaces equipped with distance technology equipment (large displays/monitors, quality audio system, cameras, etc.) for presentations via Zoom
- "* Concerns about social distancing
- * Classroom size/students & risk
- * Student enrollment
- * Risk to older faculty and staff
- "1. Enforcing the university's policies for teaching.
- 2. Sanitizing tables, chairs and surfaces before & after classes
- 3. I am in physical education and need space to move.
- 4. Utilizing settings with Hamilton county schools & UTC children center.
- 5. Student class policies for Face2Face."
- "One overriding consideration: what's best for our students for their health and safety, and for their continuing growth and education.
- Healthy faculty and staff is a must for any university to function. "
- Possible technical problems (and/or user lack of sophistication) regarding use of Zoom
- Number of students in a classroom. Protocols for in and out of classroom and hallways.
- If there is a need to put large classes online there will be little to no graduate assistant support
- "Health and safety
- Access to technology
- Access to support for technology
- Workload (online takes more time)
- Job security
- Ownership and use of course designs"
- Imperative to accommodate studio and lab-based instruction where face-to-face instruction is essential to student learning objectives. I think it's important to resume F2F instruction wherever safely possible to support and maintain the integrity of a full campus life.
- "Large classes in small spaces
- Required personal interaction
- Student hesitation to attend class
- Students attending class even when they may not be well
- The potential for another instant shift from face-to-face to online

- The burden of preparing a course to be adaptable to both face-to-face & online - it is a very time consuming process to make it quality instruction in a dual format
- Cleanliness of classrooms - desks, podiums, computers, bathrooms, etc - there will not be opportunity to clean thoroughly throughout the day as thousands of students are moving through rooms & halls
- Student anxieties impacting their ability to study and learn"
- "Office hours
- Required meetings"
- Masks in classrooms. This is the only way to make sure in that we have minimized transmission. I am especially concerned as I hear people overly reliant on the use of symptoms and fever checks. Research says 5-20% of people may be asymptomatic carriers.
- I do think we need to maintain some sort of social distancing in the Fall; either in the form of mandatory masks or online instruction
- "If labs will be limited in their student numbers, cohort-based programs will have to either schedule 2 lab spaces and livestream or teach all units/content twice, which will create teaching overloads with financial implications. Imposed/non-elective overloads also create implications for tenure and promotion - do they sacrifice service or scholarship productivity to meet these needs? How do we regulate this?
- Class Size
- "These recommendations come from Boris Belinskiy, UC Foundation Prof., 26 y at UTC, Math.
- Academic instruction, the mix of online and face-to-face instruction"
- too many students in a class, cleaning rooms between classes, cleaning bathrooms, social distancing in hallways, entrances and exits to buildings and classrooms
- Making sure we can have instructional spaces that will allow for proper social distancing or other health concerns.
- Classrooms with tight seating and inability to socially distance. It also seems like it would be a stressful environment if temperature scanning and masks were required for being in classroom buildings.
- Because health experts are repeatedly warning that COVID spikes WILL increase and potentially be worse with the onset of fall flu season, social distancing will be critical. Therefore, I think we need to permit faculty to move to online and/or hybrid instruction in any courses where doing so does NOT jeopardize accreditation.
- Class size, social distancing, when we will determine we need to change methods of instruction, options for students who dont want to come to class, options for students who only want face to face. How to accommodate those students/faculty who can not attend because of health reasons. Infrastructure for increased technology use.
- "Classroom design
- Mix of online and face to face"

- Health and safety in classroom related to spreading germs
- While some courses can be taught successfully online, others require face-to-face technical instruction that doesn't translate as effectively. Still other courses benefit from the in-person dynamic of guest speakers, some of whom bring physical samples and materials that cannot be experienced via Zoom.
- "1. Instructors need to have more academic freedom to address relevant issues. Many times instructors who hold particular viewpoints are supported while others are ostracized or made to feel their views are substandard or illogical.
- 2. New instructors (those with 3 or less years of teaching experience) need to have more guidance in how to teach first-year students. Many times instructors with sufficient degrees to teach a collegiate-level course lack the basic teaching skills needed to navigate in the realm of instruction. "
- "How we teach f2f with social distance guidelines - both the logistics of the classroom but also how will we manage the movement of students in buildings and throughout campus?
- How will the university identify and assist vulnerable faculty/staff and students?
- "Being able to hold f2f classes and respect a 6' social distance
- Providing support, materials, and supplies for students to do remote work"
- Online testing
- Preventing virus spread in enclosed classrooms
- Although UTC is usually very careful with respect to safety, I am worried that the political situation will lead to face-to-face classes that result in students and faculty catching the COVID-19 virus. If a number of faculty in my department get too sick to teach face-to-face then the remaining faculty will need to substitute for them which will be difficult. It will likewise use a lot of time if a faculty member is dealing with many sick students that not completing exams and assignments at scheduled times. I will be 70 years old in Fall 2020, so I am very concerned about getting so ill that I can't deal with the 90+ students that I expect to have in the Fall. I will be teaching one course that only has one section so it is difficult to substitute for me, and many other faculty in my department have the same situation.
- classroom design, curriculum design, the mix of online and face-to-face instruction
- "1. Must protect vulnerable students with preexisting conditions and staff over 60 or with preexisting conditions. Generally young healthy students will be fine even if they get the virus.
- 2. Two of the biggest exposure areas for vulnerable faculty will be one-on-one student visits during office hours and paper homework/exams."
- "The need to be flexible and prepared given the uncertainties surrounding how COVID-19 will evolve in conjunction with the beginning of flu season this fall
- Ensuring high quality academic experience online"

- Students were comparing their learning situations post-pandemic. Some felt robbed if there was no interaction/engagement in the online classrooms. Some felt left alone to teach themselves.
- Delay on a decision; Once decision has been made a few offices on campus have to rush to implement them; Offices are bombarded with questions as the ELT/Task Force waits to make decisions;
- The biggest concerns I have are whether it will be safe for everyone to be in close proximity in classrooms, dorms, dining areas, etc., and with the quality of instruction if we have to move online again. What will happen if someone in a class tests positive for COVID-19? That would mean everyone, students and faculty, in all the classes they are enrolled in will have to be isolated. That, in turn, means all those classes will have to be taught online during the isolation period. The constant back-and-forth of face-to-face learning being interrupted by isolation and distance learning could be worse than just going online for the entire semester. Social distancing is basically not an option. The only way to reduce classroom density is to lower classroom capacities and teach multiple sections of every class, which adds to teaching workloads.
- "Face masks
- Delayed start to the semester
- Timing between classes
- Commuter students
- "Gauging student experience and frustration
- "Engineering and other scientific discipline online exams do not lend themselves to multiple choice or fill in the blank solutions. When students upload their exam solutions in pdf format, exams cannot be marked and returned to the student. Therefore I had to develop a separate document for each student detailing how I graded each exam and then provide individual emails for each student detailing their exam performance and their grade.. I have more than 70 students in two classes and found that grading exams, and providing feedback took me numerous days. In addition to exams, I developed PowerPoint presentations and then used Studio in Canvas to develop mpeg presentation that could be viewed prior to each scheduled class. I also used Zoom for each class period for announcements, to provide clarifications for the posted mpeg lectures, review assigned problems, etc. I personally found that I spent many more hours each week developing lectures, conducting Zoom classes, and answering student emails as compared to my in-class experiences for the same classes.
- I also have concerns that there is collaboration among students during online exams.
- The ability to provide synchronous and asynchronous instruction within each class based on the needs of the students. How do we instruct those in the classroom and those who do not wish to return.
- "Closed space for an extended time with multiple people cannot be safe. see <https://www.erinbromage.com/post/the-risks-know-them-avoid-them>

- Students need timely help when they get stuck on a problem
- The primary issue is faculty, staff, and student safety.
- "- Increasing precarization of faculty and instructors, especially in the liberal arts
- - Increased reliance on adjuncts as a cost-cutting measure
- - Decreased support for research and writing
- - Pedagogical problems associated with online teaching (especially for those of us not as familiar with online instruction)"
- classroom face to face instruction
- Will we have enough training to be able to conduct online classes?
- "Whatever we need to do to get them back on campus and in a place where they can see each other and the teacher is vital to them getting an “education” and not just a series of grades. If I had a dollar for every time I saw a student ask the person beside them “Huh...what’s that mean?”, the other student then explained it and you could see the light go on as the first student understands their original question, I could retire to the Caymans. The same holds true with them being able to immediately ask me a question without all the electronic stuff impeding their thoughts.
- To that end, I realize that there are some that will have a coronary about coming back to campus and this is the new reality (hopefully brief). I like Jan’s suggestions in his email. Also, it seems like if you can restrict the bigger sessions to the bigger rooms, it will let them spread out.
- Lastly, I saw something in another post about someone coming in and wiping down the desks between classes. I think that that idea being blasted out to the students will help them feel better about coming back to class.
- FWIW....the industry I work in (as well as least two others on this list) is considered “essential services” and we have not missed a day of work since all this began. I truly hope all of us get back to our pre 2020 lives as soon as it is feasible to do so.
- "1) having clean classrooms, especially computer lab classrooms
- 2) being able to have meaningful course discussions
- 3) some students may not want to be around other people in a confined classroom
- 4) keeping social distance "
- Face to Face contact with students
- Air circulation and the spread of Covid 19 in small, crowded classrooms. Students having access to computers and internet. Feeling safe in computer and other classrooms.
- "Who manages classrooms and is responsible for set up, cleaning, and security?
- Cleaning protocols between classes?
- Social distancing/size of classes?
- Security--managing students who refuse hygiene/PPE policies or are symptomatic (coughing, sneezing etc...)
- Accommodations for students from COVID Vulnerable populations?

- Communication about outbreaks and contact tracing (keeping roll, use of apps, swiping into classrooms or buildings etc....)
- Use of shared equipment?
- Control of access to buildings and classrooms--who manages entrance/egress, one-way hallways, etc....
- I would like to emphasize the importance of face-to-face instruction in laboratories. Faculty need to know as soon as possible whether face-to-face, in person laboratory instruction will be available, and if not, whether course that normally have labs can be offered without labs.
- Ensuring that proper safety protocols are in place to ensure the learning environment is a safe place for students to engage in course material.
- "My biggest concern with respect to academic instruction is the integrity of student assessment. In my courses, undoubtedly students have access to materials that would not normally be available to them during classroom quizzes and exams and I worry about students simply looking up the best answers and are not learning the material as well as they would have if the assessments had been face-to-face.
- I am also concerned that our classrooms and laboratories are not large enough to engage in appropriate social distancing during face-to-face classes and labs."
- "Attendance policies
- Mask wearing policies
- Class sizes
- Option to move courses online
- Social distancing in classrooms, in hallways , exiting and entering classrooms safely, disinfecting rooms after each course, dealing with students that do not comply with new safety requirements (i.e. wearing masks), faculty feeling pressured to teach face-to-face courses if they don't feel comfortable even if they don't have underlying health issues (the stress alone may be justification but there may be no known medical condition), faculty teaching face-to-face being too strict with students who have health issues that prevents them from come to class and not making the appropriate accommodations (e.g. Zoom) so they can actively engage in the course. Required office hours.
- Classroom design, the mix of online and face-to-face instruction.
- Physical classroom space to keep students at a 6 foot distance & the ability to evaluate skills competency for healthcare degrees,
- "I am concerned with faculty have the correct training to take courses online (not just remote). Also, how can we make connections with the students for the large classes if we don't have f2f opportunities. Additionally, how will adjuncts be able to prepare their online content? They are not paid enough to have to develop an entire course for online.
- How about if we have in-person for classes that can social distance, but we have an instructor or a student from a immuno-compromised population? How do we address exceptions?

- How will we sanitize rooms between classes when there is only 10 minutes between classes? Can we still have synchronous course times if we go online? How will adequately communicate with students about attending class.
- If in-person for some classes, how do we manage egress and enter for classes that are in rooms with only one door? How about waiting in the hallway between classes?
- There are so many more things. I can't think of them all at this time."
- Social distancing for teaching applied lessons
- We are a professional program that must meet accreditation standards. The accreditation standards require hands on labs. We will need to bring students on campus for labs. We are confident we can deliver the didactic portion of the courses. Our students are also required to complete clinical experiences. We should be able to work those out with our various clinical sites.
- "-We are assuming that enrollment means students are coming; I do not believe that is a valid assumption. For many students, they may be using that seat in class to save their spot til they decide for sure what they're going to do this Fall.
- -Re-open campus understanding it will spread as many people are asymptomatic.
- -Larger classes will not work; if you alternate individuals in certain classes, then you will double or triple our workload.
- -I would not attempt any of my 'flipped' classroom activities as students would be too close in proximity; it renders the face-to-face portion of a hybrid class no more effective than Zoom.
- -Lecturing with a mask for over an hour would be extremely challenging.
- -Faculty and students will have diverging opinions about the need for masks, social distancing, being back on campus, etc.
- I teach 100-150 person courses in crowded lecture halls, where proper social distancing will likely be impossible. I'm concerned for the risk this poses to my students, myself and my family.
- How to maintain socially safe distance in classrooms; how to manage socially safe distances for auditorium size classes; how to know who may or may not be sick in a classroom; how to ensure that all students in all classes are getting high quality education in online-only classes.
- Students and faculty contracting COVID-19 and spreading it to others in the UTC community.
- The spread of the virus
- Safety.
- Excess screen time can be an issue for students in platforms like zoom
- offering a mix of instruction formats is essential. I know we have many faculty who detest teaching online but we must offer robust online opportunities for the fall in order to give students and faculty the maximum chance of staying well.

- Main concern -- how to provide social distancing for students in class room while still providing instruction to same number of students.
- This applies to online instruction in the event that we are forced to remain off campus. Lack of internet connectivity in our region. I live in a rural area with no broadband service.
- Safety of faculty and students in classrooms
- "tacking face to face attendance verse online attendance for students in quarantine or isolation
- crowded hallways during class changing times"
- Parents with non-school aged children or children who cannot self-sustain are left in the lurch if community daycare/schools are closed. I cannot bring my needy toddler to my research methods course each week. The UTC daycare has a ridiculous waitlist and unfairly requires people to pay a deposit just to be put on the waitlist behind non community members. If I do not have help with childcare, I cannot physically be on campus to teach my courses.
- Group work is a key factor in training for business situations. Many students do not embrace the asynchronous and online technologies available to them for such group projects; instead, they meet face-to-face for their group projects.
- Academic integrity - I am worried that in the midst of all that is going on, we (faculty) forget that the main purpose of our job is to educate our students to the best of our ability. I also understand that during this time, it will be all hands on deck and we will need to be innovative, but I don't want us to lose academic rigor or our goal of teaching students and mentoring them.
- Technological privacy; student access to software
- As someone who advises students in a campus-based program, I know there are students who want that FTF interaction. Many recognize that COVID-19 complicates this.
- Issues specifically aimed at instructing a design studio course which by nature and tradition involves close, and real-time interaction with student to instructor and student to student in an open collaborative environment. Students are demonstrating their skills as they explore creative processes with immediate feedback from the instructor and their classmates. The studio setting fosters this atmosphere of creative interaction and often impromptu proceedings. The challenge in offering a virtual design studio course online is to emulate this creative, spontaneous, and collaborative experience in way that works well for the students. 'Virtual' by definition is not the same as real-life.
- "Safety issues in general but also safety/privacy concerns for students and faculty while balancing a quality learning experience
- Tenure/promotion clocks"
- Large classes booked into classrooms back-to-back
- The safety of students, staff, and faculty is the biggest issue, and until there is a vaccine or better treatment options, it seems wise to maintain social distancing to the degree

possible. I imagine this will affect what classrooms can be used, and how we deliver instruction. This will ultimately have an impact on how students schedule their classes and where they can live.

- - How to provide individual attention online? How to replicate F2F experience online? F2F, faculty walk around, look at student work, facilitate discussion, have students work in groups. All of that goes away online. How to provide a compelling online Experience?
- "Safeguarding everyone's health in the classroom if in person instruction happens while making sure instruction is accessible to all students with disabilities or learning challenges
- If classes online will be required to be taught synchronously, what about students who have little access to the internet at their off-campus residence?
- Compensation for the extensive labor instructors will be having to spend on developing online courses when they are off-contracted time
- There is a lack of maturity in the general public with respect to taking basic precautions such as wearing masks. This means that the crisis will continue for a good while and that public gatherings, especially in a classroom, will remain hazardous. This is a direct threat to the wellbeing of students, faculty, and their families.
- "Preparation of coursework to be completed in hybrid learning environment and ability to pivot online if needed;
- Accommodation for student and faculty populations that may be sick, quarantined, vulnerable, or caring for family;
- Adhering to social distancing recommendations for classrooms, labs, clinical experiences, etc. in any face-to-face course;"
- the health and safety of students and especially faculty and staff
- Faculty are dealing with different personal situations, including health issues, child care issues, and family hardship issues, so a one-size-fits-all policy is unlikely to work effectively. One concern I have is that faculty will be forced to teach more beyond their contractual teaching loads, since social distancing will mean smaller class sizes, but if enrollment is not down then that is more sections that need to be offered, even while adjunct or lecturer budgets may be cut.
- "*The taskforce and administrators are perhaps wrongly assuming that we need a certain # of F2F classes for students to thrive/come back to campus. We DON'T KNOW what students - and more importantly - their parents desire for safety, and we don't know their desires for an authentic campus experience given CV19. In reality it may vary too widely to accommodate with a 1 size fits all approach..
- *The new F2F scenario is not like the old F2F scenario - distancing goes against everything we know about good pedagogy, students may feel instructors are aloof/rude when they're merely trying to encourage distancing guidelines, mask-wearing and furniture disinfecting between classes will create a context of anxiety/paranoia not

conducive to learning. Fall (and maybe spring depending upon the numbers/testing capacity) should be largely ONLINE! Please do not assume we need to return to F2F to survive financially."

- High number of students in small classrooms and on campus at once
- How do we look beyond the short term myopic planning view for Fall 2020 to use this as an opportunity to transfer some of our instructional design and delivery? See Harvard webinar 'COVID-19's Impact on the Future of Higher Education: What University Leaders Should Be Thinking About Now'
- Many students clearly believe they learn more in face-to-face classes
- Ensuring the safety of everyone in the campus community.

Academic Instruction and Continuity Recommendations

- Smaller class sizes; required masks for students and teachers; some kind of barriers between desks/podiums
- If the course can reasonably be completed through distance learning, offer an option such as virtual participation in the on campus course, or provide an online section of the course as an option.
- Having disinfectant wipes available, hand sanitizer in every classroom
- Faculty have some autonomy and flexibility in course design and the sooner the better. If faculty know in May/early June the possible formats for course design for the fall it would allow faculty more time to be creative with their courses in the fall to make sure they are high functioning.
- "Need to make better use of Parts of Term scheduling with lab and studio classes scheduled for Part of Term 2, and nearly all classes being scheduled in Parts of Term scheduling.
- Need to invest in virtual lab resources for natural sciences, and engineering."
- "ONLINE COURSES
- 1. Designing effective online classes: Provide financial support to enable and encourage faculty who have not taught online before (spring remote learning is not the same thing) to receive training on how to effectively design a second summer or fall class. This process needs to happen sooner than later, as it takes a significant amount of time to properly design an online course. Provide more funding / staffing to the WCTL. Set-up a cohort or mentoring system where experienced online teachers can help faculty new to online teaching.
- 2. Supporting online courses - Have departments survey the needs of their faculty. Match those needs with existing resources and make funds available (maybe from existing online fees funds) to purchase additional equipment.
- 3. Video production needs - Have colleges and departments use their online fees accounts to pay the UTC TV studio to create videos. Help support the library in creating videos

showing faculty how to create basic videos. Share Linked In courses that provide video production training. Provide equipment to faculty to support video production.

- 4. Online test proctoring - Invest in systems to support online test proctoring. We have proctorio, but most faculty do not know about it and it has limited effectiveness if students do not have web cameras. Are there other systems? Can we provide more training about these systems? Could there be an on-campus testing site available for students that do not have web cameras to use (so proctorio could be used more widely).
- 5. Synchronous vs. Asynchronous online teaching - some online classes will need synchronous meeting times. Those times need to be built into the fall schedule. Traditionally online classes have not been assigned days and times, we need to add that as an option for some online classes. Other classes work well asynchronously and will not require assigned times. Department heads need to identify the needs and the schedule needs to be modified to meet these needs.
- F2F Courses
- 1. One size does not fit all - Require departments to meet and discuss what classes need F2F instruction, what that instruction might look like, what is needed to support those classes being taught (class size reduction? etc).
- 2. Video conferencing options - ideally, all classrooms need to be fitted out with basic video conferencing hardware. This maybe a unrealistic goal right now, but at a bare minimum we need to do an inventory of classrooms with existing video conferencing technologies. Then the university needs to figure out how many systems can be procured and these need to be installed in high use rooms. Portable set ups need to be made available for temporary use if all classrooms can not be fitted with the tech.
- 3. Safe F2F class sizes - the task force / Academic Affairs needs to make a firm decision about the largest class size and not leave this decision to individual department heads or faculty (in that scenario, some faculty may be pressured to teach classes that may be too large). The decision needs to be communicated early and then faculty and department heads need to decide on a class-by-class basis whether that class is best moved online or separated into smaller class sections. If divided into small sections, department heads need to be instructed to adjust workloads based on the increased time spent in the classroom. Class rooms may need to be adjusted, with classes moving to larger rooms to allow for social distancing.
- OFFICES
- 1. Shared space: Shared office spaces need to be separated, divided or rearranged to allow for social distancing. Could we allocate a space for adjuncts to use, on a rotating basis, with supplies available for disinfecting the area in between uses (similar to study rooms, but for adjuncts)?
- 2. Office hours: Encourage faculty to offer virtual office hours via Zoom, Google Hangouts, or email. Change policies in departments and/or colleges that currently require in-person office hours. "

- Math Department must and it is capable provide on-line instruction without face-to-face meetings until COVID-19 is officially gone.
- Collaboration on a large scale to make sure people are ready for whatever type of class they deliver. Collaboration across departments and colleges to ensure effective scheduling.
- I like the ideas I've heard about reducing class sizes or splitting up classes to different days. Students should also be required to wear masks unless able to be far enough from one another. Faculty should wear masks between classes and in classes unless a safe distance can be maintained from students.
- "1) I would recommend giving an option to students to allow to attend to a zoom online option for the course, while also allowing students to still show up in person if they wish. This would more ideally work as a precaution for students who have underlying health conditions or were tested positive for COVID-19. This would require some work for AV equipment to do it right though. Having a teacher or professor show up with other students may still need to have a face mask or covering to ensure the professors health as well as the students. So a mask may distort or make listening very difficult if a class was to be recording or live via a platform like Zoom. Also could be difficult via HIPPA due to students being able to tell if someone doesn't show up for one class or not, thus also causing a panic.
- 2) The easier option, only host large class sizes for general education courses via Zoom."
- Plan courses so that lab work is completed prior to Thanksgiving in case we have a similar situation as spring
- An early/timely decision is needed, perhaps by July 1. Faculty might be given the option now to move any f-2-f courses online.
- UTC must have a campus-wide policy on excused absences for students in order for students to feel comfortable to take sick days when they are potentially infected. Not having this type of policy is a real hole in UTC's preparedness.
- From a logistical perspective, I believe all classes that can be online should be transitioned to fully online for the FA semester and if we want to work out something different and more creative for the SP21 semester then so be it, but I'd rather start from scratch with that plan then try to manipulate something that's already in place.
- "Complete entire semester online given that classroom capacity is going to be a challenge if social distancing is in place.
- -Complete entire semester online. Implement creative solutions to build among students and faculty. Ideal, no, but it will be safe.
- -Even if F2F, continue online as well to minimize disruption when faculty or student is not able to be F2F due to virus exposure or live with vulnerable other.
- -Online instruction will allow faculty to speak normally. Train faculty in small student group breakouts in Zoom.
- -Require Proctorio"

- "If we have face-to-face instruction, every class with at-risk students must have an online component, that is, every class must either be broadcast live to at-risk students or recorded. Class activities must be designed to allow online students adequate opportunity to 'participate' without penalty.
- If we believe this is a temporary situation, we may be able to schedule students around courses that require FTF instruction, that is, postpone a student's participation in the class until the Spring or following Fall.
- At-risk faculty must be allowed to teach online without onerous justification standards."
- I am hopeful that students will be able to return to their clinical experiences in the Fall 2020 semester. I realize this is difficult because it must be balanced with safety.
- Encourage faculty (and advertise resources) to at least flip courses. Faculty time with students needs to be quality time, i.e., one-on-one and test proctoring, rather than just lecturing.
- Proctoring for major exams; legitimate assistance from WCTL
- "Faculty in many cases will be trying to replicate face-to-face class experiences online. This is difficult and perhaps even undesirable to do but resisting that wish will lead to increasing frustration for faculty. What can be done? I'd recommend that Zoom be embedded in Canvas (as it is now done at UTK!), so that instructors can easily preassign students in small groups in Zoom breakout rooms for projects and discussions prior to class sessions. In this way, something of the face-to-face experience can be incorporated into the online situation.
- Create an online 'Teaching Innovation Idea Bank' for faculty who have developed unique online teaching solutions can be asked to present those ideas for other faculty. These items should be posted both in print as well as in the form of short videos. Department Heads can be asked to take the lead in identifying unique solutions. "
- If I cannot be in the classroom, I would very much like to be supported by administration in offering zoom classes. If a student feels Zoom absolutely will not work, I hope that perhaps the student could be encouraged to take a different section or a different course as a substitute. When I attempted to lecture by myself in my chair, I found I was boring myself. It was a great deal more effective for the literary and philosophical material I teach to engage with students and have as normal and active a discussion as possible. I think discussion boards are a poor substitute, although of course it might well be still a significant part of a course. Zoom worked well for me and the large percentage of students, and I had only a single complaint on my evaluations that 'Zoom sucked.' The student did not propose an alternative (yes, it did suck comparing to being with my students in a room), and none of my other evaluations mentioned it. My evaluations were, meanwhile, about as strong as ever.
- More online class options.
- "Open more sections of classes
- Use a hybrid model of campus/online classes"

- "Recommendations/Plan:
- CHALLENGE: Balancing Public Health vs Financial Stability
- Goal: Maximize safety via distancing, virtual interaction, sanitizing, and hygiene.
- Assumptions: Waves of CV19 outbreaks continue until vaccine/multiple treatments emerge; Distancing [6'], PPE, & Hygiene remain key; UTC will abide by CDC guidelines & utilizes local/state guidelines.
- *Testing/Tracing – Can UTC provide “Rapid Testing”, Contact tracing, & create UTC Case Dashboard
- *Hygiene – Sanitizing stations everywhere. Doors propped open (touchless). Use Stanchions, Plexi-divides. Daily Disinfect all surfaces, esp classrooms. Masks for ALL required unless solo (how enforce?). Zoom used for all mtgs.
- *UTC Public Health PR Campaign – Strong Public Health PR messaging (testing; advising when to stay home or return to school; hygiene etiquette. Timely, transparent communication is the goal.
- Instruction - Fall Schedule (announce to faculty by June):
- .Online sections remain online. Hybrid sections (30-80%) move to 100% OL or ramp up OL portion.
- .Full F2F, if approved by Prov, for labs in Music, Art, Science, Nursing, Eng with distancing/cleaning/PPE.
- *F2F lecture classes > 30 moved to OL, or use McKenzie/McClelland/Dert/UC/outside...
- *< 30 F2F classes are converted to HYBRID (30-80% OL), or move OL:
- *ADA process emailed to Faculty (e.g., underlying conditions that necessitate OL teaching)
- *Faculty give their Dept Head a conversion plan by xx. Walker offers training.
- .e.g., In cramped rooms, ½ class meets M, other ½ W.
- *IT loads Lecture Capture in all rooms
- *Dept Heads give Deans a Back-up Staffing Plan for each Subject Matter, given the impending CV19 faculty impact; all F2F instructors advised to keep Gradebooks current...
- *No waitlists/overrides; no fire code violations
- *Facilities goes into each room on campus and spaces out flexible classroom furniture.
- *WLTC/Smith create Hygiene syllabi policies all faculty use!
- *Dean of Students coordinates Student absences.
- *30 was chosen based on
https://www.acha.org/documents/resources/guidelines/ACHA_Preparing_for_COVID-19_March-3-2020.pdf
- If we need to go to all online, I would like some help selecting/purchasing hardware, like whiteboards, to use. I would definitely like to limit the number of platforms we use and focus on using one or two really well - my brain is already on overload with learning

Teams vs. Zoom vs. Canvas and the students aren't as facile with the programs as we assume either. I teach in Hunter, and our night classes can be spread out in most of the rooms with adequate distance. I think we're going to have to be careful with class size - we were planning on splitting our large cohort year into sections for some classes, and it may not be a choice. It may be that it's easier for them to do PBL in the online settings rather than in person, and classroom time can be used for open discussion, lecture and Q & A; I would be able to do an A team-B team split class where one half comes in person one week and works together online the next, alternating groups to keep the size of groups down. I recommend some help from Walker about organizing that during a semester - I know I would benefit from that. This may merge into other territory, but in terms of keeping me focused on teaching and not obsessing over distance between myself and others, I'll need a classroom environment that facilitates 6 foot distancing more than getting near someone. I do not mind outdoor teaching when the weather is nice - some of my best discussions in my largest classes happen outside, but only when it's not humid. Community partners can connect with Zoom and Facetime. None of these tools are particularly pleasant, and I recommend thinking about how UTC can support agencies with limited tech capacity so they can work with our students (maybe access to HelpDesk if they are working with students?)

- The ability to work from home for online programs.
- There must be a way to guarantee classroom instruction, maybe smaller classes especially in certain disciplines.
- Increase pay and provide necessary hardware, software, and training.
- Most classes, excluding labs, etc., need to be offered online only. Otherwise, they will also transition online anyway when the second wave of COVID-19 hits hard in Oct/Nov 2020.
- I (Chris Horne) propose that we adopt this principle: Regardless of the degree to which UTC courses are allowed to be conducted face-to-face, until a COVID-19 vaccine is available to us, any instructor or student who judges prevention measures to insufficiently mitigate against the risk of serious illness from COVID-19 for themselves or persons they live with will be granted, without question, the option of an equivalent remote instructional arrangement.
- Faculty are already meeting regularly for shared courses. Attempting to blend f2f learning with some virtual components. Meeting with library and Walker Center faculty for assistance.
- There are current conversations in the performing arts world related to this issue since everyone is wrestling with the same question. We need to determine guidelines that will allow group instruction and rehearsal to proceed with reasonable precautions. Proximity and safety measures must be calibrated and adhered to.
- "Make decision as soon as possible to allow enough planning time for students and faculty.

- Better resources and online training for how to develop and deliver quality online assessments "
- If at all possible, even if this means hybrid classes which should be a last resort, have on-campus courses.
- Modify some existing classrooms in Hunter Hall or other buildings to include distance technology equipment to accommodate graduate distance/hybrid programs
- "* Plan for as many online classes as possible for fall - easier to plan for online and then flip to face to face if needed
- * Continue to limit/schedule labs to adhere to social distancing and safety
- * incorporate some synchronous sessions into online classes to promote live interaction"
- "1. Once the university (from departmental input) has established its policies, I will lead by example such as wearing a mask.
- Inform students in my syllabus
- 2. With supplies available, allow several minutes before class & after class to wipe-down surfaces.
- 3. Alter activities for more spatial awareness in addition to classroom space. I can incorporate video examples about teaching strategies.
- 4. Await our university School of Education to respond with policies and the UTC's children center.
- 5. Encourage and assure students to the class policies that will not impact their grade. Either our university can provide guidelines or offer recommendations for faculty to incorporate in our course syllabi. Inform students of our services with whom they contact.
- Thank you for the opportunity to provide input."
- "Solution: See social distancing needs NOT as a setback, but as an opportunity to discover innovative ways of using technology to bring our community even closer
- together, energize our student life on campus (e.g. use technology for departmental student clubs, events, etc.), and offer more and better online courses.
- UTC needs to market itself as an innovator and work with Walker center, IT staff, and representatives from main academic divisions to find technologies that would
- allow us to do that. Clickers can be so much more than just attendance tools (e.g. live feedback to faculty; educational games with students, etc.);
- Canvas offers unique options, etc. "
- Assure that enough tech support people are trained and available.
- Hybrid courses were only 1/3 of class meets every third meeting time.
- Please allow funding for more graduate teaching assistantships in graduate programs
- "Listen to the CDC and scientists
- Ensure that students and faculty are appropriately equipped by providing access to funds
- Beef up the Help Desk and better support Walker
- Drop class sizes to more manageable numbers

- Budget carefully and communicate transparently
- Allocate control of courses to the faculty who design them (i.e. don't use these courses to rely more heavily on adjunct instructors and lecturers)"
- Heightened attention to sanitation and best practices for social distancing during studio/lab instruction, work, discussion, critiques. Flexibility with instructional formats as appropriate to discipline-based instruction.
- "Begin the term with courses developed and scheduled in a hybrid format - this allows students to make wise decisions about not attending if they are unwell (without being penalized) also allows students who are experiencing anxiety to not attend face-to-face, this also allows instructors who may be unwell or uncomfortable or at risk to use the online format as needed instead of being physically present
- Establish from the start of the semester the plan for altering instruction if need - this allows students to decide before the term if they will be satisfied with changing formats and establish expectations & reduce complaints
- Early establishment also allows instructors to tailor courses around components that require active learning, physical presence (labs), and other items
- Establish/publish policies regarding how proximity will be dealt with in distancing, large class sizes, and cleanliness
- Remove any required attendance - allows students to decide their attendance without fear of penalty"
- "Instructors should be permitted to hold virtual office hours - through zoom, skype, etc This makes them accessible to students without having students in a small office space, it also increases accessibility to students who many not want to/ or cannot physically attend
- Department/College/University meetings should be held virtually to reduce required physical interaction (also a more efficient use of time)"
- Mandated masks in buildings. There is no way to social distance all the time and with limited air flow/turn over, we need to do this to keep as many people safe as possible.
- However, I prefer some sort of hybrid rather than 100% online due to my concerns with student's lack of engagement.
- "Quickly identify those labs that may be live-streamed and work to schedule and set up 2nd lab spaces to support the most efficient content delivery.
- Avoid overloads. If they must be implemented, pay faculty a fair wage for this work. "
- Either reduce class sizes or put large classes in larger rooms to allow for social distancing
- Until Covid-19 is officially over, we must do whatever is possible to teach online. Math Department can definitely do that, as the experience of the second half of the spring semester has shown. The details of this setting should be clearly specified in our syllaby. According to my experience, this is true for both junior and senior courses. So, NO face-to-face instruction. Certainly, I cannot make any serious recommendations for other disciplines.
- Put classes on rotating basis, cleaning supplies in rooms and bathrooms

- Consider allowing more classes to transition to hybrid or online models during this time. Moving classes to larger classroom spaces.
- Teach as much online as possible. Offer with no additional fee.
- If we continue to use increased online/hybrid instruction, we need to find ways to ensure that our students have Internet/hotspot access as well as access to the necessary technology to perform work and take exams.
- Class sizes should follow CDC guidelines. Classes may have to be late afternoon, weekends to accommodate face to face, lab. Any course that is usually face to face and has to be offered on line because of size must be offered at the usual time - no independent variation.
- "All gen ed, especially classes over 45, online. There are no classrooms with social distance of 6 ft per student in large classes. It risks both students and faculty, many of whom are 50+ years of age.
- If large classes are online, this frees up some large lecture halls for spacing for 45 or fewer students to have 6 ft. These 45 students or less classes could also be hybrid-ish with one or two class meetings face to face in the classroom, and one online, perhaps a discussion or quiz, to minimize risk to faculty and students."
- standing or wall dispenser of wipes (in addition to hand sanitizer dispenser) at doors would help if students are told they are required to pull a sheet or two and help fight the spread of germs by wiping their desk as they be seated. Keep the classroom numbers down according to the layout of the classroom. Electronic audio devices for instructors to assist in speaking through masks. Perhaps provide masks to faculty or anyone that has to do classroom work. Encourage students not to share their items with others and stay a safe distance from each other.
- Courses that must be moved online should remain synchronous so professors can address student questions and provide real-time instruction. Courses that require special settings (e.g. laboratories) should continue to meet in person using enhanced personal safety measures for both students and instructors. The university should consider off-site locations for some courses that still need to meet in person, including outdoor settings and civic facilities such as public library branches, Finley Stadium, First Tennessee Pavilion, and the Chattanooga Convention Center.
- "1. Department chairs must be more supportive to views apart from their own.
- 2. Instructors with many years of teaching experience should be asked their perspectives on teaching first-year students. Those who have taught at the secondary-level especially understand how first-year students are lacking in basic study, writing, and time management skills. More needs to be done to help students bridge the gap from high school to collegiate-level study."
- "Allow faculty to make the adjustments appropriate for their discipline's pedagogy. Provide departments with details about their classrooms. How many desks, how far apart, etc. so that they can properly plan for alternative instructional methods if necessary.

- Support faculty to make these transitions over the summer. Give departments monies to professionally develop their faculty: either by doing online training (QM training for sure--we cannot require all online/hybrid classes to be certified any longer), paying faculty to attend in-services, etc. "
- "1. Maybe split classes so that for 2-day-a-week classes, half of the class comes one day (i.e Tuesday), and the other half of the class comes the other day (i.e. Thursday), while the absent half watches class live online. Ideally, classrooms would be physically marked to indicate 6' separation..
- 2. While weather is still warm, do as much as possible outdoors. Could outdoor tent classrooms be set up? If it is appealing for weddings, maybe it would be appealing for class?
- 3. Do a sudden switch to quarter or half-quarter classes? It would be a logistical nightmare, but might increase numbers of students taking classes if they could start later in the semester.
- 4. Offer face-to-face classes, but make attendance via online an option/alternative for students who are worried about virus exposure."
- Almost all of the courses in my department can be taught online, which I believe would be much safer. I sincerely believe that it is better to have proctored exams, but I don't see any reasonable way to do that at this time. I can build video lectures that are very similar to in-class lectures using a Surface computer with a Surface Pen. I usually rely on my students to improve my lectures by their active participation, but I don't have to do that at this time unless my bosses say I must teach face-to-face. If the medical researchers change the present situation by finding a good treatment for COVID-19 or perhaps a vaccine, then I prefer to do face-to-face classes with proctored exams.
- "Classroom design:
- Class size needs to be reduced down to 10 students per class. Social distancing must be maintained (4-6ft) between each student. This length could take the form of one desk length (front/back, side/side) in a regular classroom and at least two seats (side/side) and one row separation (front/back) in an auditorium. This classroom organization needs to be taped off/ organized in each classroom before the start of the semester so that professors do not need to organize this as well as being clear to students about these separation guidelines in the beginning.
- Curriculum design/Online and face-to-face instruction:
- In my personal, non-medical opinion, I believe that UTC should move to online classes for Fall 2020. It's safer for everyone as current predictions state that we will likely experience a resurgence in the fall. Adding thousands of students to the mix will create a disaster waiting to happen. However, this may not be feasible for UTC so a possible compromise could be a hybrid curriculum.

- Professors above the age of 65 and immunosuppressed faculty should STRONGLY be encouraged to teach online. Also, any faculty that ask to teach online should be allowed to do so.
- A survey should be sent out to current students and first year students about whether they would prefer online or F2F classes and compare this with current class enrollment.
- In my department, all online classes are currently full whereas F2F classes are not. However, this could also be because not all students have registered. Also, in my department, there are only 2 online classes offered in the fall, so there needs to be more offerings of online courses.
- If professors have the time/ability this summer, they should be encouraged to take QM training if they want to teach online.
- I know the task force is more than likely aware of this, but I thought I would mention it briefly just in case. The CDC has a page dedicated solely to giving advice to college/universities on how to handle COVID-19. Website:
<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/index.html>"
- "1. Give vulnerable students option of on-line even if class is not. Same option for faculty if very vulnerable - online class instruction only. It will be nearly impossible to clean classroom between classes.
- 2. Eliminate in class exams and use the great ability of Canvas to do online exams/quiz. My class already uses online graded homework from Pearson. For classes that need papers have students submit all via Word or similar instead of printed.
- 3. Give all faculty a supply of face masks so that they can have students wear one during office visits and other one-on-line close contact. I am not worried for my course about in class instruction as there is distance between faculty and students. However, for those who do small group discussions, might consider supply of masks.
- 4. Put disinfectant wipes in every class room so those who feel at risk or nervous can clean there personal space.
- 5. Faculty must have ability to deny access to classroom if they detect students with cough or other obvious symptoms.
- 6. Stop the visits from book reps, book buyers, etc. unless it is by appointment only. No casual drop-ins to faculty."
- "I think all faculty should be strongly encouraged by administration to prepare for teaching fully online this fall so they can more effectively pivot to this if it becomes necessary. I realize that this will likely create more preparation work for them but I think it will result in a higher quality academic experience for students.
- I also think that Academic Affairs should strongly encourage faculty to teach their courses synchronously whenever possible if/when they're moved online. Synchronous delivery of online courses increases the level of student engagement and makes for a

more meaningful educational experience. It also helps to build a shared sense of community during a challenging time. "

- I understand that setting standards of what an online classroom looks like may impede on academic freedom, however I do hope some guidelines come out that the online classroom must mirror what the face-to-face classroom looked like.
- Make a timely decision about classrooms and meeting in person; Be mindful of your staff on campus who have to implement and communicate these changes to the students.
- I think everyone will need to wear masks, which will be difficult to implement and enforce. I think everyone will need to get tested regularly and contact tracing will need to be done for all positive cases. I do not think distance learning is as effective as in-person learning, especially in the sciences, where hands-on laboratories are essential to understand and reinforce the concepts learned in lecture. I suppose every teacher could teach every lecture on Zoom so that if any students do not feel safe being in class, they can participate in lecture from home. To reduce classroom density, being present in the classroom could be rotated (e.g. for a TT class, half the students are present on Tuesdays while the other half watches on Zoom from home, then on Thursdays they switch), but that could get complicated.
- "I feel like students in a confined space regardless of the square feet around them should be told to wear a mask when inside. I feel like this aligns with the recommendation faculty and staff will receive and will be the most effective way of minimizing transmission.
- Has the university looked at impacts of delaying the start to the semester? Or maybe moving to a block schedule for this academic year to allow the first 6-8 weeks of instruction to remain online before all students are reintroduced to the classroom. Thinking about move in alone of 3,600 students. To keep them appropriately distanced and safe that could take much longer than a couple of days and run into the start of the semester.
- Given the unique challenges of next semester will 10 minutes be enough to move from class to class in a safe manner? Should there be more time allotted for student to get from place to place to cut down on huge crowds moving in and out of the buildings. Also this could provide time for the desk surfaces to be wiped down and cleansed between each student.
- For those students who do not reside on campus, will there be a place for these students to 'hang out:' between classes or will this be discouraged? Should we think about a designated area(s) for these students to wait between classes?"
- I would charge this committee to read all of the student evaluations pertaining to the move to online instruction as a result of CoVid.
- Given the amount of time required to develop and deliver an online class experience for each student that is equivalent to an in-class experience, I suggest the compensation provided for adjuncts be reviewed and adjusted.

- "Online classes and minimal labs - however, the dilemma is that a remote lab does not provide real hands-on skills so there is a problem.
- If a nonswimmer takes virtual swimming lessons, should they then jump off the deep end of the pool? Somehow need to get essential skills but not clear how to do safely.
- Probably have to accept a lack of skills in introductory science for a semester in labs with hundreds of students and concentrate on allowing lab experience in upper-level labs. "
- Call center and faculty or TAs available to help on nights or weekends. Folks should be willing to help beyond just course they teach
- Online learning for the entirety of the fall semester.
- "- Resist hiring of additional adjuncts and instead focus on maintaining/expanding number of tenured/tenure-track faculty and contract lecturers
- - Focus on continuity of instruction for students, which is dependent on stability of faculty (students are more likely to remain enrolled and to return if they know their instructors)
- - Work to preserve sources of funding that are available to faculty for research and writing
- - Early decision about whether we will be face-to-face or online so that faculty have time to prepare appropriately over the summer"
- in my Phil/Rel discipline, face to face instruction is highly desirable. But I recognize that physical distancing guidelines make it more challenging. My recommendation: divide classes into two groups and have one group meet for face to face instruction during even-numbered weeks, and the other meet face to face during odd-numbered weeks. When not in the classroom, each group could follow classroom presentations on zoom during its week outside the classroom. This would allow for greater physical distancing in the classroom, while preserving some regular face to face instruction.
- Provide training and more training
- Do what it takes to get them back in the physical classroom.
- "1) need cleaning wipes, etc. that students and professors can use. Hard to accomplish class changeover in 10 minutes. Time between classes should be 15 minutes like most universities.
- 2) if classes have to be online, there needs to be a designated class time, so students know when to meet online.
- 3) allow students to join in online. This may mean having cameras and microphones in the classrooms.
- 4) good luck with that. My classes are already full for the fall. How do you keep people far enough apart? Require masks for all? What about people who read lips?"
- "Masks should be worn if students will be in labs/classrooms. Our rooms are small (Metro 306/Metro 305 Foods Cooking Lab) and require instructor/students to be in close proximity.

- I'm not sure this is feasible. This lab/course (Food and Culture) may be moved to online instruction to prevent contact. I'm not the instructor of this course but I know how this course is taught and Fall, regarding facts from science experts, may not be safe. "
- Have smaller classes with students spaced out. Require everyone to wear face masks. Provide wipes/disinfectant to be applied to surfaces (especially computer keyboards between classes). Consider a grant program to provide those students who do not have them with their own laptops. Provide high-risk students with more areas for accessing the internet.
- Need clear guidelines and protocols for how we manage classrooms, symptomatic patrons, those not following guidelines for PPE, and social distancing. How do we do this? How do we enforce policy--should we enforce policy?
- I think the recognition that the herculean effort put forth by the faculty this spring is not likely to change this coming fall. While face to face classes will likely resume in some sort of fashion, as an instructor, I recognize that as the state opens up (campus included) it is likely that there will be further outbreaks prompting shutdowns across the university. Faculty members need to be prepared shift everything online at the drop of a hat. With the effort that gets put for managing classes, supporting students, and dealing with the rigors of the academic world in this new way, my hope is that the university will identify ways to ensure there are some safeguards for tenure track faculty as they pursue reappointment, promotion, and tenure.
- "I would like to learn more about assessing students online.
- I would like to learn more about social distancing guidelines for Fall 2020."
- "All faculty who desire to teach online rather than face-to-face should be allowed to convert all of their courses to online.
- For courses that are held face-to-face, mask wearing should be mandatory. Faculty should be allowed to tell students to leave the class if they are not wearing masks. All students should be provided with a reusable mask. Maybe UTC can commission special ones made with the power C on them or something like that.
- I think it would be extremely helpful if there were language written to use in syllabi pertaining to attendance policies. Students should not be pressured to attend class when they are sick. I think we can expect more students falling ill, some with COVID-19, and miss substantial amounts of class. Recommendations for how to deal with this would be useful. I think we should have some level of uniformity on this issue.
- I would like to see class sizes reduced to allow for physical distancing in classrooms. Perhaps faculty could opt to teach multiple sections of smaller classes by dividing a 40 person class into two 20 person classes. Better yet, hire more instructors to teach additional sections."
- Allowing the flexibility for faculty to change the location and setting of their course. Informing faculty that require face-to-face courses that there are some students due to underlying health conditions who can not come face-to-face and they will need make

appropriate accommodations as these students should be granted the same opportunity to matriculate through their program. Alternating days when class meets to split the size of classes. Provide department heads and program coordinators with stickers/signage so they can stage their classrooms. Have clear guidelines on how faculty can move safely in their classrooms as many of us like to roam and utilize small groups and will need to relearn how to teach under these circumstances. Virtual office hours for faculty and all academic advisors.

- My preference is to return to face-to-face instruction because I think that is what I am trained to do. I think in order to have the face-to-face option available for those who want it, we may have to re-think schedules and classroom capacity. Maybe set up overflow rooms in the library so that students can still be in the same proximity as their professor without being in the same room. Online education has developed, but it still isn't the same as face-to-face instruction. If face-to-face options are going to be limited, students and faculty need to know that as soon as possible so they can both make the necessary adjustments. I think faculty needs adequate time to fully move courses online if that is what we think will happen, because you can't prepare a course for one delivery method and seamlessly switch at the last minute (or mid-semester). If faculty have the summer to prepare, there will be complaining, but at least it will be achievable. I've already heard some people speaking as if the majority of classes will be online in the fall, but the official word is that 'we're trying to resume normalcy as safely as possible'. The word from the administration needs to be clear and direct. Cheating is also a huge issue. In one class this spring, the lowest grade on the test I gave was what my average grade on the same test is during a face-to-face session. Training for both faculty and students is needed to utilize the tools we have to minimize online cheating.
- "Mixed classroom attendance where half of the students attend in person while the remaining students attend via zoom and then reverse for the other class session that week. This would reduce students to 12 per live session and alleviate some of the stress for multiple online courses per day.
- To evaluate skill competency or in-person labs it may be possible to stagger assessment and practical exams during scheduled meeting times and have lecture content via zoom or pre-recorded powerpoints for those weeks."
- "Recommend master sandboxes for classes that are taught in multiple sections by several faculty.
- Recommend campus wide guidelines for best practices.
- More help is needed! Walker Center needs more help! They are doing a fabulous job but the idea of being online for an entire semester is enormous."
- We have made a contingency plan on how to deliver the face to face labs on campus while still maintaining a safe environment for our students. We would need to have enough PPE for our students and supplies to disinfect our learning spaces.

- "-Ask students to give insight about how they are making the decision concerning if it is safe to return. If students are not concerned about the threat and ready to return, then we know we should work toward more F2F classes and safety protocols. Otherwise, if they view it as unsafe, we might not have prepared enough online offerings for them.
- -Per this article (<https://www.nytimes.com/2020/04/26/opinion/coronavirus-colleges-universities.html>), testing should be done for EVERYONE. If people who are asymptomatic are spreading it, then you will want to know who has it and who doesn't. It should be a closely monitored situation.
- -Rather than larger classes being split into smaller ones where students rotate, I would rather have one F2F meeting in small groups at the beginning of the semester. Then, all other synchronous activities are via Zoom. A F2F meeting at the beginning can facilitate our interactions at the beginning and we can further develop those relationships with our students through Zoom, chat, email, etc.
- -Lecture classes would be more conducive to students not having close personal contact; at that point, it is no more beneficial than Zoom.
- -For the very few trips that I have taken outside my house inside stores, wearing a mask is challenging. I can't imagine wearing one while I teach.
- -I would also recommend that the university look at conducting classes outdoors. Other countries who have reconvened have done so (e.g., Denmark). Students do not have to touch anything or anyone. "
- "-The policies UTC adopts for Fall 2020 need to be enforced across the board. That said, these policies should be reasonable. We may require masks generally, but a faculty member delivering a lecture from a safe distance should be allowed to do so without a mask--preferably into a microphone (if needed) that is cleaned after each lecture."
- Keep UTC online. Reopening is likely a disaster waiting to happen.
- "Class cap sizes need to be adjusted for any face to face (f2f) that may meet OR classes need to be held in classrooms that are large enough to safely social distance. There should not be any f2f auditorium size classes for the fall 2020 and perhaps Spring 2021 semesters.
- We should seriously ramp up and require all instructors to take an online teaching best practices course over the summer. It's great that Walker offers workshops on a rolling basis, but ALL instructors should have some sort of certification indicating they are aware of what teaching online best practices are--either via Quality Matters certification or a course operated/taught over the summer. NOTE: I am not in any way saying we should rely on Quality Matters certification; QM is seriously problematic for most Humanities courses, esp. ones with reiterative and recursive type learning. I am saying that people who currently have QM certification are FAR more versed on online teaching and may not need to take an online teaching best practices course offered by Walker.
- If we're going to have f2f classes in the fall, there needs to be a campus-wide policy about attendance--that students aren't penalized for not attending class if they are capable

of keeping up with the work while they are absent. That professors who might've had strict attendance policies cannot have those same strict policies for the foreseeable future."

- From what I gather, some faculty feel comfortable teaching face-to-face in the fall, while others do not. Would it be possible for department heads to give their faculty a choice whether their courses will be offered online or face-to-face? Perhaps it would all equal out. I think even if the virus is better contained by the start of fall, it is inevitable that it will become worse in the winter months.
- Move courses online. If UTC decides that all courses go back to in-person instructions, there has to be a way to require everyone to wear a mask. If a faculty becomes sick as a result of the virus, UTC needs to have a plan for how a course can be continued by another faculty online with compensations. UTC cannot risk another faculty to be sick for the same course and cannot ask faculty to teach additional courses without compensations.
- Before f2f classes require recorded temperature checks, face masks, hand sanitizing stations, social distancing - limit # of people in each room, educate on staying home if feel ill.
- "Limit screen time with supplementary work on Canvas"
- Allow any professor who wants to teach their courses online to do so. Insist that every program plan for and offer a robust selection of their core courses (gen ed and majors) in an online format to ensure everyone can stay well and continue progressing in their programs of study. .
- For MWF classes (meet 3 times per week face-to-face) Present same number of lectures but meet with 1/2 class on M, other 1/2 of class on W using Zoom session during class to record lectures and to provide interface for answering questions from students not present. F sessions could be all Zoom.
- Demand that the State of Tennessee make broadband connectivity a priority.
- That professors who would like to remain online for the fall and can easily do so without compromising the quality of their individual classes can do so. And that this not cause students to have to pay the extra online class fee.
- Limit face to face interactions
- "some type of swipe system for classrooms and professors should note who is sitting where in case of outbreak
- need to alter class schedules so they are not ALL running on the same time block, spread classes into the evening more"
- Despite sounding entitled, I think it is the responsibility of the university and the university daycare to first cater to the needs of students, second to the needs of faculty and staff. I should not have to be put on the back of the list behind people in the community with no connection to UTC. Frankly, if there is ever an empty spot, it should

be offered to the community member under the assumption that it is for a specific period of time and there is no guarantee of renewal for the following term or year.

- Emphasize the importance of safety protocols to students and reiterate the options available.
- I'm not sure what the recommendation for the issue I have highlighted is. Maybe just awareness?
- "Ensure security with technologies such as Zoom to protect students and faculty with a particular focus on academic freedom and protection of academic materials such as lectures and notes.
- Ensure that students are aware of software availability such as Microsoft Office products, tableau, SPSS etc"
- I think a hybrid approach of meeting every 3rd or 4th session with 1/3 or 1/4 of the students while inviting the rest to join virtually is a solid solution to this.
- I have no problem converting classes to online. I would suggest that if there is a possibility of going totally online in the fall that the decision be made before the semester starts since I think converting in the middle of the semester is horrible for students and faculty.
- Using tools available with Zoom and Canvas, like screen sharing and breakout rooms, it is possible to functionally replicate a live design studio setting with real-time interactions between students and instructors. It might also be possible to present the course as a hybrid where the students are face-to-face in the studio and the instructor joined in remotely.
- "Given that individuals may all have varying interpretations and/or confidences in responses to the COVID-19 situation, and given that a vaccine is highly unlikely to be widely available in the next school year (at a minimum), it would seem imperative that we create and allow a wide variety of learning opportunities that protect faculty/staff safety, student safety, and the safety of those impacted by our decisions. Any sort of emphasis on F2F/open campus in the next 6-12 months seems designed to make both faculty and staff feel pressured to give up their personal privacy to justify WFH/online options. I suggest that we provide mechanisms for BOTH faculty and students to opt into F2F only if they feel safe rather than putting the onus on the individual to justify not doing F2F. If faculty must or prefer to teach in a F2F environment, we should have livestreaming (that is also recorded) to allow students to participate synchronously or view the video later if necessary. However, if faculty are not comfortable with F2F, they should be allowed the option to switch F2F/hybrid courses to fully online - preferably allowing them the freedom to decide if asynchronous vs synchronous worked better (but again, still having flexibility for students that couldn't do the synchronous).
- Additionally, some sort of additional consideration should be given to the fact that faculty will likely be spending significant extra time this summer (when many are not technically under contract) redesigning courses to at least be prepared to have to shift midway

through the semester. This is going to significantly impact the ability for faculty to conduct research needed if they are on tenure track or promotion timelines. Rather than putting the onus on the faculty to apply for extensions with the worry about the signal that sends, we should have an across the board extension granted while still allowing individuals that wish to go forward for tenure/promotion on the normal timeframe without any special justification or approval."

- Allow one class period open between classes held in the same room. This large numbers of students from congregating in hallways waiting on classes and allows classes or desks to be cleaned if deemed desirable
- All classes that can be reasonable delivered online should be until we see significant improvements in the vaccination, treatment, or infection rate in Chattanooga and the surrounding area. For those classes that have lab/clinical/hands-on components, they should be limited to the number of students that can safely use a shared space respecting social distancing guidelines. That said, thinking about the logistics of this, in terms of how different students' schedules are going to look rather different, and how a single student might have a mix of online and in person classes, is incredibly challenging. If possible, updating the course catalog to include information about which classes could be delivered online would help, and having advisors try to funnel as many students to all-online schedules to the extent possible. Also surveying students to get a sense of where they plan to or can live so they are able to meet their academic demands might be helpful.
- "Thinking out loud; brainstorm ideas from the perspective of a full professor with a strong research record: Without treatment, a vaccine, or adequate testing, the elephant in the room is that it just does not look like it's going to be safe to have a F2F experience in the fall. I assume that if we are not open F2F, we will likely have faculty furlough and layoffs. How deep these cuts will be, I don't know. If this is survival mode, what can we do to give students great online experience? Surely we know that faculty capacity is a big constraint in delivering such an option.
- One way to get more faculty capacity quickly is to suspend research requirements for some predetermined period of time. Junior faculty are worried about balancing the already challenging dance between teaching, research, service for P&T. Senior faculty also need to maintain academic credentials. What kind of instruction could we provide if most faculty put research on hold and shift much more of their time to instruction? This suggestion is so controversial that it will cause some to riot. But, if UTC is facing faculty layoffs unless we are able to deliver something besides a hot mess of online for students, ALL options need to be considered.
- With more teaching capacity, real-time online courses could happen such that each student gets significant individual attention. What we do in the fall will likely impact spring. If we screw up fall just trying to make it though, and God forbid things are worse in the spring, students will be even more unlikely to see our offering as compelling.

- Please consider this option in the spirit that it's provided — all options on the table. We are in a time of potential existential crisis. If we need to be mostly online, how to do online well needs to be the question. I fear that only way to do online WELL is to expand teaching time such that real-time online courses are limited to a certain enrollment number and that option will require more faculty capacity. A way to temporarily and transparently get more faculty capacity is to shift faculty time (and subsequent evaluation) loads for the short term. "
- "I would check with the DRC first, but I'm concerned about students who learn from lipreading and the need for instructors to wear a mask over their face when in-person. A clear face shield would work instead of a mask that obscures the face
- Provide students with equipment and internet access so they can participate in synchronous online learning
- Provide compensation for instructors working on online course development during the summer, when we are off-contract"
- Continue to teach online. Assuming that 20% of the campus community (15,000) contracts the virus, with a 1% mortality rate, we can expect 30 direct casualties. This would be worse than war.
- "Overall course and experience design to prepare for sick students and faculty -- hybrid learning, continuity of instructor;
- Campus guidelines for enforcing student attendance if students are sick and especially symptomatic with CV19 or quarantined or taking care of others;
- Advocacy with disciplinary accrediting bodies that have strict face-to-face requirements;
- Limiting/lowering class sizes or pushing larger classes online as much as possible
- Mechanism for faculty to move class online
- Promote a standard lecture capture process so students get a consistent experience
- Standards for cleaning classroom spaces in between uses"
- For safety of students and faculty/staff, just go online for all courses for the entire Fall semester (like a California State University system). To prepare properly, all students and faculty/staff must have an internet connection, printer/scanner to convert all documents to .pdf format, access to Canvas, and a PC (MS) based computer to run all necessary software that has only PC (MS) versions.
- --Faculty should be allowed to opt-in to teaching on campus, and not be forced to. The same for meetings on campus. Faculty should be allowed to work from home entirely, and should work with their department heads to develop effective plans for this. Individual faculty should be allowed to design their online courses the way they want, working with Walker Center. Allowances should be made for the extra time it takes to effectively design and launch online courses, and faculty should not be forced to teach additional sections or overloads.
- *The new F2F scenario is not like the old F2F scenario - distancing goes against everything we know about good pedagogy (peer/group interactions), students may feel

instructors are aloof/rude when they're merely trying to encourage distancing guidelines, mask-wearing and furniture disinfecting between classes will create a context of anxiety/paranoia not conducive to learning. Fall (and maybe spring depending upon the numbers/testing capacity) should be largely ONLINE! Please do not assume we need to return to F2F to survive financially - instead UTC should focus on reducing labor costs (cross train/lateral moves; rotational furloughs; pay cuts for administrators; cut low performing programs/performers/athletic drains.)

- Consider looking at models other universities are instituting with block classes of 8 weeks instead of 16 - all classes would be offered twice in the semester block A & block B - students would then take all of their courses in either track A or track B - this would cut in half the number in each class, as well as the number on campus at one time. This would align with the short term model used in summers, as well as with other universities that only off 8 week terms
- For a look at 2030 lens of the impact of CV19 on higher ed see Harvard webinar 'COVID-19's Impact on the Future of Higher Education: What University Leaders Should Be Thinking About Now'
- "Return to the classroom with proper social distancing in place;
- continue to provide COVID-19 guidance as we learn more about the virus.;
- install 2' x 2' (estimated) plexiglass on lecterns in classrooms with limited space to minimize droplets in the air; "
- All courses for Fall 2020 should be either hybrid or fully online. Proper safety protocols should be enforced: masks, social distancing, etc. No student, staff member, or faculty member should be required to be in a classroom or office if they are in a high risk category, and this should not require onerous bureaucratic approval. Yes, the university may lose money, but we should look into using funds from other sources (UC Foundation, federal grants, donors should be asked to support a 'rainy day' fund, etc.) to keep things running during this crisis.

Student Life and Engagement Issues

- Social distancing
- How will students 'engage' on campus virtually? If there is a limit to social gathering how will this actually work? Will students have access to Zoom accounts or have access to utilize the features of a 'Zoom like' platform so they can engage in the business of their respective organizations- just trying to think of ways for students to stay engaged, even virtually.
- Student housing
- How can students use the various buildings, arrange meetings, and participate safely and according to new guidelines.
- "1) Food served on campus via POD and food court options specifically.
- 2) Campus Recreation/ARC Wide Spaces

- 3) Campus Recreation/ARC Inside Building
- 4) Pool for Outside Community Usage
- 5) University Housing issue with doors (security)
- 6) University Housing Move-In Day
- 7) New Student Info packets for services"
- Having outside visitors using facilities, children in the ARC, etc. may not prevent the virus from spreading. How will contracted workers be tested (e.g., Aramark hired workers)? Will there be testing provisions for international students, or those who have traveled abroad in the last 6-8 months?
- "1. Students gathering in University Center spaces like the Women's Center and the Multicultural Center are a potential risk.
- 2. Buffet-style eating is a potential risk.
- 3. New fraternity/sorority member recruitment has a lot of potential to create issues.
- 4. Athletics, all other-students who return before the semester. "
- "Social distancing is going to be the big issue for students. How is it possible to maintain social distance in and out of the classroom? Why would they want to social distance? Congregating in small and large groups is why they would choose to be on campus. Even if we can space students the requisite distance apart in the classroom, what happens when classes let out at the same time? Elevators? Cafeteria and buffet lines?
- We can pretend that students, and faculty, will adhere to the 'rules,' but enforcing them is going to be nearly impossible even if we have substantially less than half of our students on campus. Have you been to Walmart (or Publix) lately? People don't even pay attention to the directional signs, much less stay 6 feet apart. Is sort of 6 feet away ok? And masks - are they all adequate? Is affordability going to be an issue and will it adversely impact lower SES students? What are we going to do about conscientious objectors and how are we going to enforce the rules in the face of civil disobedience? What are the implications of that enforcement for their civil liberties?"
- Social distancing during campus activities.
- "Streamlined communications between students and the University"
- Students living in on campus housing will easily be able to pass the virus to each other. Students are concerned about winter bringing another surge of the virus. Students want to stay home and take classes online and therefore will not move on campus.
- "How to have quality campus programs without large groups of people in the same place
- Online burnout where students don't want to engage online beyond classes
- Having events where food is served could provide major safety and health risks"
- "Student Face-to-Face engagement
- Greek Life Recruitment and Activities
- Group Activities"
- "Balancing Public Health vs Financial Stability
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- Goal: Maximize safety via distancing, virtual interaction, sanitizing, and hygiene.
- Assumptions: Waves of CV19 outbreaks continue until vaccine/multiple treatments emerge; Distancing [6'], PPE, & Hygiene remain key; UTC abides by CDC guidelines & utilizes local/state guidelines.
- *Testing/Tracing – Can UTC provide “Rapid Testing”, Contact tracing, & create UTC Case Dashboard
- *UTC Public Health PR Campaign / Leader Communication – Strong Public Health PR messaging (testing; advising when to stay home or return to school; hygiene etiquette. Timely, transparent communication is the goal.
- *Hygiene – Sanitizing stations everywhere. Doors propped open (touchless). Use Stanchions, Plexi-divides. Daily Disinfect all surfaces, esp classrooms. Masks for ALL required, unless solo (enforce?). Zoom used for all mtgs."
- There are no campus food places close to our building. It has been discussed tables and chairs are being removed. Where are students supposed to eat? They are on campus in our building all day. I am doubtful they will maintain social distancing. Additionally, when students have eaten in classrooms, we have ant problems. I don't think removing all seating will be beneficial. The students need places to rest/relax.
- "Gatherings of any kind are a concern
- Food service
- housing
- Greek life
- All trips"
- One overriding consideration: what’s best for our students for their health and safety, and for their continuing growth and education.
- "My biggest worry is the management/oversight of student organization sponsored events, particularly the groups not connected to a university department or office. If we allow student organizations to hold events, how can we ensure that they develop and follow a physical distancing plan (as suggested for classes)? I feel like it would require a professional staff member on site for the entire event to ensure the guidelines are followed – especially if someone arrives that does not want to comply with the guidelines.
- Which office(s) would be expected to staff these events? Do we have enough staff members to be present at every event? Will we have staff members willing to be present at events? Will the organizations be expected to cover the cost for masks, hand sanitizer, cleaning supplies, etc.? If they don’t have the funding to cover those expenses, does that mean the organization is not allowed to host events? Is it fair to penalize organizations for not having the monetary resources required? Is this an expense that the university is willing to cover? In light of the SPSF changes, can we even provide financial assistance to student organizations for this purpose?

- Plus, with the amount of distance required between individuals, we would also have to limit where events (and meetings) are allowed to take place. Many of the meeting spaces across campus are not large enough to ensure 6ft of space between individuals, if we maintained their current occupancy totals."
- Social distancing is the biggest challenge facing everyone. Asking students to practice social distancing is going to be an ongoing challenge. I'd like to resume using the ARC, but...
- Meeting and engaging with students from diverse backgrounds should be a foundation of any college experience. Therefore, I think it is imperative as a university that we find a way for students to connect with each other throughout the semester.
- "These recommendations come from Boris Belinskiy, UC Foundation Prof., 26 y at UTC, Math.
- Student Life"
- I continue to be worried about the safety of our students who rely on campus housing as their only safe place to live. With COVID being such a threat, I hope we are not still putting 6 students in apartments in parts of Lockmill. IMHO, that is just begging for these students to get sick.
- University Center crowds, incoming freshmen ID pick up, Bookstore, dining facilities
- "How to maintain and respect safety to minimize the spread of the virus.
- Additional support for students who are depressed, etc because of the pandemic. We cannot reasonably ask people to attend university *now* and not have enough services for students who need them."
- "cleanliness (everything must be cleaned constantly)
- social distancing will be difficult & enforcement of social distancing"
- Mental health of students
- "uncertainty about guidelines for how many people can interact with each other
- at the end of the day I feel most students want a face-to-face experience
- offering an engaging student experience while offering safe distancing between individuals"
- "Housing common spaces
- Students getting meals
- Student organization events "
- Where does intercollegiate athletics fall into this picture? Are you saying it is not part of student life?
- Student Risk of contracting infection
- I know this isn't relative to the topic but, there is nowhere else to put it and it needs to be said. I am currently paying for a parking pass and a gym membership to the ARC that I cannot use. I know the university has issued refunds to students for parking, housing and meal plans but, I work because I need money to live on. Am I going to be refunded money for those things?

- "Shared living spaces/bathrooms--how do people stay socially distanced in a shared residence? How do we isolate in those environments.
- Communal dining--in particular the food court. This area is a nightmare in terms of lines and crowding already. We need a real plan for crowd control and social distancing in the UC and food court area in particular.
- Large shared and communal buildings like the Library, UC, ARC and other places students congregate. CDC and other guidelines suggest closing off communal areas. We need to be very specific about what that means and how we control access to those spaces. We need to provide clear guidance and expectations for our students.
- Events--we need to be very restrictive in regards to group events and be creative about what we are doing.
- Just why in general--we need to really think about what our true role is on campus. Is it education or recreation? They are both important, but at a time when we are trying to restrict and keep people safe--what is our most important function. I would hope it would be education. If that is the case, we need to first focus on that and then think about all the added bonuses."
- Maintaining social distancing/safety guidelines with an age group that is unlikely to consistently appreciate the seriousness of the situation.
- I am concerned that students will not have the benefit of quality 'real' peer-peer and peer-professor in-person class interactions via Zoom.
- Shared rooms in residential halls, elevator and stairwell procedures, disinfecting of commonly used items/areas (e.g. door handles, elevator buttons, stairwells, etc.), small group activities (informal and formal), face to face office hours and consultation meetings with residence for staff/faculty.
- Ensuring social distancing protocols can be followed at all activities; providing virtual engagement opportunities for students who do not feel comfortable attending live activities
- I have all sorts of concerns and thoughts about how to safely allow students to live and thrive on campus similar to or just as they did before covid-19 changed our world. Can they actually safely social distance? How to have students living and eating on campus while staying separate. Even if UTC provides everyone with masks, how can students wear masks while eating? Will the seating be removed and/or separated to keep people separate. Honestly, without a vaccine and/or treatments, I do NOT see how we can safely keep everyone separated, faces covered, etc. while on campus.
- Provide all services when they can be done safely.
- "Conducting case management with students
- Visitor policies in residence halls"
- "Different rules for different buildings on campus (need to be consistent across campus)
- Public Restrooms"

- I think the physical benign campus and attending classes is a crucial component to the student's development both professionally and academically. Every item listed under student life is best served in-person and will never be the safe post-pandemic.
- The nature of student life will be difficult to change in regard to interaction and social distancing.
- We are planning to bring students back to campus...to live on campus...which means that we must offer programs and events; however, we are still supposed to be using PPE and social distancing and have the 40 sq ft per person policy in place. That is difficult to maintain while also offering meaningful campus events and programs. I am concerned that we are putting our students, staff, and faculty in this position at all.
- Safety is always the overriding issue, particularly with a population that may not have the same 'mortality' fears and/or have more of a rebellious streak. I
- "Balancing the campus experience with health and safety
- Assigning responsibility to groups to adhere to CDC recommendations
- Uniform implementation of protocols that make our buildings safer spaces (e.g. opening doors, using elevators, screens, distance markers, etc)"
- The US is lagging behind other countries in addressing coronavirus. As a result, there should not be blanket prohibitions on study abroad. The same is true for faculty conference travel or research travel.
- Almost all aspects of student life on campus must be conducted following CDC guidelines
- Honestly it seems virtually impossible to have thousands of students on campus in a way that will be safe for everyone. We want our students to have a good college experience, but we also don't want them to get sick or cause a new spike of COVID in Chattanooga. I think we are kidding ourselves if we think things will be anywhere near safe or normal this fall.

Student Life and Engagement Recommendations

- no shared bedrooms; reduced dorm capacity; reduced capacity in the ARC/UC/etc
- Provide students with platforms to utilize to conduct university related business.
- We must continue our life with the closed campus. We have no moral right to invite students on campus until medical professionals conclude that COVID-19 is gone.
- Establish clear policies and schedules, help identify locations that allow for meetings and still keep students safe and distanced. determine how to feed students, staff and faculty safely (delivery to buildings, option to order virtually, etc.)
- "The University needs to set hard definitions and numbers on what is and is not permitted instead of going with broad, generic (i.e. 'until further notice') verbiage. It is difficult for departments to plan for engaging students outside of the classroom if they do not have hard caps to work with.
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- Ensure that the parameters set for student engagement events are the same for all other events on campus. (i.e. No event over 30 people should be the same for a student organization as for the Chancellor's Office - students notice these things)"
- "1) Finding a way to allow an option for delivery orders to those whom live on-campus could be very beneficial. Not just for now, but future post-COVID season. Who would be working at these delivery routes and given access to go to residential halls may be an issue, but I don't think there needs to be an 'to your dorm room' experience. Could just be in a designated area outside the hall.
- 2) Utilize space or more outdoor exercise group and trainings. We now have Chamberlain and the Intramural Fields, to encourage social distancing but having multiple people, hold group workouts via those spaces. Or continue the on Instagram live function or use. The issue is not being able to hold multiple classes at once if only run through Campus Rec account. Maybe Zoom could be utilized for different classes throughout the semester.
- 3) Having staggered hours of operation for cleaning off equipment? This could be staggered for different sections of the building too.
- 4) I do not think would be appropriate to allow outside families to hold pool parties on the weekend to risk student lifeguards and adult staff in getting COVID-19 if things are still as active.
- 5) I can see the regular issue of having doors propped open to allow outside 'visitors' from coming in be even more rampant. People will think having to touch these very highly used door handles and knobs is not worth getting sick. Laziness was their excuse first, now will use this as an excuse to prop their doors open or leave unlocked. Make sure RD's and RA's stress the custodial staff cleaning is adequate, tell students to wash their hands and not touch their face immediately after using their cards or keyswipes.
- 6) Stagger move-in day by floor or by each resident. This would be SUPER difficult to communicate but to reduce the amount of people coming into high volume and close living areas, West Campus specifically, this would be needed.
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Triggers to manage or limit events;
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- <https://www.insidehighered.com/news/2020/05/14/how-campuses-might-make-best-undesirable-virtual-fall>"
- Group activities on campus should be limited. The university should be creative about ways students can still travel and engage in similar activities, since it seems the rest of the world will reopen safely before the US does.
- "housing contract to limit/prohibit weekend trips home;
- food service to provide more limited options already bagged/boxed;
- designate library floors for individual studying (quiet) and groups (social distancing will make it louder)"
- While I don't really see how it is possible to have our students on campus safely in the fall, the safety measures discussed elsewhere are at least a start (testing, contact tracing, more space in living quarters, social distancing in food service, ARC, etc.). Again, I think we need to expect that the university will lose money on housing this fall and begin now to plan accordingly for creatively using our existing funds to keep things running and keep everyone in the campus community employed.

Workplace Continuity Issues

- no shared bedrooms; reduced dorm capacity; reduced capacity in the ARC/UC/etc
- Provide students with platforms to utilize to conduct university related business.
- We must continue our life with the closed campus. We have no moral right to invite students on campus until medical professionals conclude that COVID-19 is gone.
- Establish clear policies and schedules, help identify locations that allow for meetings and still keep students safe and distanced. determine how to feed students, staff and faculty safely (delivery to buildings, option to order virtually, etc.)
- "The University needs to set hard hard definitions and numbers on what is and is not permitted instead of going with broad, generic (i.e. 'until further notice') verbage. It is difficult for departments to plan for engaging students outside of the classroom if they do not have hard caps to work with.

- Ensure that the parameters set for student engagement events are the same for all other events on campus. (i.e. No event over 30 people should be the same for a student organization as for the Chancellor's Office - students notice these things)"
- "1) Finding a way to allow an option for delivery orders to those whom live on-campus could be very beneficial. Not just for now, but future post-COVID season. Who would be working at these delivery routes and given access to go to residential halls may be an issue, but I don't think there needs to be an 'to your dorm room' experience. Could just be in a designated area outside the hall.
- 2) Utilize space or more outdoor exercise group and trainings. We now have Chamberlain and the Intramural Fields, to encourage social distancing but having multiple people, hold group workouts via those spaces. Or continue the on Instagram live function or use. The issue is not being able to hold multiple classes at once if only run through Campus Rec account. Maybe Zoom could be utilized for different classes throughout the semester.
- 3) Having staggered hours of operation for cleaning off equipment? This could be staggered for different sections of the building too.
- 4) I do not think would be appropriate to allow outside families to hold pool parties on the weekend to risk student lifeguards and adult staff in getting COVID-19 if things are still as active.
- 5) I can see the regular issue of having doors propped open to allow outside 'visitors' from coming in be even more rampant. People will think having to touch these very highly used door handles and knobs is not worth getting sick. Laziness was their excuse first, now will use this as an excuse to prop their doors open or leave unlocked. Make sure RD's and RA's stress the custodial staff cleaning is adequate, tell students to wash their hands and not touch their face immediately after using their cards or keyswipes.
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- Limit study abroad opportunities;
- Food delivery and to-go options; online ordering;
- Online/virtual programming options for recreation and social life;
- Decrease density of people living on campus and/or identify alternative quarters;
- Decrease staffed service hours for central services like ARC, UC, food service, Library and promote virtual service as much as possible"
- "The last 6 paragraphs of this article talk about the creative ideas for student life/engagement and how key it is now
- <https://www.insidehighered.com/news/2020/05/14/how-campuses-might-make-best-undesirable-virtual-fall>"
- Group activities on campus should be limited. The university should be creative about ways students can still travel and engage in similar activities, since it seems the rest of the world will reopen safely before the US does.
- "housing contract to limit/prohibit weekend trips home;
- food service to provide more limited options already bagged/boxed;
- designate library floors for individual studying (quiet) and groups (social distancing will make it louder)"
- While I don't really see how it is possible to have our students on campus safely in the fall, the safety measures discussed elsewhere are at least a start (testing, contact tracing, more space in living quarters, social distancing in food service, ARC, etc.). Again, I think we need to expect that the university will lose money on housing this fall and begin now to plan accordingly for creatively using our existing funds to keep things running and keep everyone in the campus community employed.

Workplace Continuity Recommendations

- Allow those who can work from home effectively and are uncomfortable returning to continue to work from home
- Work with Equity and Diversity to establish a documentation process that confirms the need to continue isolation. If isolation is still warranted and the job duties permit, allow the individual to continue telework and reevaluate periodically.
- Promotion/Tenure considerations. We already know that women are submitting significantly fewer manuscripts to peer-reviewed journals as compared to men throughout the past 6 weeks. This has long-term impacts on scholarship productivity as we also know that the publication process is lengthy - while COVID can impact us immediately now, publication in the next 2-3 years may look very different. Considerations are a necessity.

- Sending clear messages- whether you click on the HR website or a specific college, everyone should get the same message.
- "Mandatory masking in public work spaces
- Mandatory masking when in public social spaces
- Mandatory social distancing in public work spaces and in campus food lines. Perhaps contact free food delivery protocols
- Use DRC and HR protocols for employees who want workplace accommodations either because of compromised immune systems or fear of returning to work. And IT WILL be the case that some employees will have documentation regarding fear-related stress and psychosocial concerns about returning to work."
- Enclose each admin work space in it's own cubicle with a door so that they are not just out in the open.
- The health of students, instructors, administration, etc. Do not return to work on campus before COVID-19 is officially gone.
- I truly believe working remotely should remain an option for those who need it. Otherwise, a limited working day with limiting faculty and staff in order to maintain social distances.
- Promote use of Zoom for meetings to continue after the return to campus to reduce face-to-face reasons to meet. Ensure offices currently with two people are reduced to single persons and spread people out or rotate on/off campus for those in administrative roles
- Allow access or refund parking costs.
- "1. Create a policy or guidelines for in-person meetings, both with faculty/staff and students. Consider recommending Zoom as an alternative.
- 2. Allow faculty and staff to work from home as much as possible. "
- While I miss seeing my students each day in our building, I feel for the safety of the masses it is best I continue to work from home and meet with my students virtually. I am still able to answer their questions and help them via video chat. I don't want to feel like I have to police students when they come into my office by asking them where they spent the weekend, etc. Nor do I want my students to feel nervous being around me for fear I have not been following certain protocols/guidelines. I believe those who can continue to work from home should do so. I imagine each employee is different but I have continued to have constant communication with my boss and do not feel as if my job quality has lowered over the last several weeks.
- Masks in common areas, clear instructions/training on what is expected upon return.
- This is going to require a flexible and equitable solution. We cannot implement a bureaucratic solution that will complicate our response in what we hope will be a novel situation. I believe we need to depend on our faculty and staff to make an appropriate choice based on their assessment of their life circumstances. The most pressing need is to get these decisions as quickly as possible. We can evaluate the efficacy of this approach

for modification in the coming months should we believe that the situation will continue into the Spring.

- University provided clear signage consistent across campus for messaging purposes. University provided masks and cleaning supplies. Strong framework for enforcement (of social distancing/ mask wearing/ etc.) that is clearly communicated and enforced across campus.
- Don't have any issues, believe those who want to work from home should be allowed to for as long as possible.
- "1. Limit the number of people who can safely be in conference rooms and offices at one time (perhaps through posting new maximum occupancy warnings?).
- 2. Mandate or strongly encourage continued use of zoom meetings for groups of certain sizes rather than in person meetings even once we return to campus.
- 3. Identify group of students/faculty/employees with public health expertise to visit and comment on how safe distancing can be achieved within various offices on campus. For example, if two employees share a room but have cubicles, are they distant enough to safely work each day? Department heads and other office leaders may not have the expertise to make informed decisions in situations like this.
- 4. Continually urge department and other leaders to exemplify safe distancing and exposure minimization practices. Provide opportunities for employees to anonymously document instances in which people are not engaging in recommended practices such as staying home when sick. I understand that this could become incredibly burdensome but also experienced my department head coming down with a cough and fever just before work from home was enacted and still coming in to work.
- 5. Disseminating widely a core set of knowledge/understanding about the virus and how it spreads to reduce dis-information and help the campus community understand why certain policies are being put in place.
- 6. Continuing to host ELT Zoom sessions for the campus community and/or having a weekly health information session with Dr. Smith and Dr. Key to help us understand what is happening from a health perspective."
- do not require [face masks] as they are ineffective.
- Now that we see staff can work from home easily and the university can proceed in this manner, offer staff one or two days a week to work from home depending on departmental coverage. This would be a great benefit to offset our low pay and high levels of burnout. We can avoid the long commutes, morning traffic, and exhaustion of coming in the office every day as well as avoid the expenses that come with driving into work every day. I would feel like the opportunity to work from home 2 days a week would offset my low pay.
- Please allow work-from-home agreements that are working well to continue through Fall 2020.

- I would suggest putting an HR policy in place where there is flexibility in working from home if such an occasion arises, and just giving more flexibility to working from home if your job allows you to do so in general.
- "1. Listen and understand what the barriers are that make staff / faculty nervous. Think outside the box for resolutions. Use of alternate spaces for meetings instead of in people's offices. Personal responsibility. Wipes available for people to wipe down spaces. Creating new 'normals' through photos, videos, social media.
- 2. Finding ways to hold employees accountable without additional reports. Many of our staff are overstimulated and tired by the amount of screen time and the plethora of Zoom meetings. It is hard to hold them accountable for work product when they are straight through with meetings and mentally tired. Encouraging reducing meetings via Zoom and touching base via phone calls or other ways to get people off the computer. My eyes hurt.
- 3. I feel blessed that our staff are all working on obvious projects to show work product and that we touch base weekly. Once we start returning to the office, I am concerned about those who work from home v. those in the office. Do we allow for a shorter work day for travel during the 'volunteer' to come in during June? Do we reward the people in the office during this time? Early in my career I was the single person in the office and therefore was given more after hours commitments because I did not have family. I do not want my single staff to feel as I did because their counterparts with children are given more flexibility. While my staff is currently excited to return to the office, and those that will be left at home wish they could come in, I still want to be mindful of the difference. Do we allow a one-day-a-week flex day where staff can work from home as long as there is coverage? I don't know. Just thoughts.
- 4. Checking in with our EAP to see if we can increase mental health resources; Creating a task force for staff mental health to provide programming to assist in the prevention as well as the reduction of added stress. "
- "Balancing Public Health vs Financial Stability
- Goal: Maximize safety via distancing, virtual interaction, sanitizing, and hygiene.
- Assumptions: Waves of CV19 outbreaks continue until vaccine/multiple treatments emerge; Distancing [6'], PPE, & Hygiene remain key; UTC abides by CDC guidelines & utilizes local/state guidelines.
- *Testing/Tracing – Can UTC provide “Rapid Testing”, Contact tracing, & create UTC Case Dashboard
- *UTC Public Health PR Campaign / Leader Communication – Strong Public Health PR messaging (testing; advising when to stay home or return to school; hygiene etiquette. Timely, transparent communication is the goal.
- *Hygiene – Sanitizing stations everywhere. Doors propped open (touchless). Use Stanchions, Plexi-divides. Daily Disinfect all surfaces, esp classrooms. Masks for ALL required, unless solo (enforce?). Zoom used for all mtgs.

- *Staff – Phased return of Essential staff w/ safety protocols. Monitor Remote Work policy. Consult local/state Return to Work Guides. Conduct Periodic Pulse surveys.
- ****Liability exposure – Communicate/oversee ADA accommodations faculty/staff, OSHA (general duty clause), Workers Comp (employee illness/death “arising in and out of course of employment”) – consult system Attorneys & shore up liability funds for claims.
- *HR to Administer paid Sick Leave & Expanded FMLA (FFCRA), create CV19 Return to Work policy. Push EAP resources.
- Decrease Labor Costs, e.g., for internal labor surpluses, do lateral moves & retrain [may need to do furloughs/pay cuts...).
- *Budget - Drive sources of Revenue other than student-generated, e.g., Development, Feds. Dec Labor Costs"
- Stagger or phase in coming back to work
- Those who feel they are at-risk, or care for someone at-risk, should be allowed to continue to work from home if their position allows for it (with supervisor approval).
- ensure adequate PPE and flexibility
- I (Chris Horne) propose that we adopt this principle: Regardless of the degree to which UTC courses are allowed to be conducted face-to-face, until a COVID-19 vaccine is available to us, any instructor or student who judges prevention measures to insufficiently mitigate against the risk of serious illness from COVID-19 for themselves or persons they live with will be granted, without question, the option of an equivalent remote instructional arrangement.
- 1) Not sure if it will cross HIPAA rules, but I think everyone should have to report to their supervisor for a temperature check and it is recorded. This will minimize the chance of something else being reported. 2) If someone is running a fever we need to impose the same rules they use in grade school, 24-hour fever free with no fever reducing medication before they can come back. 3) If sick, need a doctor note to come back. 4) Provide a list of what diseases would fall into the immunocompromised category and any other diseases/disorders categories that can be impacted from this. 5) If a person has something that falls into these categories then a form from HR needs to be filled out from the persons treating physician.
- "#1 Would recommend that working from home remain an option for select divisions/departments/programs as long as employees are held accountable for performance.
- #2 Select jobs may need to be temporarily furloughed if they cannot be performed remotely. It's unfair for some areas to work overtime while other areas essentially receive paid vacation during this crisis. [OTHER]
- #3 Consider hiring an outside firm to ensure classrooms/restrooms/dorms/common areas are sanitized thoroughly, properly, and frequently per CDC guidelines. The quality of janitorial service varies by staff member - our current custodian does not perform routine

tasks like emptying the trash, I don't trust that safety/cleanliness protocols can be met without assistance.

- #4 Create and enforce campus-wide safety policies (report any symptoms to supervisor and go home,, limit social contact as much as possible, require wearing masks in enclosed spaces, encourage wearing masks outdoors, maintain distance of 6+ feet, etc.) "
- "Allow WFH to continue for those who need it
- Adjust seating arrangements for close work space to allow for distancing
- Stagger working hours so people don't have to work together
- Meeting with students should be conducted through Zoom or another electronic source"
- While I realize I cannot expect to work from home for the rest of my career, I have recommended that we have the option of working remotely if we have been out in the community (my job, which is very important to me, involves visiting schools and community partners). I would also like to have the option of working from home on a regular structure such as once or twice a week. I have been very productive (logging my activities on a daily log), have seen a positive impact on my stress and anxiety levels, and appreciate the reduced expenses that come with commuting.
- "Solution: See this NOT as a setback, but as an opportunity to discover innovative ways of using technology to bring our community even closer together, energize our student life on campus (via technology) and offer more and better online courses.
- UTC needs to market itself as an innovator and work with Walker center, IT staff, and representatives from main academic divisions to find technologies that would allow us to do that. Clickers can be so much more than just attendance tools (live feedback to faculty); Canvas offer unique options, etc. "
- All staff and faculty need to have sick time. This will ensure that no one is coming to work sick or even tempted. There needs to be flexible options. People need to feel that if they are worried that it can be altered without penalty. We should also have VOIP phones, so all work phones can easily transfer seamlessly home if needed.
- I think faculty and staff should have some flexibility with regards to working from at home.
- "Support work from home through the fall semester, where possible, for individuals with personal or family health concerns and/or need to work from home versus FMLA.
- Academic units are overwhelmed with 'making it work' in delivering courses. HR needs to take the burden of meeting/documentation with faculty and staff who need to work from home. "
- Within budget parameters, place shields on high traffic area desk and/or rearrange office space to accommodate safe distancing
- "The Covid-19 is still around. We should not allow employees to return to the offices unless this is absolutely needed for the teaching and research process. In Math Department, both reaching and research are possible online, as the experience of the last

two months has shown. Further, our meetings (Department, Advisory Committee, etc.) were productive and I would say, better organized than previously.

- Strategically, it would be up to the leaders of the school, colleges, Senate, University committees, and departments to create the atmosphere of the top requirements in the new setting. I am sure we can do that.
- If by whatever reason, we have to return to the previous setting, the school must guarantee the regular cleaning, masks for everybody, and the strong recommendation to the Heads, et. al. to conduct all business online when possible.
- The leaders of the school should seriously think (a) whether we may guarantee a good student attendance if we go to face-to-face setting and (b) how we proceed if someone is infected. "
- The university needs to establish clear metrics on which to base decisions. Is it a number of infections in the community? A number of infections on campus? CDC guidelines? Whatever it is, the decision making process needs to be transparent and (as much as possible) not left to subjective opinions. Have firm metrics on which decisions are made, and stick to them.
- "Require hourly workers to spend a minimum number of hours on campus each week. Change job responsibilities to something more quantifiable. Create some sort of pool of non-skilled work that can be done by all of those staff (like mTurks) so that they can fill their days.
- Offer reduction in hours - ex. be 75% instead of 100% while maintaining current benefits. Cost reduction. "
- I think we need to accommodate these folks. We have shown over the past couple of months that we can function from a distance. There is no reason we cannot help people who need reasonable accommodation now. The studies are showing that caution is slowing the spread of this deadly virus.
- Allow departments to stagger their workforce and continue to allow staff to work remotely. All meetings and trainings should be virtual.
- Staff that must encounter students, visitors, guests (frontline defense & encounters) would be benefited by having cubicles with counter tops higher than desks. There should be a clear glass-like shield the length of counter top. Almost like the old fashioned management/supervisor cubicles that were half wall and half glass. The difference is these would be designed for safety for all, not for watching subordinates. A small space or speaker vent in the lower part of the shield would allow for fairly clear communication. Student workers and students should only have access to student work areas/stations/room similar to the front desk persons' design. Include doors (could be tall cubicles with doors) to help separate students from staff and faculty, especially if multiple students have to be present at the same time. This would also work with service oriented departments!

- All administrative meetings, including those for faculty and students, should be conducted via Zoom or other online conferencing services to minimize face-to-face interactions that can easily transition online to eliminate potentially dangerous contact in closer quarters.
- An organization this large has to rely on each unit managing if/when/how to return to work in a meaningful capacity itself. There are no hard and fast rules we can establish: example, some people cannot return because of medical issues, we need to work to determine how/if they can perform their duties remotely. If they cannot, we have to determine how we can best support their return to work.
- Remain working remote and off-campus to avoid the risk
- If the political situation forces us to have face-to-face classes then I believe that UTC should provide a clean face shield and face mask to each faculty member for each class. If it is necessary then microphones could be provided. Each faculty member should have access to a sanitizing fluid to use all day in every part of the building. If almost all courses were online and meetings were ZOOM meetings, then a lot of chances for infection could be avoided.
- All buildings need a thorough cleaning provided by real sanitation companies - not Facilities workers. Everyone should wear protective masks and gloves. Employees should not have to purchase masks, gloves, hand sanitizer - daily supplies should be provided to all employees. PPE items should be thrown away at the end of each work day - they should never be reused.
- "Allow those that can work completely from home, continue to do so for as long as is possible.
- Make signs to place on all of the restroom doors that remind people to wash hands. Have sanitizers available in every office so that we can wipe down door handles and surfaces on a regular basis."
- "Please read this recent op/ed written by a UT Knoxville professor:
<https://www.knoxnews.com/story/opinion/2020/05/06/ut-faculty-member-recovering-covid-19-has-advice-task-force/3082153001/>
- Any employee who is able to perform their job duties remotely should be able to continue to work remotely for as long as needed.
- The campus really needs to improve its overall communication strategy. I was surprised that the UTC Alerts text messaging system was hardly used for COVID-19 related matters in the spring. It was also confusing when classes were suspended for 3 days after the April tornadoes because it wasn't clear who was expected to continue working or not.
- I've been really surprised that UTC has not provided COVID-19 testing analysis in its biology labs. If the Baylor School can do this, why can't we? It would be a strategic community engagement initiative during such a challenging time. Whenever campus resumes operations, having test analysis on campus would result in faster turnaround times.

- UTC should refund employees for parking costs during the time they were not on campus. The administration did the right thing for students by refunding their remaining spring room and board and should do the same thing for employees. It's both a financial and morale issue. "
- "flexibility
- determining what programs students still want to engage in and getting their feedback for how to make them good"
- We need to stay away until there is a valid and reliable antigen test, and possibly until there is an effective vaccine.
- Review UTK's plan and see how much of it can be applied to UTC campus.
- More technology to zoom live committee meetings.
- I am a non-essential staff member who is able to complete all job duties from home. I recommend that in order to reduce the amount of people on campus, those employees who have been able to demonstrate the ability to successfully work from home be allowed to do so. While my supervisor supports working from home, I think the permission should be from HR as some supervisors may not have the ability to think through all the safety implications.
- "- Fight against current efforts (which are ongoing) to bring in third-party outside contractors to replace university employees
- - Protect benefits packages and pay increases for all employees, especially those that are most vulnerable in our current moment (who are also, ironically, more likely to be deemed 'essential')"
- Science-based training about the virus and all problems for all management.
- providing necessary equipment for home office use
- Wear masks, sanitize offices upon arrival/departure/phase in, as Dr. Fauci has recommended, for regular work flow. Provide more support for at home teaching. I am fortunate that I am teaching online already for this school year 2020-2021 and could analyze data from home (working remotely with other faculty) from research previously conducted.
- Those who have health concerns about coming back or are high risk due to their age should be highly encouraged to work from home if possible and if not, then talk to them about maybe shifting their role to one that does allow them to work from home. HR needs to continue to be flexible with people taking time off for physical and mental health and even taking mini-breaks throughout the day to help manage their physical and mental health. Taking time off for mental health days should be seen as the same as taking a day off for a physical illness. Hopefully, one good thing to come from all of this is that people recognize the importance of mental health. Maybe even being more flexible with hours should be put in place. Sometimes people may need to take a few hours to take care of themselves but, may be able to work later in the day to make up that time and not have to use sick time for that. I would also highly encourage that if someone is not

feeling well – regardless of the symptoms – they should not report to work and work from home if possible without penalty. Our immune systems need all the help they can get so that if/when we do get sick, we aren't already run down and can recover quicker.

- Work with faculty to get a sense of their concerns and to offer those who desire/need it the chance to teach online or in a hybrid format. Require everyone to wear face masks. Install touchless hand sanitizer dispensers multiple places in buildings across campus. Provide wipes or cleaning of computers and surfaces between classes. Post social distancing and cleaning guidelines everywhere--reminding people to wear their masks, reminding people to wash their hands, reminding people to distance, reminding people to properly dispose of masks, gloves, and wipes, and thanking those who do the important job of maintaining our restrooms and other public places.
- "Clear triggers for phases
- Open and clear communication of policies and practices
- Continue telework for all positions/work that can continue effectively in that manner so that we can increase risks for those on campus.
- Guidelines for symptom monitoring, exceptions for vulnerable populations, PPE requirements and training, and workplace safety. Need all of this managed in a transparent and university wide manner. Who is helping to develop building specific/workplace safety plans etc...Shouldn't be something building folks are doing on their own."
- Same as students...how to enforce it from staff/faculty in order to keep all students, faculty and staff safe.
- Encourage employees that can and are able to, to continue working remotely. This makes it safer for the employees who do need to return to work.
- I would like to learn about health and safety protocols that will be put into place to protect faculty and staff if students return to campus en masse this Fall.
- Limited entry in busy spaces, such as the UC, Crossroads, and Library. 6-foot markers in front of elevators so that people give passengers room to exit and maintain social distances while waiting. A robust supply of PPE and hand sanitizer. Staggered schedules that allow employees to continue working from home as they are able to encourage social distancing. Better support for home offices and equipment. I'm not sure why the university even consents to purchase PCs without webcams and WiFi adapters for faculty and staff, but the lack of this essential computing equipment has posed a significant problem for many personnel. Rules and policies for students, including requirements to wear PPE in spaces such as the UC, Crossroads, and Library. My Dean is requiring all personnel to submit daily WFH activity reports. Is there a reason we are unable to trust our faculty and staff to complete their work remotely?
- Faculty and staff who are primarily working from home should be given a stipend to pay for their Internet subscription. I know some faculty who rely on their cell phone data

plans to check email at home. If Internet is essential to doing our work, we should not be expected to pay for it ourselves.

- Lysol cans in every bathroom stall and people are required to spray all surfaces after each use. Donny will have to work his magic and see if he can find space for GAs and work study students and/or faculty will just have to learn strategies to manage these workers remotely. Possibly study rooms in the library for student worker to use.
- "If an employee's work can be done from home effectively, and they continue to work from home for a variety of reasons (childcare, eldercare, compromised immune system, fear of safety) as restrictions begin to lift, that there is a culture of support for those situations/decisions.
- That hybrid return-to-work schedules are considered. Perhaps half of the population works on campus some days while the other half works on campus other days, etc."
- I would strongly recommend that as many staff as possible still be allowed to work from home AND that we continue with a mobile culture that includes the use of technology/Zoom for meetings - even if we're on campus. There is no reason that we can't hold meetings, townhalls, information sessions, and gatherings in an online/Zoom format. Please make sure that continue to cultivate a flexible work environment that includes the office and work from home -- as needed for all!
- Need for accompaniment while singing in studio and online
- "Understanding that a vaccine is still at least a year or more out, until effective therapies are developed and widely available, I would recommend the following:
- -Virtual meetings should be strongly encouraged where possible.
- -Employees who can work from home and can do so effectively should be allowed to continue do so at the discretion of their supervisor, whether they are at high risk or not. This will reduce the number of individuals on campus and allow some high risk individuals who must work on campus to continue to do so safely.
- -Sick employees must stay home.
- -Those who must work on campus must wear a mask when working in a space where the 6 ft. radius per person cannot be maintained. If they are in their office alone or outside away from others, not wearing a mask is fine.
- -Sanitizing wipes be made available in all shared working and break spaces. Masks should be worn in break rooms. "
- X or line on the floor for people to stand on or behind to ask questions so they don't lean on the desk to talk to me.
- "Reconfigure work areas
- Plexiglass or other barriers
- Allow those who can to continue working from home."
- Continued flexibility and working from home options

- Keep UTC courses online. If you insist on reopening make everyone wear masks at all times, and ensure classrooms and workspaces are big enough to allow at least 6 feet of distance between each person.
- "As someone who teaches online regularly and have had to develop a lot of workarounds in my time doing so, I firmly believe that nearly anything can be achieved remotely with occasional face to face physical interactions, as necessary.
- Whenever and wherever working from home can be achieved, it should be.
- As for policies and benefits, faculty/staff should no longer be charge for Parking until we have all returned to campus on a regular (even if only semi-regular basis.)"
- If employees can successfully complete their work remotely, I think the safest option would be to continue to let employees work from home.
- Perhaps those that say they have a pre-existing condition and need to continue to work from home will need a doctor's excuse of some kind. I know that sounds like elementary school, but it may be necessary. In another possibility, If the employee has proven over the summer that they can continue to do their job from home without a reduction in efficiency, we may have to continue that through the fall.
- The University is off to a good start by forming a campus taskforce to strategize on how to safely provide services for our students, while addressing employee concerns. I'm assuming some departments may require their own taskforce to manage unique circumstances.
- Need to adhere to the 6 foot rule and this may mean relocating some staff.
- "There should be clear and set criteria for working from home, or not doing your job you once had.
- Physical work needs to be distributed equally, and there should be consequences if the task isn't met."
- I don't know what to recommend. I look to our health officers to make those determinations for our campus. Why are you asking ME what to do? I am not a trained health expert and I should not be asked to dream up workplace safety recommendations. Seriously?
- Remote work for staff should be more commonplace. If an individual's job duties are outcomes based (and clearly defined), it should not matter where an employee is working from. There are myriad examples of increased employee effectiveness all over campus. The traditional 8-5 model is outdated, and can lead to decreased employee satisfaction.
- I would recommend that anyone who can work from home continue to do so. Unless your work is tied to the physical space, I'd say we should keep campus workers as separated as possible-- to me that means encouraging those that can stay home and work to continue to do that.
- "- I think maintaining some flexibility for working from home will be important and reduce the number of people on campus at any given time. Perhaps allowing for departments to have rotating on-campus schedules to person the offices.

- - I do not believe that a staff member should be required to use their own sick time in cases of quarantines due to possible COVID-19 exposure.
- - Given the large number of people who use conference rooms throughout the day and the inability of janitorial staff to clean the rooms between each use, I think as many meetings as possible should still be conducted virtually."
- "Mandatory quarantine of items and utilizing scanning of materials as often as possible.
- Creating a program where students can make appointments for library space i.e. their 'seat.'
- Routine cleaning, some meeting rooms are classrooms, rotating floors open on different days. Students A-E on campus Monday and Wednesday. Students F-M on campus Tuesday and Thursday...so on."
- Some kind of sick leave policy that actively incentivizes/strongly encourages people to not come to work if they even think they might be sick, and this should include all levels of faculty and staff.
- "more than toilets need to be cleaned, the toilet handle, handle on the stall door, tp holders, feminine product holders, entrance doors etc.
- can we limit who has access to public restrooms
- Forcing rules will give push back but highly recommending and explaining why is important"
- "My recommendation is to make the call that all classes will be online in the fall as early as possible. It's tough enough to plan a course that is going to be face to face or online. But expecting faculty to just drop and transition to a new modality with little notice is asking too much. An effective course requires planning. Please give faculty more than a months notice to plan accordingly.
- If there is any way to work with the University insurance carriers to cover counseling or therapy services at 100%, waiving co-pays and such, it would be very helpful. We are a family on a budget and I can't afford a regular weekly co-pay to pay for therapy. Though it is something I desperately need. "
- "Emphasize to faculty that contact should be managed; social distancing should be observed in classrooms, and in conferences where possible. Conferences with students should be spaced to avoid congregation in hallways, and those conferences might be conducted online.
- For adjuncts, office scheduling might be observed to limit the number of adjuncts in the same space."
- Requiring appointments ahead of time with designated 'meeting rooms' with sufficient space to allow 6-foot social distancing that are not staff offices would be a good solution. Encouraging Zoom meetings is also a big component of this. If the University publicly supported these options, it would make it easier to convince meetings to be via Zoom.

- I would recommend a clear, comprehensive policy to be directly communicated to all supervisors and a clear way in which employees can raise family concerns with HR fairly and impartially. We need something more than what currently exists.
- I believe delaying on-campus activities until spring 2021 (January) is a more responsible approach. This would allow the city and campus to get through any resurgence as well as flu season, which is another concern medical professionals have expressed.
- "As mentioned in the first survey question about instruction, those concerns would be repeated here. Obviously I am a faculty member based on my previous response, but the issues and concerns for staff are the same. We have proven that many of us are able to work from home while remaining productive. WFH should continue to be an option whenever possible without anyone having the additional burden of giving up privacy to justify the need. Trust your faculty and staff to make the best decision for themselves and the workplace. At this stage I seriously doubt anyone is going to want to stay at home just to avoid work - we all want to leave our houses and get back to normal, but that may not be advisable in all cases. If someone opts for WFH and isn't doing their job, that's a human resource decision the same as coming to the office and not doing a job. At the same time, we need to come up with ways for individuals to safely come into workspaces, either temporarily or permanently. For instance, I would love to sneak into my office to collect more materials that would make working from home easier, but right now I'm not sure if I even have access to the building, nor do I have total confidence that the common areas such as elevators, stairwells, bathrooms are being cleaned properly (sorry, the cleaning crew in my building was extremely lacking before the WFH).
- Overall I feel that UTC has been making good strides in trying to deal with this situation and that has definitely provided reassurance, but it doesn't completely eliminate my concerns. And while I feel fairly fortunate with the flexibility as a faculty member, particularly one with a private office, who is able to do much of my job via home, that doesn't mean I can overlook concerns for everyone else on campus who doesn't have that same flexibility or workspace."
- Again, the logistics seem daunting, but it seems prudent for UTC to get a sense of employees' capacity to return to work and conditions they feel appropriate relative to their individual circumstances. That said, any information gathering should be administered by people outside the employees' unit or reporting line, as certain offices/colleges do not function with a sense of trust in their chain of command. Employees should feel comfortable answering questions honestly without fear of retribution. Management at all levels should be instructed to treat employees with a greater sense of empathy and compassion than might be the norm, and procedures for voicing employee concerns should be made available and communicated clearly. RTP committees and related administrative functions around tenure and promotion should be mindful of the multiple ways our current circumstances will affect individuals' abilities to

meet the evaluative criteria around teaching and scholarship, and perhaps to a lesser extent, professional service.

- Monitor campus health closely and cycle staff off campus if necessary to maintain minimum staff levels.
- Increase hourly wages for custodians and maintenance staff to at least \$15 an hour. Provide PPE for custodians on the front lines of keeping everyone on campus safe.
- "Guidance and flexibility to locally adjust work schedules, work from home opportunities, and leave for all staff and faculty that need accommodation due to illness, quarantine, child or family care, vulnerability."
- Faculty should not be forced to return to campus. Rather, they should be able to pursue an online teaching arrangement and a full work from home setup if they choose to.
- "*Please do not assume we need to return to F2F to survive financially - offering F2F classes is too high risk (legally, ethically, public health) and assumes the 'new F2F' is desired by students/parents. Instead UTC should focus on reducing labor costs (cross train/lateral moves; rotational furloughs; pay cuts for administrators; and unfortunately yes we should cut low performing programs/performers/athletic drains.
- So, make the hard calls/decisions - do not thrust the fiscal survival of UTC on the backs of faculty going back into the classroom. "
- Strictly enforcing CDC recommended social distancing measures for everyone (not just those with a preference for it); Showing more flexibility for employees showing possible symptoms by allowing them to work from home (if mild symptoms) or having a Sick Leave protection/flexibility plan in place
- Allow faculty to return following CDC guidelines (masks in common areas, etc.)
- Employees who can work from home should be able to do so without any onerous approval process from HR or supervisors. Essential employees (custodians and maintenance, especially) must be provided with proper PPE and social distancing while on campus; they should also receive hazard pay or long-overdue raises. Nobody should be putting their life on the line for \$10/hour. Funding sources for accomplishing this in the face of likely lost revenue from other sources should be explored.

Campus Safety and Risk Management Issues

- Allow those who can work from home effectively and are uncomfortable returning to continue to work from home
- Work with Equity and Diversity to establish a documentation process that confirms the need to continue isolation. If isolation is still warranted and the job duties permit, allow the individual to continue telework and reevaluate periodically.
- Promotion/Tenure considerations. We already know that women are submitting significantly fewer manuscripts to peer-reviewed journals as compared to men throughout the past 6 weeks. This has long-term impacts on scholarship productivity as we also know that the publication process is lengthy - while COVID can impact us immediately

now, publication in the next 2-3 years may look very different. Considerations are a necessity.

- Sending clear messages- whether you click on the HR website or a specific college, everyone should get the same message.
- "Mandatory masking in public work spaces
- Mandatory masking when in public social spaces
- Mandatory social distancing in public work spaces and in campus food lines. Perhaps contact free food delivery protocols
- Use DRC and HR protocols for employees who want workplace accommodations either because of compromised immune systems or fear of returning to work. And IT WILL be the case that some employees will have documentation regarding fear-related stress and psychosocial concerns about returning to work."
- Enclose each admin work space in it's own cubicle with a door so that they are not just out in the open.
- The health of students, instructors, administration, etc. Do not return to work on campus before COVID-19 is officially gone.
- I truly believe working remotely should remain an option for those who need it. Otherwise, a limited working day with limiting faculty and staff in order to maintain social distances.
- Promote use of Zoom for meetings to continue after the return to campus to reduce face-to-face reasons to meet. Ensure offices currently with two people are reduced to single persons and spread people out or rotate on/off campus for those in administrative roles
- Allow access or refund parking costs.
- "1. Create a policy or guidelines for in-person meetings, both with faculty/staff and students. Consider recommending Zoom as an alternative.
- 2. Allow faculty and staff to work from home as much as possible. "
- While I miss seeing my students each day in our building, I feel for the safety of the masses it is best I continue to work from home and meet with my students virtually. I am still able to answer their questions and help them via video chat. I don't want to feel like I have to police students when they come into my office by asking them where they spent the weekend, etc. Nor do I want my students to feel nervous being around me for fear I have not been following certain protocols/guidelines. I believe those who can continue to work from home should do so. I imagine each employee is different but I have continued to have constant communication with my boss and do not feel as if my job quality has lowered over the last several weeks.
- Masks in common areas, clear instructions/training on what is expected upon return.
- This is going to require a flexible and equitable solution. We cannot implement a bureaucratic solution that will complicate our response in what we hope will be a novel situation. I believe we need to depend on our faculty and staff to make an appropriate choice based on their assessment of their life circumstances. The most pressing need is to

get these decisions as quickly as possible. We can evaluate the efficacy of this approach for modification in the coming months should we believe that the situation will continue into the Spring.

- University provided clear signage consistent across campus for messaging purposes. University provided masks and cleaning supplies. Strong framework for enforcement (of social distancing/ mask wearing/ etc.) that is clearly communicated and enforced across campus.
- Don't have any issues, believe those who want to work from home should be allowed to for as long as possible.
- "1. Limit the number of people who can safely be in conference rooms and offices at one time (perhaps through posting new maximum occupancy warnings?).
- 2. Mandate or strongly encourage continued use of zoom meetings for groups of certain sizes rather than in person meetings even once we return to campus.
- 3. Identify group of students/faculty/employees with public health expertise to visit and comment on how safe distancing can be achieved within various offices on campus. For example, if two employees share a room but have cubicles, are they distant enough to safely work each day? Department heads and other office leaders may not have the expertise to make informed decisions in situations like this.
- 4. Continually urge department and other leaders to exemplify safe distancing and exposure minimization practices. Provide opportunities for employees to anonymously document instances in which people are not engaging in recommended practices such as staying home when sick. I understand that this could become incredibly burdensome but also experienced my department head coming down with a cough and fever just before work from home was enacted and still coming in to work.
- 5. Disseminating widely a core set of knowledge/understanding about the virus and how it spreads to reduce dis-information and help the campus community understand why certain policies are being put in place.
- 6. Continuing to host ELT Zoom sessions for the campus community and/or having a weekly health information session with Dr. Smith and Dr. Key to help us understand what is happening from a health perspective."
- do not require [face masks] as they are ineffective.
- Now that we see staff can work from home easily and the university can proceed in this manner, offer staff one or two days a week to work from home depending on departmental coverage. This would be a great benefit to offset our low pay and high levels of burnout. We can avoid the long commutes, morning traffic, and exhaustion of coming in the office every day as well as avoid the expenses that come with driving into work every day. I would feel like the opportunity to work from home 2 days a week would offset my low pay.
- Please allow work-from-home agreements that are working well to continue through Fall 2020.

- I would suggest putting an HR policy in place where there is flexibility in working from home if such an occasion arises, and just giving more flexibility to working from home if your job allows you to do so in general.
- "1. Listen and understand what the barriers are that make staff / faculty nervous. Think outside the box for resolutions. Use of alternate spaces for meetings instead of in people's offices. Personal responsibility. Wipes available for people to wipe down spaces. Creating new 'normals' through photos, videos, social media.
- 2. Finding ways to hold employees accountable without additional reports. Many of our staff are overstimulated and tired by the amount of screen time and the plethora of Zoom meetings. It is hard to hold them accountable for work product when they are straight through with meetings and mentally tired. Encouraging reducing meetings via Zoom and touching base via phone calls or other ways to get people off the computer. My eyes hurt.
- 3. I feel blessed that our staff are all working on obvious projects to show work product and that we touch base weekly. Once we start returning to the office, I am concerned about those who work from home v. those in the office. Do we allow for a shorter work day for travel during the 'volunteer' to come in during June? Do we reward the people in the office during this time? Early in my career I was the single person in the office and therefore was given more after hours commitments because I did not have family. I do not want my single staff to feel as I did because their counterparts with children are given more flexibility. While my staff is currently excited to return to the office, and those that will be left at home wish they could come in, I still want to be mindful of the difference. Do we allow a one-day-a-week flex day where staff can work from home as long as there is coverage? I don't know. Just thoughts.
- 4. Checking in with our EAP to see if we can increase mental health resources; Creating a task force for staff mental health to provide programming to assist in the prevention as well as the reduction of added stress. "
- "Balancing Public Health vs Financial Stability
- Goal: Maximize safety via distancing, virtual interaction, sanitizing, and hygiene.
- Assumptions: Waves of CV19 outbreaks continue until vaccine/multiple treatments emerge; Distancing [6'], PPE, & Hygiene remain key; UTC abides by CDC guidelines & utilizes local/state guidelines.
- *Testing/Tracing – Can UTC provide “Rapid Testing”, Contact tracing, & create UTC Case Dashboard
- *UTC Public Health PR Campaign / Leader Communication – Strong Public Health PR messaging (testing; advising when to stay home or return to school; hygiene etiquette. Timely, transparent communication is the goal.
- *Hygiene – Sanitizing stations everywhere. Doors propped open (touchless). Use Stanchions, Plexi-divides. Daily Disinfect all surfaces, esp classrooms. Masks for ALL required, unless solo (enforce?). Zoom used for all mtgs.

- *Staff – Phased return of Essential staff w/ safety protocols. Monitor Remote Work policy. Consult local/state Return to Work Guides. Conduct Periodic Pulse surveys.
- ****Liability exposure – Communicate/oversee ADA accommodations faculty/staff, OSHA (general duty clause), Workers Comp (employee illness/death “arising in and out of course of employment”) – consult system Attorneys & shore up liability funds for claims.
- *HR to Administer paid Sick Leave & Expanded FMLA (FFCRA), create CV19 Return to Work policy. Push EAP resources.
- Decrease Labor Costs, e.g., for internal labor surpluses, do lateral moves & retrain [may need to do furloughs/pay cuts...).
- *Budget - Drive sources of Revenue other than student-generated, e.g., Development, Feds. Dec Labor Costs"
- Stagger or phase in coming back to work
- Those who feel they are at-risk, or care for someone at-risk, should be allowed to continue to work from home if their position allows for it (with supervisor approval).
- ensure adequate PPE and flexibility
- I (Chris Horne) propose that we adopt this principle: Regardless of the degree to which UTC courses are allowed to be conducted face-to-face, until a COVID-19 vaccine is available to us, any instructor or student who judges prevention measures to insufficiently mitigate against the risk of serious illness from COVID-19 for themselves or persons they live with will be granted, without question, the option of an equivalent remote instructional arrangement.
- 1) Not sure if it will cross HIPAA rules, but I think everyone should have to report to their supervisor for a temperature check and it is recorded. This will minimize the chance of something else being reported. 2) If someone is running a fever we need to impose the same rules they use in grade school, 24-hour fever free with no fever reducing medication before they can come back. 3) If sick, need a doctor note to come back. 4) Provide a list of what diseases would fall into the immunocompromised category and any other diseases/disorders categories that can be impacted from this. 5) If a person has something that falls into these categories then a form from HR needs to be filled out from the persons treating physician.
- "#1 Would recommend that working from home remain an option for select divisions/departments/programs as long as employees are held accountable for performance.
- #2 Select jobs may need to be temporarily furloughed if they cannot be performed remotely. It's unfair for some areas to work overtime while other areas essentially receive paid vacation during this crisis. [OTHER]
- #3 Consider hiring an outside firm to ensure classrooms/restrooms/dorms/common areas are sanitized thoroughly, properly, and frequently per CDC guidelines. The quality of janitorial service varies by staff member - our current custodian does not perform routine

tasks like emptying the trash, I don't trust that safety/cleanliness protocols can be met without assistance.

- #4 Create and enforce campus-wide safety policies (report any symptoms to supervisor and go home,, limit social contact as much as possible, require wearing masks in enclosed spaces, encourage wearing masks outdoors, maintain distance of 6+ feet, etc.) "
- "Allow WFH to continue for those who need it
- Adjust seating arrangements for close work space to allow for distancing
- Stagger working hours so people don't have to work together
- Meeting with students should be conducted through Zoom or another electronic source"
- While I realize I cannot expect to work from home for the rest of my career, I have recommended that we have the option of working remotely if we have been out in the community (my job, which is very important to me, involves visiting schools and community partners). I would also like to have the option of working from home on a regular structure such as once or twice a week. I have been very productive (logging my activities on a daily log), have seen a positive impact on my stress and anxiety levels, and appreciate the reduced expenses that come with commuting.
- "Solution: See this NOT as a setback, but as an opportunity to discover innovative ways of using technology to bring our community even closer together, energize our student life on campus (via technology) and offer more and better online courses.
- UTC needs to market itself as an innovator and work with Walker center, IT staff, and representatives from main academic divisions to find technologies that would allow us to do that. Clickers can be so much more than just attendance tools (live feedback to faculty); Canvas offer unique options, etc. "
- All staff and faculty need to have sick time. This will ensure that no one is coming to work sick or even tempted. There needs to be flexible options. People need to feel that if they are worried that it can be altered without penalty. We should also have VOIP phones, so all work phones can easily transfer seamlessly home if needed.
- I think faculty and staff should have some flexibility with regards to working from at home.
- "Support work from home through the fall semester, where possible, for individuals with personal or family health concerns and/or need to work from home versus FMLA.
- Academic units are overwhelmed with 'making it work' in delivering courses. HR needs to take the burden of meeting/documentation with faculty and staff who need to work from home. "
- Within budget parameters, place shields on high traffic area desk and/or rearrange office space to accommodate safe distancing
- "The Covid-19 is still around. We should not allow employees to return to the offices unless this is absolutely needed for the teaching and research process. In Math Department, both reaching and research are possible online, as the experience of the last

two months has shown. Further, our meetings (Department, Advisory Committee, etc.) were productive and I would say, better organized than previously.

- Strategically, it would be up to the leaders of the school, colleges, Senate, University committees, and departments to create the atmosphere of the top requirements in the new setting. I am sure we can do that.
- If by whatever reason, we have to return to the previous setting, the school must guarantee the regular cleaning, masks for everybody, and the strong recommendation to the Heads, et. al. to conduct all business online when possible.
- The leaders of the school should seriously think (a) whether we may guarantee a good student attendance if we go to face-to-face setting and (b) how we proceed if someone is infected. "
- The university needs to establish clear metrics on which to base decisions. Is it a number of infections in the community? A number of infections on campus? CDC guidelines? Whatever it is, the decision making process needs to be transparent and (as much as possible) not left to subjective opinions. Have firm metrics on which decisions are made, and stick to them.
- "Require hourly workers to spend a minimum number of hours on campus each week. Change job responsibilities to something more quantifiable. Create some sort of pool of non-skilled work that can be done by all of those staff (like mTurks) so that they can fill their days.
- Offer reduction in hours - ex. be 75% instead of 100% while maintaining current benefits. Cost reduction. "
- I think we need to accommodate these folks. We have shown over the past couple of months that we can function from a distance. There is no reason we cannot help people who need reasonable accommodation now. The studies are showing that caution is slowing the spread of this deadly virus.
- Allow departments to stagger their workforce and continue to allow staff to work remotely. All meetings and trainings should be virtual.
- Staff that must encounter students, visitors, guests (frontline defense & encounters) would be benefited by having cubicles with counter tops higher than desks. There should be a clear glass-like shield the length of counter top. Almost like the old fashioned management/supervisor cubicles that were half wall and half glass. The difference is these would be designed for safety for all, not for watching subordinates. A small space or speaker vent in the lower part of the shield would allow for fairly clear communication. Student workers and students should only have access to student work areas/stations/room similar to the front desk persons' design. Include doors (could be tall cubicles with doors) to help separate students from staff and faculty, especially if multiple students have to be present at the same time. This would also work with service oriented departments!

- All administrative meetings, including those for faculty and students, should be conducted via Zoom or other online conferencing services to minimize face-to-face interactions that can easily transition online to eliminate potentially dangerous contact in closer quarters.
- An organization this large has to rely on each unit managing if/when/how to return to work in a meaningful capacity itself. There are no hard and fast rules we can establish: example, some people cannot return because of medical issues, we need to work to determine how/if they can perform their duties remotely. If they cannot, we have to determine how we can best support their return to work.
- Remain working remote and off-campus to avoid the risk
- If the political situation forces us to have face-to-face classes then I believe that UTC should provide a clean face shield and face mask to each faculty member for each class. If it is necessary then microphones could be provided. Each faculty member should have access to a sanitizing fluid to use all day in every part of the building. If almost all courses were online and meetings were ZOOM meetings, then a lot of chances for infection could be avoided.
- All buildings need a thorough cleaning provided by real sanitation companies - not Facilities workers. Everyone should wear protective masks and gloves. Employees should not have to purchase masks, gloves, hand sanitizer - daily supplies should be provided to all employees. PPE items should be thrown away at the end of each work day - they should never be reused.
- "Allow those that can work completely from home, continue to do so for as long as is possible.
- Make signs to place on all of the restroom doors that remind people to wash hands. Have sanitizers available in every office so that we can wipe down door handles and surfaces on a regular basis."
- "Please read this recent op/ed written by a UT Knoxville professor:
<https://www.knoxnews.com/story/opinion/2020/05/06/ut-faculty-member-recovering-covid-19-has-advice-task-force/3082153001/>
- Any employee who is able to perform their job duties remotely should be able to continue to work remotely for as long as needed.
- The campus really needs to improve its overall communication strategy. I was surprised that the UTC Alerts text messaging system was hardly used for COVID-19 related matters in the spring. It was also confusing when classes were suspended for 3 days after the April tornadoes because it wasn't clear who was expected to continue working or not.
- I've been really surprised that UTC has not provided COVID-19 testing analysis in its biology labs. If the Baylor School can do this, why can't we? It would be a strategic community engagement initiative during such a challenging time. Whenever campus resumes operations, having test analysis on campus would result in faster turnaround times.

- UTC should refund employees for parking costs during the time they were not on campus. The administration did the right thing for students by refunding their remaining spring room and board and should do the same thing for employees. It's both a financial and morale issue. "
- "flexibility
- determining what programs students still want to engage in and getting their feedback for how to make them good"
- We need to stay away until there is a valid and reliable antigen test, and possibly until there is an effective vaccine.
- Review UTK's plan and see how much of it can be applied to UTC campus.
- More technology to zoom live committee meetings.
- I am a non-essential staff member who is able to complete all job duties from home. I recommend that in order to reduce the amount of people on campus, those employees who have been able to demonstrate the ability to successfully work from home be allowed to do so. While my supervisor supports working from home, I think the permission should be from HR as some supervisors may not have the ability to think through all the safety implications.
- "- Fight against current efforts (which are ongoing) to bring in third-party outside contractors to replace university employees
- - Protect benefits packages and pay increases for all employees, especially those that are most vulnerable in our current moment (who are also, ironically, more likely to be deemed 'essential')"
- Science-based training about the virus and all problems for all management.
- providing necessary equipment for home office use
- Wear masks, sanitize offices upon arrival/departure/phase in, as Dr. Fauci has recommended, for regular work flow. Provide more support for at home teaching. I am fortunate that I am teaching online already for this school year 2020-2021 and could analyze data from home (working remotely with other faculty) from research previously conducted.
- Those who have health concerns about coming back or are high risk due to their age should be highly encouraged to work from home if possible and if not, then talk to them about maybe shifting their role to one that does allow them to work from home. HR needs to continue to be flexible with people taking time off for physical and mental health and even taking mini-breaks throughout the day to help manage their physical and mental health. Taking time off for mental health days should be seen as the same as taking a day off for a physical illness. Hopefully, one good thing to come from all of this is that people recognize the importance of mental health. Maybe even being more flexible with hours should be put in place. Sometimes people may need to take a few hours to take care of themselves but, may be able to work later in the day to make up that time and not have to use sick time for that. I would also highly encourage that if someone is not

feeling well – regardless of the symptoms – they should not report to work and work from home if possible without penalty. Our immune systems need all the help they can get so that if/when we do get sick, we aren't already run down and can recover quicker.

- Work with faculty to get a sense of their concerns and to offer those who desire/need it the chance to teach online or in a hybrid format. Require everyone to wear face masks. Install touchless hand sanitizer dispensers multiple places in buildings across campus. Provide wipes or cleaning of computers and surfaces between classes. Post social distancing and cleaning guidelines everywhere--reminding people to wear their masks, reminding people to wash their hands, reminding people to distance, reminding people to properly dispose of masks, gloves, and wipes, and thanking those who do the important job of maintaining our restrooms and other public places.
- "Clear triggers for phases
- Open and clear communication of policies and practices
- Continue telework for all positions/work that can continue effectively in that manner so that we can increase risks for those on campus.
- Guidelines for symptom monitoring, exceptions for vulnerable populations, PPE requirements and training, and workplace safety. Need all of this managed in a transparent and university wide manner. Who is helping to develop building specific/workplace safety plans etc...Shouldn't be something building folks are doing on their own."
- Same as students...how to enforce it from staff/faculty in order to keep all students, faculty and staff safe.
- Encourage employees that can and are able to, to continue working remotely. This makes it safer for the employees who do need to return to work.
- I would like to learn about health and safety protocols that will be put into place to protect faculty and staff if students return to campus en masse this Fall.
- Limited entry in busy spaces, such as the UC, Crossroads, and Library. 6-foot markers in front of elevators so that people give passengers room to exit and maintain social distances while waiting. A robust supply of PPE and hand sanitizer. Staggered schedules that allow employees to continue working from home as they are able to encourage social distancing. Better support for home offices and equipment. I'm not sure why the university even consents to purchase PCs without webcams and WiFi adapters for faculty and staff, but the lack of this essential computing equipment has posed a significant problem for many personnel. Rules and policies for students, including requirements to wear PPE in spaces such as the UC, Crossroads, and Library. My Dean is requiring all personnel to submit daily WFH activity reports. Is there a reason we are unable to trust our faculty and staff to complete their work remotely?
- Faculty and staff who are primarily working from home should be given a stipend to pay for their Internet subscription. I know some faculty who rely on their cell phone data

plans to check email at home. If Internet is essential to doing our work, we should not be expected to pay for it ourselves.

- Lysol cans in every bathroom stall and people are required to spray all surfaces after each use. Donny will have to work his magic and see if he can find space for GAs and work study students and/or faculty will just have to learn strategies to manage these workers remotely. Possibly study rooms in the library for student worker to use.
- "If an employee's work can be done from home effectively, and they continue to work from home for a variety of reasons (childcare, eldercare, compromised immune system, fear of safety) as restrictions begin to lift, that there is a culture of support for those situations/decisions.
- That hybrid return-to-work schedules are considered. Perhaps half of the population works on campus some days while the other half works on campus other days, etc."
- I would strongly recommend that as many staff as possible still be allowed to work from home AND that we continue with a mobile culture that includes the use of technology/Zoom for meetings - even if we're on campus. There is no reason that we can't hold meetings, townhalls, information sessions, and gatherings in an online/Zoom format. Please make sure that continue to cultivate a flexible work environment that includes the office and work from home -- as needed for all!
- Need for accompaniment while singing in studio and online
- "Understanding that a vaccine is still at least a year or more out, until effective therapies are developed and widely available, I would recommend the following:
- -Virtual meetings should be strongly encouraged where possible.
- -Employees who can work from home and can do so effectively should be allowed to continue do so at the discretion of their supervisor, whether they are at high risk or not. This will reduce the number of individuals on campus and allow some high risk individuals who must work on campus to continue to do so safely.
- -Sick employees must stay home.
- -Those who must work on campus must wear a mask when working in a space where the 6 ft. radius per person cannot be maintained. If they are in their office alone or outside away from others, not wearing a mask is fine.
- -Sanitizing wipes be made available in all shared working and break spaces. Masks should be worn in break rooms. "
- X or line on the floor for people to stand on or behind to ask questions so they don't lean on the desk to talk to me.
- "Reconfigure work areas
- Plexiglass or other barriers
- Allow those who can to continue working from home."
- Continued flexibility and working from home options

- Keep UTC courses online. If you insist on reopening make everyone wear masks at all times, and ensure classrooms and workspaces are big enough to allow at least 6 feet of distance between each person.
- "As someone who teaches online regularly and have had to develop a lot of workarounds in my time doing so, I firmly believe that nearly anything can be achieved remotely with occasional face to face physical interactions, as necessary.
- Whenever and wherever working from home can be achieved, it should be.
- As for policies and benefits, faculty/staff should no longer be charge for Parking until we have all returned to campus on a regular (even if only semi-regular basis.)"
- If employees can successfully complete their work remotely, I think the safest option would be to continue to let employees work from home.
- Perhaps those that say they have a pre-existing condition and need to continue to work from home will need a doctor's excuse of some kind. I know that sounds like elementary school, but it may be necessary. In another possibility, If the employee has proven over the summer that they can continue to do their job from home without a reduction in efficiency, we may have to continue that through the fall.
- The University is off to a good start by forming a campus taskforce to strategize on how to safely provide services for our students, while addressing employee concerns. I'm assuming some departments may require their own taskforce to manage unique circumstances.
- Need to adhere to the 6 foot rule and this may mean relocating some staff.
- "There should be clear and set criteria for working from home, or not doing your job you once had.
- Physical work needs to be distributed equally, and there should be consequences if the task isn't met."
- I don't know what to recommend. I look to our health officers to make those determinations for our campus. Why are you asking ME what to do? I am not a trained health expert and I should not be asked to dream up workplace safety recommendations. Seriously?
- Remote work for staff should be more commonplace. If an individual's job duties are outcomes based (and clearly defined), it should not matter where an employee is working from. There are myriad examples of increased employee effectiveness all over campus. The traditional 8-5 model is outdated, and can lead to decreased employee satisfaction.
- I would recommend that anyone who can work from home continue to do so. Unless your work is tied to the physical space, I'd say we should keep campus workers as separated as possible-- to me that means encouraging those that can stay home and work to continue to do that.
- "- I think maintaining some flexibility for working from home will be important and reduce the number of people on campus at any given time. Perhaps allowing for departments to have rotating on-campus schedules to person the offices.

- - I do not believe that a staff member should be required to use their own sick time in cases of quarantines due to possible COVID-19 exposure.
- - Given the large number of people who use conference rooms throughout the day and the inability of janitorial staff to clean the rooms between each use, I think as many meetings as possible should still be conducted virtually."
- "Mandatory quarantine of items and utilizing scanning of materials as often as possible.
- Creating a program where students can make appointments for library space i.e. their 'seat.'
- Routine cleaning, some meeting rooms are classrooms, rotating floors open on different days. Students A-E on campus Monday and Wednesday. Students F-M on campus Tuesday and Thursday...so on."
- Some kind of sick leave policy that actively incentivizes/strongly encourages people to not come to work if they even think they might be sick, and this should include all levels of faculty and staff.
- "more than toilets need to be cleaned, the toilet handle, handle on the stall door, tp holders, feminine product holders, entrance doors etc.
- can we limit who has access to public restrooms
- Forcing rules will give push back but highly recommending and explaining why is important"
- "My recommendation is to make the call that all classes will be online in the fall as early as possible. It's tough enough to plan a course that is going to be face to face or online. But expecting faculty to just drop and transition to a new modality with little notice is asking too much. An effective course requires planning. Please give faculty more than a months notice to plan accordingly.
-
- If there is any way to work with the University insurance carriers to cover counseling or therapy services at 100%, waiving co-pays and such, it would be very helpful. We are a family on a budget and I can't afford a regular weekly co-pay to pay for therapy. Though it is something I desperately need. "
- "Emphasize to faculty that contact should be managed; social distancing should be observed in classrooms, and in conferences where possible. Conferences with students should be spaced to avoid congregation in hallways, and those conferences might be conducted online.
- For adjuncts, office scheduling might be observed to limit the number of adjuncts in the same space."
- Requiring appointments ahead of time with designated 'meeting rooms' with sufficient space to allow 6-foot social distancing that are not staff offices would be a good solution. Encouraging Zoom meetings is also a big component of this. If the University publicly supported these options, it would make it easier to convince meetings to be via Zoom.

- I would recommend a clear, comprehensive policy to be directly communicated to all supervisors and a clear way in which employees can raise family concerns with HR fairly and impartially. We need something more than what currently exists.
- I believe delaying on-campus activities until spring 2021 (January) is a more responsible approach. This would allow the city and campus to get through any resurgence as well as flu season, which is another concern medical professionals have expressed.
- "As mentioned in the first survey question about instruction, those concerns would be repeated here. Obviously I am a faculty member based on my previous response, but the issues and concerns for staff are the same. We have proven that many of us are able to work from home while remaining productive. WFH should continue to be an option whenever possible without anyone having the additional burden of giving up privacy to justify the need. Trust your faculty and staff to make the best decision for themselves and the workplace. At this stage I seriously doubt anyone is going to want to stay at home just to avoid work - we all want to leave our houses and get back to normal, but that may not be advisable in all cases. If someone opts for WFH and isn't doing their job, that's a human resource decision the same as coming to the office and not doing a job. At the same time, we need to come up with ways for individuals to safely come into workspaces, either temporarily or permanently. For instance, I would love to sneak into my office to collect more materials that would make working from home easier, but right now I'm not sure if I even have access to the building, nor do I have total confidence that the common areas such as elevators, stairwells, bathrooms are being cleaned properly (sorry, the cleaning crew in my building was extremely lacking before the WFH).
- Overall I feel that UTC has been making good strides in trying to deal with this situation and that has definitely provided reassurance, but it doesn't completely eliminate my concerns. And while I feel fairly fortunate with the flexibility as a faculty member, particularly one with a private office, who is able to do much of my job via home, that doesn't mean I can overlook concerns for everyone else on campus who doesn't have that same flexibility or workspace."
- Again, the logistics seem daunting, but it seems prudent for UTC to get a sense of employees' capacity to return to work and conditions they feel appropriate relative to their individual circumstances. That said, any information gathering should be administered by people outside the employees' unit or reporting line, as certain offices/colleges do not function with a sense of trust in their chain of command. Employees should feel comfortable answering questions honestly without fear of retribution. Management at all levels should be instructed to treat employees with a greater sense of empathy and compassion than might be the norm, and procedures for voicing employee concerns should be made available and communicated clearly. RTP committees and related administrative functions around tenure and promotion should be mindful of the multiple ways our current circumstances will affect individuals' abilities to

meet the evaluative criteria around teaching and scholarship, and perhaps to a lesser extent, professional service.

- Monitor campus health closely and cycle staff off campus if necessary to maintain minimum staff levels.
- Increase hourly wages for custodians and maintenance staff to at least \$15 an hour. Provide PPE for custodians on the front lines of keeping everyone on campus safe.
- "Guidance and flexibility to locally adjust work schedules, work from home opportunities, and leave for all staff and faculty that need accommodation due to illness, quarantine, child or family care, vulnerability."
- Faculty should not be forced to return to campus. Rather, they should be able to pursue an online teaching arrangement and a full work from home setup if they choose to.
- "*Please do not assume we need to return to F2F to survive financially - offering F2F classes is too high risk (legally, ethically, public health) and assumes the 'new F2F' is desired by students/parents. Instead UTC should focus on reducing labor costs (cross train/lateral moves; rotational furloughs; pay cuts for administrators; and unfortunately yes we should cut low performing programs/performers/athletic drains.
- So, make the hard calls/decisions - do not thrust the fiscal survival of UTC on the backs of faculty going back into the classroom. "
- Strictly enforcing CDC recommended social distancing measures for everyone (not just those with a preference for it); Showing more flexibility for employees showing possible symptoms by allowing them to work from home (if mild symptoms) or having a Sick Leave protection/flexibility plan in place
- Allow faculty to return following CDC guidelines (masks in common areas, etc.)
- Employees who can work from home should be able to do so without any onerous approval process from HR or supervisors. Essential employees (custodians and maintenance, especially) must be provided with proper PPE and social distancing while on campus; they should also receive hazard pay or long-overdue raises. Nobody should be putting their life on the line for \$10/hour. Funding sources for accomplishing this in the face of likely lost revenue from other sources should be explored.

Campus Safety and Risk Management Recommendations

- "masks required in buildings and classrooms for staff/faculty/students
- more time between classes to allow for disinfecting"
- Distribute a thermometer to each department and require individuals to check their temperature before work. Also provide each department with disinfectant, hand sanitizer, and masks. Ensure those generally working in close proximity to others are properly protected.
- They have PPE's with see-through mouth areas, but we have already ordered 20k masks....

- Clear strategies about who has preference to be on campus if all students will not live on campus. Nursing students, labs, students who are required to have certain skills and interactions based on accreditation- will these students/programs have priority?
- "For both employees and students there should be specific sanctions in place for those who violate work place and student conduct policies related to public health."
- We need cleaning supplies available in every office to manage their common spaces (door handles, light switches, front counters), and our online contract vendors are out of those. Many of these areas can't rely on facilities or contract cleaning services to clean their spaces based on prior experiences so equipping them to clean their spaces would be helpful. Plexi glass for front desks is important too.
- Keep the school closed until COVID-19 is gone.
- "1) Please work with Communications and Marketing to visually show how and where to reach Student Health Office in Maclellan, it is very tucked inside the building and I can say confidently a lot of students do not know where it is.
- 2) This is a given, but it would be a huge boost to the confidence level of students and faculty/staff if we have an adequate supply of testing kits for our own students. I think reallocating MPH students who received training on how to contact trace during the fall could help, or just having preliminary conversations with the Hamilton County Health Department about what testing would look like if we had it possible for our student population on campus. If the normal testing is only available it would be difficult to require a college student with possibly no option of driving to a location far off campus to get a test. Student living on campus is more likely to get tested if on campus.
- 3) Would be a good time to set a standard of whether or not we can or should make UTC-ALERT an opt-out service rather than opt-in. Logistics could be difficult but now more than ever we need students to get the information that is critical.
- 4) Goes with the above issue and recommendation, I think we need a preliminary alert sent and a promise of a soon follow up of specifics of resulting consequences. Example: student gets tested positive for COVID-19, works on campus and lives on campus. First alert is confirmation of positive test with a promise of more information to follow. Second alert entails information of 'community member' involvement on campus, implore students to get tested at available locations at the time, and ensure contact tracing and those who may be involved with other students are being and will be contacted.
- 5) Do not sugar coat the facts. If we chose to come back 100% have a university message via the Chancellor or Dr. Smith listing numbers of active cases in many counties students live in a positive way. Compare our state testing to others, show and talk about efforts inside Hamilton County to ensure if something were to happen they are being taken care of. Students also want to know what is going on and won't accept answers without facts or specifics because we demand the same from them when writing papers.
- 6) We must be open with our decision making based off of facts from health professionals, both on campus and around our community. Whether we decide to open

fully, continue on despite a potential uptick in cases, or have to cut the semester short like this spring, we have to say definitively what makes us confident in our decisions. Again, our campus community wants to believe in us keeping them safe, the least we can do is be honest."

- I leave this to the task force.
- 1. Clean floors, tables, and study areas in the University Center several times per day - or consider removing the study areas/couch/chair areas in the University Center for the fall semester.
- "Recommendation:
- -Online solves safety issue
- Complete entire semester online given that classroom capacity is going to be a challenge if social distancing is in place.
- -Student crowding – no solution other than online.
- -Remove furniture so that students are not able to use lounge areas.
- -Testing for any student or faculty who wants it. "
- Ok. If a vaccine or successful treatments for COVID-19 are not available in the Fall, then we will have to severely limit access to campus, particularly by students, in the Fall, with only limited FTF classes and essential personnel on campus.
- "Faculty should have a significant voice in how they deliver content (in class, online, hybrid) and hold office hours in Fall 2020. Faculty should have the option to teach online if there are concerns of a second wave or co-occurrence of flu and coronavirus. This should be regardless of class size. For example, some lab-based courses with 'small' class sizes (e.g., 20-25 students) are in small rooms or in rooms where equipment or electrical outlets are 'clumped', conditions facilitating interactions within 6 ft. In this case, general conditions such as total number of students in a class, would not adequately predict risk of transmission.
- There should be an adequate supply of disinfectant and hand sanitizer in all classrooms and labs. Since faculty will not be able to deliver lectures wearing a mask, students should be required to wear masks during class and lab. We need clear policy and be informed how to enforce policy to reduce risk (e.g., a student does not wear a mask to class).
- Faculty should have say in policy regarding office hours. Many faculty offices are small, increasing risk of coming within 6 ft of others. Faculty should have the flexibility to hold virtual office hours. "
- Unless and until the campus has some system in place to test, track, and trace COVID-19 transmission, most other practices will be far less effective or even merely window-dressing. For example, some might want to monitor the temperatures of those entering buildings, but it is a well known fact that many do not have fevers nor any symptoms at all and they are spreading this dangerous disease. So, UTC needs to set up its own antigen testing for everyone on campus and shouldn't open before such testing is widely

available. Those identified with this disease need to be quarantined and their contacts traced. Also, signs need to be posted on every building stating that those not wearing masks are prohibited to enter. This cannot become a 'freedom' thing. And students should have to sign a compliance form for these procedures before returning to campus. We need to cut this nonsense off at the pass.

- Testing should be done as much as possible if you're having people come back on campus.
- "1. Consider limiting restroom use to a certain number of people and creating physical waiting spaces outside the restroom (such as lines on the floor to form a line) after the limit has been reached. Alternatively, helping employees understand where single stall restrooms are located on campus.
- 2. Stagger work start and end times in small increments of 5 or 10 minutes to slow the rate of comings and goings in a way that social distancing can occur."
- Minimize access to areas on campus, limiting how many people can be in any one area at a time. Place stickers on the floor in food areas and bookstores, etc. so that people know where to stand 6 feet apart.
- Contingency plan in future.
- "1. Ultimately it is a personal responsibility to stay within the CDC guidelines for social distancing and use of PPE. Last weekend I went to a few stores and found that almost no one wore a mask. The early spaces - drug stores, grocery stores - found systems to assist people in following guidelines. Other spaces opening do not seem to have protocols in place and therefore people do not seem to think that these are necessary. Therefore having visual markers in place showing social distancing, creating signage, having counter guards, wipes and other blatant reminders of the coronavirus and personal protection is essential.
- 2. Having wipes and hand sanitizer available so that someone can ensure their own safety is crucial. We may pack in supplies. We work in higher education - so our day often changes before we get to campus. Therefore having additional supplies for our own safety is critical to the safety and well being - both mentally and physically. "
- "Goal: Maximize safety via distancing, virtual interaction, sanitizing, and hygiene.
- Assumptions: Waves of CV19 outbreaks continue until vaccine/multiple treatments emerge; Distancing [6'], PPE, & Hygiene remain key; UTC abides by CDC guidelines & utilizes local/state guidelines.
- *Testing/Tracing – Can UTC provide “Rapid Testing”, Contact tracing, & create UTC Case Dashboard
- *UTC Public Health PR Campaign / Leader Communication – Strong Public Health PR messaging (testing; advising when to stay home or return to school; hygiene etiquette. Timely, transparent communication is the goal.

- *Hygiene – Sanitizing stations everywhere. Doors propped open (touchless). Use Stanchions, Plexi-divides. Daily Disinfect all surfaces, esp classrooms. Masks for ALL required, unless solo (enforce?). Zoom used for all mtgs.
- *Staff – Phased return of Essential staff w/ safety protocols. Monitor Remote Work policy. Consult local/state Return to Work Guides. Conduct Periodic Pulse surveys.
- **Liability exposure – Communicate/oversee ADA accommodations faculty/staff, OSHA (general duty clause), Workers Comp (employee illness/death “arising in and out of course of employment”) – consult system Attorneys & shore up liability funds for claims.
- HR to Administer paid Sick Leave & Expanded FMLA (FFCRA), create CV19 Return to Work policy. Push EAP resources.
- Labor Costs, e.g., for internal labor surpluses, do lateral moves & retrain [rotate furloughs/pay cuts?).
- *Budget - Drive sources of Revenue other than student-generated, e.g., Development, Feds. Dec Labor Costs
- *Instruction - Fall Schedule (announce to faculty by June):
 - .Online sections remain online. Hybrid sections (30-80%) move to 100% OL or ramp up OL portion.
 - .Full F2F, if approved by Prov, for labs in Music, Art, Science, Nursing, Eng with distancing/cleaning/PPE.
 - *F2F lecture classes > 30 moved to OL, or use McKenzie/McClelland/Dert/UC/outside...
 - *< 30 F2F classes are converted to HYBRID (30-80% OL), or move OL:
- *ADA process emailed to Faculty (e.g., underlying conditions that necessitate OL teaching)
- *Faculty give their Dept Head a conversion plan by xx. Walker offers training.
 - .e.g., In cramped rooms, ½ class meets M, other ½ W.
- *IT loads Lecture Capture in all rooms
- *Dept Heads give Deans a Back-up Staffing Plan for each Subject Matter, given the impending CV19 faculty impact; all F2F instructors advised to keep Gradebooks current...
- *No waitlists/overrides; no fire code violations
- *Facilities goes into each room on campus and spaces out flexible classroom furniture.
- *WLTC/Smith create Hygiene syllabi policies all faculty use!
- *Dean of Students coordinates Student absences.
- Campus Residential Living
 - .Freshman living in xx-mile radius of campus advised to live off campus for Fall (revisit for Spring)
 - .No student reqd to live on campus, including LLC/Honors. Distancing maximized. Create Outbreak Plan
- Meals/Food court

- “Grab and go” bags; Pickup. Line control. No Dining/Cashless. Vendors follow TN ReOpen guidelines.
- Student Activities - Virtual; Any F2F event is <10 & follows CDC guidelines, state/local guidelines...
- -For any sport kept, follow SEC/NCAA reqs, etc...[plan to Chanc by x]. "
- Allow F2F teaching of courses in classrooms sufficiently large to allow appropriate social distancing.
- I (Chris Horne) propose that we adopt this principle: Regardless of the degree to which UTC courses are allowed to be conducted face-to-face, until a COVID-19 vaccine is available to us, any instructor or student who judges prevention measures to insufficiently mitigate against the risk of serious illness from COVID-19 for themselves or persons they live with will be granted, without question, the option of an equivalent remote instructional arrangement.
- "Develop campus guidelines and protocols that are consistent with governmental and higher education policy."
- Unless testing is available to do daily, focus on mitigation methods. Social distancing, face coverings, disinfecting multiple times daily
- "Require regular COVID19 testing of fac/staff/students??"
- Create and enforce minimum standards for custodial services (and/or hire additional help from an outside firm) "
- "online classes
- cleanliness protocol
- Regular testing of students in dorms
- Regular testing of employees
- masks/gloves where risk is present"
- If restroom doors cannot be made automatic, then foot pedals should be placed on the bottom of each door so people can hold the door open. Of course, ADA needs to be considered as well.
- I would like the university to reconsider its stance on trying to bring everyone back to campus for the fall semester. If you're having staff/faculty return in phases, the same should be done with students.
- Janitorial staff on grounds and cleaning all the time. Require everyone to wear masks while in community areas.
- Every department should be responsible for regularly sanitizing the ares of the campus they use. The cleaning staff can provide regular backups, but they can't be expected to cover it by themselves. Random testing might help to make everyone more vigilant about the state of their health.
- Make sure that classes and meetings all end on time to allow cleaning to take place. The classrooms especially, there needs to be a break where they can be sprayed down (desks, door knobs, etc). Have supplies so that students and others can help do this. Contract

tracing by the health department is great - if it works. This only works for symptomatic cases. For asymptomatic cases, these people could continue to be on campus and continue spreading. The testing needs to happen on campus - there is no way students are going to make it to the healthcare options off campus. There also needs to be expansion of the capacity at the student health clinic - students report that there is never access available during flu/cold season (is this a place where CHEP's could help?). Masks in the buildings all the time covering nose and mouth.

- I think more needs to be done statewide to make PPE's. such as masks, more available to the public. At the moment those items are very difficult to find in stores. It might be necessary to increase the time in between classes to allow enough time to clean and sanitize the room.
- Determine the supplies needed by working with individual units - lab-based courses and activities will use a lot of disinfectant and hand sanitizer. We need to have confidence that supplies will be available.
- "The Covid-19 is still here. I strongly believe that all efforts should be made to keep the school closed unless there are some activities that must be provided on campus.
- If there are reasons to go back to the face-to-face setting, school must provide all students and employees with the following no matter how much that costs. (a) Measure the temperature before the entrance to any UTC building, (b) Provide everybody with the appropriate mask and gloves. (c) If finally the test is available, do it at least to the selected students and employees. (d) Do professional cleaning regularly. (e) Have a plan of how to proceed if somebody on campus is infected."
- Provide masks and whatever other personal health materials are needed for students, faculty and staff. Make sure there is good communication about what is being done and how it is making us safer. People will be scared and unsure of how to act. Provide good information to all internal and external stakeholders, and continue to provide information in an ongoing manner.
- Please be deliberate in your decisions moving forward.
- No matter what state or federal politicians say, this is about SCIENCE, not about politics. The SCIENCE says that isolation in place as New Zealand did is the answer, so rushing into 'college life' is a disaster waiting to happen, and the curve will go up, we may even have a campus epidemic, and we will be back with one week off while we all transition to online. Ahrrrr.....!!! Do NOT open campus fully until the SCIENCE says the curve is way down for 14 days, and the rate is less than 1.0. Dawn Ford is an epidemiologist--LISTEN.
- UTC supplies masks, gloves and Clorox wipes for every employee. Each employee must take temps upon arrival - UTC to supply thermometers. ALL buildings to be thoroughly cleaned every day by Facilities.
- "Staff that must encounter students, visitors, guests (frontline defense & encounters) would be benefited by having cubicles with counter tops higher than desks. There should be a clear glass-like shield the length of counter top. Almost like the old fashioned

management/supervisor cubicles that were half wall and half glass. The difference is these would be designed for safety for all, not for watching subordinates. A small space or speaker vent in the lower part of the shield would allow for fairly clear communication. Student workers and students should only have access to student work areas/stations/room similar to the front desk persons' design. Include doors (could be tall cubicles with doors) to help separate students from staff and faculty, especially if multiple students have to be present at the same time. This would also work with service oriented departments!

- standing or wall dispenser of wipes (in addition to hand sanitizer dispenser) at doors would help if students are told they are required to pull a sheet or two and help fight the spread of germs by wiping their desk as they be seated. Keep the classroom numbers down according to the layout of the classroom. Electronic audio devices for instructors to assist in speaking through masks. Perhaps provide masks to faculty or anyone that has to do classroom work."
- All students, faculty, staff, and administrators should submit to COVID-19 testing paid for by the university on a regular, ongoing basis. Additionally, all persons should submit to daily, non-contact temperature assessments before entering any classroom or other campus facility.
- "1. I do hope there is a texting update system now that will address the issue of being left in the dark with no information for more than 2 hours.
- 2. The one-size-fits-all solution of calling a Lock-Down in this situation could have been disastrous for those of us who were on the first floor of Holt Hall. The first floor of Holt has windows from floor to ceiling. My students and I would have been sitting ducks if the shooter had run through the parking lot shooting at the building. Thinking that a Lock-Down is the best course-of-action for every building and every situation is short-sighted. Each building needs its own protocol. This is a serious weakness of the new policy that must be addressed before Fall 2020. Holt Hall needs a 'safe room' away from windows so that no one is vulnerable to shots coming from outside of the building."
- Not enough cleaning stations. Required masks. Provide gloves? Clean/disinfect nightly?
- "Increase contact tracing opportunities among students & staff
- Remain off campus through the fall to avoid risk"
- I sincerely believe that we need to hope that the medical researchers discover treatments or a vaccine before Fall 2020. But, I think that it is probable that that won't happen so we should be planning to do the Fall courses online except for a few courses. If many course are online, then UTC can easily find ways to deal with the few courses that are not online,
- "1. Understand medical confidentially issues, but faculty must know if student in one of their classes has tested positive and students need to know about faculty. Need to have policy for at home 14 day isolation while still able to attend or teach online while in quarantine. This would only apply if significant exposure time, not casual contact.

- 2. Must clearly and often communicate to students to stay home if sick and that faculty will work to help them make up class work. Must be from UTC admin not just from faculty.
- 3. Campus staff like janitorial and maintenance should wear masks while in classrooms and common areas inside buildings.
- 4. Faculty/staff visits to their management, HR, and other support functions should be required to wear masks since not possible to social distance.
- 5. Continue to hold department meetings and the like via zoom versus in person large meetings.
- 6. Faculty to faculty contact for collaboration or just visit should also have mask requirements unless both agree it is not needed.
- 7. Minimize as much as possible visitors to campus. Visitors must wear mask unless immediate family of students visiting in dorms if roommates are protected."
- All campus buildings need a thorough cleaning done from professional companies - not facilities workers. You see companies spraying mist in the air and on all surfaces - none of that is being done at UTC.
- Make signs for all of the restroom doors reminding everyone to wash hands. Have hand sanitizer available in as many places as possible. Provide ample supplies of sanitizing supplies in every office so that we can be frugal in cleaning our door handles, phones, and all other surfaces in our own offices. I do NOT want to rely on our custodians for this as we will be better stewards of sanitation in our areas. Mark waiting lines in all areas with distance spacing. Have a load limit on elevators which in reality should be one person at a time.
- "COVID-19 testing analysis should be performed in campus biology labs. If Baylor School can do this, why can't we?"
- UTC should provide provide free COVID-19 vaccines to all interested employees and students if/when available"
- all I can say is I appreciate communication that is transparent as possible.
- "weekly testing of all faculty, students and staff
- daily temperature check of all faculty, students, and staff
- assign a committee in charge for distribution and implementation of PPE and cleaning materials. A lot a time in each day to clean and disinfect."
- We need to require a tracking app until such time as there is a valid and reliable antigen test and/or a vaccine.
- Wearing masks, regular testing of everyone on campus, contact tracing for anyone testing positive, lots of disinfecting of surfaces.
- "- Ensuring that all employees have the appropriate PPE that they require (which I believe is still not the case)

- - If there is serious consideration of bringing students back to campus in the fall, there will need to be an on-campus testing site that can handle the volume of daily tests necessary to ensure that everyone is safe and healthy"
- Again, more science-based training, and easy ways to anonymously report those who do not comply and enforce compliance.
- No disposable masks. This would generate biohazardous waste. Give us the disinfectant. If I do in I know it will get done.
- Masks/Physical Distance, Follow CDC guidelines
- It needs to be stressed by leadership that if you are on campus - you are expected to comply with safety precautions. Faculty/staff who can work remotely successfully should remain at home to limit the number of people on campus, open up space for those who do have to be there and, cut down the cost associated with bringing people back to this kind of environment. For those who do have to come to campus - it should be done in staggering shifts/days. Those who do not have to be on campus should be the last to be brought back, especially for those of us who work in high traffic areas such as the UC while we figure out the answers to some of the remaining questions about how to navigate this.
- 1) Require everyone to wear a mask. 2) Smaller classes with room to spread out. 3) Train professors about the risks of and alternatives to small group work where students are too close to each other. 4) Allow faculty and students to opt into online or hybrid classes. 5) Have contingency plans for students/faculty who suddenly become ill in the middle of the semester. 6) Clean computer/keyboards and classroom surfaces between classes. 7) Provide counselors to all of the campus community or even a hotline for sharing concerns or asking questions. 8) Make sure there are no buffets at the food service facilities. 9) Space out computers in labs and other spaces where students use computers. 10) Allow faculty/staff to open the windows in their offices occasionally to let in fresh air. 11) Install the best filters available. 12) Provide free testing for Covid 19 to any member of the campus community. 13) Provide antigen testing (if this is found to show that someone cannot spread the virus) to those who wish to obtain it. 14) Provide free masks for anyone on campus (some people may try to skimp and re-use dirty masks if they feel they can't afford new ones).
- University managed safety and risk working in consort with building managers and occupants to come up with a a building by building plan for social distancing, building control, and use of PPE etc...
- "I would like to know if we are likely to have adequate cleaning and disinfecting supplies for Fall 2020 and who would be responsible for cleaning laboratory teaching spaces.
- I would like to know how the university will be able to effectively contact trace students, faculty, and staff for Fall 2020 and beyond. "

- I don't see how UTC could re-open without providing PPE and at least quadrupling the janitorial staff to be able to disinfect classrooms, lunch tables, study rooms, etc. between uses. Free COVID-19 testing for all students and personnel at student health.
- "Many grocery stores and other businesses have directional aisles and take on floors that promote physical distancing. Every building and some sidewalks should have something like that. This is especially important in crowded areas like dining halls, the library, entrances of classrooms, etc.
- Anyone who was exposed or who becomes ill should be expected to self-isolate. Students living in dorms will need to have a space to do that. I don't know how this would be possible. Some kind of contingency plan for students who catch the virus on campus needs to be in place. I don't think students should be sharing rooms in the fall.
- Free and immediate testing of all campus members should be available as needed. "
- More cleaning staff.
- I'm not sure.
- Suggest multiple testing sites, perhaps one for each college or organization, to run from 8 am to 5 pm for one month. Then evaluate number of positives and needs in the future.
- "Masks and gloves should be made freely available to all faculty, staff, and students who come to campus to work/attend classes. Masks should be worn in shared spaces, especially where a 6 ft. radius cannot be maintained.
- Sanitation supplies should be available for every shared work/classroom space (top priority), as well as individual offices. Breakrooms should follow the same guidelines as restaurants in terms of cleaning/disinfectant protocols. Giving individuals the option of wiping down shared items like microwaves and coffee makers before and after use should address this issue.
- Free coronavirus and antibody testing (once reliable) should be made available to everyone on campus. Contact tracing needs to be implemented so that faculty/staff/students exposed to someone who tests positive for the virus can self quarantine. "
- "University should supply an adequate supply of cleaning/disinfecting products, disposable masks and gloves.
- Transparency - keep employees informed if/when positive cases on campus including area of concern."
- Frequent, clear, consistent communications - even if the update is that nothing has changed or administrators haven't made a decision, even just that communication means a lot to people
- Test everyone. Trace and isolate those who test positive.
- I believe faculty and staff should be supplied PPE by UTC. Making us come back to a crowded campus full of young adults prone to risky behavior is a recipe for disaster. The least UTC could do is supply all employees with PPE, but I honestly don't think we should return to campus in the fall. It's far too risky.

- "While I'm highly skeptical of tech companies having too much private health information, an app (created in-house at UTC) perhaps could work in terms of contact tracing.
- In terms of cleaning, we likely need to hire a TON more people to clean facilities on a regular basis. If our cleaners were currently contracted out (which I believe some were, like the Premier service cleaners in the library), all cleaners, maintenance, facilities people need to be UTC workers, not contract workers. People who are currently working at UTC as contract workers need to be given first dibs on being hired. Perhaps these positions that we'll need a lot of new workers (cleaning, contact tracing, monitoring safety protocols can be a work study job for some students. Other universities require their students to work on campus as payment for their tuition. Perhaps we could do that."
- Have all personnel and students sign a contract that says if he/she does not wear a mask, campus security can ask them to leave the campus. Have more securities on site to enforce it.
- Health and safety standards will be the same as they are now -- aggressive disinfecting of all high-touch services. Such intensive work, however, may be too much for our current cleaning staff. We may have to hire temporary workers to take up the difference.
- Establishing maximum capacity thresholds for spaces like elevators and bathrooms, considering hiring a security guard to monitor crowd size, wearing masks when distancing is not possible, continuing daily temperature checks for employees, establishing protocols for frequency of disinfecting communal areas, and using signage to remind campus users to maintain social distancing.
- Break a class into 2 or more sections, fewer meeting times if on campus: more use of ZOOM
- Again, I question why on Earth you would be asking faculty and staff to dream up safety recommendations for operating a university campus in a global pandemic. Health EXPERTS need to establish protocols and make these decisions FOR US.
- "Provide faculty with disinfectant/wipes to wipe down podiums/equipment before beginning classes. Provide disinfectant/wipes in classrooms for students to wipe down desks/tables before class begins.
- Allow wearing of masks to be optional during lectures...maybe required in hallways and inside buildings when not lecturing."
- MANDATORY upgraded training and protocols for cleaning classrooms, restrooms and all common campus areas.
- "Testing
- One of the biggest concerns that faces UTC is, can this institution protect its students, faculty, and staff to the extent that they feel safe enough to return? My non-medical opinion is that we will not be safe until we have a vaccine, which isn't going into circulation until possibly 2021. So, what can we do?

- I watched the testimony of Dr. Fauci and his associates to the Senate yesterday and found it very enlightening but also disheartening. Senator Lamar Alexander pushed very hard about whether or not TN universities can reopen, and he is heavily dependent on testing. I think this is misguided. COVID-19 testing is not perfect (what is anyway right?) and a main issue is giving false negatives where the swab does not detect the coronavirus particles. This could spell disaster for the UTC campus and allow for an outbreak. However, before we can even consider testing on UTC campus, we must address the fact that there is a shortage of testing and access to testing all across the U.S. UTC would have to guarantee access to a substantial amount of testing. This would be something that UTC would have to establish with the TN Department of Health and Hamilton Co. Department of Health. Good news is a Harvard University study recently said that TN is “well ahead of the curve when it comes to COVID-19 testing.” So hopefully access and availability of testing to UTC will not be a difficult problem to solve.
- Masks
- Students and professors should be REQUIRED to wear face masks while in class. Staff should be required to wear masks as well and be given gloves as well to perform safe cleaning tasks. Masks should be made readily available in easily accessible areas on campus for students and faculty/staff who need a mask (i.e. student services). Placing limits on mask distribution should also be considered (using UTC ID). This distribution system has been used in Taiwan, where their NIH ID will afford each person 2 masks/week.
- Sanitation Wipes
- Sanitation wipes should be readily available to each professor before class begins so that they can wipe down the computer equipment. Sanitation wipes should also be made available to students should they want to wipe down their desk/chair.
- Hand Sanitizer
- Hand sanitizer should be made readily available to faculty, staff, and students. I do not recommend buying huge bottles to leave in the classrooms as more than likely they will be stolen (this is happening in local medical facilities, so it is possible).
- Locked dispensing units for the sanitation wipes and hand sanitizer should be installed in every active classroom, office, and study space. These units should be checked and cleaned at the end of each business day, so they are sanitized and never empty.
- CDC guidelines for cleaning/disinfection: <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
- Contact Tracing
- So, what happens if worse comes to worse and a student/faculty/staff tests positive? This will be a definite possibility as we already know that two members of UTC faculty tested positive and several construction workers tested positive and who knows who else was positive as these students left for Spring break.

- As of May 9, 2020, TN State Representative Mike Stewart criticized the state's contact tracing organization. There are only 350 contact tracers for the whole of the state. That is not nearly enough. So, is there anything UTC can do?
- The state of TN needs a workforce of trained individuals to do this job. UTC could have its own workforce of contact tracers if they take the appropriate training and are willing to devote a massive amount of time to this endeavor as this is not a job to do as a hobby.
- There is currently a course on Coursera by John Hopkins University to introduce basics to contact tracing. Website: <https://www.coursera.org/learn/covid-19-contact-tracing?edocomorp=covid-19-contact-tracing#about>
- CDC information for Contact Tracing: <https://www.cdc.gov/coronavirus/2019-ncov/php/principles-contact-tracing.html>
- Other
- The acquisition and stockpile of these cleaning/disinfecting items should be obtained before the start of fall semester.
- Appropriate enforcement of these guidelines should be made clear to students and professors who decide to not follow these guidelines. What was it the NY Gov. Cuomo said? If you give people the facts, they are more likely to follow the guidelines? Something like that. There should be a concerted effort to inform students/faculty/staff by placing COVID-19 infographics around campus to inform the community about the guidelines, efforts being made (also a .ppt presentation by the Chancellor at the beginning of the school year listing what has been done/being done.) and how to mitigate the spread.
- CDC communication resources: <https://www.cdc.gov/coronavirus/2019-ncov/communication/index.html>
- The implementation of the CDC guidelines to keep the UTC community safe is going to require a lot of work and dedication by maintenance staff. Does UTC have enough personnel to accomplish these tasks? Instead of extending a longer schedule to few people, hire more people with shorter hours on a rotation schedule to reduce the amount of time of exposure for each worker and reduce the possibility of burn out.
- I know the task force is more than likely aware of this, but I thought I would mention it briefly just in case. The CDC has a page dedicated solely to giving advice to college/universities on how to handle COVID-19. Website: <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/index.html>
- Thank you to the members of the Task Force for everything that you are doing. Thank you for this opportunity to express my concerns."
- I think masks should be mandatory for all on campus: staff, faculty, and students. I know they are a pain, but I do think that other countries that have mandatory masks have made better headway with the slow of this virus. I also would like to see all high touch surfaces cleaned in all areas; even if that means providing workers who don't normally do cleaning with the materials so that they can clean.

- Highly regulated and competitive process so that dorms are utilized but to a much less capacity.
- For the library, which serves not only students but also community patrons, a specific policy that non-UTC community member must wear PPE and abide by all UTC COVID safety standards.
- Limit face to face interactions
- give everyone a 3ft hoolahoop so no one stays near another
- I think there should be a minimum standard set for the cleaning of office and classroom facilities. And they should be monitored and checked regularly. For example, the bathrooms should be bleached and scrubbed. The doorknobs and light switches should constantly be disinfected. The floor and carpets cleaned or vacuumed. I also think it is on the responsibility of the faculty to disinfect their teaching station. It would be helpful to have the proper resources, i.e. paper towels and disinfectant or a Clorox wipe, in each classroom and a jug of hand sanitizer. This is something that should be the standard year round not just for epidemics.
- Perhaps free testing for Covid-19 could be offered in several common locations, for example, ARC and Student Center. To reduce the level of outside access/exposure, a higher level of campus security presence in perimeter areas might have merit.
- Cleaning staff need to be monitored more diligently and disciplinary action needs to be used regularly for those who do not complete tasks as they should. They should have the proper training and PPE they need to complete there tasks. If they are not comfortable doing it, they need to be placed elsewhere or they need to look for a job that they feel is in a safer climate. This virus is deadly and if the campus is set on having students back this fall, professional, thorough and thoughtful cleaning should be the number one priority!
- My only choice is to instruct remotely or not at all.
- I believe delaying on-campus activities until spring 2021 (January) is a more responsible approach. This would allow the city and campus to get through any resurgence as well as flu season, which is another concern medical professionals have expressed.
- "I appreciate the weekly zoom calls with the chancellor and provost as it helps give a sense of transparency and helps alleviate some concerns on safety/cleaning, etc. But as I mentioned in the last question, I am deeply concerning about cleaning/disinfectant protocols (and the ability to even get sufficient supplies needed to satisfy whatever new protocols you come up with). Classrooms in the past are generally filthy. I basically have been doing about 3/4 of a COVID level of handwashing for years going in and out of classrooms with equipment that seems rarely if ever cleaned. And the 'cleaning' in my office building is nearly nonexistent - cleaning consisted of emptying trashcans placed in hallways and filling the toilet paper rolls. Frankly, I have to keep handsoap in my office because of how frequently there is no soap in the bathroom despite constant requests to custodial AND I personally did a major cleaning in the bathroom on my office floor in

late Feb & March when COVID concerns were being raised because I was concerned (and don't even get me started on bugs...). Perhaps my building (which I'm specifically not naming) is an outlier, but it certainly doesn't give me confidence in the cleaning/disinfecting that would need to be done in a COVID environment.

- Additionally I worry about any safety standards (such as the one way stairs, entrances, etc) mentioned on various zoom calls and how it will impact accessibility for UTC. There is a difference between a legal standard of accessibility (i.e. having a ramp near heart attack hill) vs the additional burden that someone may have trying to navigate around any additional safety protocols. For instance, I injured my knee and had temporary mobility issues last year which made long walks and stairs extremely challenging. Often my choice was to go out in the heat and humidity/rain to walk the longer distances necessary to avoid stairs or deal with the extreme pain trying to get up and down where I needed to go, and even when I figured out some shortcuts, they were often not available after 5pm which made getting to 5:30pm classes challenging. I was lucky to only have to deal with that for a few months, but those types of burdens will likely last longer for individuals with permanent accessibility issues. "
- In the case of outsourced labor, there should be some sort of liaison role by university employees to guarantee that the companies with whom we have contracts are meeting the same standards we would have for our own employees. I have no idea how these kinds of contracts work, but to the extent possible, I think we should make sure outsourced labor do not lose their jobs due to changes in university functions. Even more than other staff and faculty, employees in maintenance roles should be surveyed by non-supervisory parties to get a better sense of their individual positions and concerns relative to their safety and employment security.
- Nothing except all staff, administration, faculty and students to follow the rules to keep all of us and our families healthy.
- 1. Keep courses online. 2. For labs and courses where F2F is important, reduce class size, take everybody's temperature, wear masks, provide plenty of wipes and disinfectant. 3. Report any non-compliance to police.
- "Again, hammer CDC guidelines and protocols everywhere;
- Account for any shortages in PPE, cleaning products and supplies, etc. in how we conduct university business;"
- Scientists and health officials should be making decisions about health and safety standards, not university administrators. If UTC is going to require employees to wear masks, they need to be provided by the university. If UTC is going to require employees to take their temperature daily, they need to provide thermometers.
- Please provide protections to faculty who don't fall into the technical CDC 'high risk' guidelines yet don't feel comfortable being weekly around hundreds of cavalier undergrads who don't wear masks, distance or wash their hands.

- The protocols for being in enclosed spaces must be completely clear to everyone on campus. A short, easy-to-remember list of do's and don'ts should be emailed frequently, posted all around campus, put on all syllabi, etc. Obviously PPE should be provided to all custodial staff or anyone else who is asked to clean and disinfect. Maybe provide all faculty and administrative staff with boxes of masks they can provide for students or co-workers who need them. If possible, everyone on campus should be tested and contact tracing should be in place, but I have no idea how this will work with visitors or without putting a giant fence around campus.

Outside Community/Community-Facing Programs Issues

- campus visitors
- It is important to have clear communication with community partners on what we as a campus can and cannot do. Do not want to provide 'access' to campus if we cannot really monitor outsiders who comes in and out of classrooms, buildings, and UTC spaces.
- How do you enforce social distancing, hand washing and mask wearing? How do you protect the staff, students, faculty until there is a vaccine? Will you provide masks for visitors? Will there be limits to visitors entering the campus? Will there be limits to folks interacting with the community? What about students who travel home on the weekends? How do we trace their contacts and ensure the safety of everyone?
- Visitors on campus
- Making sure visitors understand and are able to follow policies, arranging meetings while following procedures, organizing meetings/classes/conferences, etc. for on and off campus persons
- Outsiders using campus facilities for meetings and showcases.
- Procedures need to be established for campus visitors and programs that occur off-campus. What is the university's liability?
- "1. UTC should absolutely NOT hold an in-person graduation ceremony in August. We should be doing everything humanly possible to protect the fall semester. Having thousands of people on our campus 9 days before the fall semester does NOT help with that goal.
- 2. Visitors could come to campus from potentially high-risk areas. "
- Community contact by faculty, staff and students, exposes both the community and UTC to infection. There are all sorts of liability issues.
- Protocols established for visitors on campus
- Too many visitors to campus
- "1. Creating a campus culture that all visitors are expected to maintain to be allowed within our community.
- 2. Reduce the number of off-campus visitors"
- "Balancing Public Health vs Financial Stability
- Goal: Maximize safety via distancing, virtual interaction, sanitizing, and hygiene.

- Assumptions: Waves of CV19 outbreaks continue until vaccine/multiple treatments emerge; Distancing [6'], PPE, & Hygiene remain key; UTC abides by all CDC guidelines & utilizes local/state re-opening guidelines.
- *Testing/Tracing – Can UTC provide “Rapid Testing”, Contact tracing, & create UTC Case Dashboard
- *UTC Public Health PR Campaign / Leader Communication – Strong Public Health PR messaging (testing; advising when to stay home or return to school; hygiene etiquette. Timely, transparent communication is the goal.
- *Hygiene – Sanitizing stations everywhere. Doors propped open (touchless). Use Stanchions, Plexi-divides. Daily Disinfect all surfaces, esp classrooms. Masks for ALL required, unless solo (enforce?). Zoom used for all mtgs.
- Budget - *Drive sources of Revenue other than student-generated, e.g., Development, Feds. Decrease Labor Costs and Operating Costs."
- "Communicating when face-to-face meetings are not possible (internet access/functionality, technology access, and security)
- Large groups on campus; what's the risk of something like an athletic event becoming a 'superspreader' event?
- Resistance by individuals to following the CDC recommendations around social distancing and masks.
- A minor thing - but before class, I like to walk around in Fortwood for half an hour or so. What's the risk to households and agencies like Salvation Army and Partnership that are near our campus (and churches and schools) if I take a walk, or walk to meet my colleagues that work at United Way for example? Will we know if we should restrict individual movements into the community if we've been on campus? "
- some of us feel very strongly about wearing masks, others don't. I would prefer face masks worn at all times.
- We have frequent guest speakers and our students are out in the community every semester. They have concerns about going out and what protective measures are needed.
- Summer is an important time for teacher training programs in graduate study or continuing education. We need a way to offer workshops and courses that enables teachers to maintain credentials and earn key professional certifications.
- Not knowing where people have been or who they have been in contact with.
- One of the genuine and admirable UTC achievement of the past decade or so have been a steadily expanding, range of programs that are educational and draw a variety of people from outside the campus community to UTC.
- "No control over visitors
- Visitors entering campus
- Students in the community - working or programs"

- I think it is important that we stay active, but demonstrate that with caution and ask others to do the same. Perhaps we should have UTC masks. I think screening should be regular.
- My concerns here are the same ones I shared about student events and programs - the management/oversight of these events. If we allow outside groups to hold events, how can we ensure that they develop and follow a physical distancing plan? Will the organizations be expected to cover the cost for face coverings, hand sanitizer, cleaning supplies, etc.? If they don't have the funding to cover those expenses, does that mean the organization is not allowed to host events?
- Visitors to campus and how that effects the overall health and safety.
- Community-facing programs that are very willing to integrate virtual programming on a longterm basis that need temporary assistance due to reliance on external funds. Staff for community-facing programs may have increased stress as they navigate varying modalities for program facilitation and uncertainty of program sustainability. Issues also need to be considered regarding differing policies for face-to-face program guidelines between UTC and community partners.
- Social distancing, face masks
- If students, faculty, staff are to be tested and required to wear masks, then anyone coming on campus should also be tested and required to wear masks.
- "We have many events that are postponed from spring, hoping we can do them in the fall (banquet, commencement, reception, advisory meetings). "
- Crowded events, meetings, etc.
- "These recommendations come from Boris Belinskiy, UC Foundation Prof., 26 y at UTC, Math.
- Visitors. Community-facing programming."
- Parents in particular will have concerns, and many of our external partners may have different outlooks on what we should be doing. Some will think we aren't doing enough, while others will think we are being too cautious.
- too much too fast scares me
- Size of groups
- Campus visitors, campus tours & public school tours
- It is important for the university to remain involved in the local community, although that puts students, faculty, and staff at risk with increased exposure to additional people.
- Visitors who come to campus to share their religious or political views should be advised to be respectful to students. Likewise, students need to be more respectful to those with whom they do not agree. I have seen several incidents in which the visitors have become too aggressive, but students have also become too intrusive to the visitors. That is what a college campus is supposed to embrace--diverse ideas.
- "How will we replace events like the Poverty Simulation run by the School of Nursing?

- Will the university develop guidelines for student involvement in field experience or volunteering that is part of the curriculum?"
- It is too soon to reopen to outside.
- The need to balance community engagement with the safety of the students and employees
- "We have very little chance of controlling visitors on campus.
- Any public events, be it performance, concert, athletic event, or any thing of the sort is too chancy to risk."
- Communicate about commencement details in a timely manner.
- Having people on campus who are not students, staff, and faculty adds an additional layer of risk to the Mocs Community.
- My job requires interacting with a lot of people, which I love, but I need assurances that people on campus will observe social distancing. I believe that it works, and I will be able to do my job more productively if I don't have to count down 14 days from every close encounter hoping that I don't develop any Covid symptoms.
- having clean, safe environments
- This is a tough one! Restrict visitors and follow CDC guidance, masks, physical distancing, surveillance of Covid 19
- UTC is open to the public.
- Folks coming to campus who aren't as informed and/or conscientious as the culture we hope to develop.
- We need to take care of our own before we allow visitors. We need to be able to secure our buildings to those who need to be in them.
- Minimizing on campus visitors seems paramount considering the lack of knowledge around the visitors own care/concerns for the virus and whether they might be carriers.
- Guidelines
- I am concerned about how open our campus is with respect to visitors who can easily enter any academic building.
- This should include athletic events, which should be cancelled. I was a collegiate athlete, and I understand exactly how important that experience is for students, but it's far too risky. Numbers of COVID-19 positive test results on are on the rise in Hamilton County.
- Programs that have clinical experiences (e.g. student teaching, nursing, PT, OT, social work, communication, etc.) that require students, faculty and staff to be in schools/hospitals/community. We typically bring high school students to campus for various activities and not sure about programming for the 2020-2021 academic year.
- "Should 'outsiders' be on campus?"
- Who will monitor that social distancing and/or hygiene best practices are followed if outside events are allowed? "
- Unnecessary spread of the virus prior to effective and widely available therapies.

- we have many off campus visitors to our office. Will there be any restrictions as they come into the office.
- -We value experiential learning. That's likely to be limited in Fall 2020.
- The campus is making every attempt to even bring students and faculty/staff back to campus, perhaps in a limited capacity, safely. Adding outside people to the mix creates another set of problems. We should not have people on campus who aren't enrolled students or current faculty/staff.
- I'm not sure how we deal with visitors to campus now, but If virus infection rates continue to fall, social distancing may be no longer be a nationwide recommendation and I suspect that most people are no longer going to be willing to wear masks in public.
- Disinfecting areas so visitors feel safe.
- This is a real challenge. The University has worked hard for years to engage the Chattanooga and surrounding communities. This must continue, but it will be a challenge.
- How will visitors to campus be screened for illness?
- Alumni and community member access to the library - should this be limited in some way, or just make sure that any visitors abide by all campus safety standards?
- not know our UTC guidelines
- I think there should be a strict no visitors to campus. However, this puts student and faculty/staff parents at a disadvantage because we may not have any other options for our children during the day.
- Our campus cannot control everything and everyone with access to the campus.
- As someone who sees many prospective students, in addition to current students, the number of 'pop-in' visitors to our office is significantly high. Our office suite is small and as soon as someone enters it, they are less than six feet from the receptionist.
- I am concerned about having our OWN UTC community return to campus, let alone open the campus to visitors and outside groups. Our campus is working tirelessly everyday to come up with a plan to best protect those on campus. Allowing outside groups, events, programs, and visitors to have open access to campus seems foolish.
- Safety vs our community focused mission etc.
- How can the university enforce health protocols for the entire campus community?
- "Ensuring outside users adhere to UTC protocol
- Ensuring resources for academic use are available in potentially changing landscape"
- Chattanooga area has demonstrated an inability to effectively carry out social distancing and other precautions, which has resulted in case increases. Even with low cases, I do not trust community members to practice responsible behavior on campus. Large gatherings are unlikely to be judged as wise by health officials. University budgets will be strained.
- How to ensure the safety of our campus community given that our community has porous borders.

Outside Community/Community-Facing Programs Recommendations

- "allow zoom meetings for outside visitors as much as possible
- limit attendees to meetings"
- Need clear communication to community partners that encourages creative collaboration but minimizes contact unless necessary.
- No visitors until COVID-19 is gone.
- Communicate clearly and often, establish and share guidelines for using university spaces, help ensure that everyone is informed about who can meet as well as when and how.
- If things are still uncertain or numbers are above levels set by county, state or national level. We should be no means allow campus visitors or outside community onto the campus. There are terrific programs through many different centers but our students and faculty safety should be first. Allowing outside individuals that may or may not choose to wear face coverings (if it is still the recommendation) will be make certain student populations upset.
- I leave this to the task force.
- "1. Consider holding an online graduation ceremony - and publicize the decision SOON.
- 2. Create a policy or guidelines that inform faculty and staff regarding visitors to our campus. Also, disallow visitors in the residence halls."
- Limit non-essential contact with the community by transferring these activities online to the extent possible until such time as we determine it is safe to continue such contacts. Again, this is going to require a risk-analysis to determine what we consider acceptable levels of illness. We have to recognize that this is a short-term solution and work with the community to modify current practices and plan for a continuation of interactions and services when circumstances allow.
- Centralized check-in location for screening
- Please limit those allowed to visit campus during Fall 2020.
- "1. Splash the rules everywhere. Pre-, during and post- event. Ensure everyone is aware - website, photos, marketing for programs, confirmation emails, etc - of the UTC expectations for use of protective gear.
- 2. Consider limits to off-campus visitors. If visitors do not wear protective equipment, refuse entry/service. Create virtual tours of some spaces to limit the number of people walking through all buildings. "
- "Student Activities - Virtual; Any F2F event is <10 & follows CDC guidelines, state/local guidelines...
- For any athletic sport kept, follow SEC/NCAA reqs, etc...[plan to Chanc by x].
- CPE and Exec Ed all online...

- Visitors to campus must be approved by Prov or Chanc to minimize spread from silent super spreaders."
- Access to help desk for community partners working with students to help with communication-related issues & security; or, survey some of the agencies we work with to see what they think they might need. If files must be shared, have some best practices identified to minimize the risk that UTC/students open up security issues. Continue following the best available evidence and sharing best practices to minimize community risk from our campus being open.
- signs on doors requiring masks, PPE for staff working in community
- May need to limit guest speakers or have them present to the class via Zoom or another medium. We will continue to work with our accrediting body on community engagement requirements
- Develop offerings with an eye toward safety that meet the needs of teachers.
- Before any speaker comes onto to campus they need to be screened like you are when you go to the doctor/dentist/or like any other office you go to right now and HR needs to be notified.
- Congruent with social distancing and creative use of video in different locales for large crowds, creative and individualized approaches should be encouraged to keep our now genuine reputation as a metropolitan university.
- "Prohibit students leaving campus
- Have interaction with community via zoom
- Students work remotely"
- No in-person events or programs should be allowed to occur on campus for at least the fall semester. If that mandate is made for student organizations and university-sponsored events, the same rules have to apply for outside groups as well.
- Only allow outside visitors of less than 5 to visit campus for PD or presentations.
- "Some programs may not be able to engage in a face-to-face modality (e.g. in-school residencies, professional development workshops, after school programs, etc). In cases where policies for face-to-face programs differ, it will be important to consider which policy to follow. If a community site does not want outside visitors to facilitate a face-to-face program on their site, we will need to respect this- even if UTC provides more flexibility. If UTC policy dictates that we cannot facilitate face-to-face programming offsite, this should take precedence even if a community site suggests otherwise. Options for facilitating community programs through a virtual or hybrid modality should be considered. In cases where a face-to-face modality needs to be considered, a request for consideration should be submitted like the process for instructors who believe their Summer Part II courses require an in-person format. Impact on revenue generation and/or ability to attract external funds may need to be considered, especially if efforts to embrace diverse modalities negatively impacts program sustainability. For programs that need temporary budget assistance, a proposal process should be considered to provide

support to programs that demonstrate revenue potential with integrating a virtual modality on more long-term basis. This will help community-facing units that are very willing to embrace varying modalities do so without the fear of losing their programs, which may mean multiple staff members losing their positions. While the pandemic has caused a lot of uncertainty, this can be a time to encourage innovation and help programs embrace different ways to support student and community needs that may also strengthen revenue potential. "

- Ask people to maintain social distancing when they are on campus. Make face masks available to all visitors.
- Minimize visitors as we can, when this can be delayed do delay visits. When necessary they need to follow the UTC guidelines. Conferences can move online, so can meetings. Use larger spaces for these events so people can be spread out.
- Although the university exists to serve the community, it might be helpful to limit the number of off-campus visitation.
- "Define acceptable group numbers as quickly as possible and distribute so that we may have ample time to prepare for these activities.
- Consider activities that are hosted by UTC departments, but not held at UTC (e.g., Westin Hotel/Conference Center)"
- phase in the number allowed to attend, Initially require face masks, make sure hand sanitizer is available. Ultimately we need to get back to normality, but we all want to be prudent.
- "Better, keep the school closed.
- If not, until Covid-19 is around, there should be no visitors and no community-facing interaction."
- UTC needs to lead and not follow on how to best keep others safe. We should use our advantage in understanding the science and facts at play and communicate that to the Chattanooga community and our external partners. By making good decisions and communicating those decisions well, we can become a leader in how to get through this difficult time. But that takes leadership and not basing decisions on politics or emotional considerations.
- I just do not think we can begin operating at normal capacity like we did before. The more people we have on campus, the more nervous most of us are going to be. I am already incredibly nervous about the thought of even coming back, but if there are going to be lots of people roaming around everyday, I am not sure I want to be there at all.
- No large groups > 50 at any time unless the restrictions are removed. No outside groups at all
- All tours should be virtual and all campus visitors must make an appointment.
- Campus visitors should be limited to official persons, including subject matter experts invited to address classes in person, particularly in labs or other specialized settings. Visitors who can participate effectively via digital means such as Zoom should do so

instead of participating in person, and all administrative meetings should be conducted electronically or off campus. Students and faculty participating in community-facing programs that require in-person interactions should follow the partner organization's safety protocol, and those participating should monitor their health, including daily temperature readings, for a specified amount of time following each interaction.

- 1. Stricter protocol for both visitors and students should be outlined. No one should be treated with disrespect on our campus.
- Do not allow outside visitors on campus for Fall 2020.
- "We should not hold any events for the general public and/or for students outside of classes, and those should only be face to face if there is absolutely no other way to do it..
- No performances. No athletic events with spectators. No concerts. No large lectures involving public and students. Until we have a vaccine and reliable/valid universal testing, we shouldn't be risking "
- When decisions are made, keep campus in the loop.
- Campus should not be open to individuals who are not staff, faculty, or students.
- taking temps before events, not allowing large close contact events, providing masks for visitors
- There should be policies in place to detail how everything will be handled before students and visitors are allowed back on campus.
- provide masks, hand sanitizer, and keeping areas clean frequently
- Follow CDC guidance, do not reopen campus until virus controlled, targets reached (testing), follow Phase recommendations
- Visitors should be limited to those who NEED to visit in order for us to be able to provide a safe environment for those who do have to be on campus. Visitors should also have to follow the same safety precautions that faculty/staff/students do. Yes, they “have the right” to come on campus since it is public but, for those of us who need to come on campus to conduct our business, we have the right to come to a safe work environment. When the issue is safety, your right to do whatever you want to is outweighed by the safety of the public. People “have the right” to drink and drive but, that doesn’t mean it is allowed...your rights stop when you put other people in danger. Life is not Burger King; you can’t always have it your way but, I think it is about managing expectations. Most people will be understanding and compliant if you set the expectation of safety being the top priority in everything we do.
- If you're going to do continuing ed/workshops, trainers and participants should follow the protocols set for the campus community. Anyone coming to campus to demonstrate should be required to obtain a permit and sign a form agreeing to certain protocols. Perhaps, increase campus security for any such events (not like a police state, but just to make sure folks don't form in big crowds to create super spreading events).

- Swipe entrance to buildings--if visitor has to be on campus they must register, submit to temperature and symptom monitoring etc...they must also comply with PPE requirements and contact tracing Apps.
- We need to have University set guidelines so that all programs and offices are following the same standard. For example- a standard size of people that are allowed for events, etc.
- I would recommend that the campus teaching and learning spaces only be open to students, faculty, staff, and 'registered' visitors and that some safety protocols be put into place to identify 'registered' visitors.
- Cancel events unless we are able to ensure social distancing and provide visitors with adequate PPE. At present, we can't, and shouldn't PPE be diverted to health care professionals anyway? Athletics NEED to be cancelled. It's so dangerous. There is no way to socially distance on a football field. Cancel the games now for the safety of our student athletes. If athletics is funding their education, retain their scholarships.
- so having a policy that's clear about visitors or just restrict visitors to certain areas that can be more easily monitored and cleaned. Clear policy on clinical experiences for UTC students, faculty and staff what is allowed and have them screened after each visit.
- "Events on campus must be limited to such a capacity that individuals can maintain a 6ft. radius. Considerations should be taken into account for the size of the room/outdoor space intended to be utilized.
- Visitors to campus should be limited to those that are essential.
- Virtual events should be prioritized. "
- Post list of restrictions on front door for them to read before they enter the office.
- -When possible, have outside guests visit by Zoom, even if the class is meeting in person.
- "If people aren't students who are already enrolled, faculty who already teach at UTC, or staff who already work at UTC, then they should not be on campus. Any meetings or events with people who don't regularly work at or attend UTC can and should be done via video conferencing.
- This means that sports should not happen, as virtually all sports are contact sports, until there are vaccines or treatments for covid-19."
- We can still practice some form of social distancing, for seminars, meetings and other events where people gather. It may mean holding such events in larger venues where such distancing is possible. Scheduling those events will be a nightmare since we generally have multiple ones each day, but it may be necessary anyway.
- "Provide signage to reassure public/visitors that areas they will be using have been disinfected immediately prior to start of event.
- Provide disinfectant materials to public that may want to clean their individual areas."
- Phase these outreach programs back in slowly. Emphasis on the students and faculty first, then the community.

- If we allow visitors to campus, we need to clear about how they will be screened for symptoms and who will be responsible for that screening. Large-scale community events should be greatly restricted.
- Post some signs with the web link to educate anyone coming through campus on our Specific Guideline around covid
- I think it is important to maintain a no visitor to campus policy. However, there should be a plan to address the needs of those who are required to be on campus (faculty, staff, students) and the fact that they may need to bring their children. Again, the university daycare does not accommodate the needs of the university.
- For organized events, the standards of checking temperature and exposure history of participants could be useful. If we are to be leaders, we should consistently and without exception, without exception of people or events, practice the safety measures we recommend.
- Recognize that certain office suites will have to 'lock' their door and ask that appointments be made ahead of time so that the visitor can be accommodated in a room that is large enough to adhere to the 6-foot social distancing recommendation OR the visit can be conducted via Zoom.
- I believe delaying on-campus activities until spring 2021 (January) is a more responsible approach. This would allow the city and campus to get through any resurgence as well as flu season, which is another concern medical professionals have expressed.
- Many of the same concerns. Limiting access the way elementary/secondary schools are forced to do is certainly one option even though we may not like it. Even things such as having family access by appointment, perhaps restricting access by removing parking availability, maybe allowing members of the public more access to things like the library via internet access. Personally I have even been concerned with creating student assignments/internships that require them to go out into the community because I feel like I am forcing them to balance their safety in exchange for a grade. Even if they are willing I debate my ethical responsibility in creating those types of scenarios - so that would seem to translate to whether we ethically should be putting our UTC community or the Chattanooga community in that position.
- Enforce CDC health protocols for all university staff, students, and campus visitors, such as the wearing of a face mask
- "Promoting clear guidelines or protocols and assigning responsibility to adhere to them.
- Prioritize academic needs for campus spaces, facilities, staff."
- Community members should not be welcome on UTC's campus. Large speaker events or other gatherings should be banned or drastically limited. It is unreasonable to engage in budget cuts for anything related to teaching and instruction or faculty research support if funding is still being given to community events or other programming. My suggestion is to halt large events for the fall semester while we await more information, and consider opening it up a bit in the spring.

- Maybe all events with outside visitors (guest lecturers, guest artists, guest performances, etc.) should be canceled for Fall 2020. Experiential learning that requires students to work off campus in crowded locations should be re-evaluated unless safety can be guaranteed. I can't imagine many students will be clamoring to study abroad right now, but maybe it would be best to persuade them to postpone until 2021.