Summary of Responses from Senators Regarding COVID-Related Concerns

1. COMPLIANCE WITH COVID-19 SAFETY PROTOCOLS (FACULTY)

Issue	Proposed Solution	Discussion
1a. Mask Compliance	Explore a wider range of harsh(er) "sanctions" for documented encounters/violations.	Of course, this is a national problem, but it is a conduct issue, and the university could consider `measures like withholding transcripts, academic depts could agree not to provide references, people could be banned from campus in some instances, etc.
1b. PPE Stocking, Replenishing	Identify gaps, unit by unit, room by room, in the current distribution/stocking system and add a new layer of inspection that will occur more frequently.	Several survey respondents commented on stocks in classrooms and work areas not being replenished. This seems easy enough to fix.
1c. Contact Tracing	Elevate this activity as a university strategic imperative.	Another national problem. There are too many complaints among survey respondents that follow-through is lacking. Do we not have enough tracers in place? There are also issues with people not responding to contact tracers. Elevate this issue, include potential disincentives for non-compliance.
1d. Off-campus Behavior	Maybe, in the most egregious cases, organizational charters could be revoked for three years, or something of similar magnitude that UK has control over.	There are still big parties where people throw the safety protocols to the wind. It doesn't appear that we've figured this one out anywhere. This situation probably can never be effectively policed.

2. REPORTING OF COVID-19 STATISTICS (FACULTY)

Issue	Proposed Solution	Discussion
2a. Dashboard Data Insufficient	Add employee data and add graphs to display long term data for metrics such as positivity rate, number of tests, total number of cases, number of active cases, and new daily cases (raw data and 7-day averages).	n/a
2b. Dashboard Data is Not Current	Ask that dashboard be kept up-to-date.	On 10/25, the last data was from 10/19 which is 6 days of a week that has seen the highest number of cases in Kentucky.

3. FACULTY WORKLOAD (FACULTY)

Issue	Proposed Solution	Discussion
3a. Distributions of Effort May Not Reflect Current Realities	Academic units could offer DOE reviews ahead of the next semester to adjust for professional and personal limitations imposed by COVID-19.	Limitations could include: higher health risk, increased time for family care, disruption of creative activities, redistribution of service load, need for more complex teaching modalities, etc. This action would also document how the COVID-19 pandemic impacts the working conditions and productivity of individual faculty members.
3b. Stress Regarding Course Modalities	Allow instructors final say on course delivery mode and if it is pedagogically appropriate, or practical, to allow remote student participation for in-person courses.	Includes in-person, blended, a/synchronous remote, and other combinations of online learning. This information should be given to the students before the semester starts.
3c. Special Concerns for Faculty with Older School Aged Children	For older children (middle school and up), collaborate with UK student groups to identify and match paid tutors.	Sessions could be by Zoom, or at UK facilities that allow for appropriate spacing and personal protection.
3d. Special Concerns for Faculty with Younger School Aged Children	For younger children, explore whether upper-level Education students could work with small groups or online, either for pay or for experiential education credit.	Both options come with a financial cost to the parents, but maybe UK would be willing to share the cost.
3e. Special Concerns for Faculty Struggling with Online Delivery	Tech-savvy instructors with (some) time could help those struggling with increased teaching load and complexity.	The current environment is hard for faculty to manage if they have trouble with class management or instructional technology. We could work with CELT to create a clearinghouse of needs and available assistance. For example: help with online tech, proctoring/TA assistance, etc.
3f. Special Concerns for Tenure Track and Non-Tenured Faculty	Regular meetings to discuss how to cope with the changed circumstances, while trying to make progress for promotion and tenure.	This could be coordinated with the Office for Faculty Advancement.
3g. Leave Time Related to COVID	Create a faculty shared vacation/leave pool to help colleagues with greater family obligations or with higher health risk.	UK HR would have to be involved in this action

4. FACULTY PERFORMANCE EVALUATIONS (FACULTY)

Issue	Proposed Solution	Discussion
4a. Extraordinary Year Should Not be Evaluated Like an Ordinary Year	Suspend faculty evaluations for this year by waiving the relevant language in AR 3:10.	Covid-19 has created significant and inequitable hardships for faculty and they should not be penalized in performance evaluations. Suspending FMERs would alleviate negative consequences for faculty. One disadvantage to this would be for faculty who are already on action plans or in disciplinary processes who need to be evaluated to avoid potentially harmful delays for specific personnel actions.
4b. Is Unfair to Consider TCEs in the Same Ways as They've Been Used in the Past	Suspend or alter the use of TCEs for spring and fall 2020	Instructors have faced significant burdens when they had to quickly switch to remote teaching in spring and fall the burdens continued as faculty were encouraged to both teach in person, masked with social distancing if comfortable doing so AND provide instruction in multiple formats for students who were unable to attend in person. Disadvantages (of suspending TCEs) are two-fold: TCEs provide a window into faculty efforts around meeting course objectives and student needs during the pandemic; and faculty efforts should be known, and TCEs can serve as evidence for the work that faculty did to serve students in the classroom.
4c. Concerns Pandemic Stressors Will Negatively Affect Performance Evaluations	Solution #1: Allow faculty to self-report their pandemic-related situations and factor those in scoring to take into account the crisis	This potentially addresses inequities in faculty pandemic responsibilities. However, some faculty self-reports may be unreliable (overreporting or underreporting burdens) and it would require additional time to explain/document responsibilities and burdens as the dossier is prepared during a time when faculty are already overburdened; no merit raises are expected anyway.
	Solution #2: Provide extra grace when scoring	This would acknowledge the challenges that all faculty have faced due to the pandemic, but it would not address the inequities in responsibilities/burdens related to the pandemic.
4d. Entire Performance Review Process is Burdensome	Solution #1: Requiring less documentation would save faculty time and energy	Putting together a dossier/portfolio for FMER is time consuming, and faculty are already burdened with responsibilities due to the pandemic. Must also account for tenure-track and non-tenure eligible faculty who may want/need to include as much detail as possible to build a tenure dossier or justify continuation of employment .
	Solution #2: Extend the time for submission	Extending the time for submission may make evaluations less burdensome for faculty.

5. PERSONAL EXPOSURE TO COVID-19 (FACULTY)

Issue	Proposed Solution	Discussion
5a. No Notifications if Classroom Members Exposed, etc.	Develop color-coded notification system for instructors about student absences (tested positive, exposed, etc.)	Faculty want to fulfill their responsibility to control COVID exposures that may be happening in their curricular activities. The lack of notification (regarding whether people in your classroom have tested positive for COVID or may have been exposed and were contacted for tracing) does not allow faculty to respond and adjust to an enhanced risk of exposure, for themselves or the students they are responsible for providing a safe educational experience. Faculty have the authority and responsibility to provide a safe learning environment. See the AAUP statement on the COVID crisis – UK could endorse this position.
5b. Insufficient Numbers of PPE	Ensure PPE supplies are adequate in all classroom space	Create a way to apply for supplies as easily as we do our daily monitoring.

6. COMPLIANCE WITH SAFETY PROTOCOLS (**STUDENTS**)

Issue	Proposed Solution	Discussion
6b. Stresses about Changing Course Modalities	Continue to be as flexible as possible with everyone's needs on an individual basis.	Giving students access to online meetings when they have exposures or feel uncomfortable has been much appreciated by those students as they have been able to maintain learning. Students should be allowed to attend in person if the instructor is offering that. Students learn best in person.
6c. Difficulties in Split Modalities	Give students ability to register specifically for in-person or online teaching.	Encourage faculty to consider offering in-person office hours or even maintaining regular zoom office hours so that students have a way to feel that they are still getting an individualized and meaningful academic experience. This would address student concerns that with online learning they may not reaping the full benefits of their tuition.
6d. Risky Behaviors After Leaving Campus at Thanksgiving	Encourage safety during the mid-semester break.	List unsafe activities and suggesting students staying in Lexington create small pods and maintain them.
	Require the Daily Wellness Checks to be completed starting the 14 days prior to returning to campus	This would be another way to ensure our return to Lexington is safe.

7. COVID TESTING (**STUDENTS**)

Issue	Proposed Solution	Discussion
7a. Mandatory Testing	Explain to students how this benefits them	more and more testing less and less students will comply. Students currently have to get a flu shot, had to get a mandatory test to enter the campus and I am sure more mandatory testing will be coming. Encouragement is important. Not sure if third-party vendor has capacity to manage more frequent COVID testing.

8. STUDENT INTERACTIONS WITH FACULTY (STUDENTS)

Issue	Proposed Solution	Discussion
8a. Confusion about Course Modalities	Increase transparency surrounding course modality.	The sooner we can let students know what their classes will realistically look like, the better off everyone will be. This helps us to prepare for classes and consider the steps we may need to take to adequately learn from and communicate with our educators. If we want students to succeed and to garner what our faculty are capable of providing in their time here, it is imperative that expectations are as clear as possible. Some statement indicating what criteria/events may cause a course's modality to change would certainly be valuable as well.
8b. Confusion about COVID Policies	Make classroom policies known as early as possible.	The greater amount of time individuals have to understand their expectations and new normals, the greater overall compliance. Yes, these policies will probably evolve, but the University needs to let all those returning to campus know what is needed from them to guarantee a safe arrival on campus.
8c. Students Preparing for Spring	Suggest/demand instructors publish Canvas pages including syllabi at least 5 days before classes start.	This has been a long-time concern of many students. Students should know their in-person expectations prior to starting this upcoming semester. Compliance will surely go up once everyone is on the same page.