**Faculty Workload/P&T**

*From Physics*: Recognition of childcare demands on faculty**:**Right now, many faculty with young children are very likely without any childcare, substantially reducing productivity. Even outside the covid situation, the University does not offer adequate childcare benefits, and if there is any sort of a return to campus in the fall, this issue will become critical.  Furthermore, a year of tenure clock delay might be appropriate for parental leave, but it doesn't help someone who is without childcare for the foreseeable future and so has no time for research during that extra year.  Allowances should be made for reduced research output.  The University should also implement common-sense policies to lighten service obligations as much as possible, for instance postponing the meetings of non-critical service committees for at least a year.  The University should further issue guidance to encourage departments to do likewise and lighten teaching obligations where possible, for instance by not rotating teaching assignments except when absolutely necessary.

*From Geography*: If the university expects 9/9.5/10m month faculty to transform their existing, in person, courses to online only or hybrid courses during the unpaid summer months, during the only time we have to conduct full-time research--will it then compensate faculty or otherwise adjust expectations (e.g., for tenure)?

*From Chemistry*: If the university is going to be open all or in part while schools, camps, and daycares, adult daycares, and senior centers are closed, what accommodations will be made for caregivers? Caregiving is 75-80% female identified, and inclusive excellence dictates that we need to be proactive in how we support our colleagues so that their careers do not stall or be irreversibly held back because they cannot do the things they could do with a support team. (grants, papers, travel, planning new classes, innovation)

From *CSEE*: How will the extra time that nine-month faculty must spend on their teaching obligations be compensated, if at all?  How will the extra time that junior faculty must spend on their classes affect the P&T process---particularly the evaluation of a junior faculty member's research contributions?  Will that affect what we ask our external reviewers to evaluate?  Will it affect the tenure clock?

From *CSEE*: Has the Faculty Senate discussed how Fall instruction will (further) impact P&T? I see it impacting both the teaching component directly, but also research productivity, grant preparation, etc. from the additional time required to teach at the same level. Are any adjustments covered by the one year extension announced this Spring? How will guidance---to the applicant, department, College, UFRC, and external letter writers----be adjusted?

**Faculty Research Funds**

*From MCS*: Please clarify the availability of departmental research funds for faculty in the humanities. Will faculty members be able to use their research funds to buy books, attend conferences (virtual/in-person), buy plane tickets (if travel restrictions are removed), conduct research at an archive, for example, without seeking permission outside of the department (chair)?

**PPE**

*From Chemistry*: Who will cover PPE costs- I just ordered around 1500 for gloves/masks/labcoats etc. and this is not something that was budgeted for in grants. Guidance/cost-share for purchases above a certain amount would be useful.

*From Library:* What health precautions are being implemented, and what health protective materials (i.e. masks, protective shields, sanitizer, etc.) are being provided to employees in a phased reopening plan of facilities (including a phased library reopening)?

*From Visual Arts*: 1) One question on the Risk Assessment Form was: "Can you effectively and fairly communicate to participants the consequences for disregarding [safety] controls." But what are those consequences? Will they be consistent across campus? Have they been decided upon? If not, who will be involved in the decision-making? Will there be training on how to "effectively and fairly" communicate those consequences?

2) What preparations are underway for managing people’s resistance to wearing masks and/or following safety regulations -- beyond reciting consequences (see Q1)? Will those preparations span the spectrum from training faculty how to address mild pushback from a student in a F2F teaching environment - to - managing protests organized by outsiders on campus? If addressing the pushback, to include reciting consequences, fails, to whom do faculty, staff, students turn for assistance? And how is that support system of assistants being trained?

**Technology/Teaching**

*From Visual Arts:* 1) When recording a lecture, software demonstration, or discussion that takes place during a regularly scheduled class time so that students can access this activity at a later date, will the instructor need to announce this in advance of recording? And, should specific language be used?

2) When recording a demonstration in which an instructor and student **share desktops** such as through UMBC-provided software programs like Collaborate so that students can access this activity outside of class, will instructors need to announce this in advance of recording? And, should specific language be used?

For 1 + 2: if announcements must be made in advance of recording, can a general statement be provided in the course syllabus that addresses these issues? If so, can the university provide this statement?

3) Does FERPA or other regulations intended to protect student privacy prevent faculty from using non-UMBC provided or approved software/apps to conduct their classes?

*From CSEE*: How do we address the technology limits that many of our students face?

**Student Exams**

*Feedback from Psychology:* A faculty member who is teaching in the summer notes the challenges of scheduling exams in a remote environment—"Summer is not a 'densely' scheduled time period. I have just had to move a scheduled Test for the **third**time this session. My moving these arose due to other instructors scheduling exams during "my" scheduled course period (TuWTh: 9:00-11:50 AM). I have been flexible with the students because I have really been trying to embody the concept of "maximum flexibility" during the pandemic. I worry that, without explicit guidelines, these conflicts will exponentially increase in the Fall.”

*From CSEE: “*There was a lengthy discussion in my department about alternative approaches, but there was a strong consensus that it is hard to avoid cheating and be fair to all the students without some face-to-face monitoring of exams.” Is this possible?

*From Psychology*: Don't forget the need for exam safety and security with software that is able to be integrated into the Bb system or another testing site for exam security.  Cheating is much too easy without any safeguards and Respondus is not able to use universally.

**Meetings with Students outside of Class**

*From CSEE:* Would it be possible to have face-to-face meetings with students that only involve a limited number of students at limited times?

*From Math*: While mentoring of PhD students can be done mostly online, at times, it will be highly desirable to meet in person on campus. These meetings will come under the category of research and will usually involve two persons only. Would it be possible to hold in person research meetings on campus between graduate student and thesis mentor time to time?

**Safety/Facilities**

*From Geography:* 1) We have heard from our colleagues at UMD that they are planning to partially re-open this fall, and that they are concerned about the lack of clarity about plans for common spaces, like bathrooms, in their buildings.  What are the plans to maintain social distancing for professors and students in these spaces, and in lecture halls?

6) How will liability waivers for field courses be handled, and how are we going to accommodate the needs of students who don't have their own vehicles to get to sites where field classes are being held?

*From History:* We have concerns about buildings with old HVAC systems and windows that don’t open.  Is the university doing anything about fixing/ updating those systems?

*From Library*: 1) Is there a plan for multi-user restrooms that are too small for 6 foot social distancing?

2) Is there a plan in place and funding available for regular (at least daily) deep cleanings of facilities and spaces on campus as facilities are opened?

*From English:* How will staff for outside vendors be screened before entering campus? How will those vendors who are on campus daily (Starbucks, etc.) be tested? What role has the university had in establishing these policies? What support will these employees receive from their employers?

**International Students**

*From Economics:*What are UMBC plans to attract more national and international students for online courses? The idea is that if online studying is getting more popular, we can get more international students online without visa processing problems. Furthermore, there are a lot of new educational online ideas to make the class more interactive and interesting for the students.

*From CSEE*: There is a new issue with international students. We've flagged it up our food chain, but wanted to bring it to your attention as well. If our graduate courses are online, and DHS does not provide the same accommodation it did for the Spring semester, our international students currently in the US will be out of status. They need to be on a "full time" load, of which only 1 course can be online, to meet F1 rules. While the expectation is that DHS will provide a waiver like the spring, that has not (yet) happened.

**Part-Time Faculty**

*From CSEE*:  It would be great if the question of extra compensation for 9 month faculty could also be raised for adjuncts. Almost half of our courses are taught by adjuncts, and we are truly asking them to do more than they would normally do over the summer by asking them to prepare their materials to teach online. We really should find a way to compensate them. Most of them do it despite their full time jobs in the industry and government. So if it looks like we're adding work, without recognizing the extra effort in some way, we risk that they may simply choose not to do this.

*From IS:* Similar to CSEE, we have close to 50% of our sections adjunct taught so this puts a lot of burden on our adjunct faculty for Fall prep. Our college is doing a PIVOT plus training which has some compensation element but I do believe the Fall online class prep would have added burden on the adjuncts.

**General Questions about the Fall Re-opening**

*From Visual Arts:* It would be helpful to have guidance from Administration regarding how to prioritize for the fall: Is keeping enrollment up and keeping students moving forward on their degree path -- albeit on a far less substantive level if certain equipment/materials aren't available -- more important than fully meeting learning objectives for the fall?