

Draft Proposals from the COVID-19 Reopening Campus Task Force
Questions from Faculty Senate
With Answers from June 9th Steering Committee Special Meeting

Please note: This document contains Faculty Senate questions compiled by topic with an outline of the answers (in italics) provided by Dr. Norman Beauchamp and Dr. David Weismantel. A separate document shared with Steering Committee members and Faculty Senators compiles these questions by College with names and contact emails for the relevant Faculty Senators.

Dr. Beauchamp recognized that there were a lot of questions, some of which overlapped, and that we would not be able to address all of them in the Steering Committee meeting. However, all the questions would be shared with the relevant subcommittee for them to address. Each committee has a specific charge so, for example, questions about testing will be referred to the Testing Subcommittee. There would not be a specific response to the questions from the subcommittees as their work needs to focus on their charge but, in their work, the subcommittees will consider these questions. After the subcommittees provide their reports, if there are still unanswered questions, faculty will be able to raise these questions.

Reopening Task Force

1. Upon learning of the HR reopening subcommittee, I realize I'm seeing many MSU task forces crop up related to reopening campus, some within colleges, some university-wide. I'm not sure what the purview is of each, what the membership is, how they're collaborating with each other, and who they're advising. What types of decisions will be made at the university level and what will be decided locally by units and departments? I feel like I need a chart or diagram to understand the organizational structure and coordination right now regarding reopening campus. Can someone help us to understand this?
2. Why have faculty and students not played a central role in this decision-making process? Why have they not been included on the Task Force?
3. Why did the Task Force not engage with and solicit the perspective of the main representative faculty body (faculty senate) until the last minute, and how have the concerns and questions they raised been addressed and answered?
4. What was the rationale and justification for announcing a return to in-person work and teaching without the concomitant dissemination of a comprehensive and equitable plan for ensuring the safety of faculty and staff in the fall semester, or at least a reference to such a plan? Will such a plan be developed and publicly released? If so, on what timeframe?
5. I am glad to see the university committee concerned about values like transparency, care/concern for its employees and students, and now feature a commitment to shared voice in governance. These admirable values, however, have not been put into practice in the past. Why should we believe they will be suddenly a new normal that provides real structural change from what we have already experienced? Another way to put this would be: To what extent was *THIS* decision to open made based on input from faculty, especially those of us who are most concerned about the health ramifications for opening the university?

6. Why are we, the faculty, not being consulted right now?

In answer to the first question about the different subcommittees, with the input of the Steering Committee members, the Reopening Taskforce website now provides more information about the subcommittees and additional information (including full membership and contact information for chairs) will continue to be added to expand transparency and accessibility. Dr. Beauchamp acknowledged and accepted some of the problems with including faculty and students in the reopening decision-making process.

In answer to the fourth question about the timeframe of a plan for reopening, the plan and work of the subcommittees will be phased. The earliest subcommittees to report out will have information about approaches to testing, PPE, and contact tracing; other subcommittees will continue their work through the end of the pandemic.

There was discussion about the ways that students were asked to serve on the subcommittees. In relation to the Diversity, Equity and Inclusion Committee, Dr. Maybank worked to secure a diverse group of students; other students were selected because of personal contacts with committee members. ASMSU has only received requests to staff five committees, but there are 22 subcommittees. COGs is concerned that students selected independently are not elected or accountable, which will make it more difficult for graduate students to stay informed of the subcommittees' work.

Choices Regarding Teaching and Learning in Person or Online

1. Will faculty be given a choice of teaching online or in person? If yes, how will this process be unrolled? If not, how do faculty request to teach online?
2. Will faculty have a choice whether or not to offer their own classes online, in-person, or hybrid?
3. Can faculty (and graduate students, academic specialists, etc) choose to teach their courses online or remotely?
4. Many institutions are allowing teachers to choose between hybrid, fully online, or face-to-face depending on preference and individual concerns. Is this a possibility MSU could consider?
5. What will be the policy for faculty who are at high risk of severe illness from Covid-19 or who have household members who are at high risk of severe illness? Will there be a process for these faculty to communicate their needs and will accommodations be made so they may teach their courses online or remotely? I understand there's already a process in place for faculty to self-identify through the RCPD to receive accommodations; will there be a process for faculty with household members who are at high risk of severe illness from Covid-19?
6. Do the faculty have the right to opt out of teaching in person because of health concerns? What if a faculty member lives with a high-risk individual - can they opt out as well?
7. If faculty are not comfortable teaching in person or are not able to do so, what type(s) of documentation do they need to provide and when?
8. If there is a need to justify our choice by proving we "qualify" medically, will we have to submit a doctor's note? Is mental health a priority/concern for faculty having such a choice? Can a note be submitted from a mental health professional?

9. Would choosing to teach online or remotely require RCPD approval, documentation or justification?
10. If there is need for RCPD approval in order to choose to teach online or remotely and given that so much is not known about the virus, what conditions will in fact be identified as qualifying for this approval? And, since what we know about the virus is shifting and evolving, what happens if such conditions shift? Finally, if such disclosure of specific health conditions and vulnerabilities would be required, does this not violate specific rights?
11. The TASK Force document states that there are certain decisions that can and will be made by individual units. Is the decision to choose to teach online or remotely/ hybrid, or in person an individual unit decision?
12. Who is responsible for deciding how graduate students can teach online? Who is advocating for them?
13. How can we protect and support those who might feel uncomfortable saying no to teaching in person (like adjuncts or graduate students or untenured faculty) but who should not be forced to do so if they feel unsafe?
14. Who (and why them) gets to determine the acceptable risk of foreseeable harm, illness, and potentially death at MSU caused by returning from remote to F2F instruction?
15. Who (and how) decides whether a faculty or staff member's health or safety concern is 'high-risk' enough to require them to be accommodated?
16. What will be the deciding factor whether the class will be face-to-face or will be online?
17. What are the considerations for child-care for campus reopening? While I do not care your young children who need day-care, I do care for older children who cannot be left alone. We don't get know what is going to be happening with K-12 in this state....
18. Are people's choices regarding childcare honored? (as in if they choose not to send their child to school or daycare will they be able to teach remotely).
19. Will office hours and advising be required to take place in person?
20. Can we opt in to online teaching if it clearly can achieve better learning outcomes?
21. What about accessibility for remote or online teaching e.g. captioning for videos?
22. Will students have the ability to choose online instruction? Be permitted to remain in lower-risk setting at home, not billed for room and board, yet still be provided equal access to all courses? Can they change formats mid-semester?

Most of these questions are being addressed by the Teaching/Learning/Advising/Student Success subcommittee cochaired by Phil Duxbury and Terry Sullivan.

There was a concern raised about students being able to know as soon as possible whether their classes will be offered in an online, hybrid or in person format. Provost Sullivan noted that there will be 22,000 courses offered in the fall and every one is coded by hand. Therefore, it will take a significant amount of time to register the type of class (fully online, hybrid, in person). There is a preference for hybrid courses in part because international students cannot take more than a certain number of online courses without violating visas.

Many of the teaching-related questions from faculty focused on concerns about faculty choices regarding how to teach. Drs. Beauchamp and Weismantel addressed that accommodations will be made for faculty where possible. The subcommittee is working on

how to do this in a fair and systematic way. With thousands of faculty and teaching staff, as well as concerns about individual and family privacy, it was discussed whether a case-by-case approach would be feasible or whether a blanket policy of individual choice would be more practical.

There was discussion and some confusion about whether the decision to choose online, hybrid or in person courses was a university, college, or department decision. Specifically, the issue had been raised that the Math Department had decided to offer courses online. Faculty asked whether this suggested that departments could make decisions about course modality by themselves or whether there was another process.

There were also questions raised about the Registrar's request for willingness to teach online and whether classes could be offered online or needed to be in person: how much does this information influence how classes are offered?

Equity and Inclusion

1. Given the university's publicized commitment to an inclusive campus that assert MSU's "core values are based on the beliefs that inclusion happens only when the whole campus and community sees it as their responsibility," how does the university reconcile the reopening of campus knowing full well that COVID-19 disproportionately impacts Black and Brown demographics, the disabled, the elderly, the obese, and those who live in multi-generational homes (often Black and Brown family units)?
2. In a letter from the director of the Office of Inclusion and Intercultural Initiatives this summer, it was stated that: "National data indicates that COVID-19 is disproportionately affecting the health of people of color as well as older people, and even younger people are becoming victims in ways unanticipated. This directly impacts many of our friends, coworkers, and neighbors." Knowing that this is the case (and fully understanding the epidemiological impacts to people of color and other marginalized groups given that there is no treatment and no vaccine for COVID-19), how does MSU justify its reopening plans?
3. What will be done to reduce risk for at-risk people of color (especially Black, African American, Latinx people disproportionately affected by the virus in the United States) on MSU's campus whose health is compromised by the phenomenon of weathering, among other factors?
4. How do we ensure that graduate students do not disproportionately shoulder the burden during the fall semester? My fear is that faculty will teach hybrid courses where they interact with students online, but graduate student TAs and fixed term faculty will be required to teach the face-to-face recitations, lab meetings, and small group meetings with students.
5. Many medical professionals have indicated that situations of many people living in close quarters, as well as the staging of mass events, can catalyze a second wave of Covid-9. This is not only true for the younger population of students at universities, but more critically for older faculty and staff who could be at risk for serious and extended complications. In a move that prefigured MSU's announcement, the president of Purdue University announced the opening of that university with a nod toward its "duty" to the public while almost entirely overlooking the well-being of an older workforce. What

evidence is there that this decision to re-open MSU, which entails the presence of tens of thousands of people in close quarters, took into account the well-being of older humans on campus? Another way to put this would be: what percentage of faculty or staff getting ill or succumbing to the coronavirus was deemed as acceptable in “mitigating” or “minimizing” risk?

6. How will we ensure students without reliable internet and/or who do not have laptops are not disadvantaged in digital and hybrid courses? In spring this was a consistent and ongoing issue negatively affecting low income students and should be addressed.
7. Along the same line, how could we ensure students with difficulties to access internet or even electronic devices is not discriminated?
8. It seems like students will make their own decision whether they will come back to campus or continue online, how would one ensure both students will receive the same amount of resources, so we are not discriminating one over the other regarding teaching?
9. What are contingency and support plans for addressing the anxiety of (and threat to) Asian and Asian-American students in particular, as they will likely be continued targets of xenophobic attacks?
10. Along the same line, it is important to ensure no hate or discrimination happening regarding COVID-19 in the communities

These issues are being addressed by the Diversity, Inclusion and Equity Subcommittee.

Teaching Efficacy, Workload and Evaluation

1. Will faculty play a primary role in advising how curriculum gets delivered for local departments where instruction models are specialized and vary from discipline to discipline?
2. How will we ensure our graduate students and researchers at all levels can stay on track to graduate/meet grant requirements given the lack of resources and capacity for lab-based data collection with human subjects?
3. What provisions will be made to ensure in-class teacher efficacy is not negatively affected by mask-wearing requirements on campus? Masks muffle sound and make hearing more difficult for listeners. This will adversely affect all teacher relationships and learner retention, but it will adversely affect those with ESL difficulties and heavy accents who already struggle with student engagement and often even judgement and ridicule. I am confident that people will propose using the mics which are in most classrooms. But I would guess that mics are difficult to quickly sanitize which makes them a likely source for transmitting the virus. Suggestion: clear face shields should be provided to all in-person instructors. (This would have the added bonus of enabling better nonverbal communication during meetings with students.)
4. What provisions are there to ensure graduate students and in-person teachers do not bear the brunt of student complaints and dissatisfaction? What protections are in place to make sure this does not negatively affect the classroom atmosphere and TA student evaluations?
5. What considerations will be made regarding SIRS and the impact of mask wearing, social distancing, and level of comfort in the classroom? I am concerned by the "new normal" impacting student satisfaction and community building in the physically classroom.

6. The exam will be conducted in online setting. The assessment is going to be challenging, is there any resources for faculties to ensure the assessment to students is fair but also comprehensive?
7. How will performance classes be impacted, i.e., music, dance, choir, other large ensembles?
8. In hybrid models, faculty will prepare content for two groups of students (those f2f and those online). How will they be compensated or how will this increased workload be managed?
9. Teaching Load Increases: I fear that this is what will happen. At a research university, a move to have faculty teaching load increase is dangerous. And from me as a faculty (teaching and research) member and administrator, I can't imagine having to teach more. My research would be squashed completely if that were the case.
Fall Teaching question: If faculty need to prepare an in-person class with three weeks online (end of the semester), and a remote class for any students unable to attend in person... that is like preparing 2 or 3 courses for the pay/percentage of one. (And, faculty are about to be forced to take pay cuts, while working more hours even beyond contracts.)

Concerns were raised by faculty about teaching efficacy and evaluation, especially given the difficulty of adjusting to a hybrid or online format. The issue about teaching evaluation doesn't seem to fall into the current charge of the Teaching/Learning/Advising/Student Success subcommittee, but it will need to be addressed in some way.

Medical and Psychological Resources

1. There is mention of necessary medical and psychological resources for students. It is quite possible that for vulnerable students, campus may be actually safer, and provide more resources, than their home communities. On the other hand, MSU has not exactly been stellar in providing counseling for students, and some have anecdotally reported to me long lines in waiting for medical services at Olin in the pre-Covid days. How will the university commit to significantly expanding funding for those now absolutely necessary services, especially when our unit or department budgets are being cut?

Testing, Contact Tracing and Quarantine

1. The document points to particular criteria that have been identified as crucial to “re-opening”: testing, contact tracing, ensuring there will be necessary hospital resources, etc. While these guidelines make sense, How will they be enacted, given: 1) the availability of resources (PPV, testing kits, knowledge of local hospital beds); 2) the viability of ongoing testing and contact tracing for a very large community of 50,000 people; 3) the desirability to maintain the privacy of people’s health histories and movements.”
2. What is the specific testing and tracing plan that MSU will adopt? When will it be made available? Is testing available? How will it be performed? If we don't have extensive testing, then how can we return to campus? How can we “mitigate”?
3. What will be the COVID-19 testing protocols for faculty, students, staff, visitors, etc.? If someone in the MSU community (an individual class, a Dept, a building) tests positive for COVID-19, what will be the next required steps? Will a room, floor, building need to

- be closed for deep cleaning? What will the requirements be for contact tracing and testing? How long will faculty, staff or students need to be quarantined?
4. Will all students, faculty, and staff be tested before the semester starts? Will there be ongoing testing? At least once a month? If this is required, how will this be monitored and enforced?
 5. Do all MSU students, staff and faculties require testing before coming back to campus?
 6. Will there be standardized screening protocols for faculty, staff and students entering buildings? Classrooms? If so, who (and how) will do that?
 7. How frequently will faculty and students be tested? Will testing be provided to all or only those with symptoms?
 8. Will we require a COVID-19 test for any faculty, student or staff member exhibiting symptoms? When will we get clear protocols for the disposition of faculty/students/staff demonstrating COVID-19 symptoms?
 9. What will be the standard return to school policies and procedures for students and faculty/staff who are presumed positive or diagnosed with COVID-19?
 10. Will there be antibody testing available for staff members and students? If so, who will administer such testing? What are the implications for HIPAA and confidentiality rights?
 11. Does MSU have contact tracing app or mechanism ready by the time the campus reopen?
 12. Is there a testing protocol for COVID-19? Also, is there a protocol to deal with a positively diagnosed COVID-19 student staff or faculty? Do then all potentially “exposed” students staff and faculty have to self-quarantine 14 days?
 13. How will the university quarantine students who test positive? Brown University plans to place infected students in a separate dormitory. Will all students and faculty who came in contact with the infected individual also be required by the university to quarantine for 14 days?

Social Distancing/Space in Classrooms

1. Curious how social distancing will be maintained in classrooms. My current rooms will not allow for 6 feet of space between students.
2. How will MSU be able to ensure each face to face class will comply with 6-foot distancing rule, given that there are only limited classrooms in the whole campus?
3. What will the socially distancing guidelines look like? How many feet between students will be required? Which social distance will we use indoors, the one designed for exterior locations and brief interactions (6 feet) or another criteria designed for interior spaces and lengthy interactions?
4. How do we maintain social distance, especially in labs?
5. Can we use alternative spaces for lab e.g. classrooms with larger capacities?
6. Will social distancing be maintained for in-person classes? If so, this will reduce class sizes/capacity; will this reduce enrollment caps? If caps are not reduced, how do instructors maintain fair and equitable teaching standards if not all course students are allowed in a classroom simultaneously? Will classes need to be broken into smaller sections, and taught multiple times?
7. Will social distancing be enforced in the classroom? If so, does the university have the classroom space for this? How would small group discussion occur if students are six feet apart? If not, can you quantify and explain the risk stemming from not social distancing to MSU faculty, students, and staff?

8. Will MSU put a definitive cap on in-person classroom instruction, i.e., no classes will meet in person if they are more than 20 students, etc.?
9. What is going to happen with 50+ classes? I would like some information so I can start planning these classes for the Fall. Is it up to us? I'm planning for full-online delivery since I cannot imagine teaching, using high-impact practices, in a room with 50 students.
10. How will we socially distance during passing periods (in hallways, on stairways, in elevators, at classroom entrance/exits)?
11. How will we govern the entrance and exiting of buildings and the movement throughout buildings?
12. What plans are in place for mitigating conflict and heightened tensions that are likely to ensue from MSU community members differentially adhering to social distancing and mask-wearing guidelines? Isn't it possible fights could ensue as some people perceive their liberties are threatened while some people perceive those not adhering to guidelines are not taking their health seriously? Is the administration prepared to take this on? Furthermore, if there is centralized enforcement of rules and conflict mitigation, what is the plan to ensure that these rules are not differentially and inequitably enforced based on unconscious and conscious bias with respect to race and other identity groups?
13. The document mentions social distancing. How will students living in close quarters practice social distancing? How will young adults who have historically shown a wide range of safe and unsafe health practices be relied upon to be disciplined enough to be socially distant, especially when any breach of such stated norms could endanger a much wider group of students and faculty? How will faculty with offices in residence halls be affected by failed social distancing measures?

Sanitizing

1. What is the plan for upgrading sanitization in classrooms, restrooms, offices, etc.?
2. What is the disinfection procedure for classrooms and labs and who is responsible?
3. If there are in-person class meetings, will faculty be expected to sanitize the space before and/or after each session? If so, will faculty be compensated for this extra labor and risk?
4. What supplies, and additional cleaning staff will be provided to disinfect and prepare the rooms between classes? Who will do this work and how will we ensure it is not an additional burden on student and adjunct instructors?
5. We understand the rationale behind EHS on not allowing gloves in common area; however, it does raise our concern regarding the spread of virus through high touching area, like door handles, elevator button and panel, etc. How will MSU ensure those area are sanitized regularly?
6. Along the same line, bathroom is a enclosed place with high risk of spreading the virus, how will MSU ensure the social distancing in the bathroom?
7. What are the considerations for CLEANING. Studies have shown that bathrooms are a high contact area for contracting coronavirus. Our bathrooms on campus are dirty when there is NOT a highly communicable airborne illness to worry about-- ESPECIALLY bathrooms in classroom buildings. What is being done to assure constant cleaning and disinfection of these bathrooms?
8. What measures will be taken to ensure the sanitary condition of communal bathrooms shared among students, faculty, and staff to prevent transmission of the virus?

9. Will the hand sanitizer apparatus be touchless? Will they be in every hallway? Will doors have touchless entries and bathrooms touchless soap dispensers?
10. What exactly is the strategy for disinfecting places like Case Hall where you have students living, and a number of people who have to come through every day, including with a cafeteria?).
11. If a classroom, floor, building or other unit has a COVID-19 positive case, how long will a closure be to ensure there's no super-spread to the community?
12. What is the method of ensuring air filtration for teaching spaces, particularly with wind instruments or voice, which have particles being sent into the air? Will air filters be provided?
13. Since ventilation systems have been shown to aid in the spread of COVID-19, what specific measures are planned for buildings with poor ventilation systems? How will the university ensure not only the physical space but also the ventilation necessary to keep us safe?

Personal Protective Equipment (PPE)

1. Will faculty, staff, and students be given PPE?
2. Will faculty be provided with PPE?
3. Will faculty, especially those in fields that use studios, labs or facilities, be provided N95 masks and other PPE?
4. I am sure many people are concerned about having to wear a mask all day. Some of us have 10 or more hour work days with teaching schedules. This will be incredibly challenging to teach/speak with clarity in communicating.
5. Will students all be required to wear masks on campus?
6. Will all students (and faculty) be required to wear a mask in a classroom? If so, and some refuse, can the instructor ask that student to leave class?
7. Difficulties on ensuring everyone wearing masks. Given the current climate of the nation, it is hard to enforce everyone wearing a mask. You could easily find one not wearing mask in grocery store or ignoring the 6-foot distancing rule. While I would think most of the MSU communities will comply with the rules, if one doesn't, how would MSU enforce it?
8. What provisions are there to ensure graduate students and in-person teachers are not adversely and disproportionately required to enforce university policy? In particular, how will we prevent a young graduate student of color being required to tell their students they must wear masks in class, and what is the recourse when students protest or refuse? What protections and support does the TA have in the classroom and outside it? What recourse is there to enforce these rules either in class attendance, grades, or via external measures?
9. Can/should/will the wearing of masks and other specifics aspects of social distancing expected by members of our community be enforced? If so by what means, and who will have the authority to do so? What about the wearing of masks correctly vs. incorrectly?
10. Who will enforce (and how) the requirement that faculty, students and staff members be required to wear masks? Groceries and retail are having a hard time with this now...people being harassed and shot.
11. Where is the PPE referenced in President Stanley's email being sourced? Does MSU have it already? If so, is this keeping it from healthcare workers? If not, is MSU certain

that its source will come through, given that there have been numerous PPE contracts that have not been fulfilled so far during the pandemic?

12. Will MSU have the funding to meet the physical modifications and additional masks needed? Will MSU provide masks to faculty, staff, and students? What about visitors? Can the supply chain accommodate the massive amounts of masks that will be required? If required to provide one mask per day for faculty, students and staff members, that will be a huge number. If providing re-usable cloth masks, who (and how) will they be sanitized nightly?
13. Does MSU has enough PPE not only for faculties who will be teaching but also for TAs as well as students?
14. For building without air conditioning (most of LBC, for example) how can you have faculty, students and staff members wear masks with certain temperature conditions?
15. What happens when students sneeze repeatedly due to allergies and sniffles when wearing masks? Do they get a new mask for each time they sneeze? Since students need to eat and drink during lunch, won't all safety protocols be violated during that time when masks must be removed when eating?
16. For departments with in-person instruction and labs, who will cover the costs of PPE (masks, gloves, goggles, disinfecting wipes)? Who is responsible to clean labs and classrooms between use? Who is responsible to develop the safety protocol for in-person instruction and lab use?

Exposure

1. Are we going to attempt to track cumulative exposure durations, e.g. how long do students/staff/faculty spend in F2F settings in interior spaces over a week, should there be a cap?
2. Given that LBC students staff and faculty work in a residential college, with student residents living in the same building, does that increase exposure risks for in-person classes and workplace settings (with shared HVAC and sewage systems)?

Student Activity Off-Campus

1. How will the university control student activity off campus? If students aren't socially distancing off campus, is it going to even matter what we do on campus?
2. How will the university protect faculty... when faculty are forced to teach with students who will not protect themselves off campus? how can faculty be assured students are healthy?
3. How will MSU mitigate against large gatherings, i.e., parties, sports, extracurriculars, conferences, symposia, etc.?

Community Outreach

1. Will MSU facilities be reopened to public use on evenings and weekends? If so, what safety requirements will need to be put in place?
2. What are the regulation and procedures to open the youth program in the Community Music School in Lansing and Detroit, considering the characteristic of these programs? (Children-Youth-Low income demographics etc.)
3. Which support will we have from MSU to open this program in person? (Physician consultation, Materials, testing, etc.).

4. How will MSU work to mitigate potential conflict between the MSU community and surrounding local communities that may blame MSU (faculty, staff, and students) for bringing increased cases of the disease?

Financial

1. What is the overall enrollment outlook for 2020-2021?
2. What is the overall general budget outlook for 2020-2021? Presuming it will see a significant shortfall, what is that estimate? And, what cuts are being considered and are most likely?
3. Reduction in pay: How will this affect faculty retirement? I hope that we can come to some understanding that faculty within CAL and especially within the arts (THR & AAHD) are not on the same pay scale as others within the university. I hope reductions in retirement and/or salaries will be on a sliding scale, and also perhaps adjusted in a way that will not touch the people who are paid the least. I hope all this really is temporary.
4. Will there be more conversations centered on faculty pay being cut (particularly those in lower income brackets), and the health and safety of faculty who are often in vulnerable populations for Covid-19?
5. Will furloughs be implemented on high-risk faculty and staff who are being required to do their job at great personal risk to their health and safety? Or does this decision to return in person mitigate the financial impact of the virus enough to avoid substantial and ongoing salary cuts, layoffs, etc.
6. Our retirement match being cut—this is one of the most appealing benefits this position offered when I started last year. I am very concerned that any match they remove will be permanent and I find that to be, frankly, slightly sneaky. It almost feels like they are using the pandemic as a way to do what they wanted anyway. Will there be something in writing that says it is a one or two year cut but it will come back on -----specific date?
7. Promotion to full professor: I do have a specific concern... I am concerned that the salary increase that would be paired with promotion will be affected. Of course, this is especially sensitive, considering the budget crisis MSU is most likely facing. Yet, I realize that there are 2 opportunities in an academic's career for significant, promotion-based salary increases—award of tenure, and promotion to Full Professor. If the once-in-a-career promotion to Full will not be met with the usual healthy financial compensation, can there be documentation of that fact, as well as commitment to retroactively correct it in the next year or two?
8. See also Letter from faculty in the Department of Pharmacology and Toxicology, (“Pharm Tox Faculty Letter to Faculty Senate”)

The financial issues were not discussed as they are outside the purview of the Reopening Taskforce.

Legal

1. As President Stanley mentioned in his email that we will be wearing masks, another question I have is if we, legally, can even require students to do so?
2. What liability will MSU, colleges, Depts, and Profs have should students, staff, or visitors become ill due to COVID-19 outbreak that is traced back to a particular class?

3. If a student gets sick or dies and it is tied to a specific class, what are the liabilities for the professor teaching the course?
4. If faculty have to share their personal health issues with MSU, who will have access to this info? How will this information be protected? Isn't this a violation of HIPAA? And, will faculty with health issues have them held against them? (This is why this information is protected by HIPAA, because it is used against people.)

Questions about liability will be addressed by the HR, Legal, Health and Safety subcommittee. This subcommittee has a timeline of expected reporting by July 1.

Return to Remote Teaching

1. What is the contingency plan for when cases (and casualties) inevitably arise on campus? Is there a threshold for number of cases (and casualties) that will be allowed, before MSU will return to all online instruction, like late Spring 2020?
2. Does MSU has guideline in place to decide whether MSU need to be shut down again? And has the protocol in place?
4. Do we have a protocol in place to switch everything to online should there be an outbreak?
5. How will the decision be made regarding whether we need to shut down the campus again?

Additional Questions

1. What revisions will be necessary to modify emergency plans, shelter in place, evacuation, etc.?
2. What is university policy regarding teaching in home spaces (patios, garages) to allow safe distancing not offered in a small school space?
3. Have health organizations such as WHO and OSHA been consulted on the re-opening?
4. See also attached set of FAQs and partial answers shared by Brian Teppen, Department of Plant, Soil and Microbial Sciences (“DepartPlantSoilMicrobialSc FAQs about Fall 2020 Instruction”)