

June 8, 2020

Senate Secretary Notes, Special Senate Assembly Meeting with President Schlissel

Chair Conway introduced herself and President Schlissel to the Senate Assembly.

President Schlissel noted the impact of the events surrounding the death of George Floyd and his hope for positive motion in the wake of these events.

He invited Senate Assembly members to share their concerns about the 2020/2021 fall semester from a faculty perspective.

President Schlissel said that most agree that the education the University provides is done best in person and certain kinds of courses can only be done in person; many think that nothing can replace face-face communication in a classroom, that personal engagement is a special component of graduate and undergraduate experience. Students feel that a great part of their education is connected with co-curricular events for self-exploration and growth, these are part of the university experience that the University wishes its students to benefit from. But, in the context of the pandemic, these are unique times where personal safety and the ability of society to continue to function are threatened. A lot of the discussion of the challenge around college campuses has been from student perspectives, but the impacts on faculty and staff are just as significant.

The University is planning along two tracks, the first, depending on the state of the pandemic and the possibility of mitigating its impact, is the possibility of being fully remote. There is also planning for a hybrid semester that will be online and in person. President Schlissel said that he fears a second wave of the pandemic, that the relaxation of restrictions have led to all manner of different behavior (more relaxed). If there is a big second wave the University will be online, and it is possible that executive orders from the governor may limit what the University will be allowed to do.

President Schlissel said that he has assembled a COVID leadership team consisting of the Executive Officers and some others including the director of Human Resources, the Director of Public Safety, and the Associate Provost for Finance to work on challenges that cut across everything the University does. This group is receiving advice from a number of other committees, including one on public health interventions, one focusing on ethics and privacy issues that could stigmatize people who have a predisposition to disease privacy factors and prevent them from admitting their liability. The Provost has set up committees to look at educational issues, and the Vice President for Student Affairs is exploring housing, dining and recreational activities for students.

The University is facing a design problem; given that no system is risk-free the University is seeking to design a system that would allow for a hybrid system in which the risk is similar to the risk of remote education. If this is possible, the University will bring students back, otherwise the University will be fully remote. The reason this is so serious is that what the decision for the fall will be in effect for the year because the disease will not go away until there is a vaccine or therapeutics. Even if there is a vaccine the logistical problems of administering two doses to 300,000,000 people are immense.

Recent data suggest that asymptomatic people can spread the disease, and that the disease spreads through droplets and that the likelihood of contracting it depends on the amount and length of exposure. If a person walks past a person who has the disease it is unlikely that the person will contract the disease, but if a person is sitting around in a room with someone who has

the disease, then there is a strong chance of infection. The risk of serious illness varies with age, the average age at which people have died in Michigan is 77, but other predisposing conditions are still being studied, and the risk is not the same for everyone. Given the continuing progress in learning about the disease, it is possible that more will be learned about the virus that will be helpful in managing illnesses that do occur. The fact that the pandemic peaked in Michigan in mid-April with many fewer cases than had been predicted shows that Michigan's interventions were effective.

In the event that the University is offering an on-campus experience in 2020/2021, people will be asked to wear masks when engaging people indoors, they will have to stay home when they are sick. Members of the University community have to rely on one another to keep safe, and there will have to be testing. One thing the country could have done better would have been to have a testing program. By the time of the fall semester the University will have the capacity to test for virus anyone who feels sick, and may be able to screen students when they come back. Determining the best way to deploy testing will be a very important part of any activity—once people are tested there has to be an ability to do contact tracing. The University also wants to minimize travel outside the campus, does not want students going back and forth, and will have to modify facilities to promote social distancing, and will need a communications strategy to mitigate risks. An honor pledge is being developed with students focusing on what people must do to help keep one another safe.

It will be necessary to define triggers that would let the University administration know that there are too many cases. The University has never been in this position so it does not know how the modifications will work. There will be cases of community members suffering from COVID-19 infection if the University is in person or remote; the question is whether mitigation strategies will keep the levels low if the University brings people back together. Large lectures would be remote, labs and discussions of 10-12 people would be safe, people with risk factors would be provided with opportunities to have a fully online experience, as will also be the case with faculty and staff with high risk factors who will work or teach remotely and differently. The issue is whether the addition of all these interventions will be manageable and equivalent to the risks that the University community will encounter anyway. He hopes to announce the direction in which the University will head by the end of the month.

Based on questions coming into the Zoom chat from Senate Assembly members, Chair Conway asked if President Schlissel could speak to the resources such as video editing that are available for remote teaching.

President Schlissel replied that the Ann Arbor campus has been increasing the capacity, both centrally and through the Information Technology groups within units, noting that the Ross School has enhanced its own capacity, and that on the Ann Arbor campus, the Center for Academic Innovation has experts in online pedagogy. While he is less familiar with capabilities on the Flint and Dearborn campuses, he hopes that the Ann Arbor campus' resources will help UM-Flint and UM-Dearborn.

Chair Conway shared another faculty question suggesting that the University has been uncommunicative about the needs of faculty and staff who cannot meet in person, and asked if any thought had been given to number of students who could be in a classroom.

President Schlissel replied that there will be guidelines about class size, but that it will be up to units to decide how to put on a curriculum within the guidelines. The University does not wish to put anyone at risk, and if a person is at particular risk for contraction or having a severe

experience of the illness, the plan is for that person to be in a position to do teaching online, that circumstances will be adapted to people.

Chair Conway asked if junior faculty will be comfortable to say they don't feel like they can come back to campus.

President Schlissel said that the practices with respect to teaching will be the same for everyone.

Chair Conway asked if President Schlissel could address concerns about the integrity of examinations.

President Schlissel said he is concerned about the issue at all the time, and recognizes that there are different kinds of challenges for remote exams. He feels faculty should be developing new sorts of exams, but noted that the University is also trying to teach and develop integrity, that the existing challenge in this regard will be made more difficult by teaching remotely, but he is not prepared to allow anxiety around test integrity to reduce the quality of education on campus.

Chair Conway asked what impact a decision by the Ann Arbor schools to go to restricted schedules would have on teaching.

President Schlissel replied the state of Michigan is incentivized to find a safe way for there to be as much K-12 schooling as possible, and that the University will have to adapt teaching once it is known what school systems decide to do so as to accommodate the needs of working parents.

Chair Conway asked how the University will work to keep the current concerns regarding institutional racism in mind.

President Schlissel replied that the University is on a long journey and will work on having Diversity, Equity and Inclusion become part of its identity. Issues of equity and inclusiveness will be a daily concern and the University community will have to be conscious of this as it tries to do different things.

Chair Conway noted that the University has made short-term accommodations with respect to teaching evaluations and the promotion calendar and asked to what extent will these accommodations will continue in the future

President Schlissel said he welcomes input on the issue, that he finds course evaluations valuable but is aware that when they are done anonymously, some students can be irresponsible. He recognizes that faculty worry about their use in promotion cases and feels that if the evaluations are consistently terrible they can have a negative impact. It is not an issue if the response is uneven—some people are more gifted teachers than others. He noted that students have asked whether everything should be pass/fail for 2020/2021. Because of the uncertainty of the pandemic's duration, faculty have to be ready to continue to evaluate student's work—that insistence on mastery of subjects cannot be given up because these are hard times.

With respect to tenure and promotion, President Schlissel said the University, and each school and college, has policies for stopping the tenure clock, but that people will have to ask for it, which is preferable to delaying tenure decisions for everyone.

Chair Conway asked if the University is communicating with local landlords about plans for the Fall.

President Schlissel replied been communicating with people on campus, but not with landlords directly. He noted that private landlords did not give refunds, that many students have signed leases for next year and will have those obligations since it is unlikely that landlords will accept the loss of rent.

Chair Conway asked what efforts will be taken to consider the “feel” of campus life next year.

President Schlissel replied that it will feel different, that the University community can develop a strong enough culture that people will wear masks and stay in small groups while they are on campus; he is more concerned how the University can help shape the behavior off campus; students will need to recognize that if their behavior is too extreme then the University will have to switch to fully online teaching.

Chair Conway shared faculty questions regarding the problem of internet connectivity for people who cannot connect well. President Schlissel noted that cable providers have taken the opportunity to expand their business by offering free service to homes with students in them, and that the University’s schools and colleges have laptop giveaway programs. Departments will help faculty who lack the hardware to connect from home.

Chair Conway said that people from Michigan Medicine are concerned about the process leading to the decision to halt contributions to retirement accounts.

President Schlissel replied that Michigan Medicine is a huge health care delivery operation, operating with a different set of resources (including higher average salaries), many different mechanisms for supporting research, and that the Medical School has a large degree of autonomy in making its policies. Because of the pandemic, the health system is losing hundreds of millions of dollars—losses arising from the need to create capacity for Covid-19 patients by putting off elective procedures, resulting in a 90% reduction in activity at clinics. The cuts are necessary to bring the health system back into equilibrium as its activities are now ramping back up. Losses were more moderate on the rest of the campus which is why the Health System was allowed to respond differently than the rest of the campus. He noted that he is concerned about the impact of the pandemic on state funding, noting that in 2008/9 the cut was 15%, which would be a \$50 million cut if a similar cut were made as a result of the pandemic.

Chair Conway asked if there was news about planned presidential debate.

President Schlissel said there is no news on this topic.

Professor Malek asked about lab reopening, and stressed the need to separate science from politicization.

President Schlissel said there will be a lot of local control over how the public health tool box is managed—that each unit will have to take the guidance and deliver the best possible curriculum. He added that State regulations dictate the way the University does things, and that while he believes that the current state of diligence will relax in the month ahead, he hopes that faculty will continue to work from home as much as possible

Professor Malek said that there was concern amongst Principle Investigators about very few people per square footage that were allowed under current guidelines and that some people have opened because of confusion over the rules.

President Schlissel recalled his own experience in an overcrowded lab and said that the University cannot allow labs to be fully occupied at the present time, that it is tiptoeing its way forward. Schlissel invited faculty to send him their thoughts.

Senate Assembly Faculty Feedback from June 8, 2020 Breakout Sessions

Feedback from approximately 50 faculty was collected in the areas of teaching, research and safety. Comments below include multiple calls for guidance and recommended standards from central administration with flexibility for decision making at the faculty and unit levels depending on the circumstances.

Brief Summary

Teaching

Concerns were expressed regarding the time needed to properly prepare for remote teaching as well as the access to technology needed to do this work well. Exam integrity was a common theme as was the need for criteria to make teaching/scheduling decisions. Concerns were also expressed about protecting junior faculty and contingent faculty from retribution for requesting not to teach in person.

Research

Concerns were expressed regarding lab activities as well as the need for clarification about the hiring of students in labs. The need for longer term flexible options for promotion of junior faculty as a result of limitations caused by the pandemic was expressed.

Safety

At the forefront were concerns about procedures and compliance (masks, shields, training, staff to monitor). There were questions about contract tracing and testing. Buses and student housing were strong areas of safety concern.

General

Faculty expressed the need for central guidance regarding the procedures for opting out of face to face instruction. Many were concerned about childcare in relation to K-12 school schedules as well as the availability of campus daycare. Visas for Chinese students surfaced as a concern. Finally, there was an expressed need for transparency in budget decisions in the coming months.

Breakout Room Notes

The more detailed notes received from one breakout group specific to Flint/Dearborn and six groups focused on Ann Arbor appear below.

Flint/Dearborn

Prepared by Caitlin Finlayson, Associate Professor of English Literature, UM Dearborn

Teaching

TIMELINE FOR DECISION MAKING & COURSE PREP

Faculty understand that they will have to prepare to teach in different ways (online or in hybrid modes or modified classroom spaces, etc.) and we are willing to rise to the challenge but one of the greatest difficulties is not knowing for what mode of delivery or classroom situation we are preparing.

Preparation for online teaching takes significant *time* and effort, particularly for those new to this mode, and even teaching in new classroom settings will require rethinking classroom activities (such as labs or small group work). Faculty need clear decisions about how we are teaching now and *time* to prepare.

Winter semester was 'triage' in terms of teaching. However, if we want to create a top-notch learning environment in the Fall for returning students we need time and resources to complete preparation *now*.

A-SYNCHRONISTIC VERSES SYNCHRONISTIC & TRANSPARENCY OF DECISIONS

Faculty should have greater input into whether their classes are taught in an a-synchronistic modality or synchronistic modality or a hybrid of the two, if courses are required to move online. While the faculty recognizes the University wants to create options that are as flexible for students as possible, decisions about the kind of method by which the course materials such as lectures are presented to students, should be up to the instructor in conjunction with their departments/discipline.

A related concern was the transparency and equitability of decisions about the modality of a course, the lack of communication about the parameters for making such decisions, and inconsistency about faculty input across departments on the Dearborn campus (The Flint faculty did not see this as an issue). Some faculty were the decision makers about the modality of their courses (hybrid on-line and in-person, synchronistic online, a- synchronistic online, etc.) but in other departments the faculty were not consulted at all and the process by which determinations were made about courses was not articulated.

SOFTWARE/HARDWARE AND OTHER SUPPORT FOR ONLINE TEACHING

Faculty on the regional campus feel that infrastructure and practical support for making the shift to online is lacking. While we have the HUB on Dearborn's campus, for instance, there are only 3 staff members and should the whole campus move online that is not sufficient to support such a mammoth shift.

Likewise, faculty on the regional campuses were concerned that while discretionary funds have been frozen, we are having to make individual requests on a person-by-person basis for software/hardware to support teaching with no clear guidelines about what will be funded. Freeing up funds now to support changes to teaching modalities and create clear pathways and guidelines for accessing such funds.

Also, if we are moving online or to a hybrid mode, faculty need access to audio and visual recording spaces *now* to have time to prepare, record and edit materials.

UM-Dearborn, for instance, has one (1) recording space, which does not seem sufficient for an entire campus going potentially online, particularly if we are being asked to achieve 'excellence'.

Freeing up money for hardware/software purchases, and creating more recording booths on the regional campuses, and perhaps re-directing staff to course design assistance/HUB would be helpful.

Moreover, there are new such recording booths being prepped on the Ann Arbor campus and the regional faculty would like to have access to these. Faculty also request that teaching

support on the Ann Arbor campus (CRLT, etc.) to which the regional campus faculty have access be communicated more frequently and directly to regional faculty.

Research

STUDENT RESEARCHERS/STUDENT WORKERS

Faculty wished for clarification on the guidelines for hiring (or re-hiring) student researchers or workers for the Fall. Is there going to be support for hiring students in labs? Also, ensuring that appropriate training and access to campus procedures are not too cumbersome, and can be easily scaled up as more students/faculty access campus spaces as Fall approaches.

Safety

PROCEDURES AND COMPLIANCE

Faculty would like to know the procedures for the return to the campus in the Fall as soon as possible. Would we have masks or shields? Would we wear masks to class and take them off for lectures? What is the nitty gritty of our work environment, if on-campus.

Faculty stressed the need for achievable, *scalable*, concrete procedures for safely entering and exiting buildings, labs, conducting office hours, etc. The sooner we know this, the sooner faculty to reorganize their teaching and research to comply – but this will need *time* to make the shift for those on the ground.

Who will police student, staff, faculty, and visitor compliance for mask-wearing. You just need to go to your local hardware store to see 50% of people are not wearing masks so *how* and *who* will ensure compliance on the campuses.

General

MORE COMMUNICATION AT UNIT LEVEL

Faculty on the regional campuses felt that, while they were receiving regular updates about changing procedures and policies for teaching and research in the light of the evolving COVID crisis, they felt that they had very little communication on the unit level about how and in what ways this would impact their specific teaching/research responsibilities.

Ann Arbor (1)

Prepared by Allen Liu, Associate Professor, Mechanical Engineering

Teaching

Academic integrity is a major concern given the large number of cases for Winter 2020. How will the university deal with students who cheat, if a large percentage of students are caught?

Safety

What measures for contact tracing do we have for the university and how do we implement that?

Concerns for safety for buses for commuting by buses for both students and faculty.

What are our supplies of PPE for undergrads and grad students? Can we use internal resources for make shields [I think the person is referring to the fact that we have shops on campus]? Are these PPEs going to be provided to the buildings and to our students?

What will be the policy when individuals do not follow the safety guidelines that are put forward, whether in class or in a lab. How do we police that and how do we ensure that they are followed?

General

It would be helpful if different departments can make decisions that best suit the need of the Department in relation to how to operate during the pandemic. For ex, history dept is very different from a medical school dept.

Concerns about reducing level of anxiety from visa issue for Chinese students.

Ann Arbor schools will have 2 days of instructions and 3 days of online instructions a week. This can potentially pose major challenges for work-life balance that demands faculty and staff to work remotely (if they classes are going to be in-person).

Ann Arbor (2)

Prepared by Annalisa Manera, Professor of Nuclear Engineering

EXAM INTEGRITY

It would be good to have some clear top-down policies about how to ensure integrity with online exams. There has been several proposals floating around (posting wrong answers online to catch students who cheat, monitoring students with webcams, etc.). However, without clear directives from the university, the individual faculty risk to run into issues with students (privacy, etc.). The best would be to have a clear set of rules on how faculty can administer exams, so both faculty and students know what is to be expected and approved by the University.

SUPPORT OF JUNIOR TENURE-TRACK FACULTY

Assistant professors and other junior faculty who still have to undergo promotions (for tenure or for promotion to full professors) are under a lot of stress and uncertainty concerning their capability to build up their CV in time for their promotion. While the one-year extension of the tenure clock is a help, the repercussions on faculty research might extend well beyond one year.

There might be additional ways to support this group of faculty.

Suggestions:

- Right now there is a freeze on all discretionary accounts. It would be good to remove the freeze for junior faculty (and keep the freeze only for full professor). In this vulnerable time of no-cost grant extensions and potential future lack of funding, junior faculty need to be able to use their discretionary account to hire students/postdocs and keep their research going.

- Uniform policy would be more helpful than a case-to-case basis decision-making.

Overall, junior faculty are under a lot of stress, even symbolic actions to remove this pressure would be beneficial and appreciated.

- It is difficult at this moment to foresee all issues junior faculty might go through. There should be regular check points for the next 3 years to look at problems junior faculty might face.

Research

RESEARCH RAMP-UP

Faculty understand the need to limit the number of people who are in the lab at any given time. However, the current ramp up policy allows only for part of a group to access the lab. This means some people are simply not allowed to perform their research and faculty have to choose which grants to keep working on and which grants to stop (even if funding is available). Faculty suggests to keep the limit on the number of people working at any given time, but allow rotation among who can access the lab so that everybody in any given group has a chance to work at their lab research.

Safety

GOING BACK TO CAMPUS IN THE FALL

Faculty recognizes that we are in a situation of tough balance between economic issues and safety concerns.

- As the President mentioned, when we are for more than an hour in the same room, even with a small amount of people, there will be risk of contamination (because droplets will circulate in the room, etc.). In view of this, how to justify teaching even for small classrooms? There will still be a non negligible risk of contamination in these cases as well. How will decision be made on this?
- The current uncertainty in what will be decided for the fall semester, makes it difficult for faculty to actually plan their teaching (and work on it during the summer to make sure everything is prepared for Fall)
- What testing and guidelines are going to be used for returning to campus? In Taewan, where they managed to contain covid-19 pretty well, if one student was found to have covid, the entire class had to be closed; if two students were found to have covid, the entire school had be closed. How things will look for UM?
- What kind of testing will be performed? We do know that monitoring temperature is not sufficient, as people can spread the virus before developing fever.
- UM should provide clear guidance (and not leave the decisions to the individual units/department) that allows different response by faculty/students about perceived risks. Some students and faculty might not feel comfortable returning to in-person classes. These individuals should be given the choice not to return to in-person classes, without having to disclose their personal situation (this being underlying conditions, contact with elderly people at home, etc.) Non-tenured faculty might feel the pressure of returning to in-person classes. Therefore, clear top-down guidelines are needed that allow also this group to make their choice freely, without fear of retaliation.

General

The faculty are really appreciative of the opportunity to provide this feedback to UM administrators. It would be helpful to keep the discussion going and have frequent check points, so faculty can keep providing feedback and be involved in the discussion.

Ann Arbor (3)

Prepared by Sara Ahbel-Rappe, Professor of Greek and Latin and
David Potter, Professor of Greek and Roman History

Teaching

It was noted that as there is going to be asynchronous teaching, faculty should be able to do some of this in the summer. Faculty with children will need to have access to campus to prepare for the fall before they have to deal with issues connected with the school system, as will faculty whose age could put them at higher risk of serious infection.

The University needs to ramp up teaching activity gradually rather than have everything happen at once. It was noted that graduate students and faculty are very concerned about the amount of time that online teaching requires (widely seen as taking roughly twice as much effort as in-person teaching).

Curious to know class size recommendations.

How will faculty/staff receive the resources they need (time, funding) in order to respect individuals' choices in this regard?

How will the university ensure that contingent and junior professors will feel safe and supported regardless of what decisions they make re: in-person participation?

There are also questions about online courses, how the University compares to competing institutions, should whether faculty should consider the current state of affairs as temporary or whether they should we ramp-up online teaching for the future.

Research

A professor from the College of Engineering said that there were questions about what would happen with new for PhD students such as whether they can be hired them remotely GSRA, and what happens with tuition paid from grants. He said that there is concern about the timeline as different units have not told departments what are expected for the fall, and uncertainty about when definite decisions will be made.

Safety

How can "we" (university/units/departments/professors) ensure that students, faculty, and staff can OPT OUT of in-person instruction for any reason, no questions asked, without disclosing why?

Will dorms be de-densified? How is the university communicating to landlords of off-campus housing? If the housing is not being managed and de-densified, then what is the point of the hyper-vigilance in the classrooms, studios, and labs.

Parents not seeing public school as childcare, if the kids' situation doesn't seem safe we may not wish to send the kids even if it's open?

General

In addition to family and child issues there are elder care issues as well, and questions about what the university can do to alleviate these issues.

A professor said the child care issues are going to be very serious and that there may be gender equity issues in the way that families handle this issue

Ann Arbor (4)

As reported by Ivo Dinov, Professor of Nursing

Teaching

Criteria needed to decide who teaches what classes, and which are on-line. Who makes the decisions? What are the principles that will be followed? Issues include older faculty, younger faculty, and immunocompromised faculty.

Research

-P&T – consider giving everyone a gap year. Extend by default unless someone requests otherwise.

-Labs – how can labs handle new students in this new environment

Safety

There are daycare issues.

Ann Arbor (5)

Prepared by Deirdre Spencer, Art History Librarian

Teaching

Teaching needs improved technical assistance for high quality online teaching. More functional support needed. We need concrete, workable solutions. How to do this to get this result.? It takes lots of time to put together a high-quality teaching and learning experience.

Teaching Labs are too risky and there needs to be some similarity and equity of the types of experiences that all students have when they take a class (lab). Remote learning can be done easily but not well. The student who has more in-person time will have a better lab experience than the one who does remote learning only. -- Again, remote learning can be done easily but not well. Students deserve better than a GSI doing an experiment on an iPhone. -- This will damage the university's reputation and image.-- He would like to see clear expectations from the administration.-- Perhaps a hybrid model of in person and online teaching and learning with guidance from the top can work best.

Research

There is no safety net for people who run their own research enterprises. Would labs be supported if grants were not available? -- If not, then in 2 years, research would not be done and papers would not be published.

If there is only one person in a team who is working (and presumably being paid) what is happening to the other funding for the rest of the team? Could existing funds be redistributed?

Safety

Faculty can control instructional space well, but there is concern about dormitory life and how much students will socially distance and wear masks.

The entire clinical enterprise creates room for misbehavior. -- It will cost more to do everything we need to do correctly at t time when funds are scarce.

General

More transparency regarding the budget is desired, unit by unit to see where reallocations can take place. By not allowing sponsored research trips to take place, the university is losing funding. There should be support for using "bridge funding" to fund scholars who are actually doing work. Confusion as to why some research funds are not allowed to be used.

Money lost on expensive space not being used

Differing options regarding central and local supports -One speaker is advocating for a more decentralized approach to the operations of faculty learning and teaching so that Schlissel doesn't have to be responsible for everything. The speaker also believes that too many directives from the top down is too confining for faculty. There should be more decentralized decision making across the organization. On the other hand, another speaker felt that it was helpful to have leadership and guidance from the top. Expectations need to be more centralized, not decentralized. Someone suggested that there be a combination of centralization vs. decentralization depending on the context. Flexibility should be possible for certain situations.

Ann Arbor (6)

Prepared by Elena Gallo, Associate Professor of Astronomy and
Kentaro Toyama, Professor of Information

Teaching

FALL TEACHING

Several concerns were raised by a small group of faculty around the possibility of a "hybrid" residential/remote semester. First, many see it as excessively onerous to prepare for a hybrid model - vs. either fully residential or fully remote - both in terms of technological challenges as well as pedagogical ones.

Second, there are wide-spread health concerns (I suspect this is a common theme across several panels): clarity is needed as to whether all faculty will be given an option to "opt out" from in person instruction regardless of, e.g., seniority or health conditions. If this is not the case, there's also serious concern about privacy (as in: will one have to disclose sensitive health information in order to be able to opt out? Are GSIs and lecturers going to be offered the same options? Is the decision of who is going to be able to "opt out" going to be left to Deans and or Chairs? Clarity in all these matters would be highly appreciated.

General

LIBRARY

A concern was raised from a librarian that *any* budget cut - both in their material as well as their staff budget - would jeopardize the ability of the librarian to support the educational mission of the U, particularly at this time when there's an increased demand of services such as, e.g. digitization as well as educational support for faculty that rely on librarian guidance and or training to be able to use the library material as an integral part of their classroom work.

Faculty members who were noted as participating in a breakout room are listed below. There were 20+ additional participants who were not named in the process.

Shake Ketefian - School of Nursing (Retiree)
Priti Shah - College of Literature, Science, and the Arts
Sami Malek, Internal Medicine - Medical School
Neil Marsh, Chemistry - College of Literature, Science, and the Arts
Deirdre Spencer - University Library
Hitomi Tonomura, History - College of Literature, Science, and the Arts
Patrick Drone- School of Music, Theatre, and Dance
Kiran Hari Lagisetty, Surgery - Medical School
Sara L. Ahbel-Rappe, Classical Studies - College of Literature, Science, and the Arts
David Potter, Classical Studies - College of Literature, Science, and the Arts
Amy Hughes, Residential College - School of Music, Theatre, and Dance
J. Christophe Fenno - School of Dentistry
Ilya Kolmanovsky, Aerospace Engineering- College of Engineering
Ivo Dinov, Health Behavior and Biological Sciences - School of Nursing
Annalisa Manera, Nuclear Engineering and Radiological Sciences- College of Engineering
Caitlin Finlayson, Literature, Philosophy, and the Arts -College of Arts, Sciences, and Letters
Joy Beatty, Management Studies & Organizational Behavior - College of Business
Elena Gallo, Astronomy - College of Arts, Sciences, and Letters
Bruce Maxim, Computer & Information Science, UM Dearborn
Francine Dolins, Behavioral Science- UM Dearborn
Allen Liu, Biomedical and Mechanical Engineering - College of Engineering
Kentaro Toyama, School of Information