Faculty Senate Executive Committee Meeting: November 9th, 2020 (12:30 PM – 1:45 PM)   
Faculty Senate Meeting: November 16th, 2020 (12:30 PM – 1:45 PM) 

**Minutes**

**Attendance**

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| Daniel Ferreira, David Buckman, Laurie Tis, Jennifer Dickey, Jeff Yunek, Daniel Rogers, Cristen Dutcher, Noah McLaughlin, Abhra Roy, Michael Van Dyke, Tsai-Tien Tseng (in place for Amy Buddie), Rebecca Hill, Steve Collins, hassan pournaghshband, Randy Stuart, Douglas Moodie, Chris Sharpe, Jim Wright, Paul McDaniel, Sathish kumar Gurupatham, Ann Vancza, Heather Pincock, Dr. D. Michael Franklin, Humayun Zafar, Phaedra Corso, Sanjuana Rodriguez, Todd Harper, Traci Redish, Craig Brasco (subbing for Diana Gregory), Ivan Pulinkala, Jeff Delaney, Nwakaego Nkumeh, Walter Thain, Ron Matson, Anissa Vega, James Gambrell, Peter St Pierre, Ken Hoganson, William Griffiths, Jim Davis, Tim Blumentritt, Aaron Howell,Justin Pettigrew,Ann Mills, Mary Beth Maguire, Mohammad Jonaidi, Tara McDuffie , Austin Brown, Ying Wang, Lei Li, Irene McClatchey, Giovanni Loreto, Christine Zelt, Lin Li, Snehal Shirke, Thierry Léger, Eric Arneson, Andrea Knowlton, Dean Andrew Phillip Payne, Darina Lepadatu, Mohammad Jonaidi |

**Opening Remarks**

1. Welcome – Humayun Zafar
2. **Online Faculty Senate Meeting Expectations**
3. Please complete the attendance survey (link in the chat window) if you are a senator or a guest.
4. Voting will be carried out electronically (link will be available in the chat window) and will be tracked. **Please only vote if you are a senator.** A non-senator voting will result in an immediate permanent ban from the faculty senate.
5. Use the “Raise your hand” feature in order to be recognized.
6. As we move forward with our senate meetings, the FSEC has heard from its members and agrees on the need to hold to correct parliamentary procedure.  Motions will be preferred over discussion items so that we typically have action items on the floor.  We would like to point out that there will be less time in our meetings used to announce our business items, so it will be more important than even to be familiar with all documents pertaining to our meeting.

To further promote discussion, the president of the faculty senate will begin by calling for dissenting opinions.  If there are no dissenting voices, we will be able to call for a vote directly and increase efficiency in our meetings. 

**Old Business**

1. Plus/Minus Grading System Motion and Survey Results – Drs. Humayun Zafar and Cristen Dutcher (See Appendix 1)
   1. Senators Humayun Zafar and Cristen Dutcher presented the results to the faculty survey on the plus/minus grading system.
      1. Survey Respondents: 826 Full-Time Faculty, 331 Part-time Faculty.
      2. 591 respondents supported Plus/Minus Grading System while 564 were opposed.
      3. A number of senators noted and then expressed concern that the vote was close (51% in favor; 49% against).
      4. Senator Mike Van Dyke, Biochemistry, wondered if the system could be tweeked. Senator Dutcher felt that it was likely the USG would do it for us. However, she deliberately copied UGA’s policy since it is one that is already established within the system.
      5. Senator Bill Griffiths, Mathematics, expressed support of the motion, but said that he was uncomfortable with such a close margin. Would like to see a more positive response in the upper 70th percentile.
      6. Senator Jim Davis, Theatre, noted that many part-timers that he had spoken with were against the measure. They felt that the possibility of increased student negotiating and complaints might make their job more difficult, especially since these faculty tend to teach General Education where students are more likely to argue for higher grades.
      7. Senator Darina Lepadatu, Sociology, observed that the comments in the survey reveal a misunderstanding that a plus/minus system would affect HOPE. Senator Lepadatu noted that HOPE only takes into account the whole letter grade, not pluses or minuses.
      8. Senator Griffiths motioned that the Senate form a committee that continues to work on the resolution. (He also volunteered to be on the committee.)
      9. Motion to create a committee passed with a majority in favor and one against.

**New Business**

1. Approval of Minutes
2. Zero Credit Hour Policy – Dr. Michael Franklin, Computer and Software Engineering
   1. Dr. Franklin noted that this policy would help programs track students who take zero credit hours. (Several current programs, such as Band and Honors, allow students to take zero credit hour courses.
   2. There was some discussion as to whether the motion could be brought forward by a non-senator. The consensus was that by allowing the resolution to come to the floor, the FSEC had given consent.
   3. Senator Jeff Yunek, Music, and Jim Davis, Theatre, noted that this is an important resolution for Music and Theatre, whose students take a number of zero credit hour courses.
   4. Motion passed unanimously.
3. Graduate Faculty Status – Dr. Sheb True, Interim Vice-Provost, DGA, and Dean, Graduate College (see Appendix 2)
   1. Dr. Sheb True presented revisions to Graduate Faculty Status. Among other things, the new language establishes three categories Full (a merging of the Full and Provisional categories of the current language), Associate (Permission to Teach of the current language), and External (Clinical Faculty). In addition, the first two categories maintain their status for five years, while the third categories keeps it for 3.
   2. Dr. True noted that this simplifies the process of applying and keeping Graduate Faculty Status, while also getting rid of such things as the summer due date for applications. Finally, he stated that the CDA, Dean’s Council, and GPCC have looked the proposed policy over and have provided feedback.
   3. Senator Randy Stuart, Marketing, noted that a requirement seems to be for the faculty member to hold a doctorate. She and others noted that there are several terminal degrees at the Masters level, such as the MFA and the MSW.
   4. Dr. True noted that faculty with terminal degrees are included.
   5. Senator Heather Pincock, Conflict Management, wondered whether the CIP codes could pose a problem for interdisciplinary faculty who want to teach graduate courses. Dr. True responded that they submit justifications from administrators when they apply. He also cautioned that the CIP codes are a guide, but that they are not an “end all and be all.” Justifications from administrators also carry weight.
   6. Senator Darina Lepadatu, Sociology, asked whether administrators could teach in graduate programs. Dr. True noted that they could with a justification.
   7. Dr. True also mentioned that he would like to put together a committee formed by representative from all colleges who would review applications and graduate faculty status policy.
   8. Motion passed.
4. COVID-19 Resolution – Darina Lepadatu, Sociology (see appendix 3)
   1. Senator Lepadatu noted as we enter what appears to be a major outbreak, the safest option for faculty, staff, and students would be for all classes to be online during the Spring 2020 semester. She realizes that this is contrary to the BOR’s recent resolution; however, as the second largest university within the system, KSU through the passage of this resolution could provide a strong voice for the rest of the system to adopt similar measures.
   2. Senator Rebecca Hill, ISD, supported the motion, adding her concern that faculty, staff, and students were not receiving accurate data concerning COVID numbers. Moreover, she questioned whether any contact tracing is taking place.
   3. Senator Randy Stuart, Marketing, requested that senators vote for this measure through the survey function rather than by voice.
   4. Senator Zafar, Information Systems, pointed out that this does go against BOR stated policy. Senator Lepadatu acknowledged this, but stated that she could not see the university returning safely with the rising numbers. Senators James Gambrell, Inclusive Education, and Heather Pincock, Conflict Management, agreed and stated that it is important that the Senate express the will of its faculty.
   5. Senator Hill noted that an article in the AJC had pointed to outside interests, most notably a company that partners with USG dorms, have been pushing for more face-to-face environment out of their own economic interests.
   6. One Senator noted that the staff are also very concerned with their own health and safety, especially with the lack of compliance on the part of students. Staff senate had discussed this issue at great length. Senator Pincock noted that it is important for the faculty and its senate to support the staff and theirs.
   7. Senator Pettigrew, Communication, wondered about the impact this would have on student fees. Provost Schwaig noted that the university going online in the spring could have a significant impact on fees.
   8. Motion passed.
5. First Week of Class Resolution – William Griffiths, Mathematics (see appendix 4)
   1. Senator Griffiths noted that as we are going online after Thanksgiving, the University should also consider going online the first week of campus. In addition to helping to ensure the health and safety of faculty, staff, and students, the measure would also help F2F classes establish and then inform students of the rotation that would take place on campus.
   2. Senator Randy Stuart, Marketing, noted that those who are F2F should not be forced to abide by this proposal.
   3. Motion passes with a majority affirming through voice vote and three votes against.

**Reports**

1. Provost’s Report – Dr. Kat Schwaig, Provost
   1. Provost Schwaig wanted to provide updates regarding action on several senate resolutions.
      1. Senate Resolution on Motion on Compression and Inversion. While the resolution asks that the administration address compression and inversion during the next three years, using the Ellemeyer formula, the Provost noted that at this time the university is unable to do so. As a model for funding, the Ellemeyer formula still has undefined metrics, such as what constitutes high performance, that need to be resolved. However, in the spirit of fairness, the university will be looking to other means to address compression and inversion. If Spring enrollment allows, President Whitten will be looking at ways to help address compression and inversion. The administration will then work with the colleges to allocate these funds in a fair and transparent manner. Because of the variability of salaries across colleges and departments, deans will have some discretion on how to award those raises. College strategies must be discussed with the Provost and disclosed to faculty within the college. Moreover, the Provost added that this is a long-term problem and will likely take several years to resolve.
      2. Senate Resolution for Augmented Promotion Raises to Faculty: The resolution asks that faculty who have been promoted or tenured be provided the same level of raise as those who received them last year. Unfortunately, the USG does not allow blanket raises without attention to merit and outside the normal cycle. As with anything, there must be a starting date. Thus, the University is unable to provide augmented promotion raises to faculty who have received tenure and/or promotion before those who were tenured and/or promoted last year and who had received an increased raised. When the President decided to increase the amount of raises for faculty promoted and tenured last year, she wanted to do so as a quick, though, admittedly, incomplete response to Compression and Inversion. (Put simply, this was one solution for what will likely require several solutions.) We the administration feels that it is important to continue with this as one solution.
      3. Senate Resolution on Budget Transparency:
         1. Budget information and budget reports can be found at fiscalservices.kennesaw.edu
         2. Provost Schwaig spoke with the Vice-President of Budget and Planning about working to include current information about the budget as well as the previous two fiscal years, which are currently available.
         3. A large percentage of the budget (80%) is dedicated to personnel. Do not expect to find a lot of non-personnel items.
         4. Faculty should feel comfortable asking college and departmental-level administrators for budget information. In fact, this in part is the responsibility of college faculty councils and department faculty councils. The Provost will also work with the deans to make sure that they can provide information in a format that is helpful and accessible.
         5. The Provost will begin working on information sessions on how university and college budgets are determined and work. We are determinate on the State Assembly for money that is allocated to the University-System.
      4. Senate Resolution on PTR: She noted that she is chairing the USG committee on PTR. She is grateful for those who completed the surveys. Ideally, they will have a report by the end of this year or next year.
      5. Senate Resolution on Covid-19 Reporting: She noted that the University’s goal is to share information that has been confirmed. The University does not want to share information that has not been confirmed, that is rumor or hearsay. The information that is shared has been confirmed through carefully defined policies and practices, overseen by our colleagues. The taskforce, which is currently at work, is glad to explore new ways that information can be adequately disseminated.
   2. Senator Collins, Poli Sci, asked whether the full funding of the compression plan will be made available in writing, noting that the Provost provided a lot of information. She responded that she is happy to work with the Secretary to make sure that that information is clarified and represented in the minutes.
   3. Senator Collins asked about equity funds. Is there any information on how much will be available for equity funds? Provost Schwaig recognizes that the amount does matter. However, she also wanted to note that we are now living in unusual times with the pandemic, notably the budget reductions mandated by the state. While our increase in enrollment has been helpful to maintaining the university, it also costs the university in other ways through increased faculty and staff. In order to make any determination on how much will be available, we will need to see how well enrollment is during the Spring. As soon as the University has the number, it will work with colleges to help make that number available.
   4. Senator Heather Pincock, Conflict Management, noted that the Senate passed a resolution for the Provost and President to pass along their notes ahead of meetings so that senators could review and ask informed questions. Provost Schwaig stated that often she and the President are working on their notes days and even hours and minutes to the Senate meetings so that faculty can have the most up to date information. While she is more than willing to work with the secretary to get those notes out, she will likely not be sharing her own personal notes.
   5. Senator Bill Griffiths, Mathematics, asked about the equity raising, inquiring as to what might happen to faculty who receive meeting expectations in one area and exceeding expectations in another. Provost Scwhaig noted that she will be talking to the deans in order to create a consistent strategy. She feels that these are important questions that she and the deans will be working out. Finally, she noted that this needs to be addressed as we go along. This is an ongoing problem that will require an ongoing strategy. She wants to talk to the deans on how do we make address conversion and compression in an ongoing manner.
2. President’s Report – Dr. Pamela Whitten, President
   1. The President acknowledged the yeoman’s work of the task force and the staff, noting that a number of faculty and staff have been asked to work on some very difficult tasks during the pandemic. For example, One example is the hard work that administrators, faculty and staff did to put together a schedule. Another example, is the work to extend the withdrawal date for student. Finally, a third example is Operations who have been providing testing throughout the semester.
   2. After this week (Thanksgiving), we will move to online learning to finish the semester. She encourages faculty, staff, and students to continue getting tested, which will continue to be made available at the university.

***Proposed***

**Appendix**

**Appendix 1: Plus/Minus Grading System Motion Resolution**:

The KSU Faculty Senate requests that our President and Provost petition the University System of Georgia for KSU to use the following Plus/Minus Grading System.  All faculty will be required to use Plus/Minus Grading, but the assignment of grades will be at each instructor's discretion (i.e. in each course, instructors define what grades are in A+ range, A range, A- range, etc.).  KSU will not use this system in the calculation of the HOPE Scholarship GPA.

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| --- | --- |
| KSU Grading System | |
| Grade | GPA |
| A+ | 4.30 |
| A | 4.00 |
| A- | 3.70 |
| B+ | 3.30 |
| B | 3.00 |
| B- | 2.70 |
| C+ | 2.30 |
| C | 2.00 |
| C- | 1.70 |
| D | 1.00 |
| F | 0.00 |

**Appendix 2: Graduate Teaching Status**

(Chart Summarizing Changes to Language)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Graduate Faculty Status: Presented to Faculty Senate Executive Committee (11/9/2020) |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | CURRENT |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Eligible to: | Teach Graduate Course | Supervise GRAs/GTAs | Vote on Grad Committees | Chair Dissertation/Thesis | Committee Member Dissertation/Thesis | Duration |  |  |  |  |  |  |  |
|  | Full | X | X | X | X | X | 5 years |  |  |  |  |  |  |  |
|  | Provisional | X | X | X | X | X | 3 years |  |  |  |  |  |  |  |
|  | Clinical | X |  |  |  | X | Variable: 1 to 3 years |  |  |  |  |  |  |  |
|  | Permission to Teach | X | X |  |  | X | Variable: 1 to 3 years |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PROPOSED |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Eligible to: | Teach Graduate Course | Supervise GRAs/GTAs | Vote on Grad Committees | Chair Dissertation/Thesis | Committee Member Dissertation/Thesis | Duration |  |  |  |  |  |  |  |
|  | Full | X | X | X | X | X | 5 years |  |  |  |  |  |  |  |
|  | Associate | X | GTAs only | X |  | X | Up to 5 years |  |  |  |  |  |  |  |
|  | External | X |  |  |  | X | Up to 3 years |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Transitions: |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Full and Provisional become Full |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Permission to Teach becomes Associate |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Clinical becomes External  (New Language) |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**4.1.2 – The Graduate Faculty**

Appointment to the Graduate Faculty carries approval to teach or otherwise academically supervise students at the post-baccalaureate level, eligibility to participate on graduate committees, and eligibility to elect representation for graduate committees. Members of the Graduate Faculty are expected to demonstrate a high level of scholarly activity and active professional involvement in their discipline and are required to demonstrate teaching expertise at advanced and specialized levels appropriate for graduate programs.

The College of Graduate and Professional Education (CGPE) is responsible for providing leadership and oversight for graduate education at Kennesaw State University. The CGPE Dean is responsible for ensuring institutional standards for graduate programs, including establishing and reviewing institutional faculty qualifications for engaging in post-baccalaureate instruction. Through this role, the CGPE has the responsibility of qualifying faculty to engage in post- baccalaureate instruction.

Consistent with University policy and accreditation standards, instructors may not serve in a primary instructional role in any post-baccalaureate activity for which graduate hour credit is sought or awarded without prior or concurrent review and approval by CGPE. Appointment to the Graduate Faculty of Kennesaw State University or permission to engage in post- baccalaureate instruction is based upon a faculty member's qualifications. However, membership in the Graduate Faculty does not create a right to a graduate instructional assignment. Under University policy, such assignments are made at the college and departmental level.

All applications for graduate faculty status must be submitted through the process identified by CGPE. Permission to engage in graduate instruction will be given in writing and recorded in the University's Faculty Information System (FIS) or other equivalent system. An instructor's permission to engage in graduate instruction is limited to those activities for which permission is specifically sought and authorized by CGPE.

**Criteria for Granting Permission for Graduate Instruction**

In determining whether an instructor possesses the minimum academic qualifications to instruct at the post-baccalaureate level, CGPE is guided by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Academic Credentials standards.

SACSCOC utilizes a graduate course or other credit-bearing activity - not a program - as the unit of measuring qualification. It requires instructors to qualify for graduate instruction in one of two ways. Primarily, instructors qualify for graduate teaching by earning a terminal degree in a discipline relevant to the faculty member's instructional assignment (see SACSCOC Principle 6.2.a). Alternatively, SACSCOC also recognizes that individuals may demonstrate the capacity to engage in graduate instruction through means other than a terminal degree, including relevant professional experiences, licensures or certifications that are relevant to the teaching assignment. In such cases, the individual must provide acceptable evidence of these

proficiencies prior to being assigned to teach a graduate course.

**Classifications of Graduate Faculty**

Kennesaw State University supports three types of Graduate Faculty status. The standard appointment is Full Graduate Faculty status. Associate Graduate Faculty status supports KSU employees who focus on graduate teaching rather than research. External Graduate Faculty status allows KSU to draw on members of local and academic communities to serve special purposes, such as teaching particular graduate courses or serving on thesis/dissertation committees.

Full Graduate Faculty Status

Full appointments to the Graduate Faculty are made for five-year terms and make faculty members qualified to:

* Teach graduate courses.
* Supervise graduate research assistants (GRAs) and graduate teaching assistants (GTAs).
* Serve as voting members and chairs of university graduate committees.
* Serve as chair, member, or reader for thesis and dissertation committees.

To be eligible for Full Graduate Faculty status, a faculty member must have the following qualifications:

* Teaching: KSU must offer graduate courses for which the faculty member has a CIP match or approved justification by department chair and Graduate dean.
* Research: The faculty member must have 1) an active record of research in the discipline over the past five years; 2) earned a terminal degree in the discipline in the last two years; or 3) a special exemption based on professional qualifications.
* Employment Status: The faculty member must hold a tenure-track position or be a full- time instructor at KSU.

Associate Graduate Faculty Status

Associate appointments to the Graduate Faculty are made for up to five-year terms and make faculty members qualified to:

* Teach graduate courses.
* Supervise graduate teaching assistants (GTAs).
* Serve as voting members of university graduate committees.
* Serve as member or reader for thesis and dissertation committees.

To be eligible for Associate Graduate Faculty status, a faculty member must have the following qualifications:

* Teaching: KSU must offer graduate courses for which the faculty member has a CIP match or approved justification by department chair and Graduate dean.
* Employment Status: The faculty member must either hold a tenure-track position or be an instructor at KSU.

External Graduate Faculty Status

External appointments to the Graduate Faculty are made for three-year terms and make faculty members qualified to:

* Teach graduate courses.
* Serve as a member or a reader for thesis and dissertation committees.

To be eligible for External Graduate Faculty status, a faculty member must have the following qualifications:

* Employment Status: The appointee must not hold a full-time position at KSU. AND
* Teaching: KSU must offer graduate courses for which the faculty member has a CIP match or approved justification by department chair and Graduate dean.

OR

* Research: The faculty member must have 1) an active record of research in the discipline over the past five years; 2) earned a terminal degree in the discipline in the last five years; or 3) a special exemption based on professional qualifications.

**Process for Appointment**

The CGPE Dean is responsible for approving membership in the Graduate Faculty. This process is initiated by the faculty member and routes to their department chair. The

department chair will verify the faculty member’s qualifications for Graduate Faculty status and provide justification when a faculty member’s credentials do not align with what the faculty has approved as credentials to teach a specific course.

The CGPE Dean may appoint a panel of graduate faculty to review applications. Instructions for requests for appointment to Graduate Faculty are available on the CGPE website (https://graduate.kennesaw.edu).

**Review and Appointment Schedule**

All individuals assigned to engage in post-baccalaureate instruction must be reviewed for Graduate Faculty status prior to engaging in graduate instruction. The status is effective as of the day of the award and expires after the period of time granted. The CGPE Dean may review and modify the award of Graduate Faculty status or graduate instructional permissions at any time.

**Status of KSU Administrators**

KSU faculty members who have already established Graduate Faculty status and who serve as President, vice presidents and associate vice presidents, vice provosts and associate vice provosts, academic deans and associate/assistant deans, and department chairs sustain their Graduate Faculty status for the duration of the time they are in administrative appointments. When they return to faculty appointments, they retain the Graduate Faculty appointment for at least two years, after which they must reapply.

Individuals hired into KSU simultaneously as faculty members and administrators must apply for graduate faculty status to be eligible to teach graduate courses, supervise GRAs/GTAs, or serve on thesis/dissertation committees.

**Revocation of Membership in the Graduate Faculty**

Revocation may occur for egregious acts or when a faculty member fails to fulfill the responsibilities of a member of the Graduate Faculty to teach graduate student(s) effectively, in a civil, professionally appropriate manner, to do scholarly research and creative work of high quality or remain active in the practice of the profession, and to direct the research/professional development of graduate student(s) so that they progress toward graduation in a timely manner appropriate to the field. Failure to teach graduate students effectively and/or to direct the research and professional development of graduate student(s) also includes, but is not limited to, abuse of power, intimidation and harassment, and violation of workplace violence policies.

Revocation can be initiated by the Dean of the college for which the faculty member is

assigned or by the CGPE Dean.

**Appendix 3: Statement on COVID-19 Safety Resolution**

While we have joined our colleagues at KSU in working diligently to follow the protocols and guidelines for a safe reopening of campus this Fall semester, as scholars (of sociology and criminal justice) we want to clearly state that we concur with available epidemiological and related scientific evidence that continues to indicate the safest option is a complete move to distance learning. We continue to advocate for the safest option, which is the closing of campus and shifting to distance learning and work arrangements for all but essential campus operations.

**Appendix 4: First Week of Class Resolution**

While we have joined our colleagues at KSU in working diligently to follow the protocols and guidelines for a safe reopening of campus this Fall semester, as scholars (of sociology and criminal justice) we want to clearly state that we concur with available epidemiological and related scientific evidence that continues to indicate the safest option is a complete move to distance learning. We continue to advocate for the safest option, which is the closing of campus and shifting to distance learning and work arrangements for all but essential campus operations.

The faculty senate of Kennesaw State University believes that, for the safety and security of students, faculty, and staff, all classes during the first week should be held virtually.  While we understand that the Board of Regents has passed a resolution disallowing this, we recommend that this policy be reversed, and ask for our administration to advocate for this at the system level.  Specifically, there are clear areas of concern over this week.

1. During this week of class, students will be returning to campus from many different places, and this represents the intersections of many different ‘bubbles’ of exposure.  For the same reasons that our campus went virtual after Thanksgiving, we should be virtual that week.
2. **S**tudents who register late will be difficult to handle. If we provide the Initial Student Communication letter even hours before the student registers, they do not receive the information.
3. Some students in Fall 2020 did not see, or pay attention to, the first day of class letter.  This will lead to instructors turning away students from the door of the classroom, which is hardly an ideal way for a student to first interact with their instructor.
4. Holding the first week of class virtually allows for easy recording of the session and explanations of which days students can attend class face-to-face.  This is another desirable outcome in that students can revisit the presentation and Q&A session on when they can be in their face-to-face classes.