Faculty Senate

Agenda for meeting of June 11, 2020, 12:00 – 2:00 pm

Zoom Meeting for Senators and guests
Meeting will be recorded and streamed live at:
https://youtu.be/hUxiEYzyAVs

1. Call to Order

2. Roll Call via Qualtrics

3. Approval of Minutes of April 16 & May 18, 2020

4. Recognition of Guests

5. Announcements

6. Report of the Senate Chair

    a) Summer meeting schedule and what business to transact

7. Report of the President

8. Report of the Provost

9. Old Business – None

10. New Business

    a) Campus response to racism
        i) Presentation, S. Kent Butler, Interim Chief Equity, Inclusion, and Diversity Officer
        ii) Discussion: What can UCF do to change how we and our students conceptualize and respond to racism?
        iii) Statement on racial injustice - Blake Scott and Kristine Shrauger

11. Committee Reports
    a) Ad Hoc Internal Communications – Joseph Harrington
    b) Ad Hoc Budget and Labor Crisis Response – Reid Oetjen
    c) Ad Hoc Health and Safety Crisis Response – Stephen King

12. New Business, continued
    a) Faculty feedback on UCF's Fall reopening plan
        i) Presentation – Interim Provost Michael Johnson
        ii) Discussion of the plan

13. Campus Climate Report - None

14. Other Business

15. Adjournment

I. CALL TO ORDER

A. Bill Self, chair, called the meeting to order at 4:00 p.m. The roll was taken electronically.

II. MINUTES

A. Motion to approve the minutes of **March 19, 2020** was made and seconded. The minutes were approved as recorded.

III. ANNOUNCEMENTS AND RECOGNITION OF GUESTS

A. Recognition of Guests
   1. Jana Jasinski, Faculty Excellence
   2. Allison Hurtado, Faculty Excellence
   3. Lucretia Clooney, Faculty Excellence
   4. Kathy Mitchell, Division of Finance
   5. Theodora Berry, Student Learning and Academic Success
   6. Fran Ragsdale, Faculty Excellence
   7. Joel Hartman, IT
   8. Christine Dellert, Office of the President
   9. Paige Borden, Analytics and Integrated Planning
   10. Laura Styliano, Board Relations Office
   11. Joe Trubasc, Interim CFO

IV. REPORT OF THE SENATE CHAIR

A. The Board of Trustees met on March 20 and unanimously chose Dr. Alexander Cartwright as UCF's next president. He will be joining us today. We will be hearing from him in the President's Report shortly.

B. The Steering Committee has met in its normally meeting slot and has also met twice in addition to that in the last month. One of the meetings was with Provost Johnson to discuss the S/U grading system that was eventually rolled out to students for the spring semester. It was a very productive meeting and showed strong shared governance where we were asked to give input before the provost made the final decision. The other meeting was meeting with our new president, President Cartwright earlier this week. The Steering committee has been busy in the past two weeks working with the administration to keep things going in a very difficult time and situation that we are all facing.

C. The Advisory Council of Faculty Senates (ACFS) has also been meeting every two weeks on Mondays at 3:00. We normally meet three to four times a year but we've been meeting multiple times a year for the same kinds of reasons. We've been discussing the COVID 19 situation and we've been discussing what's been going on in our institutions; things like the S/U and

going to online for remote instruction, so it has been a very active group. We will have our regular meeting on May 15th.

D. Bill expressed that he would like to thank the senators. He knows some of them are new in the senate this year, but many of have been in the senate the last three years and he has been very proud to serve as chair. He has very been proud of the work that we've done and the resolutions that we've brought to the administration. In the last three to five years, we have substantially improved our voice and input that we've had with the administration and strengthened shared governance. He noted that we still have an ad hoc committee on Shared Governance with a subcommittee on Service. We've established that should continue and still has work to do. Lastly, as he moves into the role of past chair, he will do anything he can to support the next chair in any way possible moving forward.

E. A motion is made to amend the agenda so to move the election prior to the report of the president, second and approved unanimously. At this time, he will move to the election of the senate officers 2020-2021 and he will turn the floor over to Keith Koons, who is chair of the Nominating Committee.

F. Election of Senate Officers 2020-2021

1. Keith would like to give credit to the members of the Nomination Committee, who are Linda Walters, Bari Ruddy and Peder Hagglund.

2. The Nomination Committee developed a slate of officer candidates, which was approved by the Steering Committee and that has what has been submitted and sent out to all senators as part of your meeting materials. At this point I will go through each one of those offices, have a brief moment to recognize those candidates so you can put a face with a name and ask for any nominations from the floor.

    a. Chair: Dr. Stephen King, College of Medicine;
        Dr. Joseph Harrington, College of Sciences

        (1) Keith asked if there were any nominations from the floor and then asked for a motion to close nominations for chair, second, approved unanimously. Candidates for chair stand as committed.

    b. Vice Chair: Dr. Blake Scott, College of Arts and Humanities;
        Dr. Reid Oetjen, College of Community Innovation and Education

        (1) Reid Oetjen has been nominated from the floor and there is a second, Reid accepts the nomination. He has provided a bio and this will be sent out with the ballot. Motion to close the nominations for Vice Chair, second, approved unanimously.

    c. Secretary: Ms. Kristine Shrauger, University Libraries;
        Dr. Kelly Semrad, Rosen College of Hospitality Management

        (1) Keith asks whether there are any nominations from the floor. There are no nominations. Motion to close the nominations for Secretary, second, approved unanimously.

d. Nominations closed and a link was sent to the elected senators to vote.

V. REPORT OF THE PRESIDENT
    A. Bill introduces Alexander Cartwright and yields the floor.
    B. President Cartwright expresses that he is excited to be here for this meeting of the Faculty Senate and he is also excited to welcome the new slate officers later this afternoon and looks forward to working with all of them. Before we do that, he want to thanks Bill for his three years of service to the senate and also for his role on the Board of Trustees. He had an opportunity to speak with Bill through the process and each time that he talked to him he came away recognizing his passion, not only for the UCF community but also for shared governance and faculty involvement, so he thanks him for all that he has done, for his commitment to excellence and he hopes that his time is not done yet as he has learned that he is running to be a faculty representative for the Board of Governors and he hopes that he gets to do that because he is what we want to see in our faculty and he would love to see him be a part of that because he knows he would be a great advocate for UCF.
    C. It is an interesting and difficult time for all of us. It is challenging for all of us and society in general. The faculty are the ones that make it all possible. He has been incredibly impressed with the faculty. He understands that it is not easy to switch to doing everything online. He sees the spirit of innovation and came away from the meeting feeling very energized by the questions that were asked and the suggestions are exactly the things that we should be thinking about. He thanks the faculty for all that they are doing. An institution can do so many things without actually the leader doing anything, but the leader can't accomplish anything without everyone doing their job. He values what the faculty do for the university. He would like to have their voices prominent in any decisions that we are making. He will be reaching out to the chair and the executive committee to try and make sure that he is consulting with the Steering Committee. They are going to be critical in making decisions that will probably be having to be made over the next few months as things change on a daily basis with the pandemic. We are getting more information and will know a lot more in the next month or so and he know there are a lot of the faculty who know this area much better than he does and understand that we're going to have to know a lot about what actually happens in Florida, how and what things can we do with social distancing. How we can continue to move forward and how can we continue to be adaptive during this difficult time. He's going to look for the senate's leadership and he will look for them to help him through this and ask that they continue to display the spirit of "can do" attitude that he got from the Steering Committee. It's about how do we teach better and how do we move some of the things we're doing online and how do we continue to be able to do our research. How do we continue to work in labs? These are not easy problems, so we are going to think through how we can open up and continue to do some things in a way that we can

continue to contribute to society. He looks forward to the faculty's guidance on that.

D. We do have a lot of work ahead and we are continuing to have to make decisions every day and keeping health, safety and well-being at the forefront. This is certainly top of mind in everything we do. For some people it's becoming incredibly difficult and I think you're going to see an announcement about the Knights Care Leave Share Program, where you can donate some time and that's going to go into hours for others that we know have run out of other mechanisms of support and we want try to help each other as much as possible. We are going to continue to think about how we can be flexible. We have to think about how we will open up some of the areas of our campus sooner, like our labs. We need to be able to continue to practice lab safety, while maintaining social distancing.

E. We also have to think about the impact on the budget. We also have to think about our enrollment for next year and how we can encourage people to continue to come to this institution and he will be looking to the senators for input on that. He has been impressed with the depth of courses already online and the ranking of US News and World Report. These are things that people need to know.

F. He had a conversation earlier today with some of the deans and the conversation centered on that fact that there is a lot of anxiety. There is a lot of uncertainty about what is going to happen in the future. As a parent or a student making a decision about where to go, you want to know that the institution you are going to have the wherewithal to help you through the degree programs. We need to highlight what our institution has already done for a long time and that we are very good at it. We can talk about the fact that we have the infrastructure and methodologies in place and that we do know how to teach people online. He is committed to pushing out messaging that is talking about all of the great work we have done to put things online. That way people will have the confidence to know that UCF is the best place to come if you want to learn online.

G. One of the things that has come up from the students is how can we continue to be connected when we are all virtual and what tools are there and what ways can we think of real time networks that will allow us to connect. Students are asking for this. They are struggling with their group projects and how can this be recreated online.

H. He welcomes faculty ideas and he wants us to work together. He recognizes the collective capability when we bring this many people together. That our job should be to think about how we leverage all of that experience, how we leverage all of that talent to get us through this difficult situation. He would like to be able to share any ideas next week with the Board of Trustees.

I. Bill asked if anyone had any questions for President Cartwright. A senator stated that their chair stated that a drop in tourism in Florida will likely lead to budget cuts that would adversely affect the university budget and asked the president to address that. President Cartwright stated that yes, we will probably have some cuts, but he is emphasizing that we position ourselves so

that we can attract the students. We want to make sure that even if we get a cut from the state that we're not also seeing a significant decline in students coming here at the same time because that will be a double hit to our budget, so how can we think about how ensuring and solidifying students wanting to come here so that we don't lose that stream of revenue as well. He feels we need to think about how we get more of them to continue to come here which he hopes they will knowing what we have to offer, but also what are those other revenue streams, such as certificates or other things like that that are other ways that we can actually generate other streams of revenue that can help us with our budget. I'm hoping we will know more in the near future about the state projections, but right now we don't know exactly what that would be. We have to be ready for that and we'll have to adjust and we can't just randomly do a cut, because that's not the answer. Yes, we might have to make some cuts in some areas, but at the same time we need to think, too, how we can adjust our strategy so we can continue to drive revenues. The senator commented that he hopes that when they do go to cuts that they will look at the past record of faculty who have been absorbing a lot of the cuts. The head of our Budget Committee brought up just this year that our overhead is nearly twice an average university, so he hopes that faculty is one of the last hits in any future budget cuts. The president said that he talked about that with the Steering Committee, too and he feels that they should preserve the strengths in the faculty and they think about what other places they can be making cuts.

J. Another senator asked what we know about what fraction of the $2T that Congress allocated will come to the university and do we have any indication that the state is going to take it. President Cartwright said that we don't know the full amounts, but we do know that part of it is coming to us. Part of it is coming to us as emergency funding that we can use for our students. We are already putting that in place. A program where they can apply for emergency funding and then the other part of that we have some more flexibility with. What we are also hearing is that there will be more that comes later that will allow us to offset some of our additional costs. We don't know that yet. As soon as he knows he will try to make sure that the Faculty Senate knows so that there is some idea of what that number really is, but he doesn't have a handle on that yet. What they are doing is looking at what the impacts are that they see moving forward under different scenarios and that is going to allow them to put it in there as revenue dollar amounts that are coming in from the federal government and figure out how that will offset some of the other things we're doing, so we're going to have to be a little patient with trying to figure out what those numbers really are, but we're going to do as much as we can to ensure that they are used appropriately to support the academia.

VI. REPORT OF THE PROVOST
A. Bill introduced Jana Jasinski, who is giving the Provost report for Michael Johnson.

B. On behalf of the Provost's Office, she welcomes all the new senators. She also thanks to everyone for doing everything they are doing. They have really asked a lot from faculty over the past 5-6 weeks and they have adapted and continued to move forward and they really appreciate that.

C. She wants to give the senators a sense of what has happened. In one week, with the Center for Distributed Learning, 4,917 face-to-face course sections and 933 blended sections were moved to remote delivery. In one week, more than 5,000 sections. Another way to look at that is the credit hours. Before March 18, we were teaching about 220,000 credit hours fully online. Now we've more than tripled that and we are now teaching 700,000 credit hours fully online. That is really due to the faculty and their efforts.

D. Transition to online and remote teaching has many positive aspects, but it hasn't been completely flawless. About 15,000 of our students moved from solely face-to-face courses to online courses. One of the big concerns is the tremendous stress that these students are facing due to things like job loss, taking care of their family, fear of illness in the future and the unexpected switch to this new teaching modality.

E. About two weeks ago, UCF conducted a survey to see how the students were doing. There were about 6,700 students who responded, which is about 10% of our spring enrollment. Looking at a snapshot of that, about 44% somewhat or strongly agreed that they've been able to adjust well to remote instruction, but 43% strongly or somewhat disagreed. 59% said they had all or most of the resources need to successfully complete their remote courses and 3% said their classes hadn't changed. 30% said they had some or few of the resources they needed and 3% said they lacked the resources they needed. The survey did distinguished how they were lacking, whether it was teaching modality or other stresses like job loss. The point really is that the students are struggling.

F. Because faculty work every day with students, they are encouraged that if they hear from students that are struggling, please make a Student of Concern referral to UCF Cares. They are using a case management approach and are working to connect students with resources. These kind of resources also include technology. Many students, for example, don't have webcams, because they didn't need them when they registered for face-to-face courses and they can't get them online. So if there are students that are struggling, there is a process where if you file a Student of Concern report, they will find resources for these students. In the middle of all these challenging and struggles students are having, are very appreciative of all the efforts the faculty have been making. The UCF Social Media team asked students to give shout outs to faculty members who have gone above and beyond and they are all on the Instagram account. They have received over 100 responses, comments included that faculty were very understanding and very reachable, so they really do appreciate everything faculty are doing to work with them.

G. Orlando Health requested goggles and whatever face protection equipment we could find. UCF Faculty, department heads and departments donated a full pickup full of gear that Emergency Management delivered. She works with

Emergency Management every day and they were so happy to see it and they were overwhelmed by the response. The costumers in the theater department are working with hospitals to create masks, as are various individual staff and faculty. Endless Solutions, who you may know from their work making personalized bionic arms, is now printing 3D face shields for healthcare workers and first responders. UCF really is working as a partner with the community.

H. Jana would like to recognize four outstanding faculty members, who have been recently recognized as the 2020 Pegasus Professors, which is the highest honor a faculty member can achieve at UCF. Earning this distinction are Ronald Demara from the College of Engineering and Computer Science; Joe Harrington, senator, from the College of Sciences; Julia Listengarten from the College of Arts and Humanities and Gregory Welch from the College of Nursing.

I. A senator asked a question about whether there is any discussion about parking passes, because we haven't been able to use them and they are expensive. She wonders if there has been any discussion about extending them through December instead of having to buy new ones in the fall. Jana has not heard of anything specifically. President Cartwright also stated that he has not heard anything specifically. He said they talked about parking for students and there has been a discussion around that, but he is not sure about faculty and staff. He will talk to the Provost and asked Jana to be sure that it gets onto the agenda for the eCert discussion.

VII. OLD BUSINESS – None

VIII. NEW BUSINESS
A. Faculty Senate Overview – Bill reviewed the senate roles and responsibilities
  1. First Faculty Constitution 1971
      a. Preamble: "…The University can only function properly when goodwill is nurtured and maintained by the President, the administrators, and the faculty…"
      b. The Faculty Constitution provides a structure for faculty governance.
  2. The Role of the Senate
      a. The Senate serves as a forum for the mutual exchange of ideas between faculty and administration.
      b. Advisory body to the president and provost.
      c. Collaborates and make recommendations to administration on matters which concern colleges, schools or other major academic units, or which are otherwise of general university interest.
      d. Operates according to the principles of shared governance.
      e. The Senate consists of 75 elected faculty equitably apportioned among and representing the academic units.

f. Eligible faculty include assistant – full professor, instructor/lecturer – senior instructor/lecturer, and assistant – university librarian.

g. These positions represent the faculty whose primary assignment is to carry out the academic mission of the university, namely, teaching, research and academic service.

h. The Senate meets monthly – Fall through Spring and is provided monthly updates from the provost.

i. Senators are expected to serve on Senate operational or curricular committees; these committees carry out important Senate and university business.

j. Review of the Faculty Senate Committees and Councils

k. Overview of governance structure

B. Results of Senate Officer Election

1. Keith began by thanking all of the officer candidates for their willingness to serve and to thank our administrative assistant for the efficiency of this process. The process worked and we had a good voting total.

   a. For the office of Chair, the vote totals are 37 for Joe Harrington and 19 for Steve King, so that means Joe Harrington is the winner.

   b. For the office of Vice Chair, for Blake Scott it was 34 votes and for Reid Oetjen it was 22 votes, and that means that Blake Scott is the winner of the Vice Chair position.

   c. For the office of Secretary, we had 23 votes for Kelly Semrad and 33 votes for Kristine Shrauger, so that means Kristine Shrauger is the winner for the secretary position.

C. At this point, Bill offered to let Joe take over as newly elected chair, but he declined as he was having network issues, so Bill continued the meeting.

D. Advance notification of resolutions brought forward by Steering for the September 3rd Senate meeting, allowing 30 days to review prior to discussion. Overview of resolutions given. No discussion at this meeting as these resolutions are just for review prior to submitting at next meeting.

1. Resolution 2020-2021-1 Faculty Senate Bylaw Change – Resolutions

   a. This resolution was approved for the Faculty Senate at the March Steering meeting. It was renumbered for the new Senate year. Those who have been in the Senate may recognize this resolution. A number of years ago, our bylaws had the ability to do an override vote if we were unhappy with the outcome of a resolution to the provost or the president and to appeal to the Board of Trustees. Two notable institutions that have this in the state of Florida who have this provision right now is Florida International University and Florida State. We had this in our bylaws for a long time, so we are bringing it back through the resolution process.

2. Resolution 2020-2021-2 Faculty Senate Bylaw Change – Undergraduate Common Program Oversight Committee

a. This resolution was brought forward by the Undergraduate Common Program Oversight Committee. Members voted to modify the duties of the committee to represent the work of the committee better; therefore they are requesting that the name and duties specified in the Bylaws for the Undergraduate Common Program Oversight Committee be amended as noted in the resolution with automatic updates to the committee description in the Faculty Constitution.

3. Resolution 2020-2021-3 Faculty Senate Bylaw Change – Faculty Center for Teaching and Learning Advisory Committee Duties
    a. This resolution is brought forward by the Faculty Center for Teaching and Learning Advisory Committee. Members recommend the duties of the committee be modified to represent the work of the committee better; therefore they are requesting that the name and duties specified in the Bylaws for the Faculty Center for Teaching and Learning Advisory Committee be amended as noted in the resolution with automatic updates to the committee description in the Faculty Constitution.

4. Resolution 2020-2021-4 Faculty Senate Bylaw Change – Student Committee Term on Graduate Council Committees
    a. This resolution is brought forward by the Graduate Council committees. Members note that the graduate student member is required to serve a three-year term, yet it is impossible to know how long a graduate student will remain at UCF beyond the current year, they are requesting that the Bylaws for the Graduate Appeals, Graduate Curriculum, and Graduate Policy committees by modified as noted in the resolution.

E. Call for Topics 2020-2021
    1. You were sent a list of topics for 2020-2021 and this is an open call for any additions to the list. Topics can be sent at any time over the summer. Topics will be heard at the next Steering meeting in the fall.
        a. A senator stated that there was a request by faculty in her department to address the problem of student cheating. Her department has had some massive cheating issues, particularly the ones that are online. They have tried to address it in the past within the Canvas structure with discussions that allow students to see other students in the class and they couldn't get that shut down. It's becoming an exploding problem with the students becoming more creative.
        b. Joe Harrington commented that he is very eager to hear from the senators and that you can email him at jh@physics.ucf.edu
        c. Another senator has requested an update on the status from the committees on the topics listed on the topics list by the next senate meeting.
        d. A senator asked whether anything has been addressed about emergency FTE manipulations based on the fact that no research can be done right now due to the fact that everything has gone

online. Her chair assures us that this is being taking into consideration for the FAR, but wonders if there should be a policy in place for emergency situations like this that this should be adjusted or accounted for in some way. Jana mentioned that there is some impact bargaining going on with the union. She doesn't know if they specifically talked about FTE, but they are talking about annual evaluations. Pretty much every chair understands that there is going to be some flexibility on annual evaluations. She will find out what they can do on that and thanks the senator for bringing it up.

IX. **CAMPUS CLIMATE REPORT**
   A. No update

X. **OTHER BUSINESS**
   A. Operational Committees
      1. A senator noted that a comment made in the last senate meeting may be more important than ever and that is to get the committees up and going over the summer and not waiting until September or October to charge them. He thinks this year more than ever we are going to need that.
      2. Bill notes that this was the goal, to get the operational committees charged after today and elect the chairs and get all of that done in the next month. There was a request from the Graduate Council to ask when they could continue to meet a couple of times in the summer to look at some of the graduate certificates that might come up and he said that they could. They certainly should get faculty votes on things like that versus not having faculty votes. The problem is that we normally will put new members on these committees all the way until July. So you have this break of the senate year 2019-2020 to 2020-2021. He suggested that they still take the 2019-2020 membership and move forward with a couple of special meetings, just like we did with Steering. He doesn't think we will be able to get all of the operational committees charged and elected by May.
      3. Joe stated that they have had this discussion in the past, about keeping the committees until they are re-formed, because a quarter of the year is a significant amount of time to not be doing business. The university does run all summer. He agrees that we should have active committees as soon as we can. He asked whether there is a formal dissolution of committees in the constitution. If not, he feels there should not be any reason why committees should be able to meet as needed. The one major issue that has been brought up is that some faculty do not have summer appointments, so they would not be on contract to do this work. Steering does meet in the summer if there is an emergency need to do so. He agrees that there may be some committees that may need to meet as needed. He would like to try and have committee continuity over the summer. He notes that Committee on Committees will have an accelerated work plan.

4. A senator commented that he understands that committees need to do important work, but many of us have nine month contracts and plan to do other things during the summer. If there is business that it would be nice to do now, but could wait until the fall, it should wait until the fall, when the committees are fully constituted and not just with those people who voluntarily agree to participate in these duties over the summer. Many of us do have other priorities in the summer.

B. Seeing no other business, Bill reiterated that it has been a pleasure and an honor and been humbled to serve as chair for the past three years and he will be proud to serve as past chair and help the new chair, just like Keith has done for him for the past three years.

C. Establishment of the Steering Committee for 2020-2021
1. At this time the colleges will adjourn to the Zoom breakout rooms and elect the members of the Steering Committee and Committee on Committees and email the results to the Faculty Senate administrative assistant at fsenate@ucf.edu.
   a. Note: The breakout rooms were unsuccessful and colleges were instructed to use Zoom or Skype to conduct their elections and report back to the Faculty Senate office.
2. In addition to the elected officers of the Senate and the immediate past chair of the Senate, the Steering Committee will need the following:
(2) members from the College of Arts & Humanities
(1) member from the College of Business Administration
(1) member from the College of Community Innovation & Education
(2) members from the College of Engineering and Computer Science
(1) member from the College of Graduate Studies
(1) member from the College of Health Professions and Sciences
(1) member from the College of Medicine
(1) member from the College of Nursing
(1) member from the College of Optics and Photonics
(2) members from the College of Sciences
(1) member from the Rosen College of Hospitality Management
(1) member from the University Libraries
2. Steering Committee members are elected by the senators of their respective academic units.

D. Establishment of the Committees on Committee for 2020-2021
1. The Committee on Committees is chaired by the Vice Chair of the Senate and is composed of one Steering Committee member from each academic unit.

XI. ADJOURNMENT
A. The meeting adjourned to break out rooms at 5.27 p.m.

Full Senate

Minutes for meeting of Monday, May 18, 2020, 9:00 - 11:00 am

Zoom meeting with livestream simulcast

1. Call to Order at 9:04 am

2. Roll Call was take via Qualtrics survey

3. (Approval of Minutes of April 16, 2020 deferred to next regular meeting)

4. Recognition of Guests
   A) Alexander Cartwright, President
   B) Michael Johnson, Interim Provost
   C) Christine Dellert, Deputy Chief of Staff
   D) Lucretia Cooney, Director, Faculty Excellence
   E) Elizabeth Klonoff, Vice President for Research and Dean of the College of Graduate Studies
   F) Joel Hartman, VP & CIO for Information Technologies and Resources
   G) Allison Hurtado, Director of Communications, Faculty Excellence
   H) Misty Shepherd, Interim VP, Administration
   I) Jana Jasinski, Vice Provost for Faculty Excellence
   J) Karen Smith, Special Assistant to VP/Dean, College of Medicine
   K) Joe Adams, Senior Communications Director, Office of the Provost and Academic Affairs
   L) Lyman Brodie, Associate Dean, College of Arts and Humanities
   M) Paige Borden, Associate Provost and Chief Analytics Officer, Academic Affairs
   N) Mary Lou Sole, Dean, College of Nursing
   O) Zenaida Kotala, Assistant Vice President for Strategic Initiatives, Office of Research
   P) Sheila Amin Gutierrez de Pineres, Dean, Burnett Honors College
   Q) Sabrina La Rosa, Student Body President
   R) Pamela "Sissi" Carroll, Dean, College of Community Innovation and Education
   S) Martin Dupuis, Senior Associate Dean, Burnett Honors College
   T) Tim Letzring, Senior Associate Provost, Academic Affairs
   U) Deborah German, Vice President/Dean, College of Medicine

5. Announcements and Report of the Senate Chair
   A) Chair Harrington has participated in a number of board meetings regarding the COVID-19 pandemic. The senate leadership has made five committee appointments at the request of the administration to various task forces that have been formed. Dr. Eric Schrimshaw in Public Health, Dr. Bill Self from the College of Medicine and Dr. Tyler Fisher were among those appointed to the various task forces.

   B) A list of experts was provided for an Orlando Sentinel feature.

   C) In the coming year, there is a lot of work to do. Faculty are encouraged by the Board of Trustees and the administration to participate. The job of the senate is to take our ideas and distribute them to the senate committees. He would like to keep those projects and COVID-19 response separate.

D) He noted that several of the Faculty Senates across the state are active during the summer. He asked for a show of hands as to whether the senate would like to continue monthly meetings through the summer. A majority of senators agree, so senate/steering meetings will continue through the summer.

E) For upcoming motions, the chair asks that the "raising hand" feature in Zoom be used for voting. If a motion is too long to state easily, senators are encouraged to use the Google doc that was shared previously.

6. Report of the Senate Chair (see above)

7. Report of the President

A) Dr. Cartwright thanks everyone for all the hard work they've been doing during the COVID-19 pandemic. There are many things we will be doing differently and we will be thinking more creatively about how we do things in the future. In his short time here, he has been struck with the entrepreneurial nature of the faculty and staff. COVID-19 has highlighted needed improvements for more efficient and effective operations and especially how we contribute to our community in the state and national level. These needs become more apparent during a time of crisis. We need to think about how we can change processes over the entire university and he looks forward to continuing to talk about that.

B) He also states concerns with how to deal with revenue streams that are changing. It has changed the way we work, research, teach and learn and interact with each other. We need to explore how we can work collectively.

C) We need to look for long term stability with permanent leaders, especially the Chief Financial Officer and the Chief Operations Officer. He will share more about the actual process as they move forward. They are looking at the current leadership structure, leadership excellence, reducing costs, etc. He is also looking into ways to reduce barriers for faculty, especially how to conduct research and looking to bring in someone to work with Drs. Johnson and Klonoff for research structure, so faculty can concentrate on their research.

D) Hiring additional faculty to reduce student/faculty ratio. How to use reduced research resources and emphasize and prioritize these funds. In decision-making with these difficult topics, he wants input from many sources, especially faculty and he looks forward to working together through the process.

8. Report of the Provost

A) In an effort to develop a new budget model for the university, they are considering a modified responsibility-centered management (RCM) system to eventually be presented to the Board of Trustees and the President. In developing a new governance structure, with such committees as the University Budget Committee and the University Facilities Committee, the resolution received from senate will be considered when forming these committees.

B) The Nicholson School of Communication and Media (NSCM) cannot become a college because of the costs that would be added. The school will now be moved under the College of Sciences in order to continue their academic development. Faculty were consulted and the majority were in favor. This will best help the school to develop, rather than taking the resources for the infrastructure to become a college. He feels it is important to keep the ties with College of Arts and Humanities as there are a lot of programs that cross department and college boundaries and the ties between faculty need to thrive.

C) Question from Senator Zaho regarding the move to the College of Sciences. There is a feeling that they are more connected to CAH rather the COS. She voiced a concern about making major academic changes during a crisis. Doesn't support the fact that we would like things to be transparent. Who was involved in making this decision? Provost Johnson states that the decision was not made hastily or without consultation. They spoke with the faculty within the school and set up zoom sessions for individual programs. Although not everyone participated, he encouraged others to reach out to him directly. Film was moved out a couple of years ago. It was not possible for Nicholson to become a college and would need to stay within a college. Programs within the school would be best within the COS. No organizational decision is perfect, but make a decision and be explicit as to why. Overcome barriers that might develop and maintain strong ties.

D) Senator Semrad stated that when courses were moved from face-to-face to online the student numbers were increased due to anticipated budget reduction. Adjuncts were eliminated and those students were moved to full time faculty. The resources available to support the faculty did not increase to match the course load. There were not GTAs or other help provided. She is requesting that that administration consider the resources when discussing more online classes being provided. The provost stated that he understands this concern and appreciates her comment.

E) Senator Scott asked why the NSCM was not left under CAH. Provost stated that the complicated administrative structure without increasing staff significantly would be cost prohibitive.

9. COVID Response – UFF Report, Marie Leticee

A) Marie Leticee stated that the university is strong and we can grow together with a relationship of mutual assistance, while achieving and safeguarding due process and academic freedom. They are striving to be sure that there are no adverse employment or evaluative actions taken as a result of the online transition to classes and other protocols during spring 2020. There will be a town hall meeting on May 21 from 1:00-2:00 regarding what is next. The election will be in June/July. There are currently 1700 members in bargaining unit. Need support and join us to build a stronger and better tomorrow. For more information, go to https://www.uffucf.org/membership/.

10. (Old Business – None)

11. New Business

A) Reports on COVID-19-related issues: Principles, methodologies, and plans

1. Financial impacts - President Alexander Cartwright

   i. Chair Harrington states that he has asked President Cartwright to give some insight into financial impacts of COVID-19. Dr. Cartwright feels it is critical to keep the faculty involved in decisions. Responsibility is to serve students, community and state.

   ii. Cares Act Funding

CARES Act Funding

CARES Act — Student Funding $25,500,000
› Assist students with expenses related to the disruption of campus operations due to COVID-19
› Applications accepted through May 19
› Focus on assisting students with the most urgent needs

CARES Act — Institutional Funding $25,500,000
› May be used to cover costs that have a clear nexus to significant changes to the delivery of instruction due to COVID-19

CARES Act — Minority Serving Institution Funding $3,700,000

CARES Act — Governor's Emergency Education Relief Funding $3,600,000
› Will be provided at the discretion of the Governor and coordinated by the State Commissioner of Education
› Proposed use is to support incoming freshmen by providing technology that supports remote instruction

Students received financial assistance due to disruption of campus operations. Accepting application through May 19. Will be distributing funds in early June. Asked the interim provost and interim CFO to look at how to distribute remaining funding. Funding allocation has not been determined yet. Intention is to minimize impacts of any state cuts that may be in our future. Will take guidance from state legislature about how to distribute funding. The deans have been asked to plan out 5/10/20% budget cuts. The university saved about $13 million from the hiring and travel freeze. Tuition/Fees is main revenue stream. Student credit hours fuel this. Monitoring enrollment trends for summer and fall. Enrollment is up from last year, but the fall enrollment is down.

Monitoring Enrollment Trends

SUMMER

	MAY 11, 2019	MAY 11, 2020		
HEAD COUNT	40,947	43,236	↑	5.6%
STUDENT CREDIT HOURS	273,636	301,991	↑	10.4%

FALL

	MAY 11, 2019	MAY 11, 2020		
HEAD COUNT	37,430	34,904	↓	6.7%
STUDENT CREDIT HOURS	397,640	370,224	↓	6.9%

Undergraduate Admissions hosted an online orientation for over 3300 transfer students. Learning Does Not Stop Campaign has been launched to attract more students. COVID-19 is directly impacting the revenue streams for auxiliaries.

Budget Principles

› Preserve our advantage of critical human capital

› Prioritize academic programs

› Implement strategic cuts — rather than across-the-board

› Continue to invest in our excellence

Think strategically about what are the investments that are needed, that are holding us back from providing better services. This is going to be a big challenge over the next few months to a year. This will change the way we think and work— more human centered. We want to position ourselves strongly and help our community as much as we can. He has asked the provost to consider how we

return to work. Everyone feels anxious, but we need to consider how to proceed best for UCF. He asks for Faculty Senate guidance moving forward. Will be making decisions about fall in June. Will work with medical professionals and local, state and federal experts.

    iii. Senator Proctor stated that he wonders if lessons learned from 2008-2009 are being used in moving forward and President Cartwright agrees that they are doing so. It is a little different in considering how to position UCF as the university of choice.

    iv. Senator Argenti asks whether any outbreaks would cause UCF to rush back to online teaching. He mentions they are looking for ways for students to do their labs at home. He says that the faculty in his college feel that they should keep things as they are. President Cartwright agrees that it is not ideal to have to wait to decide how to move forward.

2. Fall 2020 teaching under pandemic conditions - Interim Provost Michael Johnson

    i. COVID Related work groups and task forces. Review of the COVID Workgroups attachment.

    ii. Returning to campus – employees return gradually as they need to because of needing their offices/labs. May need to wear masks in public areas. Supplies will be available and there will be extra cleaning. They are considering how to enforce wearing masks and physical distancing.

    iii. Face-to-face teaching – It is not their intention to force teachers to teach face-to-face in the fall.

    iv. Planning for fall teaching – we do not know what fall will bring. Epidemiological modeling is not exact; but explains potential scenarios. It is not known how the physical distancing and wearing of masks will play out. Testing is another tool that can be affective for disease spread. Academics should be prepared for many different scenarios. Only classes that are critical for face-to-face. Classes being held with physical distancing.

        a. Scenario 1: Fully Remote - Working with deans that if the fall is remote, that the quality of the education is as high as it can possibly be. Feels that the strong digital learning infrastructure has helped UCF to move to remote learning. CDL has created new courses and hundreds of faculty members have taken them. Framework is in place in case the scenario occurs.

        b. Scenario 2: Mostly remote with only courses that have to be taught F2F held on campus - taught with students/faculty physically separated with masks and physical distancing.

        c. Scenario 3: Maximal F2F with physical distancing in classrooms – using larger classrooms for smaller capacity. He has asked college course schedulers to fit existing fall schedule into the classrooms with the new parameters. If a course does not end up in a classroom, it will be taught online.

        d. Scenario 4: Normal semester.

        e. The provost asks that everyone be flexible and adaptable. Would like to make a timely decision about fall, but cannot make the call yet.

    v. Senator Zaho asks why there are no faculty on any of the task forces. She also would like to know if faculty will be able to make the choice whether to return to

F2F or stay online. The provost states that there are faculty on several of the committees. He did not include faculty in some of the committees that did not make sense to include them. He explains that classes will be moved to larger rooms in order to have social distancing. He and the president do not want to force employees back to campus, but there may be some circumstances where that may not be possible.

vi. Senator Scott asks whether there is any indication whether the members of the SUS will decide whether their members can return to campus. President says we are different from other universities.

vii. Senator Orlovskaya would like to know about budget cuts and how they will affect programs and wonders if there is any data for administrative costs and operational efficiencies. Is there a possibility of assessment of administrative costs? The president stated that she is correct. Administrative costs have been factored into the budget cuts and will look into how to streamline.

viii. Senator Moody would like to know for state and local guidelines that are not outlined how university would proceed.

ix. Senator Mason would like to know how quarantines will be handled. Provost Johnson says that they have not completed the plan for this situation. He feels that anyone with risk factors should work from home but says there are no specific processes in place yet. Hyperflex model – have faculty structure their classes so they can teach either F2F or online.

x. Question about scenario 3: Is this practical, if students and faculty may need to stay home if sick. People are assuming 6 feet, but data is not clear on this. Imagine that everything works as we intend. But we are not in a closed bubble when students are not associating with others outside UCF. Many students might want to leave in the middle of the semester, due to response to perceived risk. May need to back off in the middle of the semester again. Can or should we poll students to ask about their preferences.

xi. Deichen: Have to create an infrastructure that mitigates the risk. Some students perceived to be risk-takers. Student preferences are very unknown.

xii. Provost: Even in a normal semester, 30% of our semester hours are online. Probably will be more in fall, with any scenario. 1/3 of college bound high school.

xiii. President: there are a mix of student preferences. Some want to return. Some don't. If not in person may take a gap year.

xiv. Chair of Student Government: some intending to extend career. Some not wanting to take on-line courses. Depends on student and their experience in the spring. Student advocacy committee will be surveying soon.

3. Michael Deichen, Director of Student Health Services

i. This is a challenging time for all of us. He would like to share some of his experience. He has been the chief medical advisor for several pandemics. He is involved with the COVID-19 plan. He is involved with the coalition. He has several papers authored regarding screenings and emergency responses. Published several COVID-19 documents. Has been involved with state and public health departments. He is currently a health advisor on several committees and subcommittees related to COVID-19. There are multiple resources being used for guidance in how to proceed. Need to take all resources into account when

making decisions. There are several dashboards that track data. The flu-like symptoms continue to reduce in Florida. Regardless of what phase we are in, until we reach immunity, we have to use controls such as social distancing and face masks. Will be beginning phases of how to proceed at UCF. Would like to have testing and tracing capabilities. Create a collaborative work relationship with Orange County public health to do contact tracing. Putting people in quarantine to contain any potential outbreaks. Investigating the use of apps for contact tracing. Looking at potentially screening groups who may be at higher risk. Looking at having a surveillance system to know where we are with regard to new emerging outbreaks and for herd immunity. Data is very useful for an early potential warning that COVID cases may be occurring. Possibly use antibody screenings. Hopeful to have preliminary guidance put together in about 2 weeks' time. Changing every day. Advises everyone to wear face coverings, social distancing practices and good hygiene.

ii. Chair Harrington asks what specific methodologies they are using for approaching return to campus. Dr. Deichen states that they look at how large the classroom is, how many students are in the classroom, how many can fit in to apply social distancing. Dr. Harrington would like to know how these scenarios will be tested. Dr. Johnson says that the task force/committee is currently looking into this and he does not know what they will be coming back with. Dr. Deichen explains scenarios that are being considered. He states they will be studying how anyone with the virus gets infected and how it will be spread.

iii. Senator Moody would like to know if there are any air flow studies being scheduled for classrooms prior to return. Dr. Deichen states that there is no guidance from the CDC at this time.

iv. Senator Moody would like to know how wearing face masks will be enforced. Dr. Johnson stated that this is currently under consideration.

v. Senator Back stated that he has heard that they do not know if people that have had COVID-19 develop an immunity and would like to know if you recover, can you still be a carrier. Dr. Deichen states that this is an emerging science. He acknowledges that the questions are there. He said the science indicates that there is some level of immunity. He indicates that someone tested early it may come back negative become positive later. Senator Back asks about air flow within confined spaces. Dr. Deichen states that the droplets are heavy and do not tend to go beyond the 6 feet or through vents. With the use of face masks, the spread has been significantly reduced.

vi. Senator Oetjen would like to know if the BOG has looked at the fact that UCF has more residential students. Dr. Deichen said that the guidance that the BOG will release will be flexible.

4. Return to on-campus research - Vice President for Research and Dean of Graduate Studies Elizabeth Klonoff

i. Progress made with respect to research. Task Force assembled on April 16, 2020. Developed guiding principles to help faculty determine when to return to campus. Thanks everyone that is on the task force for all their hard work. She will be sending out an email with the 6 guiding principles.

Guiding Principles

1. Follow the cognizant Local, State, and National Public Health Authority directives and implement social distancing.

2. Protect the health and safety of the research workforce, emotional as well as physical. Protect the health and safety of our clinical patients and human subjects.

3. Research experiences for undergraduates are important to their career preparation.

4. Implement a fair and transparent process for granting access.

5. Ensure as rapid a research restart as the public health conditions permit.

6. Participate in finding cures and preventions for COVID-19, and in assessing the economic, political, and cultural impacts of the virus, while increasing the safe access to all patients to clinical trials for their conditions.

She gave an overview of how the task force did its work by meeting twice a week and reviewing documents and plans from other universities. Then they developed a beta plan and held meetings with department chairs, directors, and associate deans. They came up with the following six steps:

Six Steps

Everyone: face coverings, social distancing, hand washing, cleaning supplies

1. Receive authorization from your Associate Dean to gain access to your lab. Authorization is based on Tiers. Currently, limited activities in Tiers 1-4 have been authorized.

2. Complete required training.
    - Any outstanding EHS training
    - New training developed for COVID-19

3. Plan and prepare written safety procedures for your lab, including how you will clean and disinfect areas. The procedures must be clearly displayed in the lab.

4. Schedule no more than 1 person per 200-square-feet at any given time, unless there are different safety requirements. The same is true for personnel using any office space linked to your lab.

5. Keep a copy of the weekly schedule of all lab personnel to help track any potential exposure, should that become necessary.

6. All people entering the lab must complete daily check-in and check-out forms.

5

Review of flowchart to help decide whether to work from home or on campus for research.
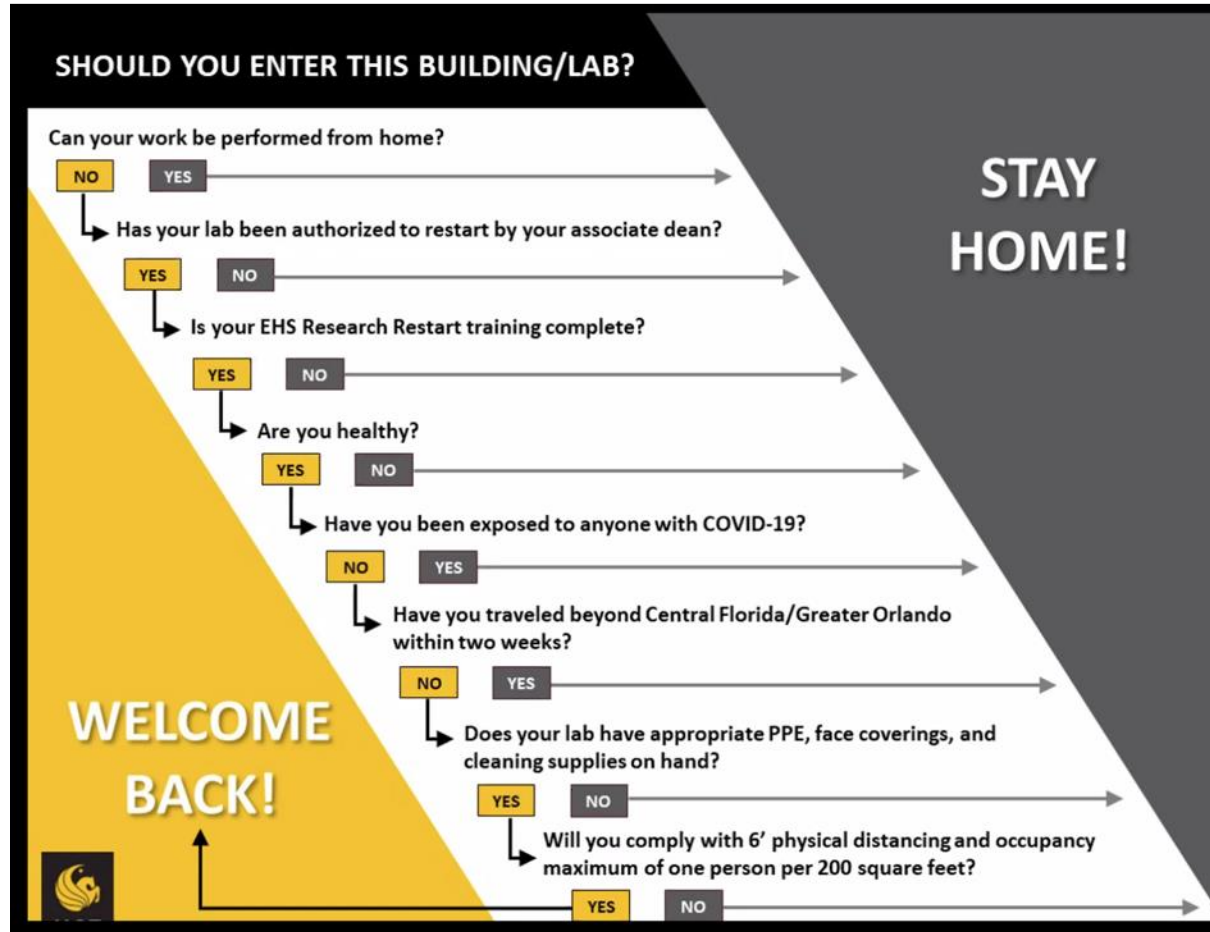
ii. Senator Proctor would like to know how the computer labs and classrooms will cleaned in between classes. The provost states that it will not be possible for a cleaning crew to come in after each class. This question is being considered.

iii. Senator Mukhopadhyay asks about international students coming in for the fall. He is wondering what will happen with the visas and the travel. Dr. Klonoff says they are watching that very closely and working with Global to figure that out. Some colleges have asked if waivers will be accepted. Don't like to give across fiscal years. They may be able to give waivers depending on the country they are coming from. They are aware of how important that is.

iv. Senator Argenti asks how we enforce students wearing face masks and practicing social distancing. Dr. Deichen stated that we have to create an infrastructure that mitigates the risk. He would also like to know how many students want to return to face-to-face teaching. He has seen literature that most students want to return to campus. Dr. Johnson states that there are some that would prefer face-to-face and others who would prefer online. They will be providing options for students depending on their preference.

v. Senator Orlovskaya would like to know how many cases we have of COVID-19 at UCF for students and faculty. Are there funds if departments do not have money for cleaning products? Less than 20 people have COVID-19. Student health has been doing contact tracing where there have been cases reported. Provost Johnson said there is no intention for departments to be responsible for cleaning.

vi. Senator Zaho asked who has the numbers for how many UCF students and employees have the virus. She asked who will provide the masks. She hopes that the HVAC is being cleaned. Dr. Deichen stated that the data they have comes from cases that have been reported. They are working with Orange County to increase the awareness. Dr. Johnson says they are buying dispensers and masks. He will find out about the HVAC systems. Dr. Klonoff said there will be templates to help the faculty fill out the forms that need to be done.

vii. Senator Weeks would like to know the protocol for admitting students that have been traveling to other locations. Dr. Klonoff refers to the flow chart that they will have to use to re-enter. Also will have to self-quarantine for two weeks.

viii. Senator Cash wanted to know if S/U will be available for fall. Will they have the option to transfer to online from face-to-face or vice versa. Dr. Johnson said they will be asking the faculty to cooperate and be flexible. They have not discussed S/U grading for fall.

ix. Senator Vanryckeghem asked about the fact that toilets on campus do not have lids. Has there been discussion to install? Dr. Cartwright says he does know about this question and they are discussing it.

x. Senator Murphey stated that she did not see any representation from ITR on any committees. She also stated that there is a concern about computer labs and library for sanitation concerns. Dr. Cartwright stated that he knows there is a plan for high touch areas and what the schedule would look like to clean on a regular basis.

B) Steering: Determining and communicating faculty priorities for crisis-driven changes
1. Requesting motions to form faculty-led committees regarding budgets and workload, health-and-safety, communication.

2. Ad Hoc Budget Committee: Form an ad-hoc committee to define faculty priorities with respect to potential budget cut scenarios and faculty workload issues brought on by pandemic conditions. Communicate and discuss priorities with faculty and relevant university entities, and monitor and report their activities. Report to the Steering Committee and Senate leadership.

   i. Joe is asking for a motion to adopt Item 2 for discussion, so moved and seconded
   ii. Senator Scott speaks in favor of forming this committee. Senator Farless agrees and feels that these are very important committees. She is open to serving on these committees. Senator Proctor also agrees that these are important committees.
   iii. Senator Cash would like to amend the motion to include liaisons from other committees as well. Chair Harrington stated that this is included in the longer version of the motion. Drs. Johnson and Cartwright also agree with having the committee.
   iv. Senator Back would like to propose to amend as noted. Senator on Steering Committee made motion, second, unanimous in favor and the motion carries.
   v. Returning to the main motion. Voted, approved unanimously.

3. Ad Hoc Crisis Response Committee: Form an ad-hoc committee to define faculty priorities with respect to health and safety under pandemic conditions.

Communicate and discuss priorities with faculty and relevant university entities, and monitor and report their activities. Report to the Steering Committee and Senate leadership.

    i. Motion to amend as previous ad hoc committee, second, approved unanimously

    ii. Motion to approve Ad Hoc committee, second, approved unanimously

C) Steering: Improving communication mechanisms within UCF, especially those involving the Faculty Senate

    1. Ad Hoc Internal Communications Committee: Form an ad-hoc committee to consider improvements to UCF's internal communication, especially with respect to the Faculty Senate and its operations, but also including general awareness of university activities, concerns, and input by and among all stakeholders. Communicate and discuss priorities with faculty and relevant university entities, and report to the Steering Committee and Senate leadership.

        i. Motion to form this ad hoc committee, seconded

        ii. Discussion – Chair Harrington explains the meaning behind this ad hoc committee. Discussing how to better communicate from the Faculty Senate to the faculty in the university.

        iii. Motion to update this amendment as the previous motions were amended as noted. Second and amendment carries with one no.

        iv. Senator Cash wanted to hear from the president and provost on their support of this committee. Dr. Johnson agrees that this is very important and supports it. Dr. Cartwright states that the more input and knowledge they get from faculty the better decisions they can make.

        v. Senator Proctor suggests that the website be updated to include communication information. Chair Harrington stated that we do have a plan to update the website. He also says to consider having a blog for each committee to communicate.

        vi. Steering Committee voted and the motion carried.

12. (Committee Reports deferred to next regular meeting)

13. Campus Climate Report – SGA President Sabrina La Rosa

    A) She expresses her appreciation for the faculty putting students first. She introduced herself as the new SGA president. She offers herself and her vice president as a resource. She is pleased to attend the Faculty Senate meetings. COVID-19 is the center of attention. They have learned over the past few weeks that the students are struggling at home living in toxic environments. They are giving a platform to speak and referring them to resources. They are creating a survey and will share the numbers with the senate. They have student and academic success resources but would like to concentrate on COVID-19.

    B) Senator Proctor would like to know in the survey if they have let the students know that the classrooms will not be cleaned in between classes. Will they be tracking students traveling? President La Rosa will be advising that they update the survey with these issues.

    C) Senator Weeks would like to know if the survey can ask the students have a plan for quarantine in order to finish the semester. How will the university handle quarantine in

order for students to finish the semester? Dr. Johnson states they will need a satisfactory plan for isolation or quarantine and there is a planning process underway.

D) Senator Cash commented about the commitment to inclusion and diversity. Try to provide solution for all. Dr. Cartwright said that this is something that he feels strongly about and appreciates Dr. Cash for bringing this up. President La Rosa also appreciates this topic being brought up. She will be having a meeting soon about this topic with a student group. The students do have these concerns as well.

E) Senator Marien would like to know when the student survey will be sent out. He would like to know if the link could be sent to the faculty so they can ask their students to respond.

14. Other Business

15. Adjournment at 1:16 pm.

COVID-19 Student Survey Overview

- This data reached a large group of students
- Though not completely representative of UCF, it provided valuable data
- Many students faced hardships between financials and mental health
    - Due to stress getting COVID-19
    - Losing their Jobs (which paid for college, and rent)
- If UCF were to continue fully online, majority of the students would continue with a fulltime load here at UCF
- At the point of Data Collection, many students didn't know whether they would receive CAREs Act Funding, but this was addressed in the recent days
- UCF did a generally good job when it came to course delivery, communications, and student services
- Majority of Students understand that having a hybrid style of learning would be best for the University
- Majority of Student would prefer in-person classes to learn
    - Still with large percentages wanting to have online learning and hybrid learning
    - Students want to see the Following:
        - Regularly Cleaned Classrooms
        - Sanitation Stations
        - Having the option to take a class online
        - Students wearing Personal Protective Equipment
- The students will attend classes if Mask were required, student would not want to attend a class if classrooms were not cleaned regularly
- Many students and their families are anxious about the return to campus, from contracting the Virus to pressure from their families
- Many students want to see more personal interactions
- Many students want their facilities to be open at a 50% capacity and provide
    - Sanitation Areas
    - Constant Cleaning
    - Temperature Checks
    - Social Distance Rules Enforced
- In the case of a rise in cases for COVID:
    - Majority of Students would want UCF to close down all the way
- Many of our non-degree seeking and graduate students would prefer the online format for fall of 2020
- While most undergraduate students would prefer in person classes, with freshman overwhelmingly would want in person classes

Recommendations for UCF

COVID-19 Student Survey Overview

- Based on the data, most students want to have in person class opportunities, but they also value choice, like having online sections, or hybrid courses.
- The data shows and supports student wanting mask required for in person classes
- The data also recommends that UCF regularly clean classrooms
- The data shows that student want access to their recreation faculties, but are open to social distancing rules enforced and constant cleaning of high-volume areas and equipment
- Students want to be on campus, and they want to be in class, but they want to know that steps are being taken to keep them safe
- Based on the data student will need help with financials when it comes to paying for rent and UCF should advocate for its students and speak with non-affiliated and affiliated UCF housing options to discuss brining down rent
- It maybe helpful to talk with all housing option for UCF students to potentially give students the option to break their lease for this upcoming year.
- The data shows many students are going to be facing mental health challenges and UCF would be advised to bring and train more professors and professional staff to be able to talk with students about stress or struggles
- These are not new challenges, but they will be exacerbated by COVID-19
- With over 90% of our student not being tested, we need to make sure that student who do return to campus are in a safe environment.
- In the case of an unexpected outbreak in cases of COVID-19, students would recommend that we close UCF entirely, where we could potentially close campus, but keep things like housing open for certain cases for our students
- Students recognize that UCF may have to adjust their plans as the year goes on
- UCF should continue to follow guidelines from the CDC
- These recommendations are based on the data that we gained from students, but we recognize that students re not the only voice, Faculty, staff, and other campus stakeholders should all make sure their voices are being heard as well.

We as student leaders know you will you take the voice of our students into consideration and we hope you continue to make decisions which put one of the largest universities in the nation as a leader in this COVID-19 outbreak and set the example for other universities.

University of Central Florida Faculty Senate Statement Opposing Racial Injustice

The Faculty Senate of UCF acknowledges and condemns racial injustice and racist violence--including anti-Black police harassment, disparate enforcement, and brutality--as urgent but also longstanding crises in the United States.

We grieve for the victims of systemic racism--including George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, Jonathan Ferrell, Eric Garner, Trayvon Martin, and so many others. We support and stand in solidarity with Black, Indigenous, People of Color (BIPOC) colleagues, students, and other members of the university community who are hurting, fearful, and angry. We support the rights of those in Central Florida and across the nation to peaceably assemble and carry petitions of grievance to the government, and we oppose any action that would undercut and subvert human and constitutional rights.

As educators and intellectual leaders, we recognize our responsibility to affirm and promote the fundamental rights and dignity of all persons, and to reject language and actions that deny or attack these rights and dignity.

As Ibram X. Kendi has argued, it is not enough to be non-racist; rather, we must be anti-racist, which involves identifying and calling out, changing, and redressing the effects of policies, practices, and narratives that are racist, that have racist outcomes. Enacting anti-racism will require us, individually and collectively, to further listen to and learn from those who have been oppressed, and to heed what they tell us about how best to support them without putting the burden of our collective work on them.

We acknowledge that work done at institutions of higher education, including UCF, has contributed both to the perpetuation of and attempts to counter inequities and systemic racism. Accordingly, we accept the responsibility to turn inward and denounce and redress racism in our midst, a necessary step to fulfilling our strategic plan's promise to "attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us."

We reaffirm the UCF Creed's commitment to community, which is to "promote an open and supportive campus environment by respecting the rights and contributions of every individual." Accordingly, we encourage the rights and responsibilities of active citizenship by encouraging open scholarly dialogue and debate. Such dialogue should promote, rather than undermine, a campus environment free from any form of harassment or discrimination. The goal to promote scholarly dialogue must additionally be balanced with our responsibility to seek knowledge and truth and our goals to promote civility, access, diversity, equity, inclusivity, and care.

Finally, we accept our responsibility as stated in UCF's strategic plan, to "deploy our distinctive assets to solve society's greatest challenges," chief among which are racism and interlocking forms of oppression.

UCF RETURN TO CAMPUS PLAN

FALL 2020

KNIGHTS RISE TO THE CHALLENGE

In the pages that follow, you will find the University of Central Florida's plan for responding to COVID-19 and how we will return to campus. In all of our efforts, we have prioritized the health and well-being of our campus community and visitors while continuing to deliver academic, research and student success programs that drive our excellence. As committed community partners and innovative leaders, UCF faculty, staff and students have stepped up to help around our region and across the nation. I am proud of the ingenuity, compassion and resiliency that our university community has shown during this time — embodying how Knights always rise to the challenge.

It is my belief that the best course of action for the many is not decided by a few. That is why we sought the collective thinking of a variety of university stakeholder groups. From virtual town halls and surveys, we gained insight into how COVID-19 is affecting those who live, learn and work on our campus. Additionally, we have greatly benefited from the guidance of our Board of Trustees, as well as the Florida Board of Governors and state and local officials and related task forces.

To develop this plan, we charged multiple teams to focus on our return to on-campus research, work, instruction, housing and student affairs, in addition to the testing and contact tracing measures we will employ. These planning groups — made up of leadership; subject matter experts; and other faculty, staff and student representatives from across campus — followed recommendations from the Centers for Disease Control and Prevention, the Florida Department of Health, the Florida Board of Governors and other government and public health officials to create a comprehensive path forward for UCF and the well-being of our campus community.

The following plan highlights the efforts our university will execute this fall, as well as those that are underway. Some of our safety precautions already being implemented include reduced capacity, increased sanitation and face coverings in shared spaces, as a limited number of researchers and staff have begun their return to campus.

We also ensured our plan enabled flexibility, with the ability to adjust as more information about this virus and its effects becomes available. Our planning explored multiple scenarios, which will enable us to change direction if the situation and the guidance of government and public health officials evolve. UCF is fortunate that our 20-plus years of digital learning experience provided a strong foundation for our switch to remote instruction in the spring and allow us to deliver the highest-quality education in any modality.

Although I joined UCF at a very unique time, there is no place I would rather be. The optimistic spirit that drew me here gives me confidence that we will emerge a stronger institution helping to lead our community and the state's recovery from the pandemic.

Because, in everything at UCF, we always Charge On.

Alexander Cartwright

Alexander N. Cartwright, Ph.D.
President

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EXECUTIVE SUMMARY

Over the last few months, Knights have worked tirelessly to not only respond to the pandemic but also to plan for the short and long-term impacts that will be left in its wake. The plan that follows outlines efforts by many university members to develop a flexible approach to re-opening campus that can be adjusted if conditions improve or worsen. While this plan and health measures will be implemented at all of our campuses, the expectation is that this plan will guide addressing the unique needs and challenges within our programs, spaces, and campus locations. By committing to a caring culture that starts with our personal behavior and acceptance of responsibility, this plan prioritizes the health and well-being of all our students, faculty, staff, vendors, volunteers, and visitors and provides a roadmap for continuing to provide exceptional academic, research, and athletic programs and services.

SUMMARY OF UCF PLAN HIGHLIGHTS

- UCF anticipates re-opening for the fall semester
- Planning incorporates thought leadership from various work groups which includes representation from faculty, staff, students, and external stakeholders
- Re-opening will respond to federal, state, and local government guidance and be guided by health and medical professionals
- UCF will adhere to the core principle of focusing on the health and well-being of faculty, staff, students, vendors, volunteers, and visitors across all planning
- UCF will provide updates to the campus community via a variety of mediums including the university's dedicated COVID-19 websites https://www.ucf.edu/coronavirus/ and https://www.ucf.edu/coronavirus/returning-to-ucf/ as well as answer questions at covid19questions@ucf.edu

RETURN TO CAMPUS

- With return of students, faculty, and staff, enhanced cleaning will occur across campus with increased cleaning frequency in common areas and high touch point areas consistent with CDC guidance to institutions of higher education
- Face coverings will be required in university buildings as outlined in university policy, and building capacity will be limited to 30% during initial phases of repopulation
- While return to campus will be permissible, managers and supervisors will be flexible and allow employees to continue remote work as circumstances dictate
- Prior to returning to campus, faculty and staff will be required to complete return to campus training to ensure understanding of university procedures and protocols
- Student athlete participation in organized activity as well as the return of spectators to athletic competition are dependent on state and local guidance as well as plans developed by the American Athletics Conference

RETURN TO ON-CAMPUS RESEARCH

- Tiered approach to laboratory and research activity will be utilized to phase researchers back to on-campus activities with essential, critical, and COVID-19 response research activities receiving priority
- Research leadership will use approved laboratory occupancy plans and schedules to manage capacity within spaces as well as support contact tracing as needed
- Written safety procedures will be present in each laboratory space outlining specific protocols for conducting research safely that include specific pandemic precautions

RETURN TO INSTRUCTION

- UCF will transition to remote instruction after Thanksgiving break

- Classroom capacity has been modified to support physical distancing and courses that do not fit within available space on campus will be taught remotely

- Academic leadership in conjunction with college deans categorized fall course offerings based on class characteristics to determine the priority for face-to-face instruction

- The UCF Center for Distributed Learning will leverage its online learning faculty development expertise to provide training to effectively deliver academic programs in the fall

RETURN TO HOUSING AND ON-CAMPUS STUDENT AFFAIRS

- Students will return to on-campus housing for the fall semester

- UCF will offer single occupancy and provide some limited double occupancy thus reducing total housing capacity by 6%

- Housing residents will be tested upon return to campus and strategies will be implemented to promote physical distancing not only during the move-in process but also in residential communities

- A hybrid strategy for fall events and activities will offer virtual participation options to students, limit frequency and size of face-to-face interactions, and leverage alternatives (e.g. outdoor spaces) to promote physical distancing.

- UCF leadership continues to partner with Greek organizations with both on-campus and off-campus housing to assist with development of plans that promote health and well-being. Plans will include housing and bed capacity, cleaning protocols, common space protocols and expectations, social event plans, and where applicable dining arrangements.

TESTING AND TRACING

- UCF has partnered with AVENTUS BioLabs to make COVID-19 testing readily available at its main campus and its Lake Nona medical campus

- UCF will conduct population (cohort) screening to help identify persons who may be unaware of their illness by implementing a targeted testing approach focused on cohort and closed populations (e.g. students returning to university housing)

- Data will be leveraged to estimate prevalence of COVID-19 and predict potential for outbreaks on campus. The surveillance data will be used to identify and respond to potential hotspots on campus.

- In conjunction with the Florida Department of Health, a contact tracing program has been designed that will be staffed by UCF student volunteers. The COVID Contact Tracing Committee will coordinate contact tracing at UCF with the Florida Department of Health.

- Policies and procedures have been developed to govern the contact tracing process which include response to positive cases identified.

- UCF is leveraging technology to respond to COVID-19 by developing a daily screening and education application for all UCF faculty, staff, and students.

The Emerging Issues and Crisis Response Team (EICRT) provides leadership prior to and during an emerging issue, crisis, or university incident. As part of EICRT's procedures, recommendations for response or policy are made to the president for university action. As appropriate, recommendations are discussed by the president's cabinet prior to action. EICRT leverages the university's severity index which allows for identification of risk level and potential impacts. The severity index directs appropriate communication and consultation with the president, board chair, and full board.

EICRT was activated the beginning of February to respond to the developing pandemic that eventually resulted in a rapid transition to remote instruction and work. In early April, EICRT shifted focus to scenario development which outlined the best, base, and worst case to allow for longer term planning for financial, operational, and policy impacts. The EICRT team received regular updates and worked in conjunction with the Emergency Operations Center (EOC), the Florida Department of Health (DOH), and other state and local government agencies to facilitate pandemic response under the university's pandemic plan.

The EOC consists of representatives from approximately 30 areas across the university who work together to address an incident including identifying and addressing resource needs, coordinating response efforts, and communicating status updates to leadership and representative areas. Under the university's pandemic plan, the associate vice president for Student Health Services served as the incident lead and provided medical guidance across all planning and coordination with the Florida Department of Health.

As federal and state planning for reopening began, EICRT commenced deliberate planning under scenario 1 (best case) for a possible return to campus in Fall 2020. The primary focus across all planning efforts was the health and well-being of faculty, staff, students, vendors, volunteers, and visitors, and we followed the guidance of medical and health professionals. Equally important to the university's planning was maintaining the university's unwavering commitment to accessible, affordable, high-quality academic programs and services. The following principles were developed to guide the university's planning efforts:

GUIDING PRINCIPLES

- Focus on the health and well-being of our faculty, staff, students, vendors, volunteers, and visitors across all planning (Core Principle)
- Design a phased approach that will allow us to hold steady, tighten restrictions or make changes to reflect new guidance.
- Do not force employees or students to return to campus if they are at risk, and where possible allow remote work and remote learning opportunities.
- Support work and course schedules that maintain physical distancing and consider hybrid schedules that blend both on-campus and online options
- Remain flexible and quickly adjust as new data become available or conditions in our region change.

PLANNING GROUPS

Consistent with how campus was depopulated, planning focused on a phased approach following federal, state, and Board of Governors' guidance for reopening. Five areas of focus were identified and EICRT workgroups were established. Each workgroup was led by an EICRT member and additional subgroups under each focus area were created to target and address specific areas or challenges. Planning included representation from leadership, faculty, and students where applicable. Each team lead provided updates at the EICRT meetings where complex challenges were discussed.
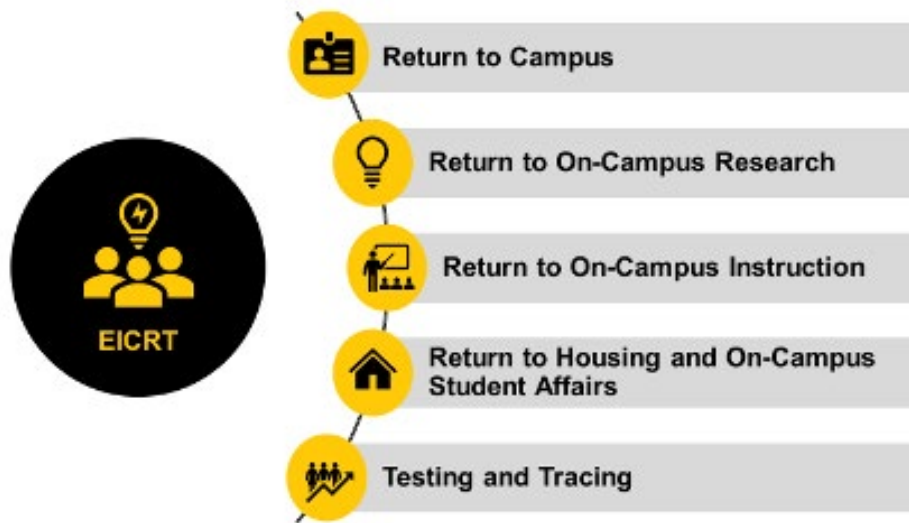
RETURN TO CAMPUS PLANNING GROUP

Subgroups: Employee training, Events and Camps, Signage and Communication, Waivers and Disclaimers

Charge - Prepare the campus and employees for returning to in-person work through policy and protocol development, education, and the development of a phased approach for repopulation.

Key Deliverables

- Provide flexibility for employees requesting to continue remote work
- Adhere scheduling to capacity limits and physical distancing
- Prepare facilities with installation of touchless devices and hand sanitizer stations
- Identify resource needs and use central management of supply chain to purchase face coverings, hand sanitizer, disinfecting wipes and cleaning supplies
- Implement new cleaning protocols and testing and tracing practices
- Develop policies and appropriate procedures for enforcement and educate employees on expectations
- Provide continuous communication regarding safety measures and expectations
- Install visual signage across campus
- Coordinate timeline for repopulation with local, state and federal guidelines

RETURN TO ON-CAMPUS RESEARCH PLANNING GROUP

Subgroup: Environmental Health and Safety for Research Re-opening Task Force

Charge - Develop a phased approach for returning faculty, staff and students to labs and other research activities.

Key Deliverables

- Provide shared research principles
- Develop research tiers
- Establish laboratory cleaning and disinfecting protocols
- Develop education specific to research laboratories
- Create laboratory check list
- Approve occupancy plans prior to returning
- Distribute PPE and ethanol for cleaning

RETURN TO ON-CAMPUS INSTRUCTION PLANNING GROUP

Subgroups – Classroom Capacity Workgroup, Teaching in the Fall Task Force

Charge - Develop a plan to resume face-to-face instruction and academic affairs services.

Key Deliverables

- Plan for a hybrid scenario with a mix of face-to-face, mixed mode and online courses
- Develop contingency plans in case a change occurs after fall plans are announced
- Prioritize experiential courses for face-to-face instruction
- Prioritize in-person experiences and learning opportunities for FTICs
- Increase training for faculty on hybrid and online learning
- Identify what will move to online learning
- Establish capacity planning for classrooms and consider ingress and egress

RETURN TO HOUSING AND ON-CAMPUS STUDENT AFFAIRS PLANNING GROUP

Subgroup: Student Engagement

Charge - Develop a plan for all operational, educational and well-being needs for students and staff returning to all housing communities and provide a plan to safely engage and support returning and prospective students' campus experiences.

Key Deliverables

- Develop occupancy guidelines
- Reserve residential space for quarantine use
- Prepare housing facilities for physical distancing
- Adjust move-in time period to promote physical distancing
- Reconfigure common areas and establish enhanced cleaning protocols
- Restrict social events and activities
- Develop online activities for residents
- Provide "welcome back" kits with face covering and hand sanitizer and share new safety protocols
- Develop communications for students and parents

TESTING AND TRACING PLANNING GROUP

Subgroup: COVID-19 Digital Solutions Sub-Committee

Charge - Develop a plan for testing, screening, contact tracing and surveillance in coordination with the Florida Department of Health, Orange County.

Key Deliverables

- Include members from DOH on task force
- Develop testing and tracing protocols
- Create protocols for the care and quarantine of students in on-campus and managed housing
- Develop an application to promote illness detection and safety measures
- Establish Student Health triage line as the point of contact during initial phase of reopening

HEALTH AND WELL-BEING MEASURES

To address the core principle of focusing on the health and well-being of our faculty, staff, students, vendors, volunteers, and visitors across all planning, health measures were developed based on CDC and OSHA guidance.

The following health measures are required of all members of the university community:

- Face coverings are required to be worn in all inside common spaces or when in close proximity to others;

- All members of the university are to practice 6 feet of physical distancing to the greatest extent possible;

- Those with increased risk of severe illness or over the age of 65 are encouraged to continue to work and learn remotely until further notice;

- All faculty, staff, and students will be required to complete education prior to returning to campus;

- Increased cleaning of common touchpoints, bathrooms, and common areas will remain in place until further notice;

- Testing, tracing, and response to illness protocols will be established to respond to potential cases of COVID-19 in coordination with the Florida Department of Health (and, as applicable, other health authorities);

- All members of the community are to follow good hygiene guidance such as regular hand washing, avoiding touching your face, and disinfecting touched items; and

- Take personal responsibility by following all health measures including remaining at home when ill.

RETURN TO CAMPUS

UCF's faculty, staff, and students continued to Charge On through the many challenges of COVID-19 and quickly adapted how they worked and learned. With nearly 14,000 employees and over 68,000 students there is no one-size-fits-all model for returning to campus. While this plan and health measures will be implemented at all of our campuses, the on-going local planning will include addressing the unique needs and challenges within our programs, spaces, and campus locations.

As a leader in tourism with over 75 million people visiting Orlando annually,, we know that as our theme parks, beaches, restaurants, and other attractions open we may face challenges. Therefore, our plan is based on a phased approach consistent with federal, state, and local guidelines and was developed in coordination with the Orange County, Florida Department of Health. A phased approach allows UCF to hold steady, tighten restrictions, or make changes to reflect changing conditions or new guidance.

Preparing UCF's workplace and workforce for returning to campus and the "new normal" requires our university community to work together. To be successful, we must be committed to a caring culture that starts with our personal behavior and acceptance of responsibility. The university will take several actions to provide a working and learning environment that fosters the health and well-being of our university community . Everyone will need to tackle some personal inconveniences, take personal responsibility, and adopt the health measures necessary to promote health and well-being. We will need to remain flexible and address the unique needs of our faculty, staff, and students. As Knights we are dedicated to this effort and to the well-being of our broader community.

As we Armor Up to return to campus, key tenets of our plan include:

FACILITIES AND SUPPLIES

- Preparing university facilities by installing hand sanitizer stations and touchless devices including faucets and step and pulls on doors. Installing plexiglass in public facing areas and in spaces requiring additional barriers.

- Enhanced efforts to improve university buildings' heating, ventilating, and air conditioning (HVAC) systems. Measures being taken address ventilation, filtration, administrative controls, and sterilization technology. UV-C technology is currently being installed in select high-density instructional, administrative offices, and operational support buildings.

- Enhanced cleaning protocols to include the initial deep cleaning of offices, common areas, and classrooms completed in May. All common areas and high touch point areas will be cleaned twice per day with a deep cleaning of bathrooms. All classrooms will be cleaned daily prior to classes beginning and disinfected every two weeks.

- Ordering and centrally tracking resource supplies such as facial coverings and masks, hand sanitizer, and cleaning supplies.

FACULTY AND STAFF

- Where possible UCF will provide flexibility for employees requesting to continue remote work. Employees who can continue to work remotely will be encouraged to do so, especially those at high risk of complications from COVID-19 or who may be taking care of someone at high risk.

- Employees are required to stay home if they are sick or if any person living in the same residence is sick with COVID-19 symptoms.

- Managers and supervisors will coordinate workplace furnishings and activities to allow at least 6 feet between employees, or between employees and other persons, for example, contractors or visitors. This also applies to shared offices without partitions, break rooms, conference rooms, and other spaces. Cubicles with wall partitions of less than 6 feet height will also require 6 feet between workers.

- Scheduling of employees will adhere to capacity limits and physical distancing. For offices and non-classroom spaces, supervisors will be responsible for maintaining an office occupancy at or below 30 percent capacity in the initial phase. For office settings such as cubicles or shared workspaces that are close together, distances of at least 6 feet between employees in the office at all times is required.

- Faculty and staff will be responsible for cleaning and maintaining their individual workspaces, including desks, chairs and computer equipment. Faculty will be responsible for cleaning computers and pedagogical equipment in classrooms before and after use.

- Faculty and staff are asked to avoid office gatherings, break rooms, and unnecessary visitors in the workplace.

- Employees should avoid using other workers' phones or sharing desks, offices, or other work tools and equipment, when possible.

STUDENTS

- All faculty are being encouraged to provide flexibility so that students requesting the ability to learn remotely can do so. Students at high risk of complications from COVID-19 or who may be taking care of someone at high risk should continue to learn remotely.
- Students will be required to stay home if they are sick or if any person living in the same residence is sick with COVID-19 symptoms.
- Students will be responsible for cleaning their own classroom seats with provided disinfectant wipes.
- Students are asked to avoid gathering unnecessarily in classroom, lounges, housing common areas, and other university spaces.
- Students should avoid using shared equipment and materials when possible.

POLICY AND ENFORCEMENT

To further establish the expectations for returning to campus an emergency university policy was developed to implement the health measures outlined in this plan and to provide for the clear communication of enforcement steps for non-compliance. The policy applies to all members of the university community, as well as individuals and contractors that conduct business with the university, and campus visitors. The policy applies to all facilities on all campuses of the university, as well as to operations of the university within facilities controlled by the university.

The policy will live on-line and will be updated to reflect changes in federal, state, and Board of Governor's guidance or changing health conditions. Individuals who violate the policy will be given an opportunity to correct their behavior and may be asked to repeat training. Repeated acts of non-compliance will result in the individual's removal from campus until compliance is achieved. Continued non-compliance may result in disciplinary action for faculty, staff, and students, up to and including dismissal. UCF will utilize existing disciplinary action regulations and policies for faculty, staff, and students.

UCF hopes to achieve compliance through a culture in which Knights are dedicated to protecting each other's health and well-being. We also will provide guidance to faculty and staff who will be on the front lines of enforcement, and we will be focused on ensuring the new requirements are enforced equitably.

EDUCATION AND COMMUNICATION

All faculty, staff, and students returning to campus will be required to complete training that outlines the university's health measures, including effective hand washing, proper use and care of face coverings, and taking personal responsibility while caring for yourself and others.

A robust communication plan was developed to educate the university community on health measures through education, signage on campus, and digital platforms such as monitors on campus. Signs such as the one below are posted at the entrance of each building, near elevators, bathrooms and other high-traffic areas on campus.

ATHLETICS

UCF Athletics aims to empower student-athletes to earn degrees and attain exceptional personal and professional lives. UCF Athletics represents an integral part of the campus fabric and supports UCF in achieving its goals through impactful, positive exposure. Consistent with the guiding principles established by UCF, the health and well-being of student athletes, coaches, and staff is a top priority for UCF Athletics as planning occurs to return to the field, court, and athletic facilities. As leadership prepares for a phased return of its student-athletes, a plan has been developed that aligns with university efforts.

Several elements of UCF Athletics return to campus plans are identical to university plans including the requirement to stay home if sick, daily wellness self-screenings, pre-return training for coaches and staff, continuation of virtual meetings, physical distancing when face-to-face interactions do occur, face coverings required in Athletics buildings, and enhanced cleaning protocols focused on frequent touchpoints, restrooms, and common areas. In addition, UCF Athletics will implement the following protocols:

- All athletic facilities will remain locked and a single point of entry will be designated to manage building access and administer the on-campus wellness screening process for student-athletes and staff.
- Student-athletes will be grouped into small cohorts for activities to minimize potential for cross-contamination.
- Workout schedules (including cardio and weightlifting sessions) will be staggered to promote physical distancing. Coaches will wear masks during indoor training sessions when physical distancing cannot be maintained.

Student-athletes will return in waves. Each student-athlete will be tested for COVID-19 prior to engaging in on-campus activity and, assuming a negative test result, spend the first few days completing physicals and various screening and education activities. The first wave of student athletes returned on June 1, 2020; representing approximately sixty football players. The UCF Athletics return to campus plan has the next wave of returning student-athletes to include additional football players, men's basketball players, and women's basketball players which would occur in late June, if allowable based on federal, state, local, and university guidance. Return for additional intercollegiate sports will follow the same protocols as outlined for current waves of student-athletes.

As UCF Athletics awaits guidance from state and local officials, the American Athletic Conference, and the National Collegiate Athletic Association regarding resumption of student participation in organized athletic activity and return of spectators to athletic competition, the athletics working group has outlined the multitude of considerations (e.g. tailgating, parking, fan requirements, seating, ingress/egress, etc.) that will be defined when a path is set by the appropriate governing bodies.

CREATIVE SCHOOL

The UCF Creative School for Children provides day care and education for the children of faculty, staff, and students. Caring for our youngest knights requires special care and implementation of the university's health measures. Knights younger than 2 years of age may not wear face coverings. The plan includes enhanced cleaning and personal hygiene protocols for teaching staff and was developed consistent with the CDC COVID-19 Guidance for Child Care Programs, the Florida Department of Children and Families, and the American Academy of Pediatrics.

RETURN TO ON-CAMPUS RESEARCH

UCF researchers drive intellectual capital and innovation to solve today's most pressing problems. From nanoscience to optics, from simulation to forensic science, UCF researchers work together to have real-world impact, improving the lives of students and the community. To fully re-engage in research activities, UCF has developed a phased approach to allow the gradual return of on-campus research. The different tiers of laboratory/research activities establish the general order the activities will be allowed to return to campus during the pandemic. The tiers were established based on state recommendations, with the aim of protecting the health and well-being of the research workforce. The plan is based on the seven tiers of activities outlined below.

TIER 1: ESSENTIAL RESEARCH ACTIVITIES
Activities deemed vital during a lock-down/remote-work scenario. Examples include occasional/scheduled access for animal labs, protection of germ lines, growth chambers, maintenance of equipment, and restarting of computers. Any "critical government-related activities" require project-specific statements from the funding agency attesting to the crucial nature of the work being performed.

TIER 2: COVID-19 RELATED RAPID-RESPONSE ACTIVITIES
Activities directly related to COVID-19. Examples include COVID-19 testing, 3D printing of ventilator components, conducting funded projects related to COVID-19, etc.

TIER 3: CRITICAL RESEARCH ACTIVITIES
Activities aimed at avoiding catastrophic loss of resources or research results. Examples include seasonal data collection or activities aimed at the prevention of harm to animals.

TIER 4: FACILITIES PREPARATION ACTIVITIES
Activities carried out by limited approved personnel (e.g., designated faculty or staff) to prepare buildings, laboratories, shared research facilities, and other approved workspaces for occupation and research-related operations. Examples include preparing/staging supplies (pandemic or research-related), restarting operation of equipment in shared facilities, and installing educational signage to encourage physical distancing and other good practices.

TIER 5: RESEARCH ACTIVITIES THAT CANNOT BE PERFORMED REMOTELY
Activities that cannot be performed remotely, and if further delayed would represent serious damage to research projects with laboratory-based activities. This tier excludes human subject research (Tier 6 below). Researchers in this tier will be granted access to core research facilities as end-users. These activities were identified and authorized when starting to work remotely.

TIER 6: HUMAN SUBJECT RESEARCH ACTIVITIES THAT MUST BE CONDUCTED IN A FACE-TO-FACE MANNER
There should be no disruption to research that has already transitioned to other remote mechanisms (e.g. Zoom). Specific criteria and mechanisms for approval are being finalized in conjunction with the UCF IRB staff and will be announced when complete.

TIER 7: ALL OTHER RESEARCH ACTIVITIES

All research activities will be allowed to reopen once government authorities lift physical distancing restrictions, as long as researchers follow protocols established by UCF to enhance safety. During this stage and until the pandemic completely disappears (e.g. a vaccine is widely available), researchers will still need to follow the safety protocols established by the institution (e.g. physical distancing).

Research activities will incorporate broader return to campus guidance, including increased cleaning and disinfecting, physical distancing, face coverings in common areas, and targeted communications and marketing. At the time of this submission, the university was currently allowing tiers 1 through 5 to resume to support the continuation of essential research activity as well as prepare laboratory spaces for re-population.

The key tenets of the return of on-campus research activities are as follows:

- Research training is required for all researchers prior to returning to the laboratory environment. Researchers must be current on required university laboratory safety training as well as specific return to the research environment training developed in response to the current pandemic.

- Researchers will leverage a lab ramp-up check list to support safe, effective return to lab facilities including key considerations such as checking equipment to ensure it is functioning properly and beginning to stock laboratories to resume research.

- Scheduling plans will be used at each facility to ensure capacity limits set forth by university leadership are followed. Approved occupancy plans must be submitted prior to returning to the lab environment. Each laboratory must have a weekly schedule of who will be in the laboratory and no more than 1 person per 200 square feet at any given time.

- All individuals entering a lab must complete a check in and check out form that includes a health check and attestation regarding symptoms and behavior associated with possible COVID-19 infection. The check out form captures an attestation that health measures were followed and that the cleaning protocol was completed.

- Principal investigators must prepare written safety procedures for their laboratories including plans for regular cleaning and disinfecting spaces. The plan must be clearly displayed in the laboratory.

RETURN TO ON-CAMPUS INSTRUCTION

UCF's plan for academic delivery in the fall will be focused on providing superior education to its diverse student body. The plan will allow for easy, efficient transition of course offerings to remote instruction should the need arise. With 20 years of experience providing outstanding online instruction, UCF is a trusted source for innovative education technology and effectively equipped to offer a high-quality hybrid teaching program in the fall.

Similar to colleges and universities around the country, UCF will look to minimize the risk associated with a potential virus resurgence in winter by switching to remote instruction after Thanksgiving. Residence halls, libraries, study spaces and dining services will remain open for student use.

Under the provost's leadership in consultation with university deans, UCF has developed a plan to creatively deliver the academic experience via alternative instructional formats and a combination of face-to-face and online delivery modes. As plans were created, college leaders were asked to incorporate four key considerations: (1) prioritize quality of educational offering, (2) identify courses which most need a face-to-face component to provide a high-quality experience for students, (3) identify courses in which a high-quality online course could be offered with fully trained faculty, and (4) prioritize on-campus classes typically needed for first time in college (FTIC) students based on the importance of the on-campus experience for student retention and progression. The plan follows the health and well-being measures established at the university level. Key tenets of the academic delivery plan are:

- Based on physical distancing guidelines and the need for safe ingress and egress, classroom capacity has been revised for the university's classroom spaces.
- The Office of the Registrar is assigning courses to classrooms based on new capacity. Courses that exceed the available on-campus capacity will be taught remotely.

CLASSROOMS
Observe Distancing and Capacity protocols

MATH SCIENCES — 121

BUSINESS ADMIN I — 119
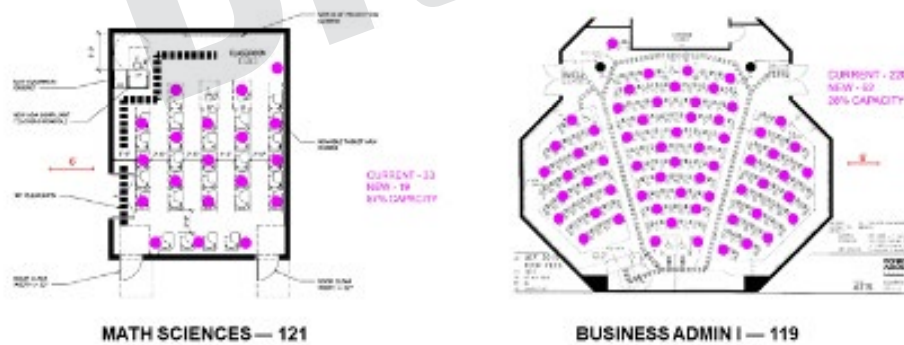
- Based on pedagogical quality and guidance from health professionals, all large classes (defined as 100 persons or greater) will be taught remotely.
- In some specific courses, the principle of physical distancing is not possible (e.g., clinical training in which human contact is required). These programs have developed health protocols including the wearing of personal protective equipment.
- Consistent with university principles and measures, faculty at elevated risk for severe illness from COVID-19 will instruct courses remotely.
- Existing start and end times for classes will remain unchanged from the published course catalogue.

The need for physical distancing and the limited number of spaces available means many classes will be taught remotely. UCF is one of the nation's leaders in online learning and key to UCF's success has been the emphasis on faculty development. An estimated 80% of faculty have completed some form of credentialed training from UCF's Center for Distributed Learning. Over 1,800 faculty have completed the university's flagship program for designing and delivering high-quality online instruction, IDL6543. Comprising 80 hours of contact time, the comprehensive 10-week program combines seminars, online coursework, and regular consultations with professional instructional designers. UCF's expertise in faculty development has led to the Teaching Online Preparation Toolkit initiative (TOPkit), a state-funded website and annual conference to help other state universities and state colleges better prepare their faculty to effectively teach online. UCF will continue to use this expertise to provide training and education to faculty teaching remotely in the fall.

The Division of Digital Learning has quickly developed a suite of training programs to prepare faculty for fall online, remote, and hybrid flexible delivery. The training programs include targeted workshops on the use of specific technologies such as the learning management system (Canvas) and video conferencing software (Zoom), sessions on how to facilitate courses in a blended flexible model, and a comprehensive new course on the effective design and delivery of high-quality online instruction. This comprehensive new course, called *Essentials of Online Teaching*, is three weeks in duration and serves as an accelerated version of our award-wining flagship faculty development program, IDL6543. We anticipate that *Essentials of Online Teaching* will train over 200 faculty in this summer's cohort.

To be effective, the academic delivery plan will need to remain flexible; as change may be needed to adjust to evolving health conditions on campus and in the campus community. All faculty are being encouraged to plan courses so that students who fall ill or become quarantined will be able to continue in the class. In particular, attendance requirements have been discouraged. Faculty teaching on-campus courses are encouraged to use a hybrid approach in which their classroom presentations are captured by technology available in the classroom (e.g. document cameras and Panopto) to be available to students who choose to be or because of health or quarantine need to be remote.

In addition to course instruction, the university has instituted the following changes for the fall semester:

- Semester-long study abroad programs have been canceled and university leadership will revisit in early fall whether programs beginning in the winter can move forward.
- Student support services have been restructured so that they can be offered either in person or remotely. These include orientations, meetings with advisors, internship fairs, and other support services.
- Internship opportunities depend on the employer. For example, a number of internships continued remotely during the late spring and early summer where permitted by the employer. The plan is to resume a regular slate of internships, unless health conditions require the intern employers to cancel them.
- Recruitment activities, e.g., for honors and graduate programs, have switched to virtual meetings this summer. They will resume as on-campus events this fall, with physical distancing, unless health conditions require continuing the virtual approach.

While an initial plan has been developed, efforts continue across the universe to refine plan specifics as new information and trends emerge. UCF is prepared to modify plans as needed and is committed to remaining flexible as the fall semester approaches.

RETURN TO HOUSING AND ON-CAMPUS STUDENT AFFAIRS

HOUSING

On-campus residential housing represents a critical component of the student experience. UCF is committed to providing an opportunity for students to reside on campus in an environment guided by health and well-being measures. Fall residential housing plans were developed considering recommendations from UCF Health Services, Florida Department of Health (DOH), World Health Organization (WHO), and the Centers for Disease Control (CDC).

Consistent with return to campus plans, increased cleaning and disinfecting, wellness dividers as appropriate, physical distancing, face coverings in common areas, and targeted communications and marketing are part of the return to housing plans. Additional key elements are:

- Housing will shift from full to reduced occupancy which includes partial double occupancy and a contingency plan for single occupancy. All residents will be required to sign an addendum to the Housing agreement which includes an acknowledgement of the risk of living in the residential communities due to the contagious nature of COVID-19.

- All students returning to university owned housing will be tested upon arrival at UCF and will quarantine pending results.

- Housekeeping will conduct disinfection of all residential community spaces two weeks prior to the residents returning. Deep cleaning of walls, upholstery, carpets, HVAC (deep clean units, change filters) will be completed as part of the move-in process.

- The move-in process will be modified to include expansion of move-in timeline to support a phased approach, limitation of non-resident participants during the move-in process, and utilization of innovative solutions to conduct certain processes in a contactless format (e.g. electronic room condition reporting).

- Virtual engagement strategies implemented to minimize congregation including continuation of residential curriculum strategies in a virtual environment and sponsored virtual events to interact with residents (e.g. virtual movie night).

- Protocols in place for presumptive or actual positive cases include sanitizing and general cleaning aligned with illness response matrix, dedicated spaces for residents who cannot return to their permanent residence for self-isolation and / or self-quarantine, meal delivery option for self-isolated /self-quarantined residents, and other services as needed to support the resident during isolation /quarantine period. Resident will remain isolated / quarantined until medically cleared.

STUDENT AFFAIRS

Student engagement is a cornerstone of the college experience and planning efforts seek to build a hybrid student life and student engagement program for the fall. The plan addresses various components of the student experience including recruitment, student services, events, recreation, and student activities through a thoughtful phased approach with health and well-being serving as the cornerstone. The approach incorporates:

- A customized introduction to UCF for potential undergraduate students including virtual information sessions, virtual one-on-one meetings with students and parents, self-guided campus tour experiences, and smaller, more personalized tour groups that comply with university guidelines and timing on gatherings.

- Continuation of virtual offerings for career services, counseling and psychological services, multicultural academic support services, and other key services with limited face-to-face interaction as needed.

- Modified recreation and wellness operations to support reduced virus transmission including adjusted hours of operations, facility layout changes and restrictions, and remote exercise classes and personal training. Certain activities such as intramural sports and sports clubs, will be gradually re-introduced over the course of the fall semester with approval from university leadership and appropriate health and well-being measures implemented.

- Execution of a hybrid strategy for fall events and activities that will offer virtual participation options to students, limit frequency and size of face-to-face interactions, and leverage alternatives (e.g. outdoor spaces) to promote physical distancing. This will include the implementation of virtual Panhellenic recruitment for interested students.

FRATERNITY AND SORORITY LIFE

UCF leadership is working with each sorority or fraternity with on-campus and off-campus housing to assist with developing plans that address how chapter members, chapter advisors, and housing corporation leaders will promote health and well-being. Plans will include, but are not limited to, housing and bed capacity that meet university, CDC and other public heath guidelines; cleaning protocols; common space protocols and expectations; social event plans; and where applicable (a minimal number of houses have dining) dining arrangements. Basic elements of the plan for Greek organizations are:

- Chapters will not be permitted to register events that do not meet university, CDC or public health guidelines
- Recruitment for fraternities and sororities will be done virtually for fall, except where individual chapters seek and receive approval for small group interactions
- Chapters will be required to submit plans for cleaning procedures consistent with university guidelines
- Chapters with on-campus houses will be required to adhere to occupancy that meets university housing standards, generally one person to a room except where more than one occupant can do so in a safe environment
- All plans will be re-evaluated as CDC and public health guidelines are modified

Planning efforts have included university leaders from housing, health, facilities, and student involvement. An agreed upon deadline of July 1, 2020, has been set for determining bed capacity.

REGISTERED STUDENT ORGANIZATIONS AND EVENTS

Planning for co-curricular learning experiences include a hybrid of virtual and in-person activities that will meet university, CDC and other public heath guidelines. Included in these plans are events (e.g. programs, traditions, celebrations, and welcome back activities); facilities and outdoor spaces (i.e. space considerations, use protocols, behavior expectations); communication plans (i.e. what, when, and how to share information with the campus community regarding student engagement); training expectations (i.e. specific training for staff and student workers leading student engagement programs and activities); and assessment practices to provide ongoing feedback regarding the effectiveness of these efforts. Some of the strategies employed to provide student experiences while maintaining health measures includes ticketing events, utilizing RSVP requirements for participation, and providing students with a well-defined message about the nature of risk associated with participation in specific events given the current pandemic. Basic elements of the plan for registered student organizations and events are:

- Registered Student organizations will be required to submit safety plans for their activities including organization meetings, events, recruitment activities, and programming
- University and Student Government sponsored programs will adhere to existing university standards including physical distancing and face coverings
- University sponsored events and programs will be done virtually wherever possible without loss of effectiveness
- Student Government will provide access to funding for RSO in the same manner they have traditionally, with the exception that events/programs will have to meet university guidelines in order to be approved and funded
- All plans will be re-evaluated as CDC and public health guidelines are modified

TESTING AND TRACING

COVID-19 is a novel coronavirus threatening the health and well-being of the world's population. The current pandemic has impacted our community, state, country, and many parts of the world, resulting in lives lost and health care systems overwhelmed. As the university embarked on developing plans for testing, tracing, and surveillance, adherence to the best scientific evidence was paramount to the goal of maximizing the well-being of the university community.

A successful return to campus depends on robust testing, adroit contact tracing, and the timely isolation or quarantine of ill and exposed community members. The university's ongoing relationship with the Orange County, Florida Department of Health (DOH) has been a foundation for this planning. The DOH served as a strategic partner in responding to the pandemic and participated as a key member of the university's planning group to develop a plan for COVID-19 response. The University of Central Florida has monitored and will continue to monitor the capacity of local hospitals and healthcare systems to assure their capacity for reopening.

UCF currently has two testing sites on campus in partnership with AVENTUS Biolabs. One is located on the main campus and a second located on the Lake Nona Medical Campus. Cost of testing is covered by health insurance or through a federal grant when patients are uninsured. Access to testing is critical to successfully reopening campus. Provider orders for testing can readily be achieved via a telehealth visit with UCF Student Health Services, UCF Health, or AVENTUS telehealth.

In an attempt to identify persons who may not be aware of their illness a key part of UCF's testing plan is population or cohort screening. In the case of COVID-19, screening may provide an opportunity to identify asymptomatic illness and prevent spread. There are a variety of specific subpopulations at UCF which would be most beneficial to test. Due to the size of the UCF community, testing all persons creates a multitude of challenges. These challenges include availability of resources, cost, and the amount of time needed to test such a large population. There also exists diminished benefit of universal testing due to the immersion of UCF within a large metropolitan area. Members of the university community freely move on and off campus and engage in the many activities available in the world's leading tourist destination. Therefore, UCF's testing plan includes a targeted approach with cohort and closed populations. The following groups will be tested upon arrival at UCF and will quarantine pending results:

- All students returning to university owned housing
- All students and staff residing in Greek housing
- All student-athletes whether living on or off campus

SURVEILLANCE
Surveillance is the use of data to estimate incidence and/or prevalence of disease and predict potential for outbreaks. In the case of COVID, a variety of metrics will be useful. These include, the rate of new infections, symptom surveillance, randomized testing, and randomized or targeted population screening. By use of surveillance potential hot spots on campus may be identified. In so doing, there will be a coordinated public health response with the Florida Department of Health to identify and mitigate risk in those areas.

UCF Student Health Services (SHS) has been an "Influenza Sentinel" for the state of Florida for about fifteen years. On a weekly basis, SHS reports to the Florida Department of Health on the number of patients that present with symptoms of "Influenza Like Illness" (ILI). This data becomes part of the state and CDC data pool. Additionally, throughout the year, SHS obtains samples from patients with ILI for testing by the State lab. This surveillance assists in identifying specific viruses present within the community.

Increased rates of ILI may be an early indicator of a COVID outbreak at UCF. The rate of ILI is used as a predictive analytic by the Florida Department of Health. The rate of new cases of COVID can also be predictive of an outbreak. Given the planned enhanced system of contact tracing with the Florida Department of Health, there will exist a unique opportunity to monitor daily and or weekly rates of new cases and predict the direction of the epidemic at UCF.

Surveillance can also be achieved with population screening. Such screening can estimate the prevalence of active COVID cases on campus as well as the prevalence of those with antibodies to COVID-19, an indicator or prior asymptomatic COVID exposure. Working with the Office of Research, and in partnership with AVENTUS Biolabs, UCF students, faculty, and staff could be randomly chosen for voluntary testing. These persons could then be tested for COVID virus and/or evidence of past COVID infection via antibody testing. Testing would be via nasal sampling for virus and serum antibody testing for evidence of past infection.

CONTACT TRACING

Contact tracing can be a time-consuming endeavor. One positive case can generate 20-30 phone calls and multiple hours of work. Records associated with contact tracing may contain highly confidential personal information and jeopardize privacy. Working within the public health system creates protections for that information. UCF student volunteers working within the public health system will receive training by the Florida Department of Health on best practices for contact tracing. They will work directly under the guidance of public health department epidemiologists and gain significant experience to expand their resume and life outlook.

- A memorandum of agreement for volunteer students to serve as contact tracers will be developed with the Florida Department of Health
- Faculty members from the UCF College of Medicine and College of Nursing will coordinate the identification of student volunteers, placement of the volunteers, and overall program oversight.
- Training for student volunteers will be conducted by the Florida Department of Health. Volunteers will be expected to commit to ten to twenty hours per week for at least one semester. They will be chosen by faculty members through an application procedure. The health department has capacity for up to ten volunteers.
- The goal is to begin the program with three student volunteers in July when minimal faculty, staff, and students are present on campus. Beginning in August, the number of volunteers may be expanded depending on the capacity of the Orange County Health Department and demands for contact tracing.
- The Florida Department of Health at Orange County will advise UCF on isolation of persons infected with COVID and quarantine of those who may have been exposed.
- There will be rooms in campus housing that will be reserved for students who live in campus housing and test positive for COVID. This space is intended for students who choose not to return home during their illness. These students will be of low acuity and self-sufficient for personal care. Wrap around services to provide them with food and classroom materials will be planned. Periodic phone and/or telehealth monitoring by Student Health Services will take place. In a similar fashion, space for quarantine is planned for students who have been exposed to COVID and may become infectious.
- UCF will publish a COVID phone line at the Orange County Health Department for reporting possible, presumptive, or known COVID cases at UCF. The Orange County Epidemiology/Contact Tracing team will follow existing protocol to alert persons who may be at risk of infection. They will endorse isolation and/or quarantine when appropriate.
- DOH will notify UCF of all known or suspected cases at UCF. Campus housing, Environmental Health & Safety or other areas will be apprised of known or suspected cases and the need for isolation, quarantine, and appropriate cleaning and disinfecting measures.

As part of UCF's contact tracing efforts, a COVID Contact Tracing Committee will be established and will meet frequently to coordinate contact tracing at UCF with the Florida Department of Health (DOH). The Florida DOH has primary responsibility for contact tracing and will initiate contact tracing on all positive cases involving UCF persons and on a need to know basis inform UCF community members of their risk of exposure.
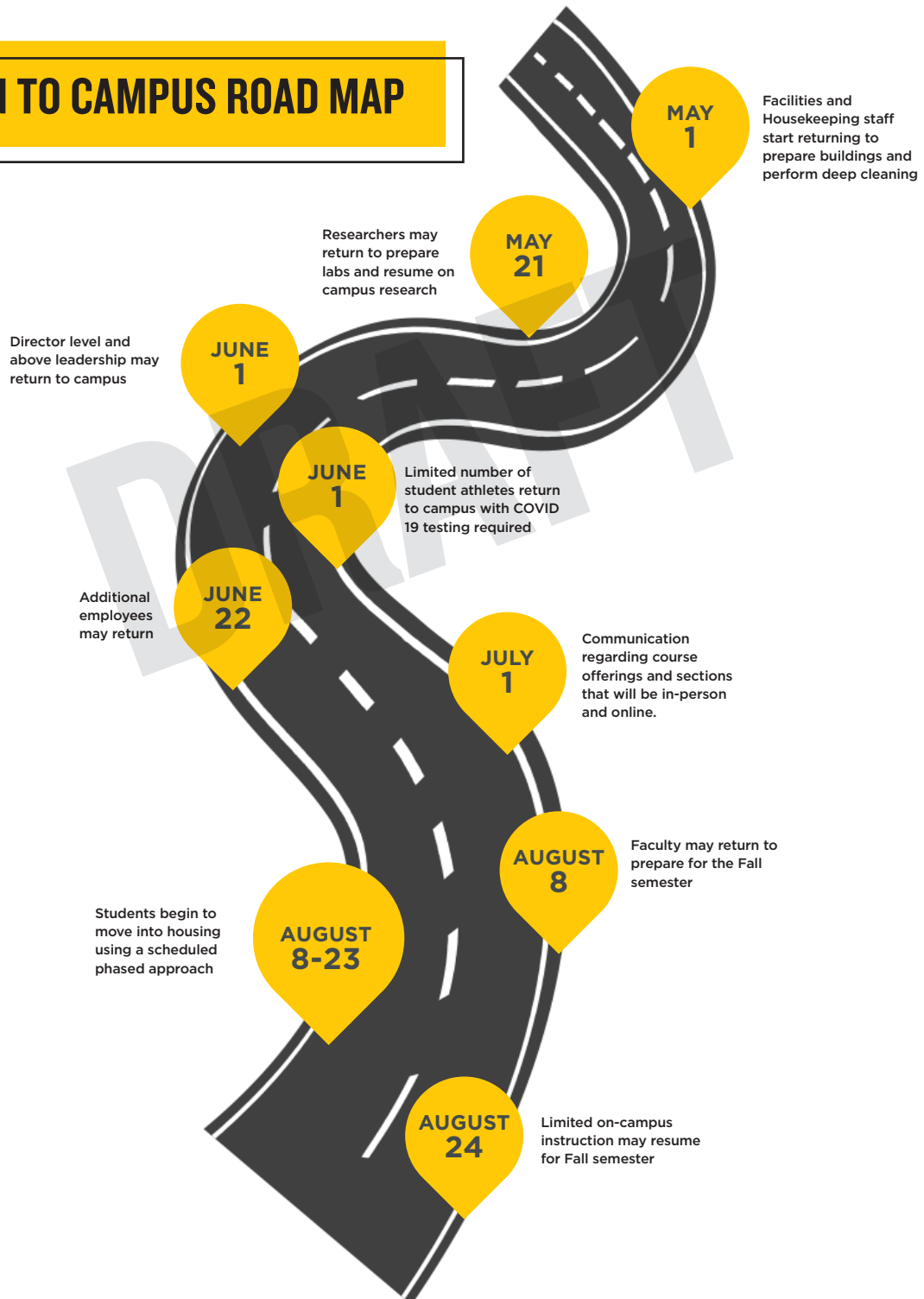
The policy and procedures for contact tracing include:

- The Florida DOH COVID-19 Call Center (1-866-779-6121) will be utilized by UCF students, faculty and staff as a resource for COVID questions or concerns (available 24/7). The call center will refer persons for testing at UCF when appropriate.

- The Florida DOH will inform the UCF COVID Contact Tracing Committee of any positive tests which involve UCF members. UCF Health will give oversight to faculty and staff with positive results and assure they are connected with medical care and validate their return to work authorization. Student Health Services (SHS) will maintain oversight of students with positive results and assure they are connected with medical care and validate their return to class authorization.

- The UCF COVID Contact Tracing Committee will provide data on new COVID cases to the UCF COVID Surveillance workgroup.

- UCF faculty, staff and students will be required to report if they test positive for COVID. Students will report to a SHS designated COVID line. This line will be monitored daily by SHS nursing and will be given oversight by the SHS Medical Director. Faculty & staff will report to a designated UCF Health COVID line. This line will be monitored daily by UCF Health and given oversight by the UCF Health Medical Director.

- The SHS Medical Director will advise the Dean of Students of any positive student and inform the Executive Director of Housing of those who reside in campus housing.

- The UCF Health Medical Director will advise UCF HR of any positive faculty or staff.

- Faculty and staff will be required to complete daily symptom screens when on campus.

- All positive screens by faculty and staff will be referred for a Telehealth visit with UCF Health and either provided medical clearance or forwarded for testing with return to work advice.

- Students will be supplied with a daily symptom screen when on campus.

- All positive screens by students will be referred for a Telehealth visit with SHS and either medically cleared or forwarded for testing with return to campus advice.

- Faculty, staff and students may have temperature screens while on campus. All positive temperature screens will follow the same protocol for symptom screens.

- Students who are placed in on-campus Housing for Isolation or Quarantine will be medically monitored by SHS via phone and/or TeleHealth. The SHS Medical Director will provide leadership for medical oversight of these students. All other wrap around services will be the responsibility of the Dean of Students.

DIGITAL SOLUTIONS

In collaboration with UCF IT, UCF Mobile Strategy and Learning, and UCF's College of Engineering and Computer Science, an application is under development to provide daily screening and education to all UCF faculty, staff, and students. The application will be designed to protect privacy. UCF plans to test the application in July and fully implement by August. A web-based solution will also be developed for persons without smart phones. These digital solutions will replace the paper based daily screening forms used for the initial return of researchers and employees. They will also allow a means to screen all university members who may be traveling to UCF from geographic areas with significant transmission of COVID.

RETURN TO CAMPUS ROAD MAP

MAY 1 — Facilities and Housekeeping staff start returning to prepare buildings and perform deep cleaning

MAY 21 — Researchers may return to prepare labs and resume on campus research

JUNE 1 — Director level and above leadership may return to campus

JUNE 1 — Limited number of student athletes return to campus with COVID 19 testing required

JUNE 22 — Additional employees may return

JULY 1 — Communication regarding course offerings and sections that will be in-person and online.

AUGUST 8 — Faculty may return to prepare for the Fall semester

AUGUST 8-23 — Students begin to move into housing using a scheduled phased approach

AUGUST 24 — Limited on-campus instruction may resume for Fall semester

SURVEY INFORMATION

- This survey was initially created to see what and how students are being affected by COVID-19 and what they wanted SG to do. We had started to spread information about the student survey and caught the attention of faculty senate. Faculty senate then recommended we take the information gained and present it to the UCF presidents office and the multiple task force set on a return to campus.

SURVEY INFORMATION

- Advertised
  - UCF Instagram, UCF Twitter, UCF Mobile, UCF SG Instagram, UCF SG Facebook
  - Email from Dr. Ehasz announcing the Public Forum
- Survey Completion
  - The survey had a completion rate of 90%
- Data Collection
  - As of June 8th , 2020
  - 5.4 thousand responses
- Data Collection for the Survey was Ran Between
  - May 29th – June 8th (10 Days)

UCF

TABLE OF CONTENTS

- This data report is spilt into the following

  1. Student Demographics

  2. Data For UCF – This Data was Specifically Collected for UCF's Return to Campus

  3. Data For UCF SG – This Data was Specifically Collected to aid UCF SG in plans

  4. COVID Testing Data – This was used to see how many students were tested

  5. Cross Data Analysis – Very Important analysis between data points to guide UCF's Return to campus

  6. Recommendations – These are recommendations to be suggested by the data from the interpretation of the SBA Chair

  7. Credit

UCF

STUDENT DEMOGRAPHICS

UCF

WHAT THIS SHOWS

- This data as reached a large group of students

- Though not completely representative of UCF, it provided valuable data

- Many students faced hardships between financials and mental health

  - Due to stress getting COVID-19

  - Loosing their Jobs (which paid for college, and rent)

- If UCF were to continue fully online, majority of the students would continue with a fulltime load here @ UCF

- At the point of Data Collection, many student didn't know whether they would receive CAREs Act Funding, but this was addressed in the recent days

UCF

DATA FOR UCF

How well in the following areas has UCF done during these unprecedented times?

What type of instruction would you prefer and be most comfortable with?
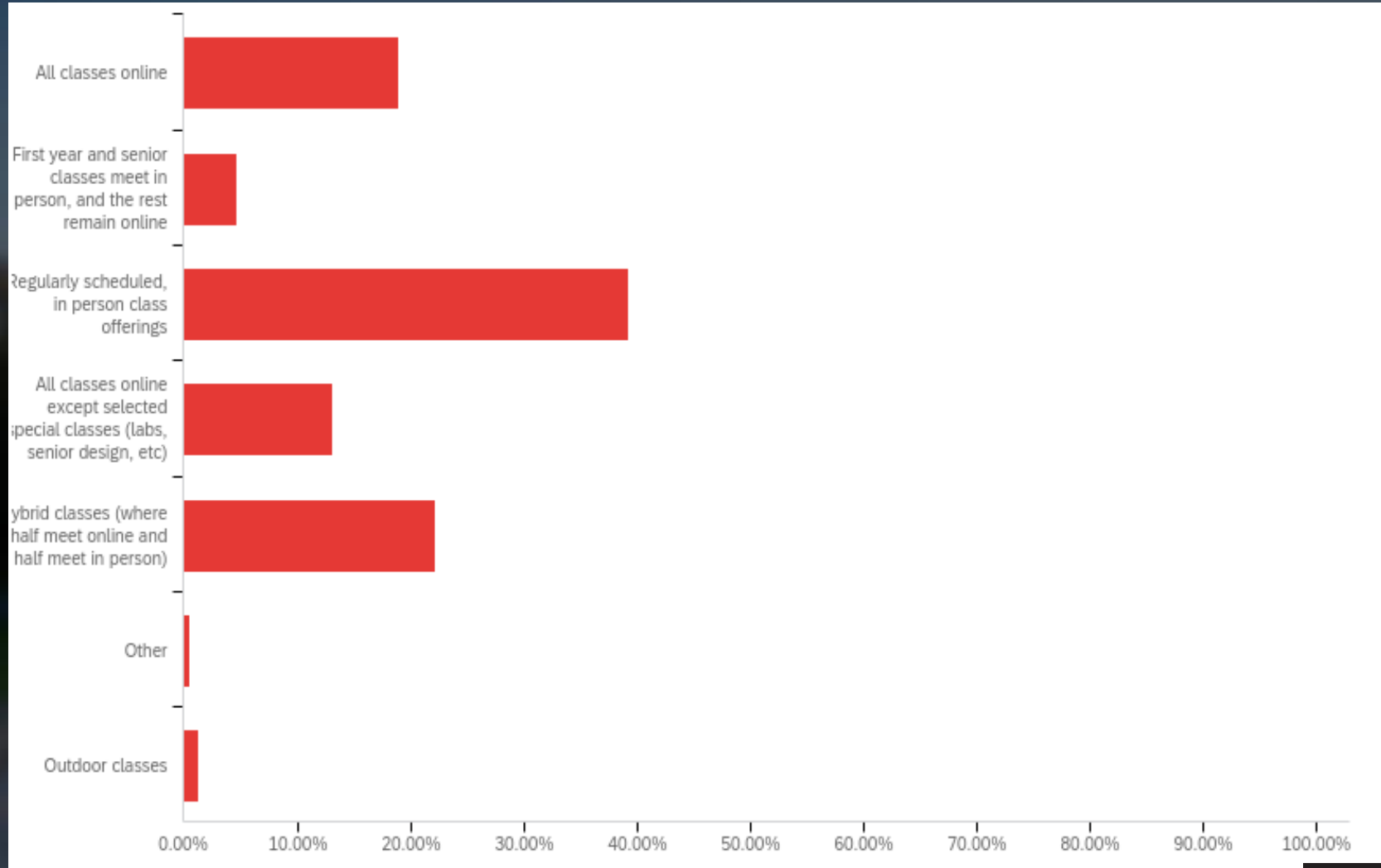
What type of instruction do you think will be best for the University?
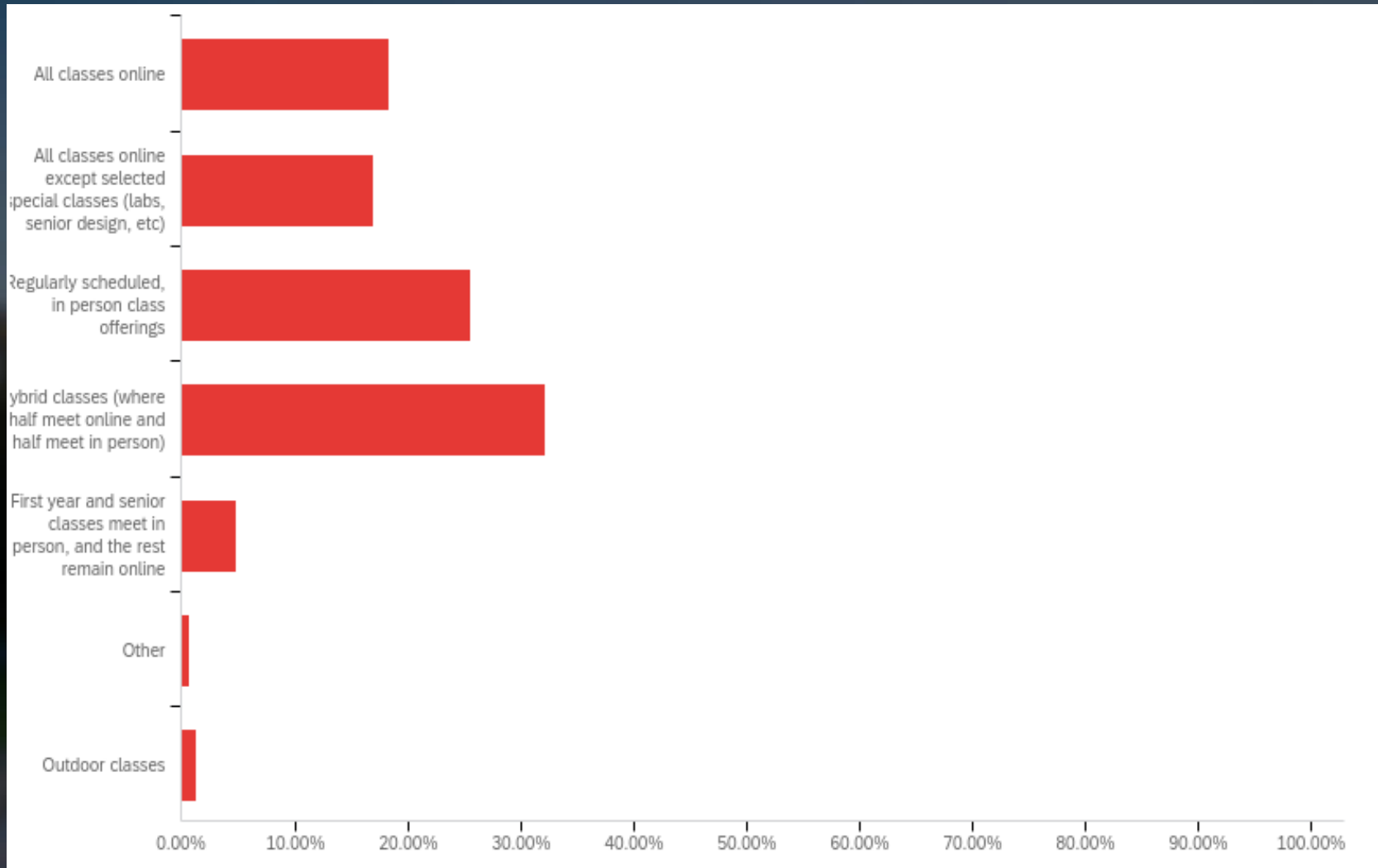
Select the 4 most important things that need to happen if UCF Opens back up for the fall semester:

What would be the reason for why you would not want to attend classes at UCF? (Choose all that apply)

UCF
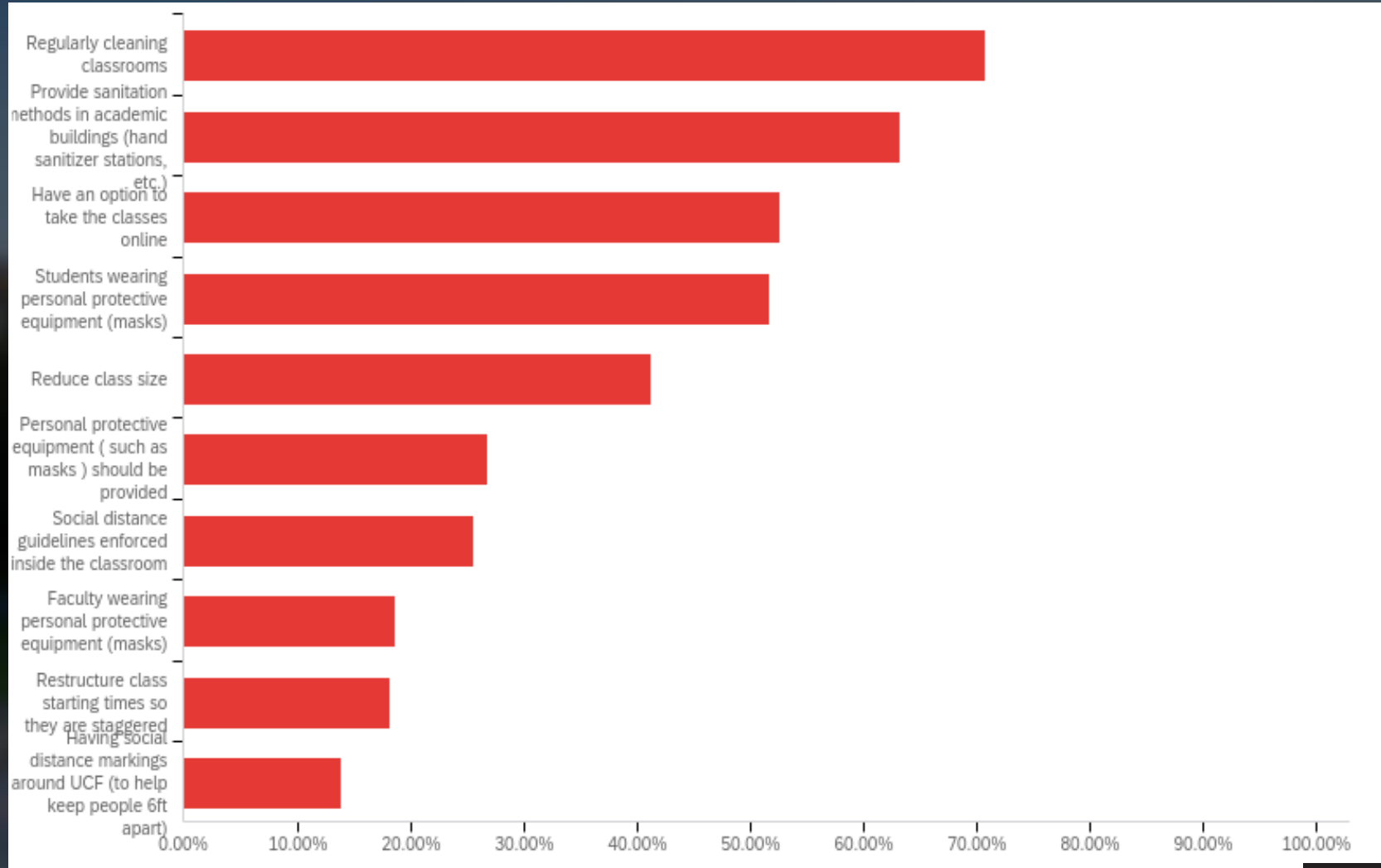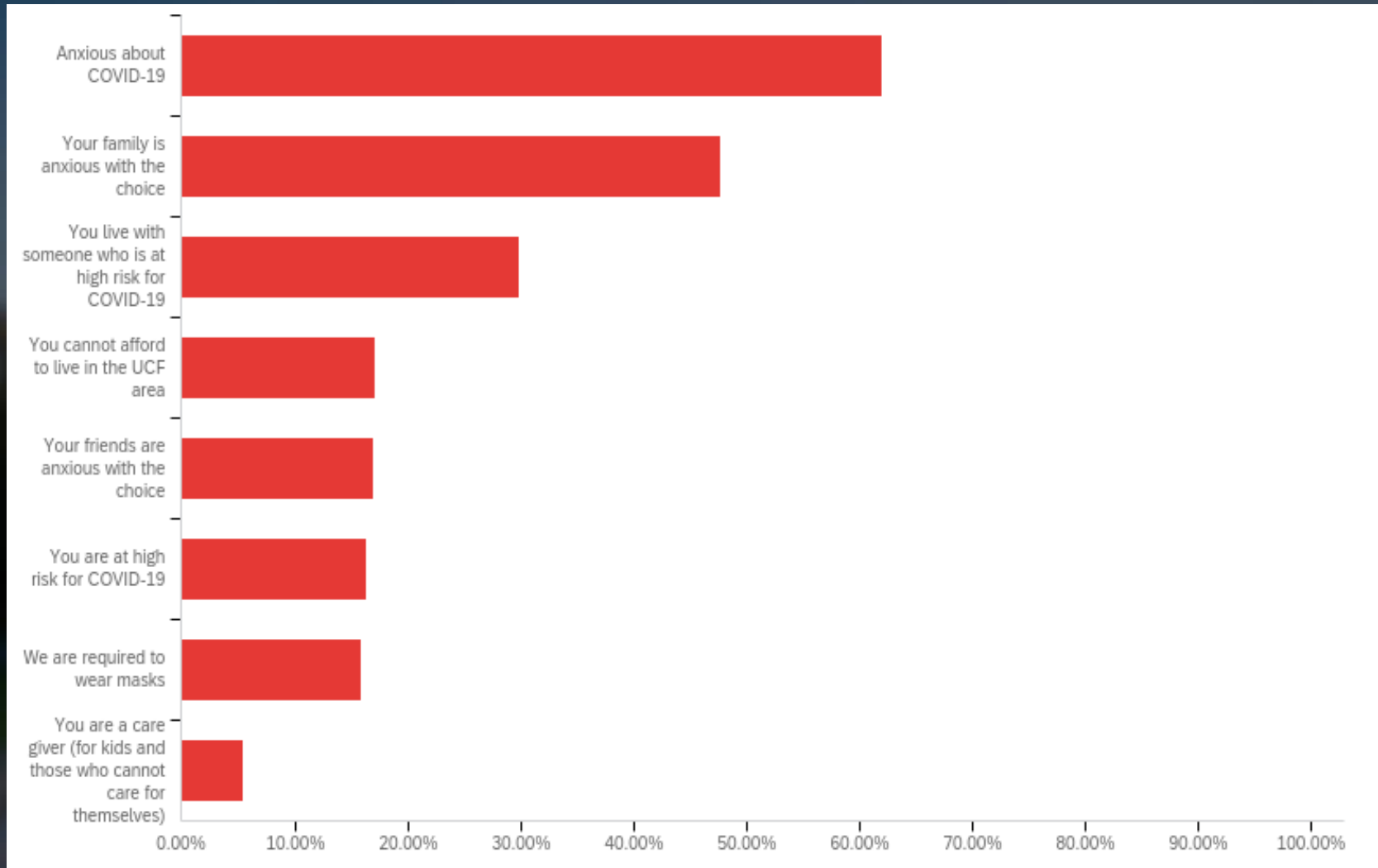
What are the reasons for why you would want to attend classes at UCF? (Choose all that apply)
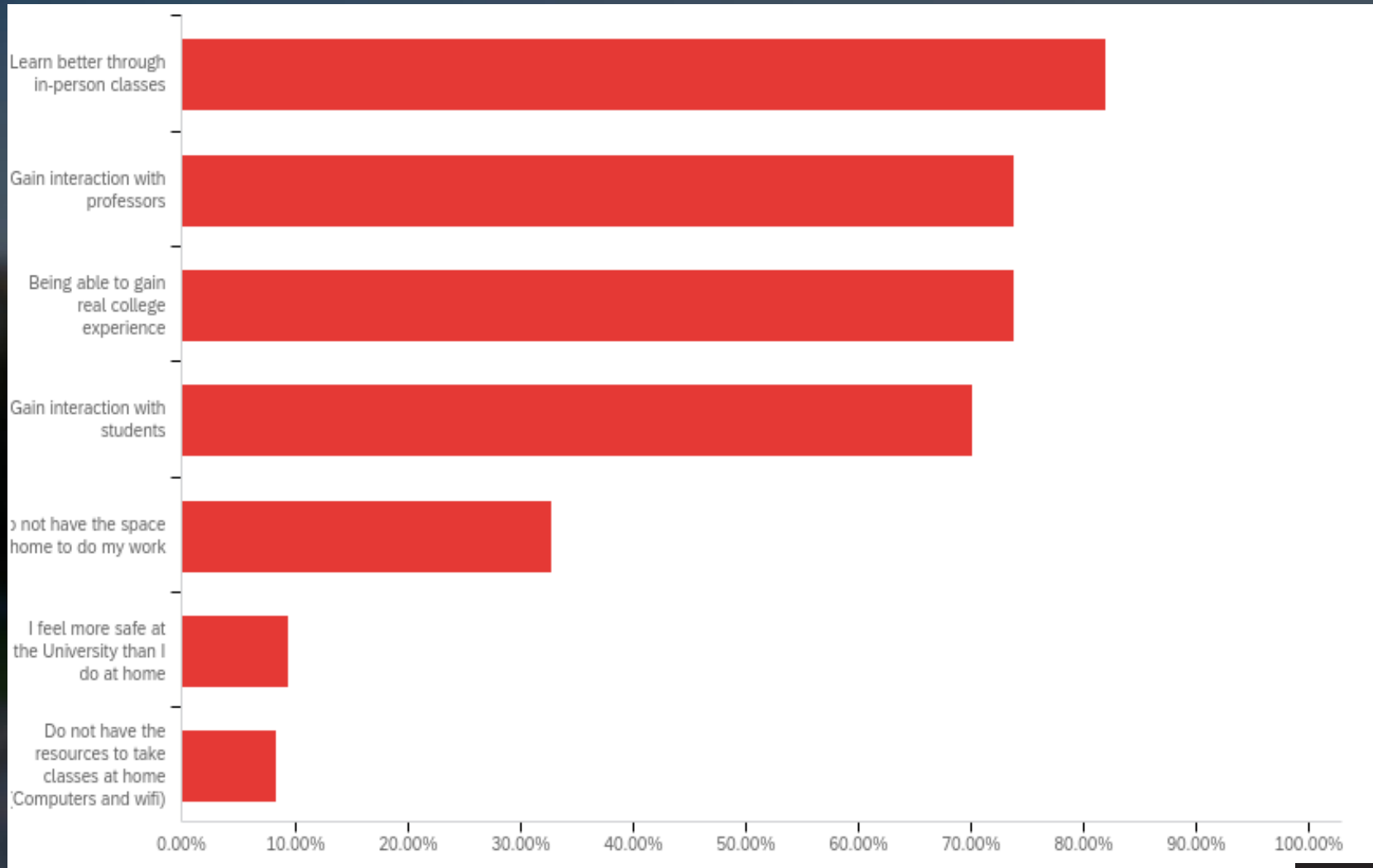
What capacity should recreation facilities (such as RWC) be kept at for the rest of the fall semester?
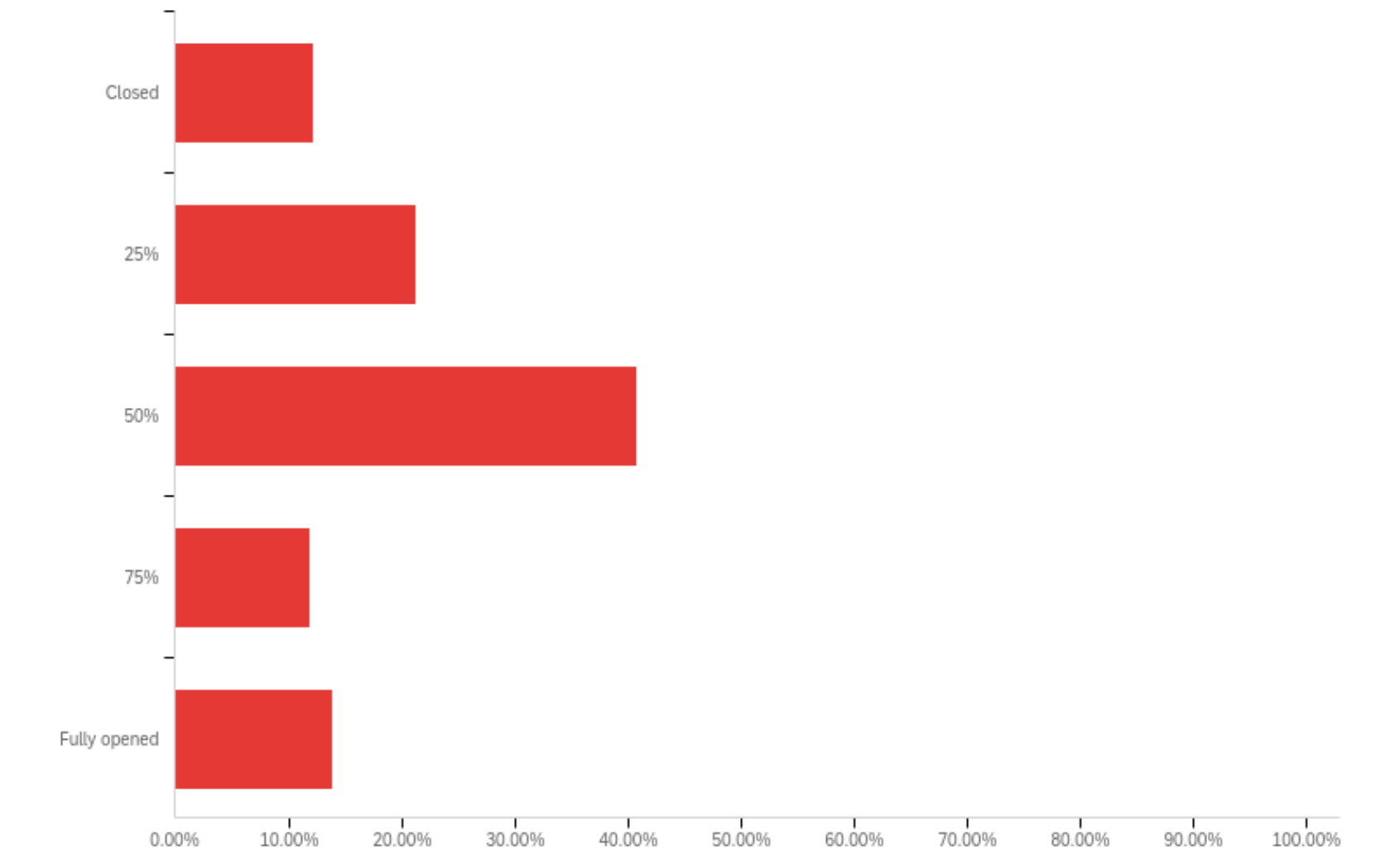
What would you like to see happen at our recreation facilities to keep students safe? (Choose up to 4)
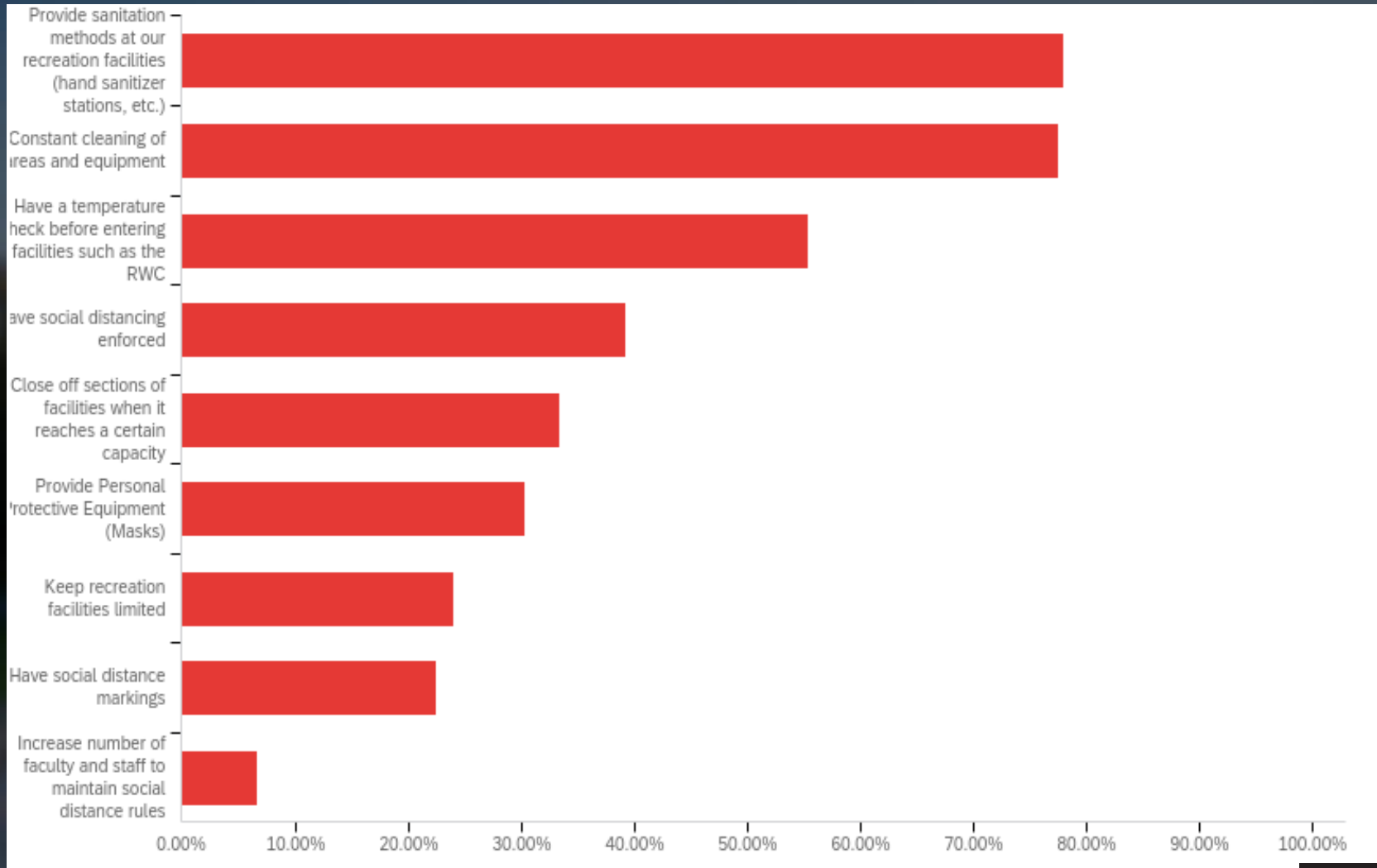
If there was an unexpected increase of cases of COVID-19, what would you want UCF to do?

WHAT THIS SHOWS

- Students felt that UCF did a generally good job when it came to course delivery, communications, and student services

- Majority of Students Understand that having a hybrid style of learning would be best for the University

- Majority of Student would prefer in-person classes to learn
  - Still with large percentages wanting to have online learning and hybrid learning

UCF

WHAT THIS SHOWS

- Students want to see the Following:

  - Regularly Cleaned Classrooms

  - Sanitation Stations

  - Having the option to take a class online

  - Students wearing Personal Protective Equipment

The students will attend classes if Mask were required, student would not want to attend a class if classrooms were not cleaned regularly

UCF

WHAT THIS SHOWS

- A key to return to campus is to relive their anxiety about many things. One way to do that would to provide a clean and sanitary area.

- Many student want to see more personal interactions

- Many students want their facilities to be open at a 50% capacity and provide

  - Sanitation Areas

  - Constant Cleaning

  - Temperature Checks

  - Social Distance Rules Enforced

- In the case of a rise in cases for COVID:

  - The most common response students would want UCF to closedown all the way

UCF

DATA FOR UCF SG

Rank the items you would like to see done for the university through Student Government during the COVID-19 outbreak.

WHAT THIS SHOWS

- Many Students would like SG to work on COVID-19 Related issues, whether it is classes scheduling issues or Campus safety

- It is a mixture of different projects to work on after that

  - Academic projects, campus safety showed the next two biggest concerns for our students
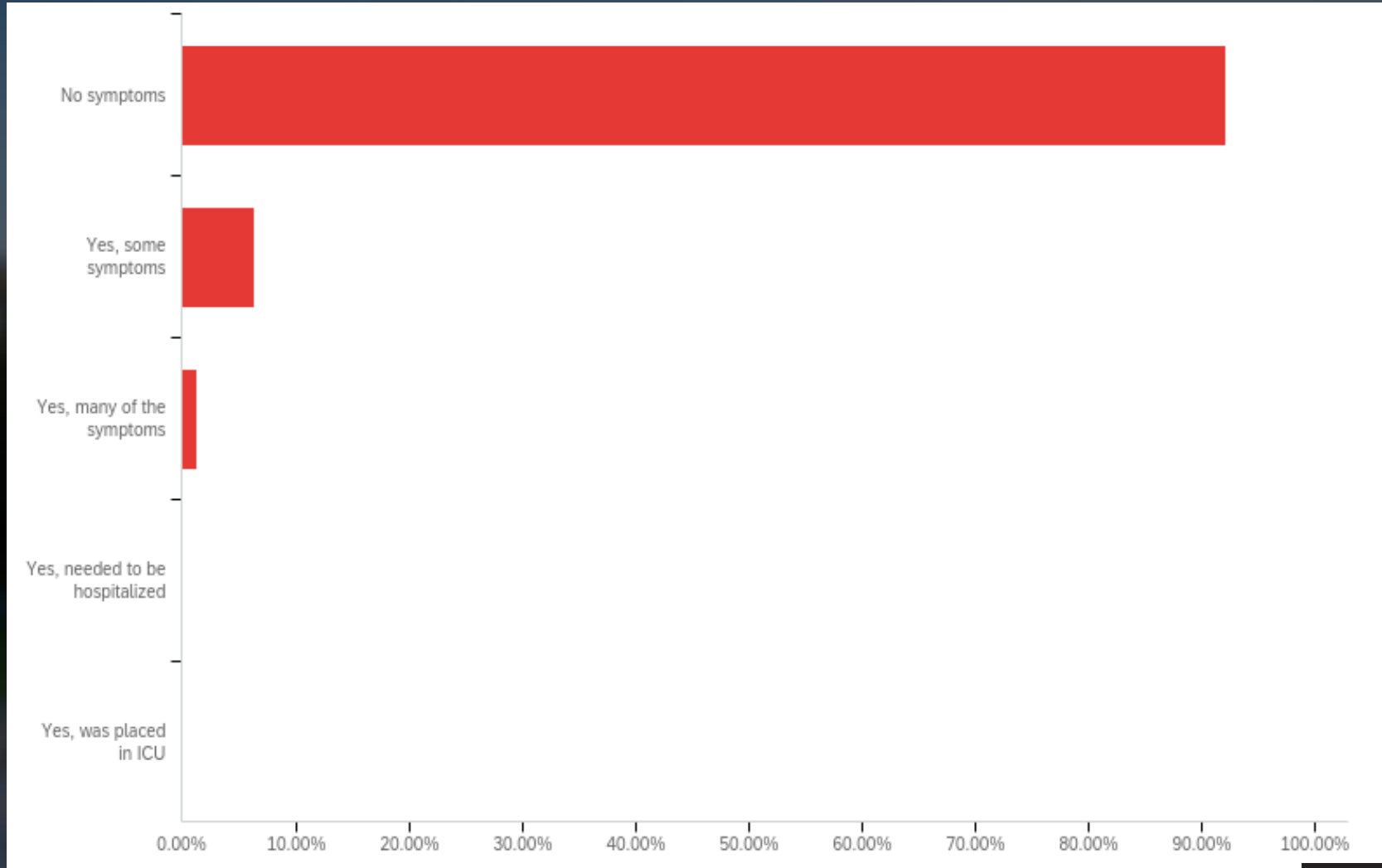
UCF

COVID TESTING DATA

Have you been tested for COVID-19 Virus or been tested for the COVID-19 antibodies?
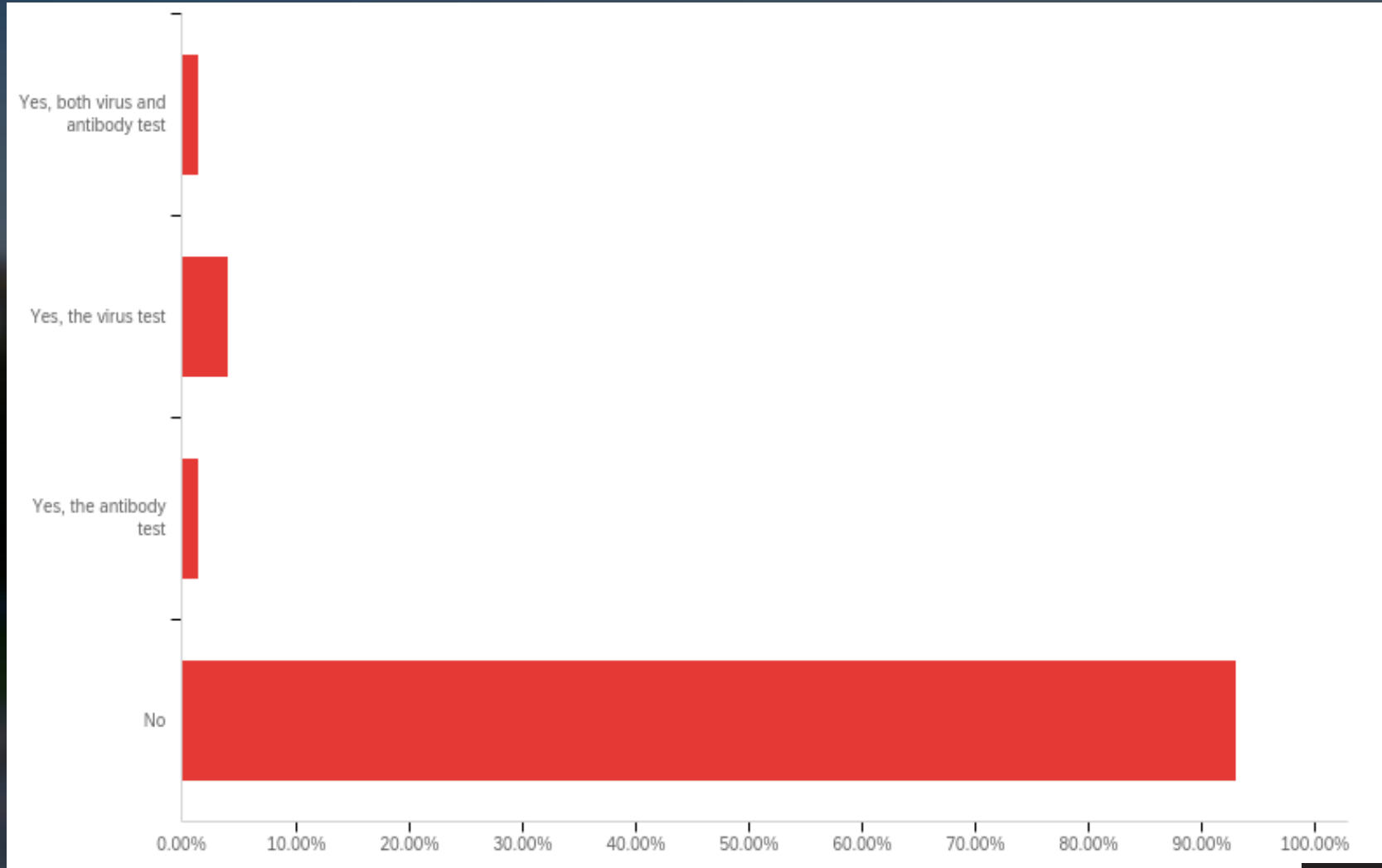
Did you test positive for either the virus or antibodies for COVID-19?

Have you experienced COVID-19 symptoms?

WHAT THIS SHOWS

- Vast majority of students have not been tested

- Vast majority of students tested negative

- UCF would have to do a large amount of testing to learn the true depth of COVID-19

UCF

CROSS DATA ANALYSIS

Compared to before COVID-19, have you experienced financial hardships in:
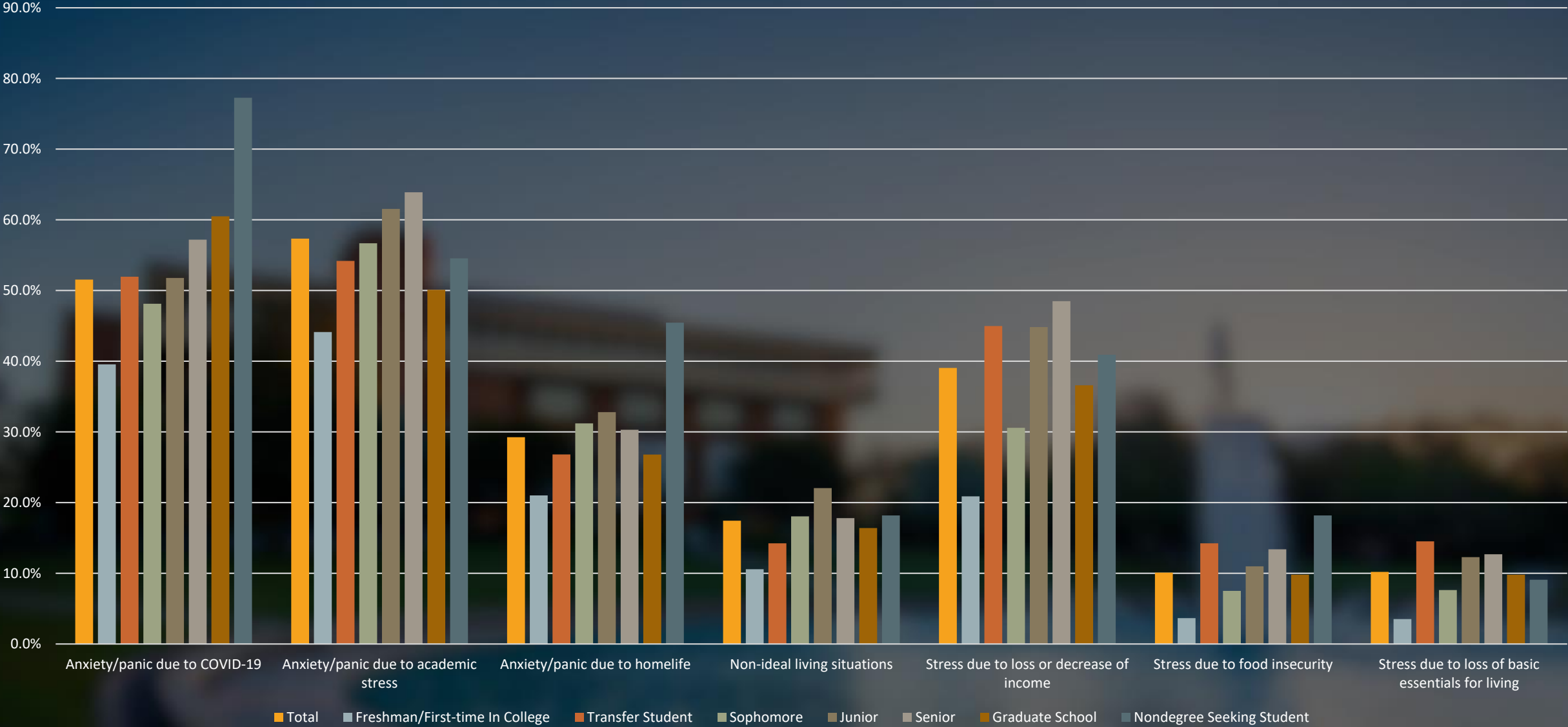
WHAT THIS SHOWS

- Many students are feeling hardships through many areas in financials, more specifically with Current UCF students loosing their jobs

- Paying for technological resources is the least of the concerns, but still a big concern for a lot of our students

- Students find it more difficult to pay for housing than UCF tuition

- And this is true across most Class standing, with the general exceptions being freshman and sophomores

- Transfer, Senior, and Juniors in undergraduate, are the ones most affected by financial hardships

UCF

Compared to before COVID-19, have you experienced emotional and mental hardships in the following:

Legend: Total, Freshman/First-time In College, Transfer Student, Sophomore, Junior, Senior, Graduate School, Nondegree Seeking Student

UCF

WHAT THIS SHOWS

- Many students feel anxious about COVID and their education

- Those being their two biggest concerns causing them mental and emotional stress

- The data is consistent through most of the class standings

- Freshman and FTIC are consistently polling lower than our upperclassmen

- Nondegree seeking students are facing a lot more hardships

UCF

Has your academic performance been better or worse compared to before COVID-19?
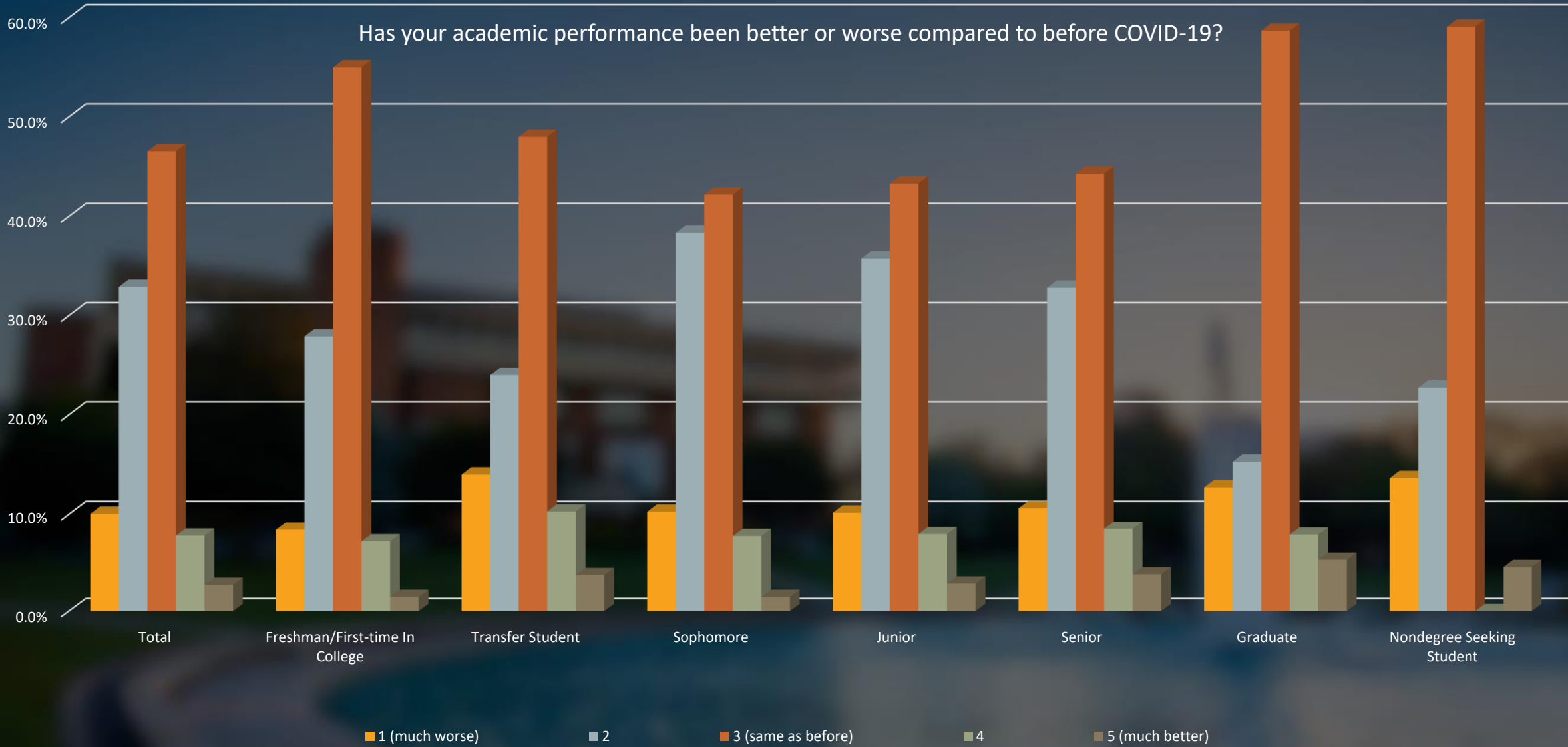
WHAT THIS SHOWS

- Most Students are doing relatively the same as they were before COVID-19 shut down the university, especially when it came to freshman, transfer, Graduate students, and nondegree students

- Transfer, Juniors and seniors score lower on self academic performance, because many people in these areas don't think they did the same, but don't think they did so bad. This can be expected from many students, especially in these upper level classes for undergraduate

UCF

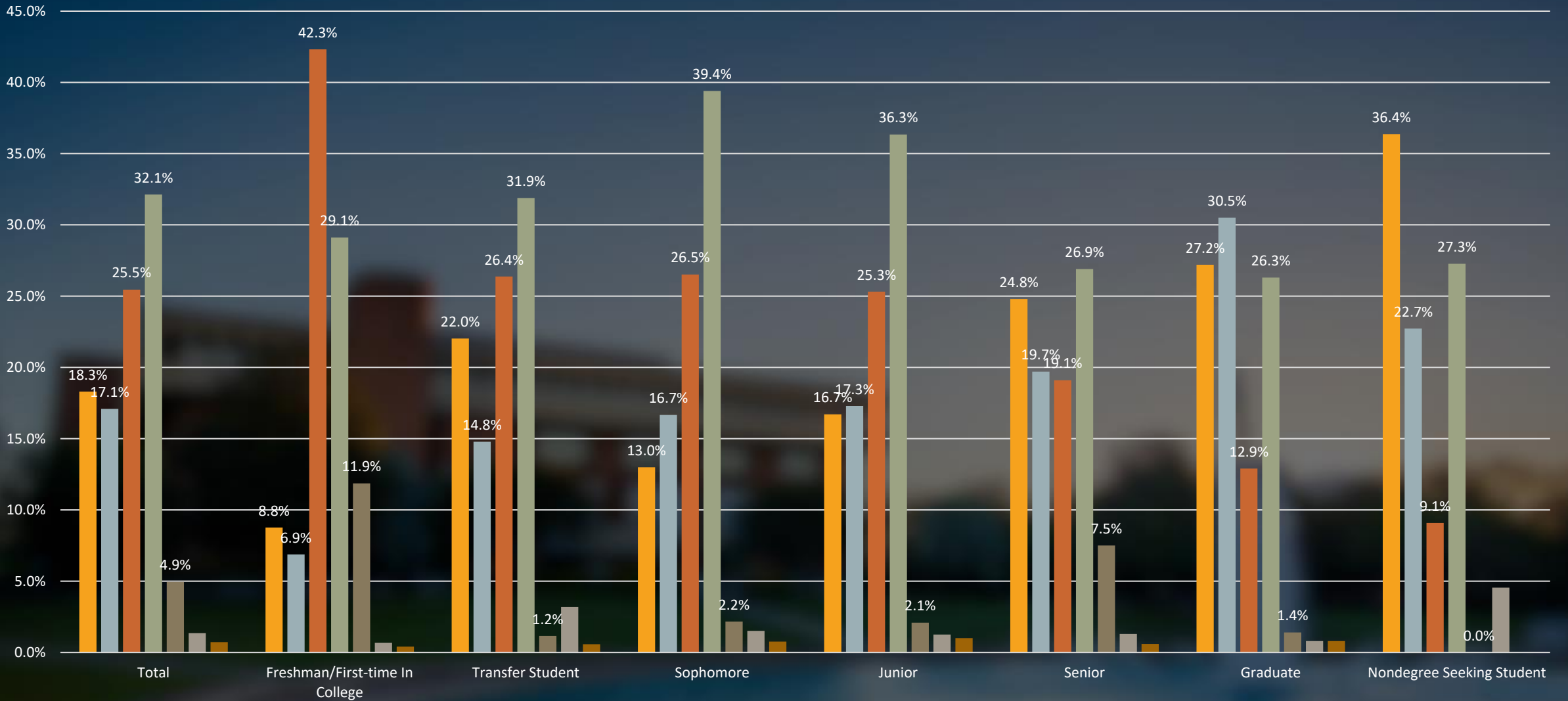What type of instruction would you prefer and be most comfortable with for the Fall semester?

WHAT THIS SHOWS

- Many of our non-degree seeking and graduate students would prefer the online format for fall of 2020

- While most undergraduate students would prefer in person classes, with freshman overwhelmingly would want in person classes

UCF

What type of instruction do you think will be best for the University in Fall 2020?

Legend:
- All classes online
- All classes online except selected special classes (labs, senior design, etc)
- Regularly scheduled, in person class offerings
- Hybrid classes (where half meet online and half meet in person)
- First year and senior classes meet in person, and the rest remain online
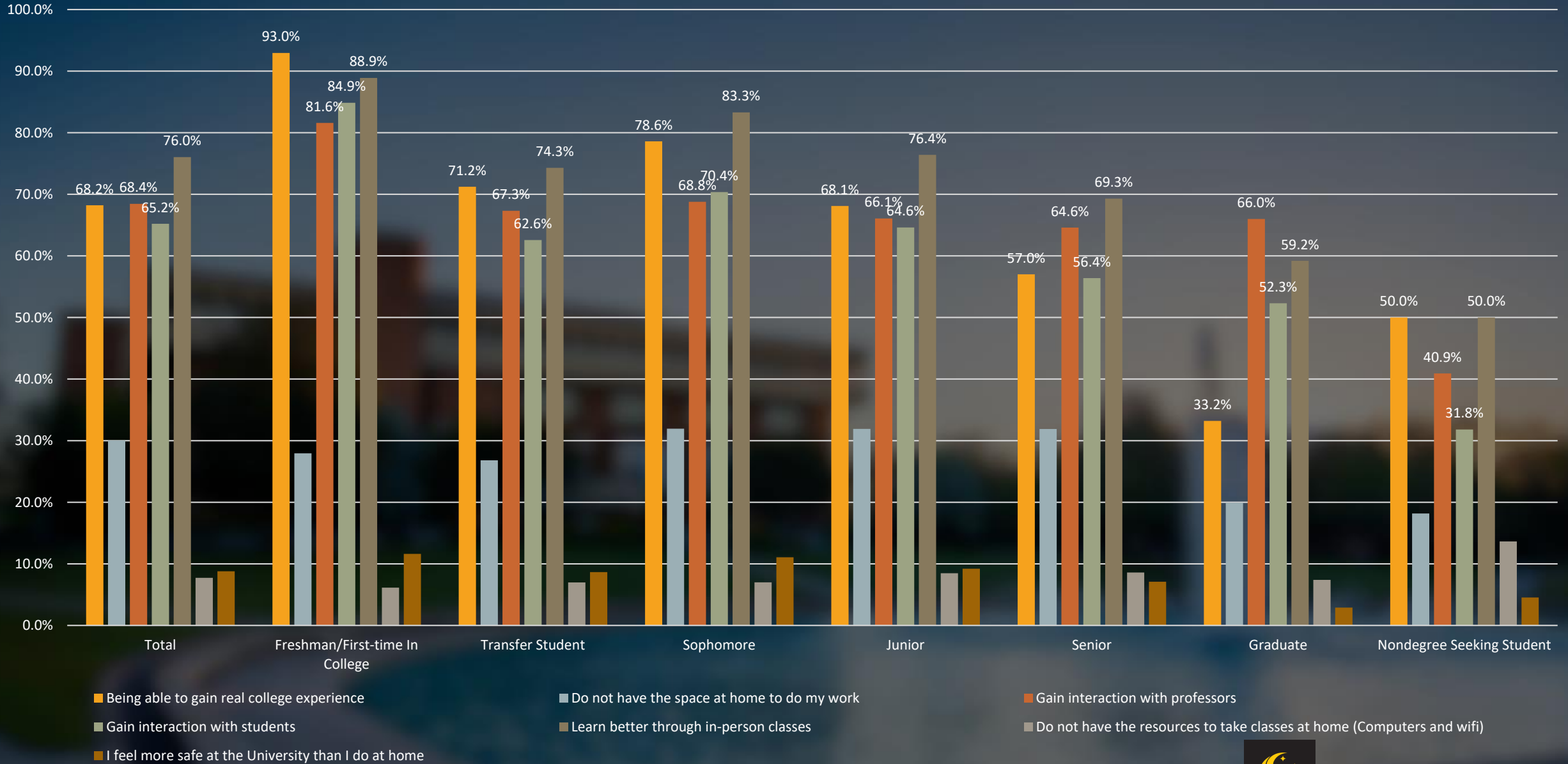- Outdoor classes
- Other

UCF

WHAT THIS SHOWS

- The freshman students want a in person UCF and believe that it is the best course of action

- While the rest of the university see's online and hybrid learning to be the best future for UCF
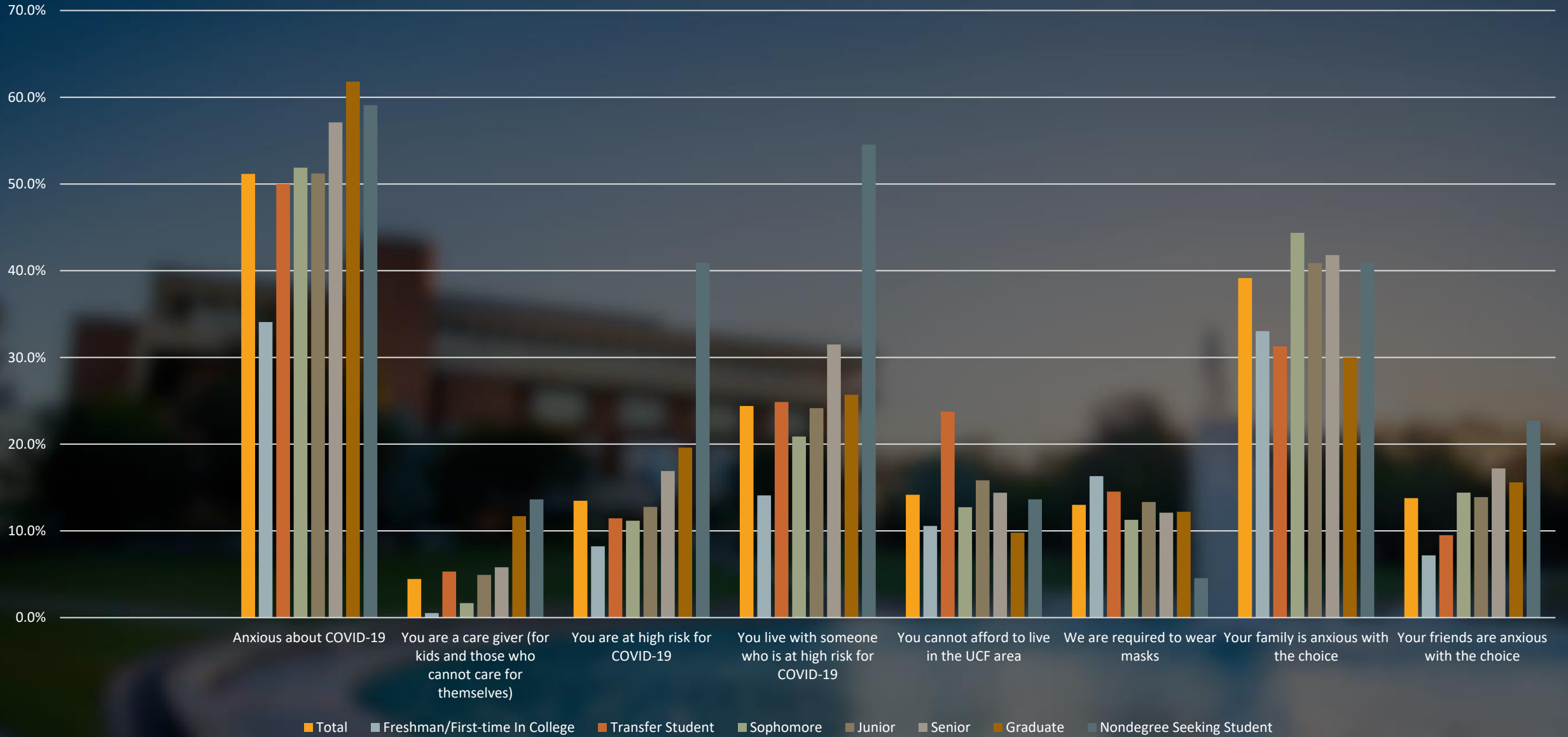
UCF

What are the reasons why you would want to attend Face to Face classes at UCF in the Fall Semester?

Legend:
- Being able to gain real college experience
- Do not have the space at home to do my work
- Gain interaction with professors
- Gain interaction with students
- Learn better through in-person classes
- Do not have the resources to take classes at home (Computers and wifi)
- I feel more safe at the University than I do at home

WHAT THIS SHOWS

- Many student feel like they are missing the touch of human interaction form their classes, with a majority answering the reason why they want to return to campus is

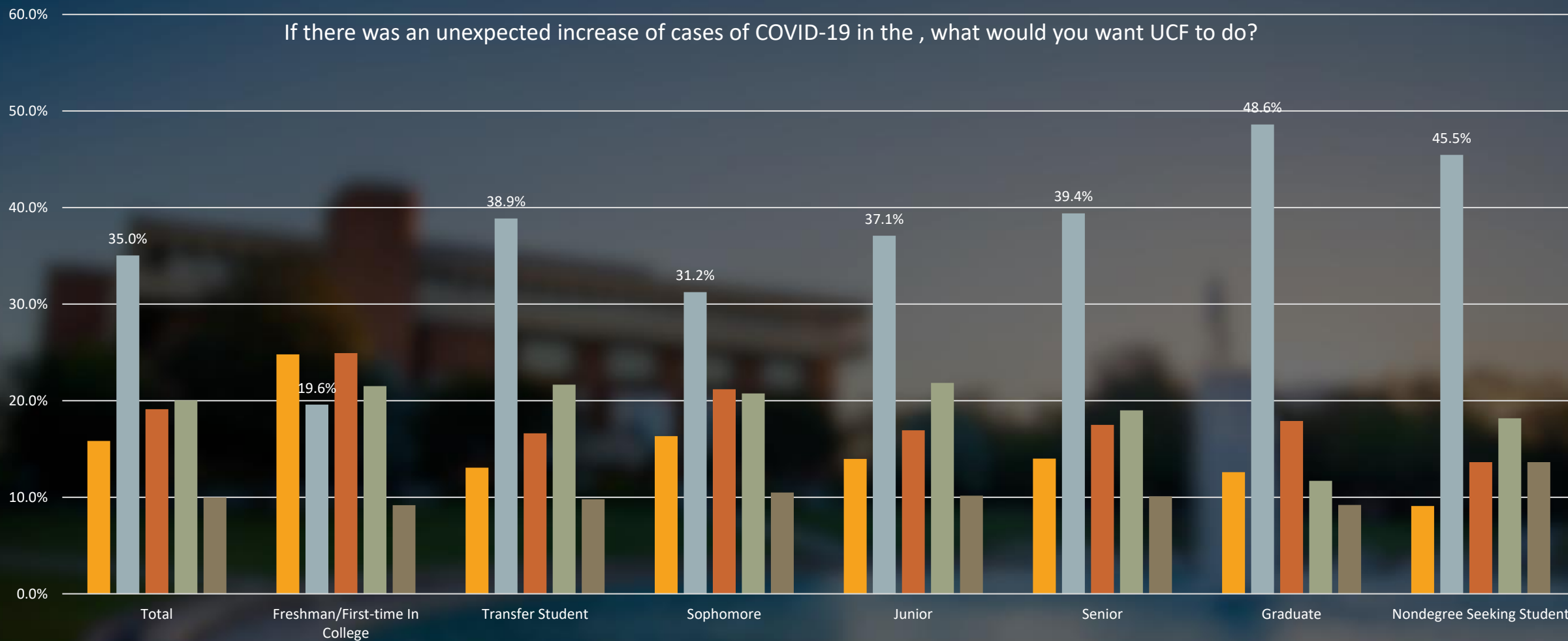 - Interaction with teachers

  - Interaction with students

UCF

What would be a reason why you would not want to attend Face to Face classes at UCF this Fall Semester?

WHAT THIS SHOWS

- The Large overwhelmingly majority for all students

  - COVID-19 and their Families are concerned about returning back to campus

UCF

If there was an unexpected increase of cases of COVID-19 in the , what would you want UCF to do?

Legend:
- Keep everything as it is, and quarantine only affected students
- Close campus and move classes online
- Keep only campus housing open and move classes online
- Reduce class meeting times, but keep campus running as normal
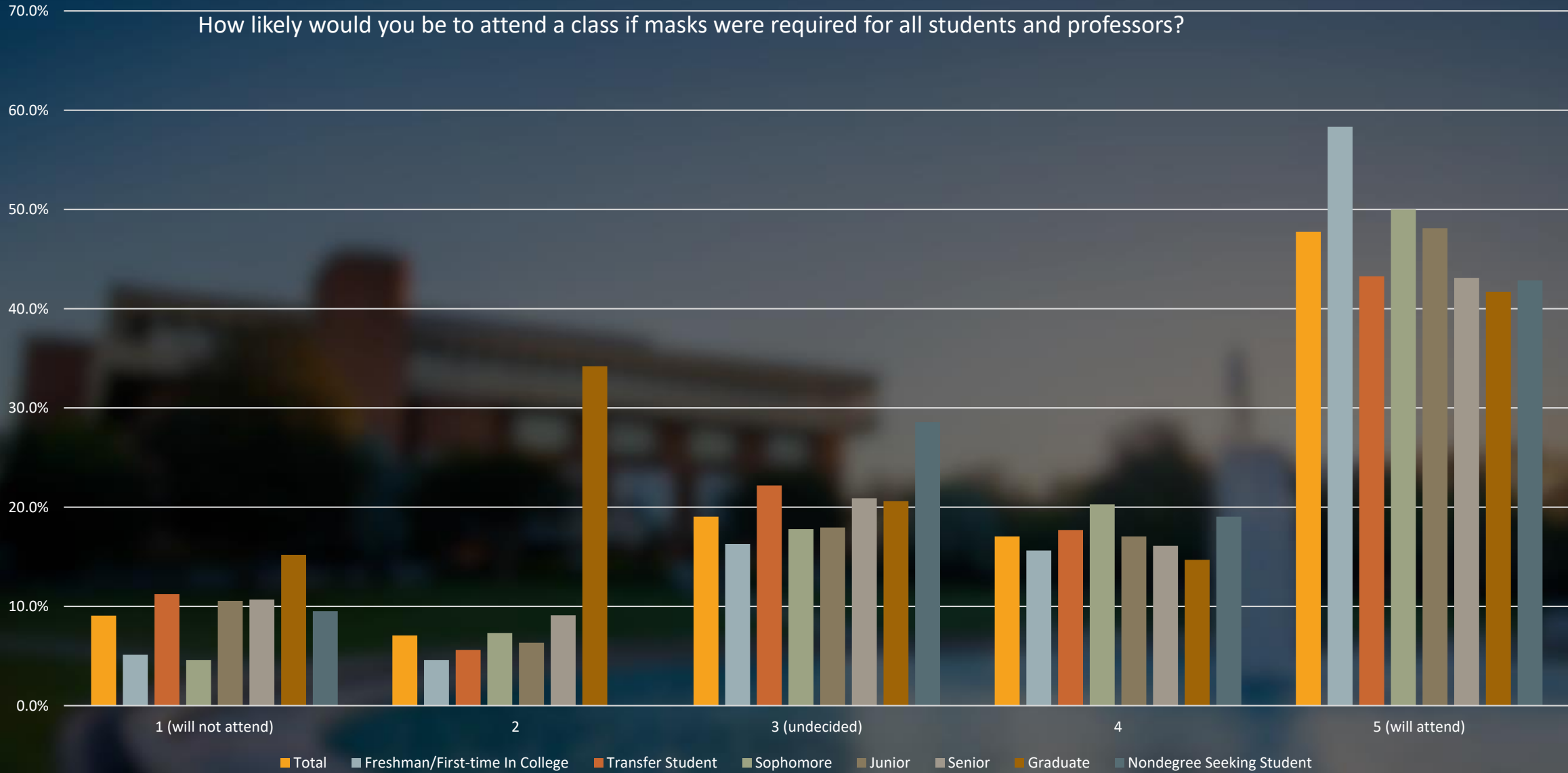- Keep all of campus open, just move classes online

WHAT THIS SHOWS

- Across the board, except for freshman, in the instance of a COVID-19 out break, they would want UCF to shutdown the campus

- Freshman would recommend to quarantine the affected students only and return to campus

UCF

How likely would you be to attend a class if masks were required for all students and professors?

WHAT THIS SHOWS

- Across the board, most class standings believe that students should be required for them to return to class

UCF

How likely would you be to attend a class if classrooms were not being regularly cleaned?

Legend: Total, Freshman/First-time In College, Transfer Student, Sophomore, Junior, Senior, Graduate, Nondegree Seeking Student

WHAT THIS SHOWS

- Across the board, except for freshman, majority of our student want our classrooms cleaned regularly

- Freshman are consistent across the board, with if they were not required, more freshman students wouldn't mind retuning to an uncleaned classroom

UCF

RECOMMENDATIONS

RECOMMENDATIONS

- Based on the data, most students want to have in person class opportunities, but they also value choice, like having online sections, or hybrid courses.

- The data shows and supports student wanting mask required for in person classes

- The data also recommends that UCF regularly clean classrooms

- The data shows that student want access to their recreation faculties, but are open to social distancing rules enforced and constant cleaning of high-volume areas and equipment

- Students want to be on campus, and they want to be in class, but they want to know that steps are being taken to keep them safe

UCF

RECOMMENDATIONS

- Based on the data student will need help with financials when it comes to paying for rent and UCF should advocate for its students and speak with non-affiliated and affiliated UCF housing options to discuss brining down rent

- It maybe helpful to talk with all housing option for UCF students to potentially give students the option to break their lease for this upcoming year.

- The data shows many students are going to be facing mental health challenges and UCF would be advised to bring and train more professors and professional staff to be able to talk with students about stress or struggles

- These are not new challenges, but they will be exacerbated by COVID-19

UCF

RECOMMENDATIONS

- With over 90% of our student not being tested, we need to make sure that student who do return to campus are in a safe environment.

- In the case of an unexpected outbreak in cases of COVID-19, students would recommend that we close UCF entirely, where we could potentially close campus, but keep things like housing open for certain cases for our students

- Students recognize that UCF may have to adjust their plans as the year goes on

- UCF should continue to follow guidelines from the CDC

UCF

RECOMMENDATIONS

- These recommendations are based on the data that we gained from students, but we recognize that students re not the only voice, Faculty, staff, and other campus stakeholders should all make sure their voices are being heard as well.

We as student leaders know you will you take the voice of our students into consideration and we hope you continue to make decisions which put one of the largest universities in the nation as a leader in this COVID-19 outbreak and set the example for other universities.

UCF

CREDITS AND THANKS

SPECIAL THANKS TO

- Thank you for your assistance and aid:
  - The Student Body Advocacy Committee and the Rest of Senate from UCF SG
  - Student Body Senator Michael O'Blnnis From the College of Graduate Studies
  - Deputy Chief of Staff Tom Hope
  - Dr. Massiah from the College of Business and Administration
  - SG Coordinator Brodie Taylor
  - SG President La Rosa and the rest of the Executive Branch from UCF SG
  - UCF Faculty Senate
  - The UCF Marketing Staff
  - And every Student who responded to our survey

UCF

CREDIT

- All Data Collected is was collected by the UCF Student Body Advocacy Committee from UCF SG.

- Thank you to Dr. Massiah, Tom Hope, and the Rest of the SBA Committee in creating and developing the questions for the survey

- This Report was compiled by SBA Chair Desai with help from Dr. Massiah and Brodie Taylor

  - Email: sgasba@ucf.edu for more information

SURVEY INFORMATION

- This survey was initially created to see what and how students are being affected by COVID-19 and what they wanted SG to do. We had started to spread information about the student survey and caught the attention of faculty senate. Faculty senate then recommended we take the information gained and present it to the UCF presidents office and the multiple task force set on a return to campus.

SURVEY INFORMATION

- Advertised
  - UCF Instagram, UCF Twitter, UCF Mobile, UCF SG Instagram, UCF SG Facebook
  - Email from Dr. Ehasz announcing the Public Forum
- Survey Completion
  - The survey had a completion rate of 90%
- Data Collection
  - As of June 8th , 2020
  - 5.4 thousand responses
- Data Collection for the Survey was Ran Between
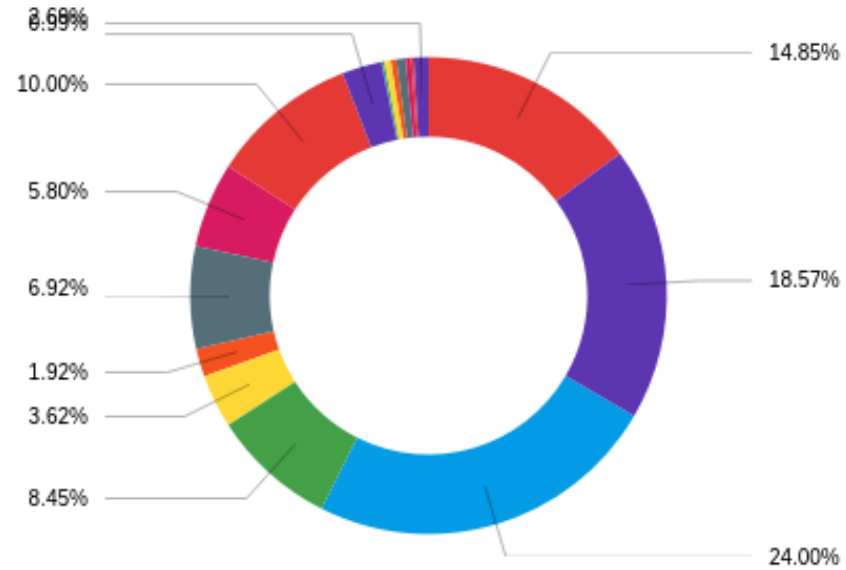 - May 29th – June 8th (10 Days)

UCF

TABLE OF CONTENTS

- This data report is spilt into the following

UCF

STUDENT DEMOGRAPHICS

UCF

What is your Class Standing?

What is your Class Standing?

#	What is your Class Standing?	Percentage
1	Freshman/First-time In College	14.85%
2	Sophomore	18.57%
3	Junior	24.00%
4	Senior	8.45%
5	Graduate School - Masters or Equivalent	3.62%
6	Graduate School - Doctoral or Equivalent	1.92%
7	Transfer Student	6.92%
8	Senior Graduating Fall 2020	5.80%
9	Senior Graduating Spring 2021	10.00%

UCF

What is your Class Standing?

#	What is your Class Standing?	Percentage
10	Senior Graduating Summer 2021	2.69%
11	Graduate School M.D. or Equivalent	0.06%
12	Graduate School - EdS, Certificate, or Equivalent	0.16%
13	Nondegree Seeking Student	0.43%
14	Graduate Graduating Fall 2020	0.39%
15	Graduate Graduating Spring 2021	0.62%
16	Graduate Graduating Summer 2021	0.35%

UCF

What is your Class Standing?

#	What is your Class Standing?	Percentage
17	Graduate Graduating Summer 2020	0.19%
18	Senior Graduating Summer 2020	0.99%
	Total	5159

UCF

Condensed Class Standing of Respondents

Your College

6.37%   9.60%
18.84%   11.24%
4.83%   7.71%
3.38%
5.89%   18.43%
11.82%   1.62%

- Arts and Humanities
- Business
- Community Innovation and Education
- Engineering and Computer Science
- Graduate Studies
- Health Professions and Sciences
- Medicine
- Nursing
- Optics and Photonics
- Rosen College of Hospitality Management
- Sciences
- Undergraduate Studies
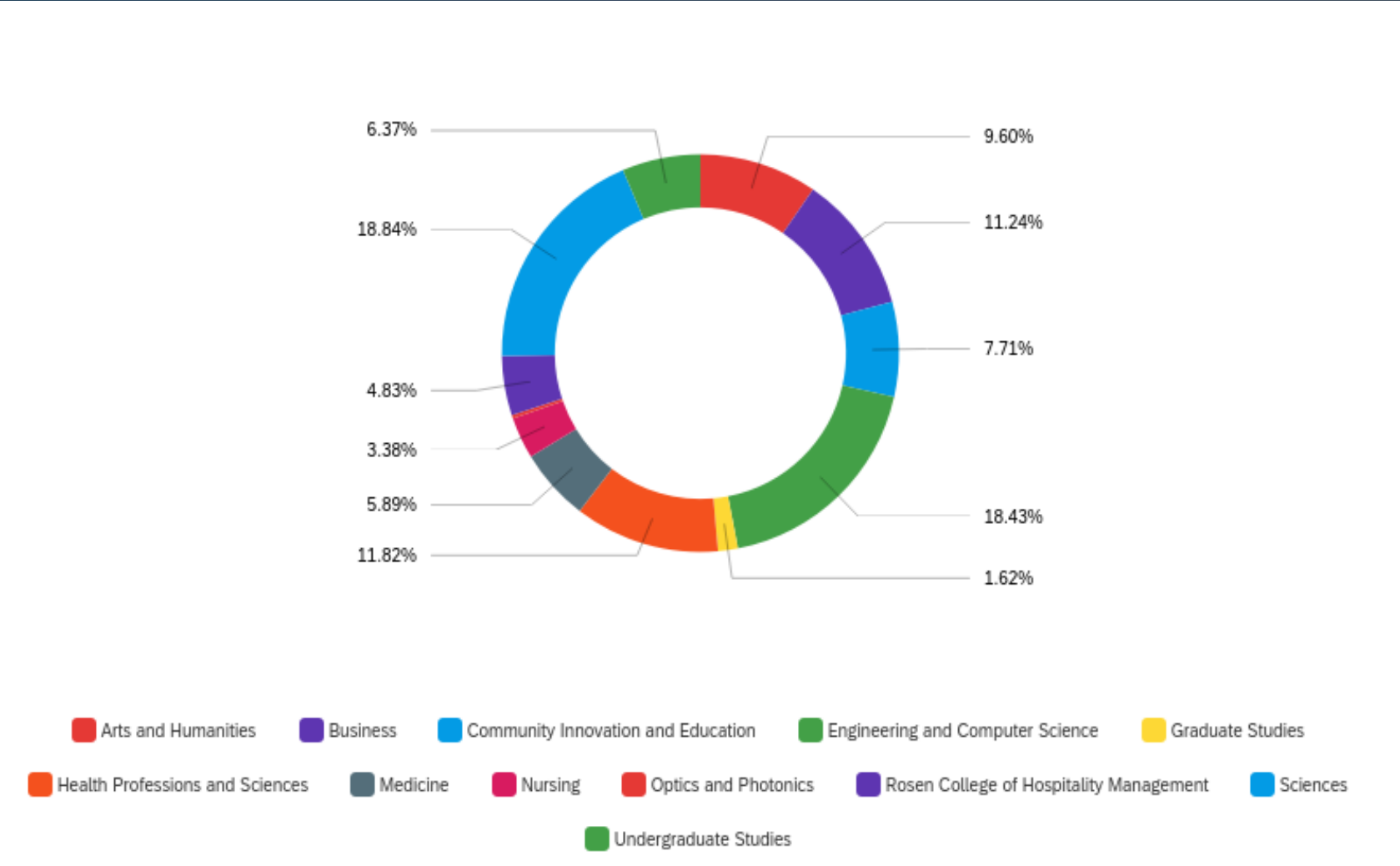
Your College

#	Your College	Percentage
1	Arts and Humanities	9.60%
2	Business	11.24%
3	Community Innovation and Education	7.71%
4	Engineering and Computer Science	18.43%
5	Graduate Studies	1.62%
6	Health Professions and Sciences	11.82%
7	Medicine	5.89%
8	Nursing	3.38%
9	Optics and Photonics	0.28%
10	Rosen College of Hospitality Management	4.83%

UCF

Your College

#	Your College	Percentage
11	Sciences	18.84%
12	Undergraduate Studies	6.37%
	Total	5981

UCF

Which UCF Campus(es) do you attend and take classes? (select all that apply)

20.32%

3.70%

3.85%

71.01%

- UCF Main Campus
- Rosen College of Hospitality
- UCF Downtown
- UCF Online
- UCF Health Sciences Campus (Lake Nona)
- UCF Connect Campuses (Cocoa, Sanford, Daytona)
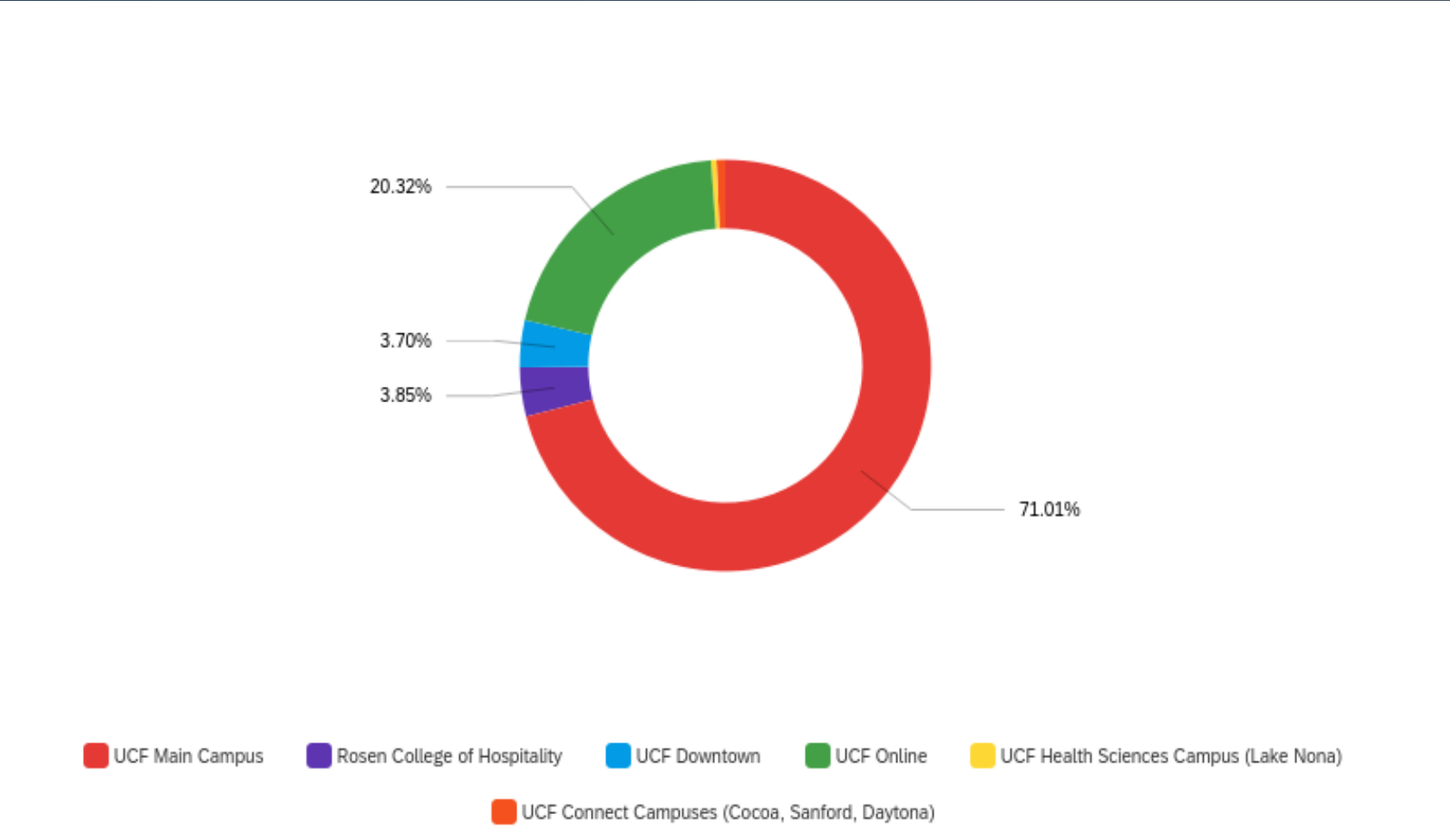
Which UCF Campus(es) do you attend and take classes? (select all that apply)

#	Which UCF Campus(es) do you attend and take classes? (select all that apply)	Percentage
1	UCF Main Campus	71.01%
2	Rosen College of Hospitality	3.85%
3	UCF Downtown	3.70%
4	UCF Online	20.32%
5	UCF Health Sciences Campus (Lake Nona)	0.43%
6	UCF Connect Campuses (Cocoa, Sanford, Daytona)	0.70%
	Total	7171

What was your living situation before the start of the COVID-19 pandemic?

Chart legend:
- On-Campus Housing
- Off-Campus Housing - UCF Affiliated
- Off-Campus Housing - UCF Non-Affilated
- Off-Campus Housing - with Family

Data values: 24.28%, 14.34%, 30.16%, 31.23%
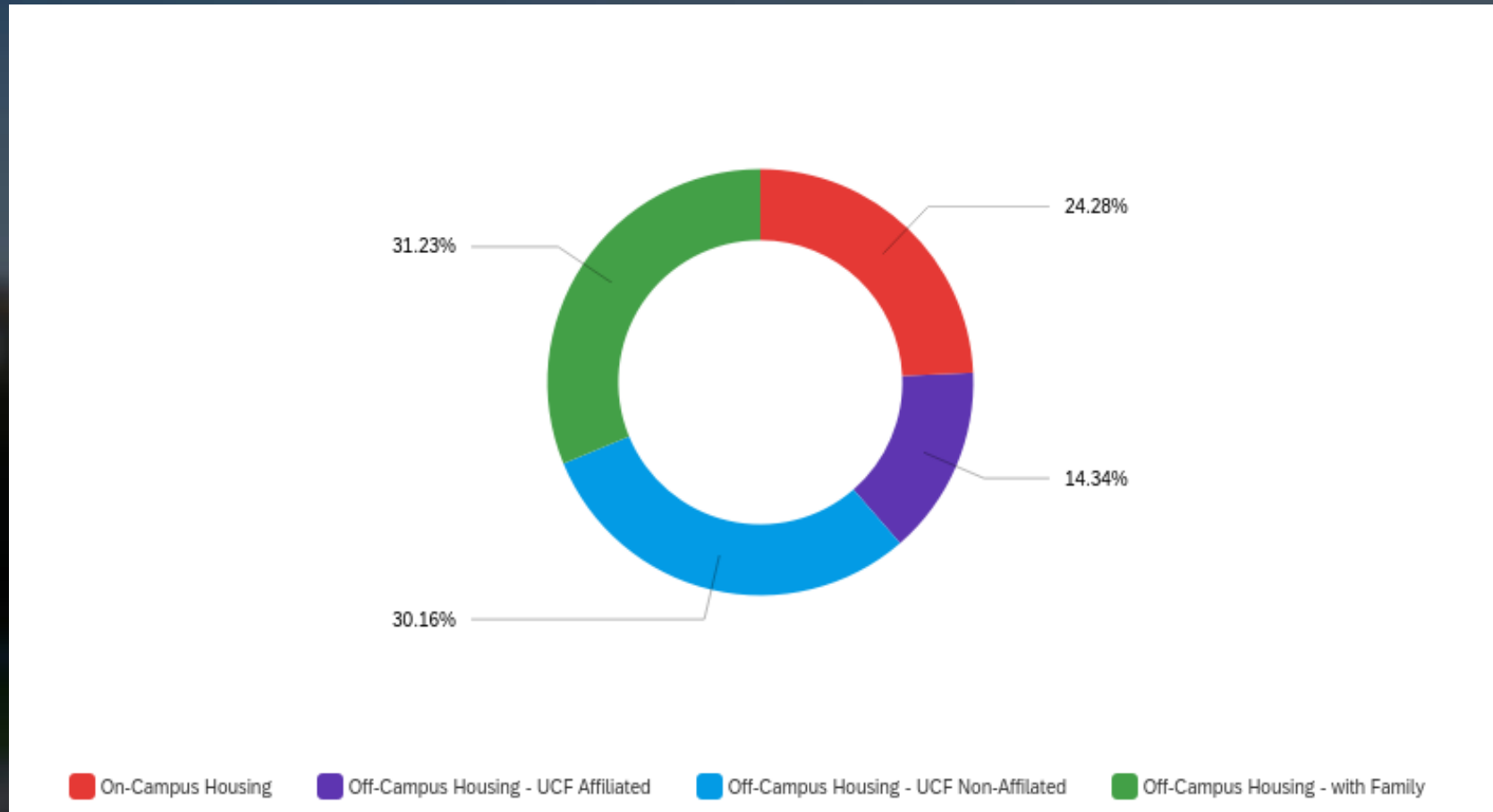
What was your living situation before the start of the COVID-19 pandemic?

#	What was your living situation before the start of the COVID-19 pandemic?	Percentage
1	On-Campus Housing	24.28%
2	Off-Campus Housing - UCF Affiliated	14.34%
3	Off-Campus Housing - UCF Non-Affilated	30.16%
4	Off-Campus Housing - with Family	31.23%
	Total	5329

UCF

Are you an international student? (meaning you are a student studying on a visa)
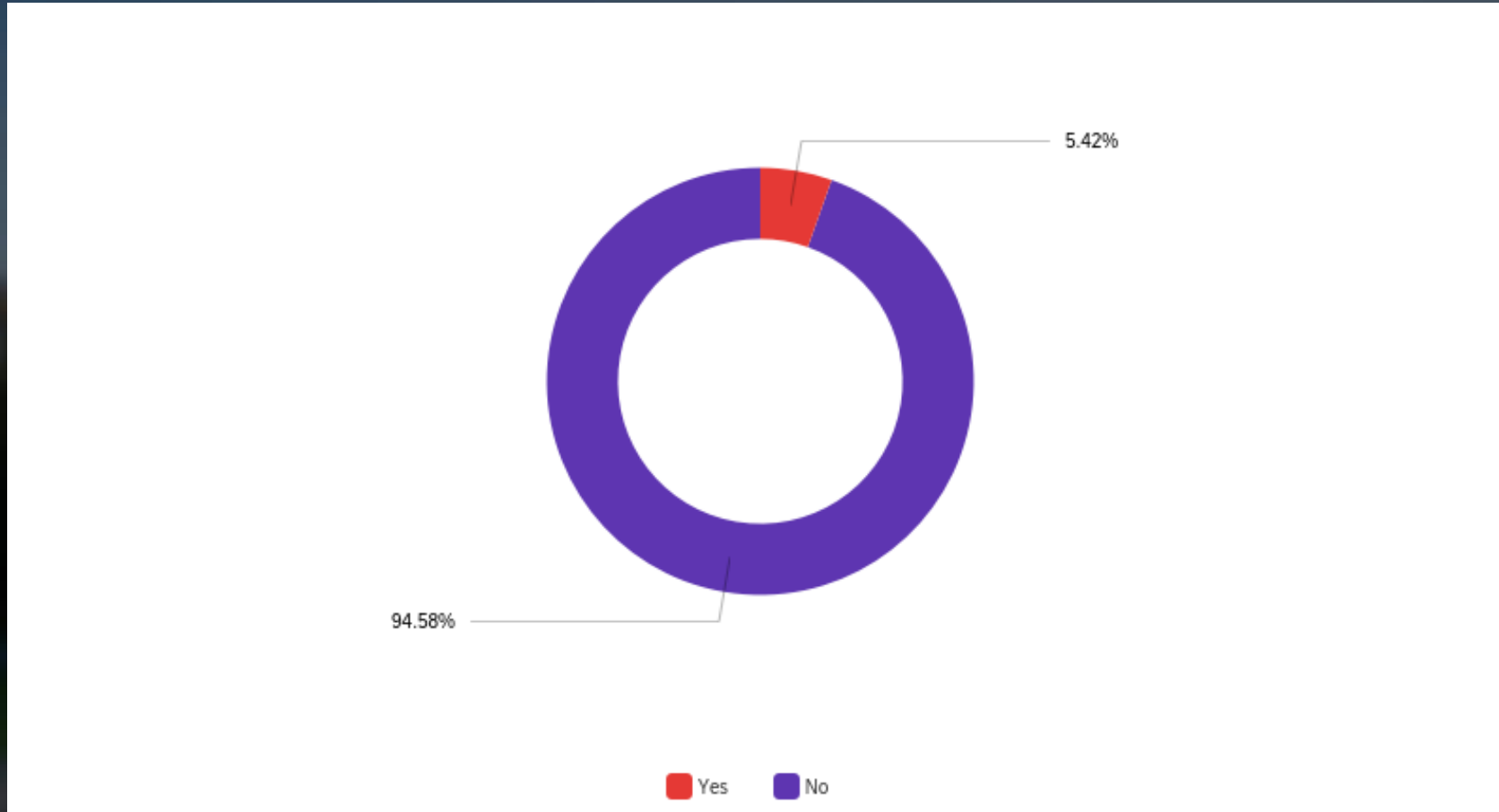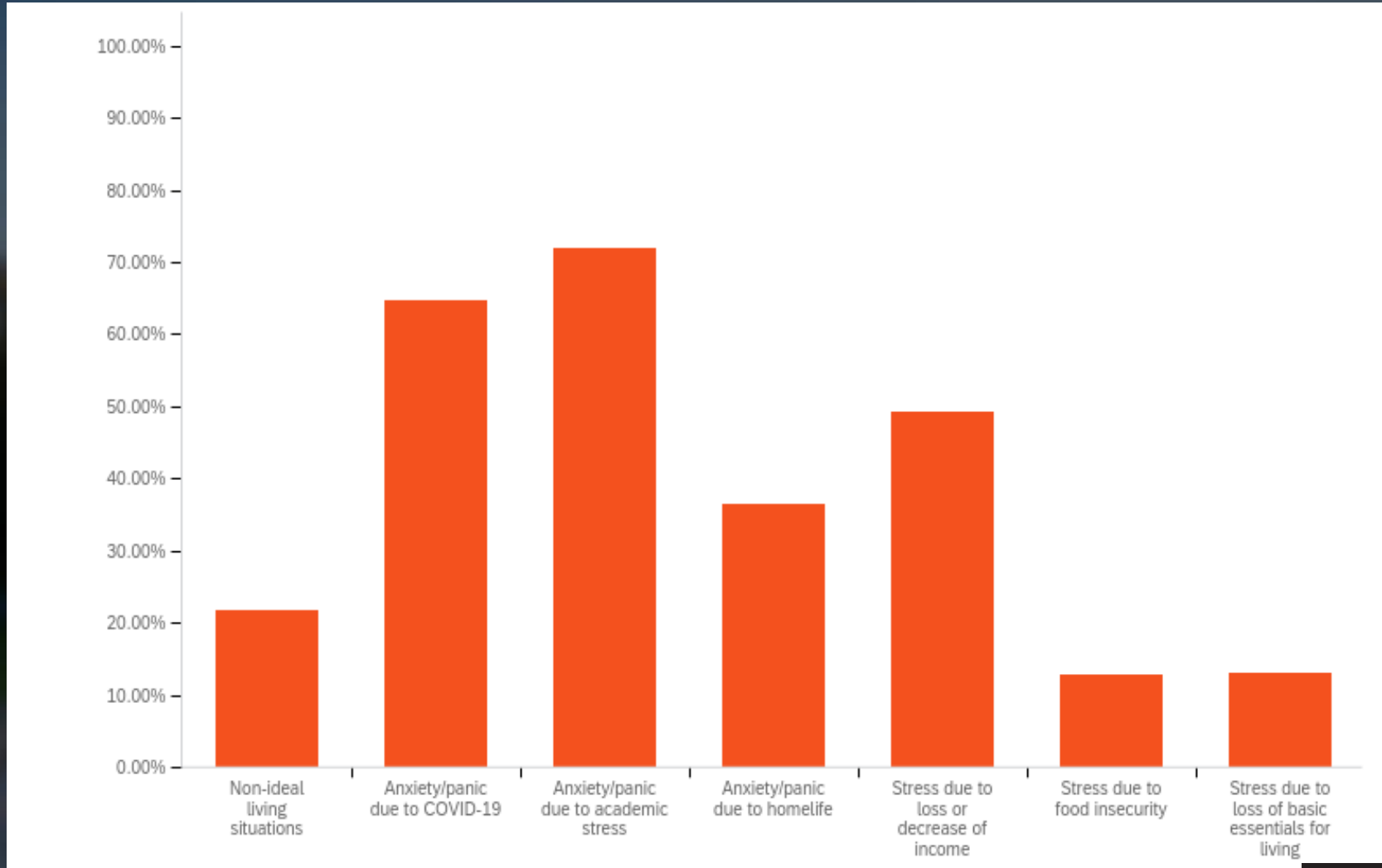
Are you an international student? (meaning you are a student studying on a visa)

#	Are you an international student? (meaning you are a student studying on a visa)	Percentage
1	Yes	5.42%
2	No	94.58%
	Total	5183

UCF

Compared to before COVID-19, have you experienced emotional and mental hardships in the following:

Compared to before COVID-19, have you experienced emotional and mental hardships in the following:

#	Compared to before COVID-19, have you experienced emotional and mental hardships in the following:	Percentage
6	Non-ideal living situations	8.11%
7	Anxiety/panic due to COVID-19	23.95%
8	Anxiety/panic due to academic stress	26.62%
5	Anxiety/panic due to homelife	13.52%
10	Stress due to loss or decrease of income	18.22%
11	Stress due to food insecurity	4.75%
12	Stress due to loss of basic essentials for living	4.83%

UCF

Compared to before COVID-19, have you experienced emotional and mental hardships in the following:

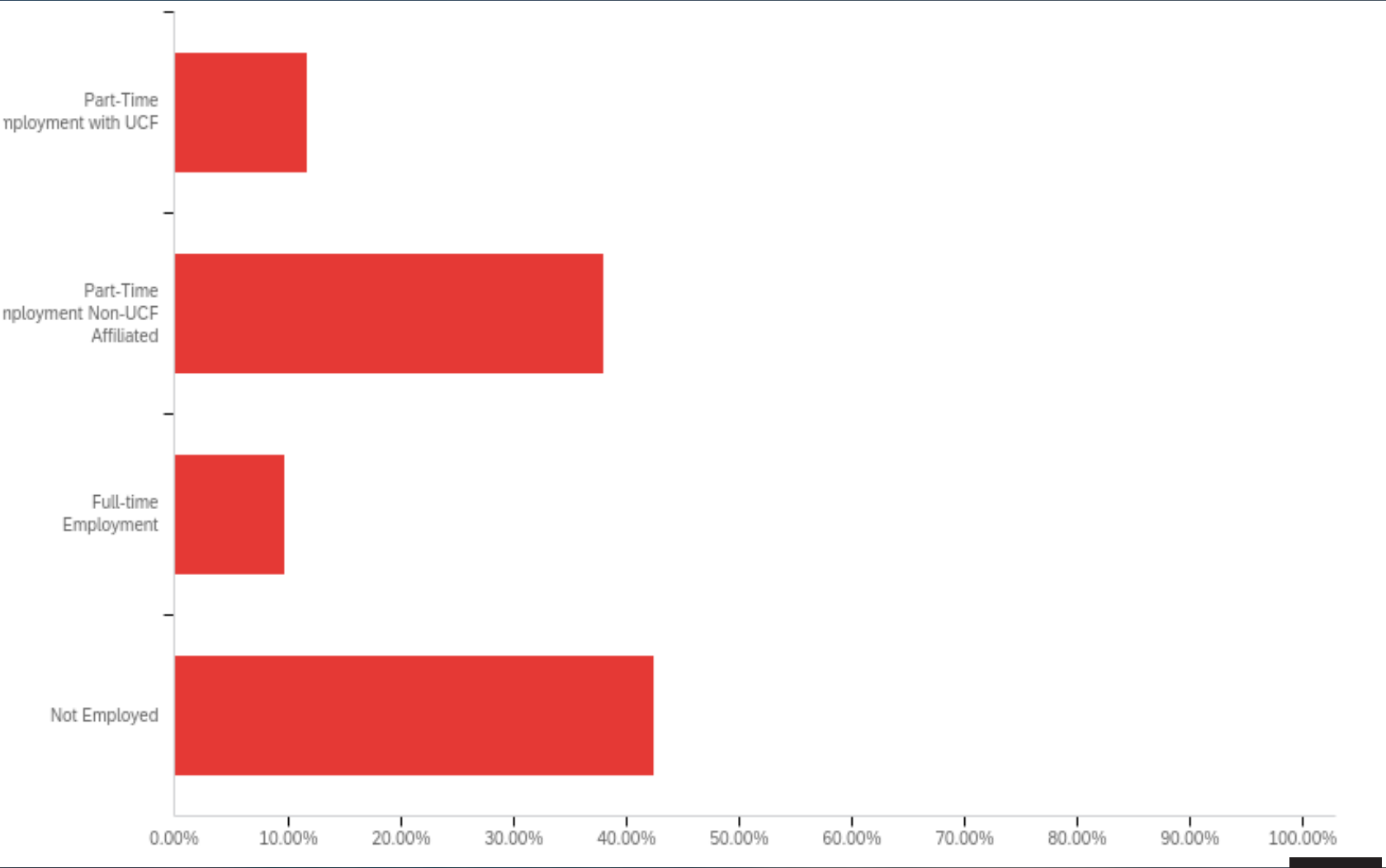| #	Compared to before COVID-19, have you experienced emotional and mental hardships in the following:
	Total 11638

What was your employment status before COVID-19? (Select all that apply)

What was your employment status before COVID-19? (Select all that apply)

#	What was your employment status before COVID-19? (Select all that apply)	Percentage
1	Part-Time Employment with UCF	11.49%
2	Part-Time Employment Non-UCF Affiliated	37.35%
3	Full-time Employment	9.53%
4	Not Employed	41.63%
	Total	5457

UCF

Compared to before COVID-19, have you experienced financial hardships in:
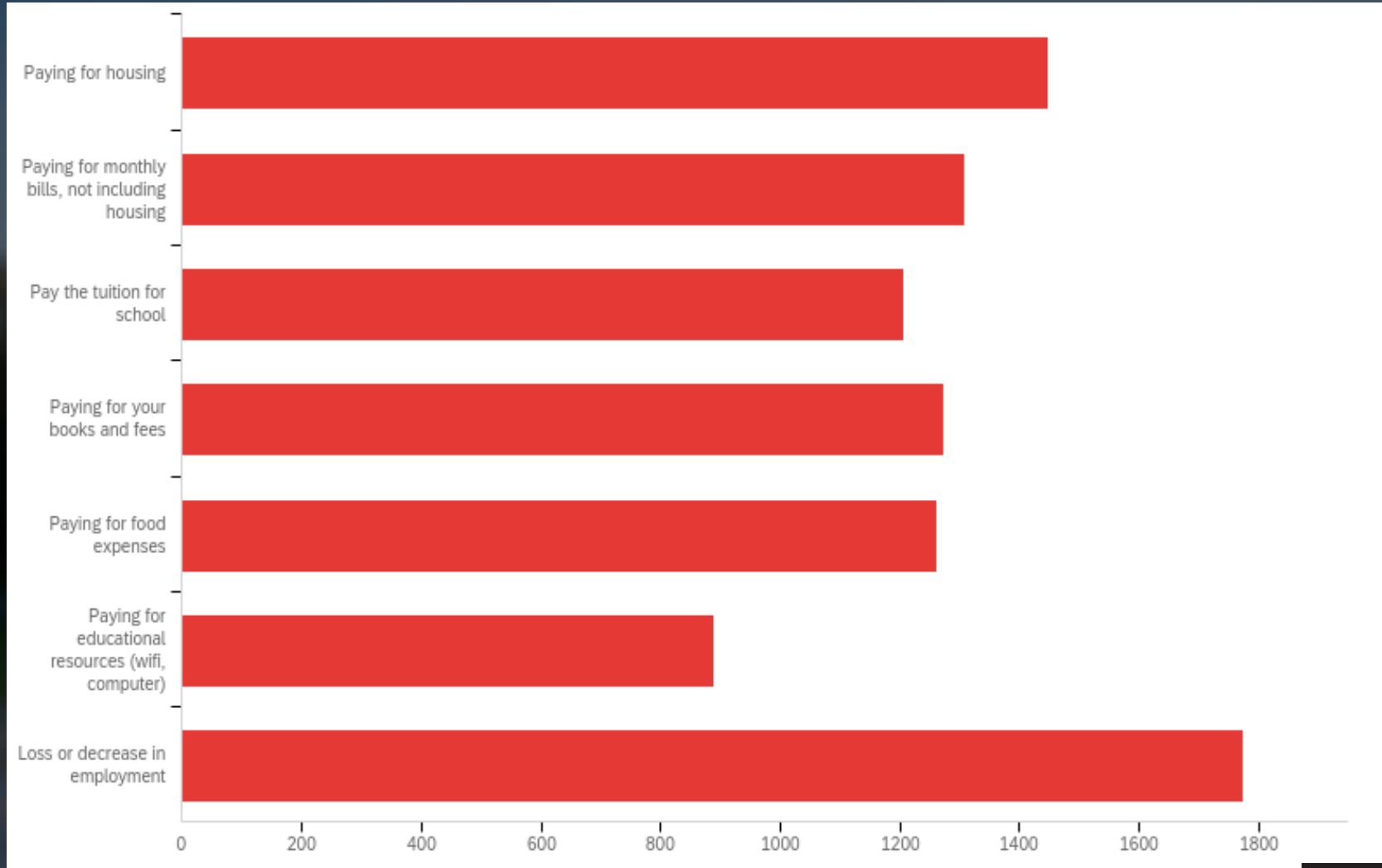
Compared to before COVID-19, have you experienced financial hardships in:

#	Compared to before COVID-19, have you experienced financial hardships in:	Percentage
1	Paying for housing	15.80%
2	Paying for monthly bills, not including housing	14.28%
3	Pay the tuition for school	13.18%
4	Paying for your books and fees	13.89%
5	Paying for food expenses	13.79%
6	Paying for educational resources (wifi, computer)	9.71%
7	Loss or decrease in employment	19.35%

UCF

Q30 - Compared to before COVID-19, have you experienced financial hardships in:

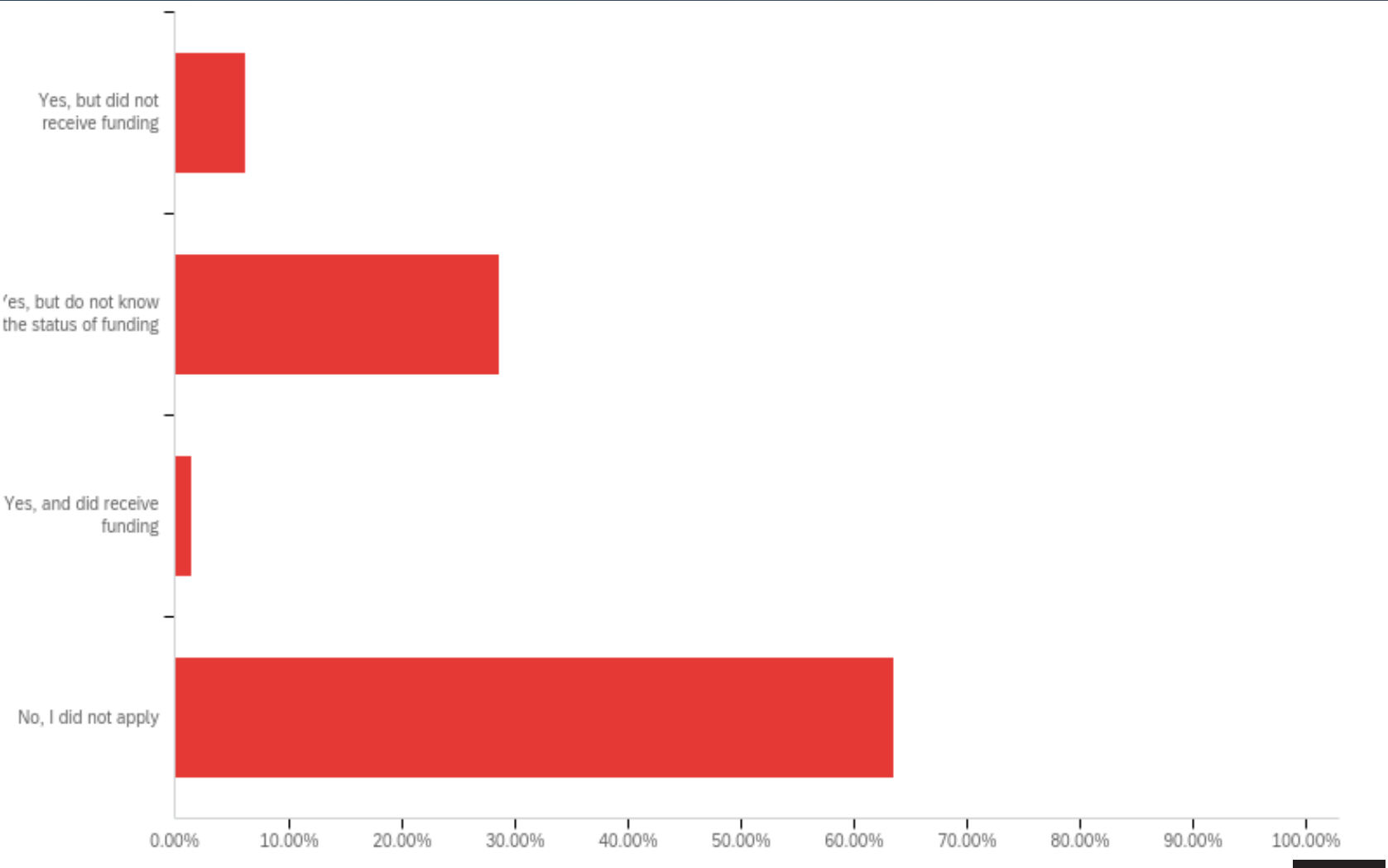| #	Compared to before COVID-19, have you experienced financial hardships in:
Total	9166

UCF

Have you applied for the CARES Act funding through UCF? and have you received funding (the answer may be different, depending on the time you took it)

Have you applied for the CARES Act funding through UCF? and have you received funding (the answer may be different, depending on the time you took it)

#	Have you applied for the CARES Act funding through UCF? and have you received funding (the answer may be different, depending on the time you took it)	Percentage
1	Yes, but did not receive funding	6.23%
2	Yes, but do not know the status of funding	28.71%
3	Yes, and did receive funding	1.46%
4	No, I did not apply	63.60%
	Total	5346

UCF

Has your academic performance been better or worse compared to before COVID-19?
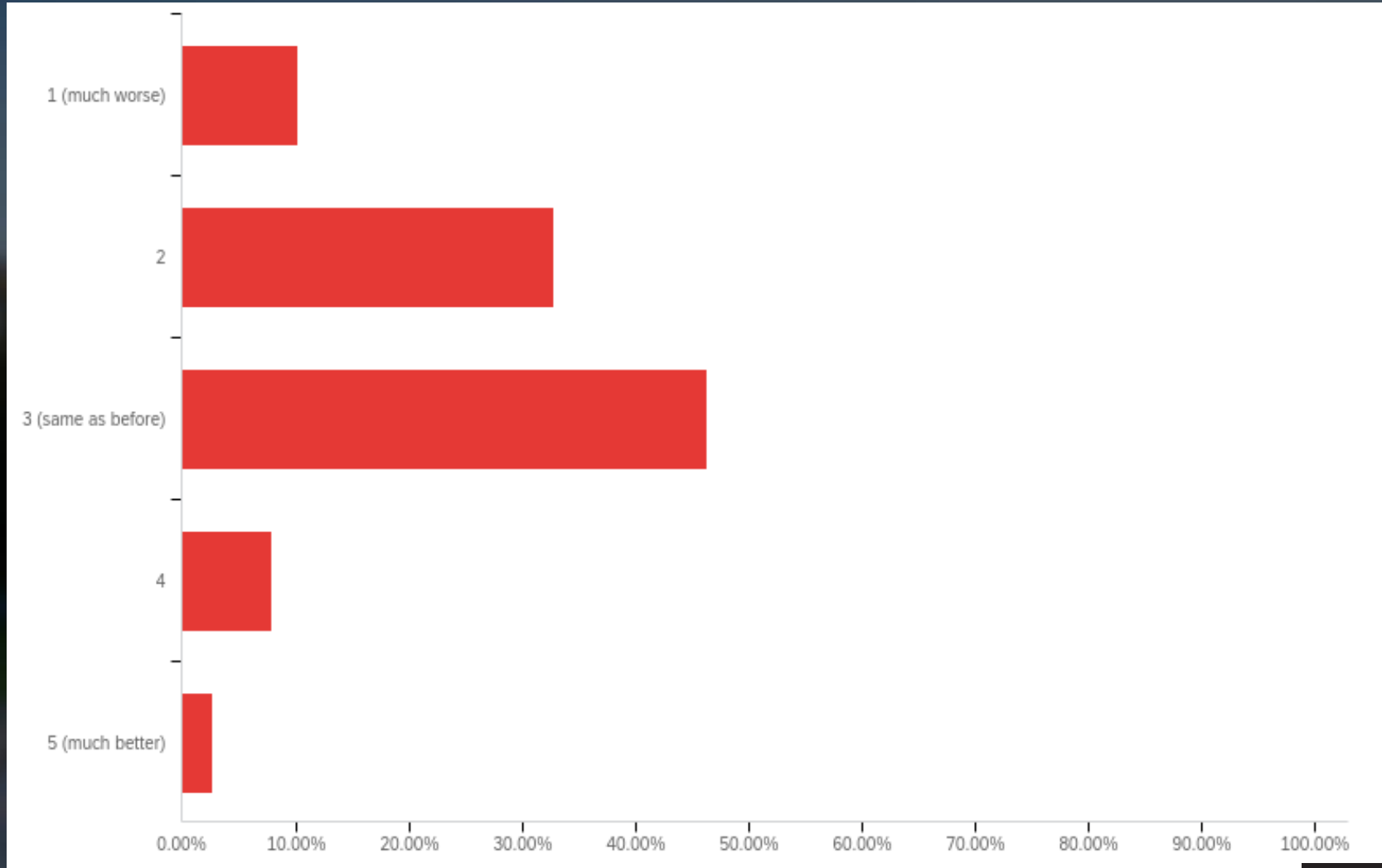
Has your academic performance been better or worse compared to before COVID-19?

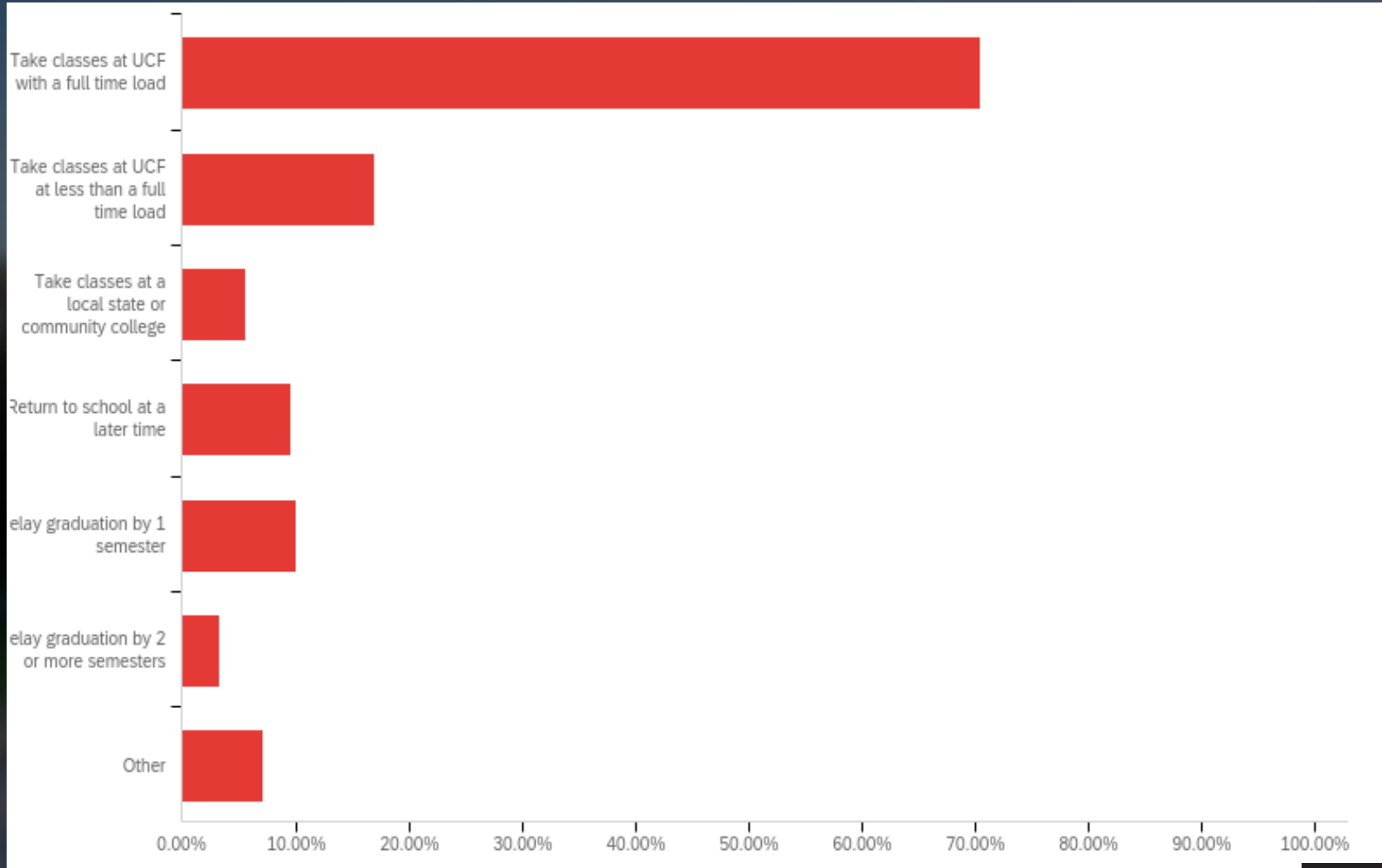| #	Has your academic performance been better or worse compared to before COVID-19?	Percentage
1	1 (much worse)	10.21%
2	2	32.87%
3	3 (same as before)	46.27%
4	4	7.89%
5	5 (much better)	2.75%
	Total	5336

UCF

If UCF continues with a online fall semester, what are your plans?

If UCF continues with a online fall semester, what are your plans?

#	If UCF continues with a online fall semester, what are your plans? - Selected Choice	Percentage
1	Take classes at UCF with a full time load	57.16%
2	Take classes at UCF at less than a full time load	13.77%
3	Take classes at a local state or community college	4.58%
4	Return to school at a later time	7.81%
5	Delay graduation by 1 semester	8.17%
6	Delay graduation by 2 or more semesters	2.69%
7	Other	5.81%

UCF

If UCF continues with a online fall semester, what are your plans?

#	If UCF continues with a online fall semester, what are your plans? - Selected Choice	Percentage
	Total	6609

WHAT THIS SHOWS

- This data as reached a large group of students

- Though not completely representative of UCF, it provided valuable data

- Many students faced hardships between financials and mental health

  - Due to stress getting COVID-19

  - Loosing their Jobs (which paid for college, and rent)

- If UCF were to continue fully online, majority of the students would continue with a fulltime load here @ UCF

- At the point of Data Collection, many student didn't know whether they would receive CAREs Act Funding, but this was addressed in the recent days

UCF

DATA FOR UCF

How well in the following areas has UCF done during these unprecedented times?

How well in the following areas has UCF done during these unprecedented times?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Communications	1.00	5.00	3.60	1.08	1.16	5343
2	Student Services	1.00	5.00	3.38	1.10	1.21	5294
3	Course Delivery	1.00	5.00	3.34	1.10	1.21	5252

UCF

How well in the following areas has UCF done during these unprecedented times?

#	Question	1 (very bad)	2	3 (Okay)	4	5 (very good)	Total
1	Communications	4.08%	9.53%	33.33%	28.60%	24.46%	5343
2	Student Services	5.78%	12.92%	37.48%	25.37%	18.45%	5294
3	Course Delivery	5.60%	14.64%	37.03%	25.15%	17.57%	5252

UCF

What type of instruction would you prefer and be most comfortable with?
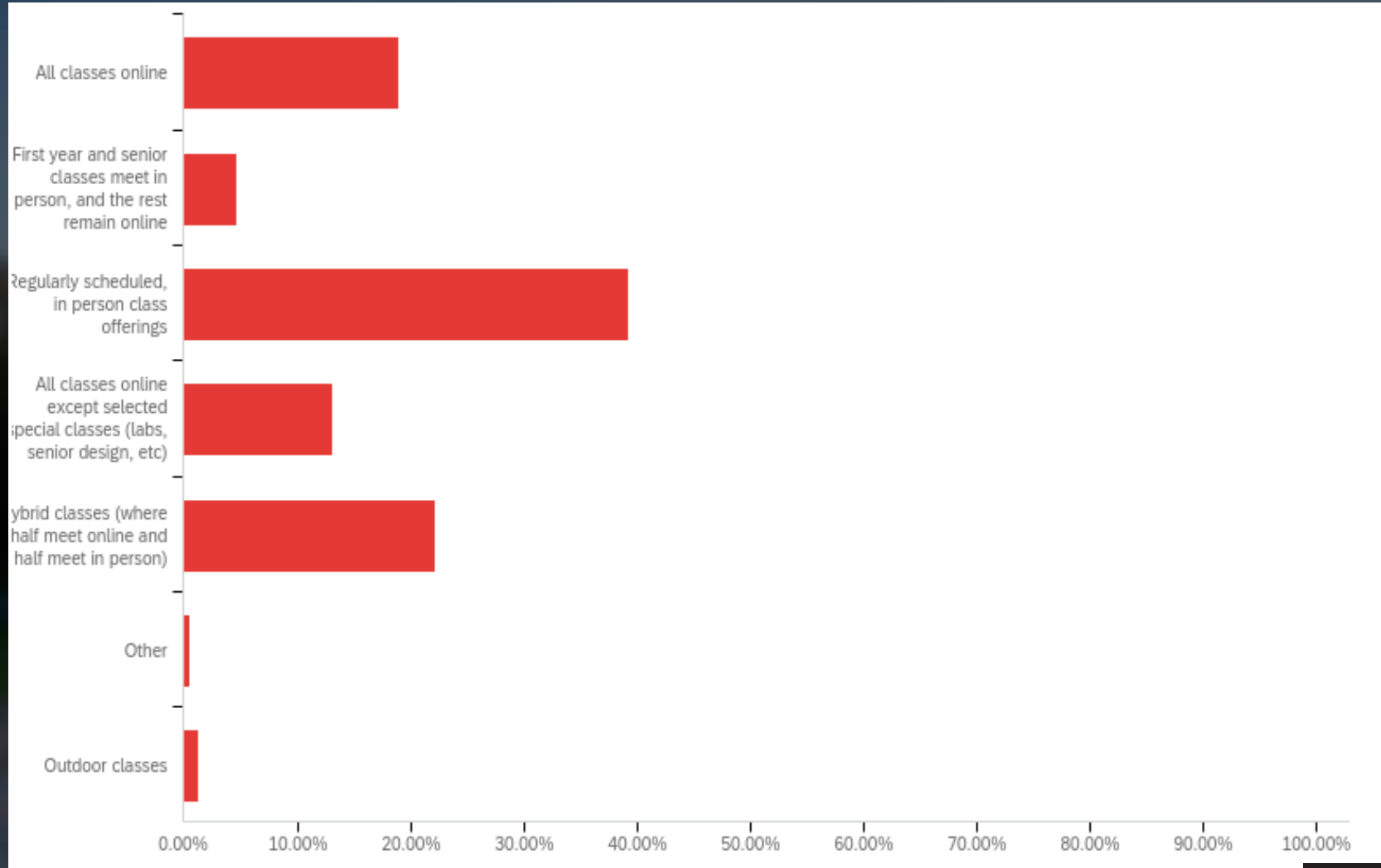
What type of instruction would you prefer and be most comfortable with?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What type of instruction would you prefer and be most comfortable with?	1.00	11.00	5.80	2.77	7.66	5099

UCF

What type of instruction would you prefer and be most comfortable with?

#	What type of instruction would you prefer and be most comfortable with?	Percentage
1	All classes online	18.96%
2	First year and senior classes meet in person, and the rest remain online	4.63%
3	Regularly scheduled, in person class offerings	39.28%
4	All classes online except selected special classes (labs, senior design, etc)	13.12%
5	Hybrid classes (where half meet online and half meet in person)	22.16%
6	Other	0.47%

UCF

What type of instruction would you prefer and be most comfortable with?

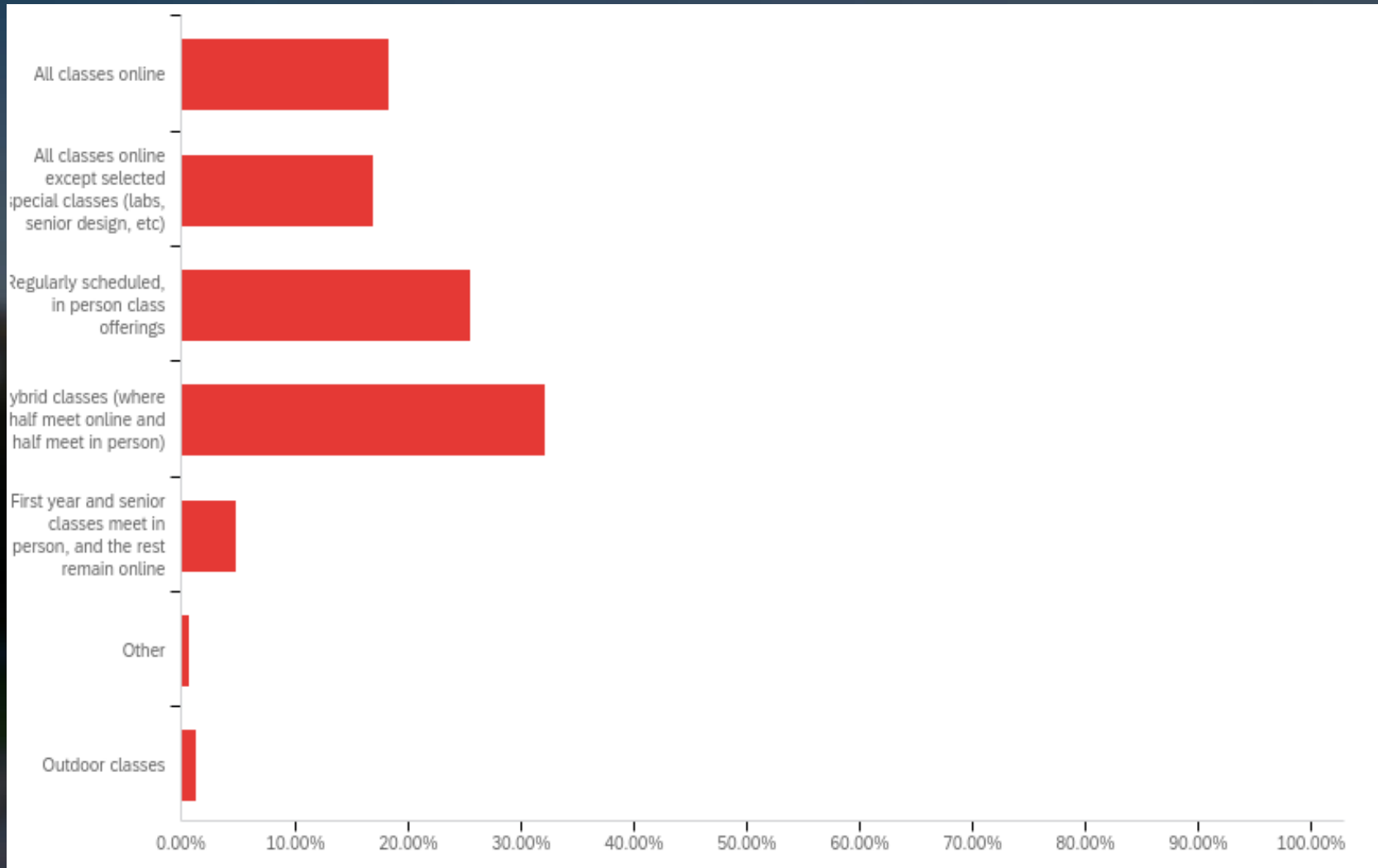| #	What type of instruction would you prefer and be most comfortable with?	Percentage
7	Outdoor classes	1.37%
	Total	5099

UCF

What type of instruction do you think will be best for the University?

What type of instruction do you think will be best for the University?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What type of instruction do you think will be best for the University?	1.00	7.00	2.96	1.30	1.70	5180

What type of instruction do you think will be best for the University?

#	What type of instruction do you think will be best for the University?	Percentage
1	All classes online	18.42%
2	All classes online except selected special classes (labs, senior design, etc)	16.99%
3	Regularly scheduled, in person class offerings	25.54%
4	Hybrid classes (where half meet online and half meet in person)	32.14%
5	First year and senior classes meet in person, and the rest remain online	4.86%
6	Other	0.71%

UCF

What type of instruction do you think will be best for the University?

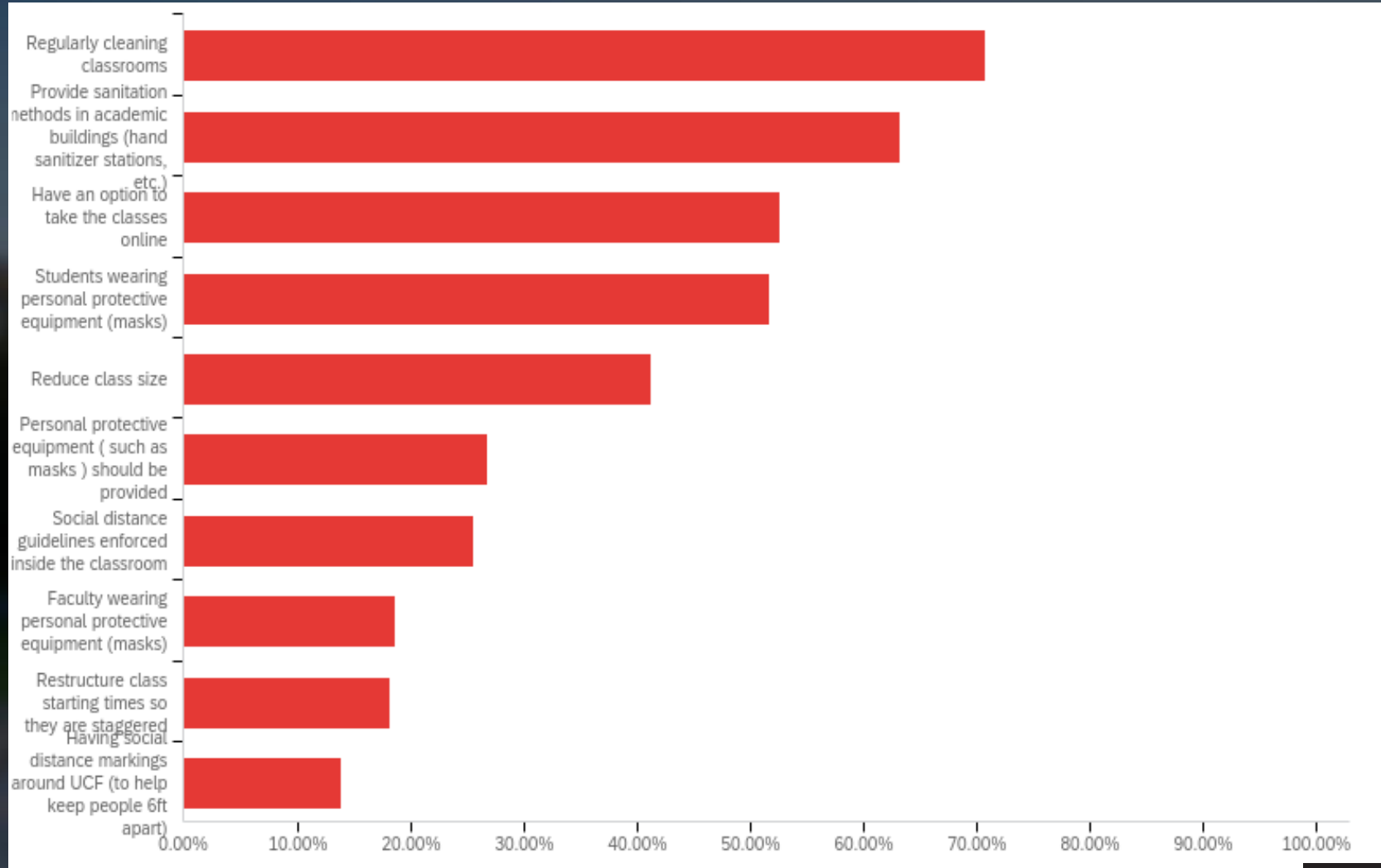| #	What type of instruction do you think will be best for the University?	Percentage
7	Outdoor classes	1.33%
	Total	5180

UCF

Select the 4 most important things that need to happen if UCF Opens back up for the fall semester:

Select the 4 most important things that need to happen if UCF Opens back up for the fall semester:

| #	Select the 4 most important things that need to happen if UCF Opens back up for the fall semester:	Percentage
1	Regularly cleaning classrooms	18.49%
2	Students wearing personal protective equipment (masks)	13.50%
5	Have an option to take the classes online	13.76%
6	Provide sanitation methods in academic buildings (hand sanitizer stations, etc.)	16.52%
3	Reduce class size	10.80%
10	Restructure class starting times so they are staggered	4.76%
11	Faculty wearing personal protective equipment (masks)	4.87%

Select the 4 most important things that need to happen if UCF Opens back up for the fall semester:

#	Select the 4 most important things that need to happen if UCF Opens back up for the fall semester:	Percentage
12	Having social distance markings around UCF (to help keep people 6ft apart)	3.62%
13	Social distance guidelines enforced inside the classroom	6.67%
14	Personal protective equipment (such as masks) should be provided	7.01%
	Total	20416

UCF

How likely would you be attend a class if masks were required for all students and professors?
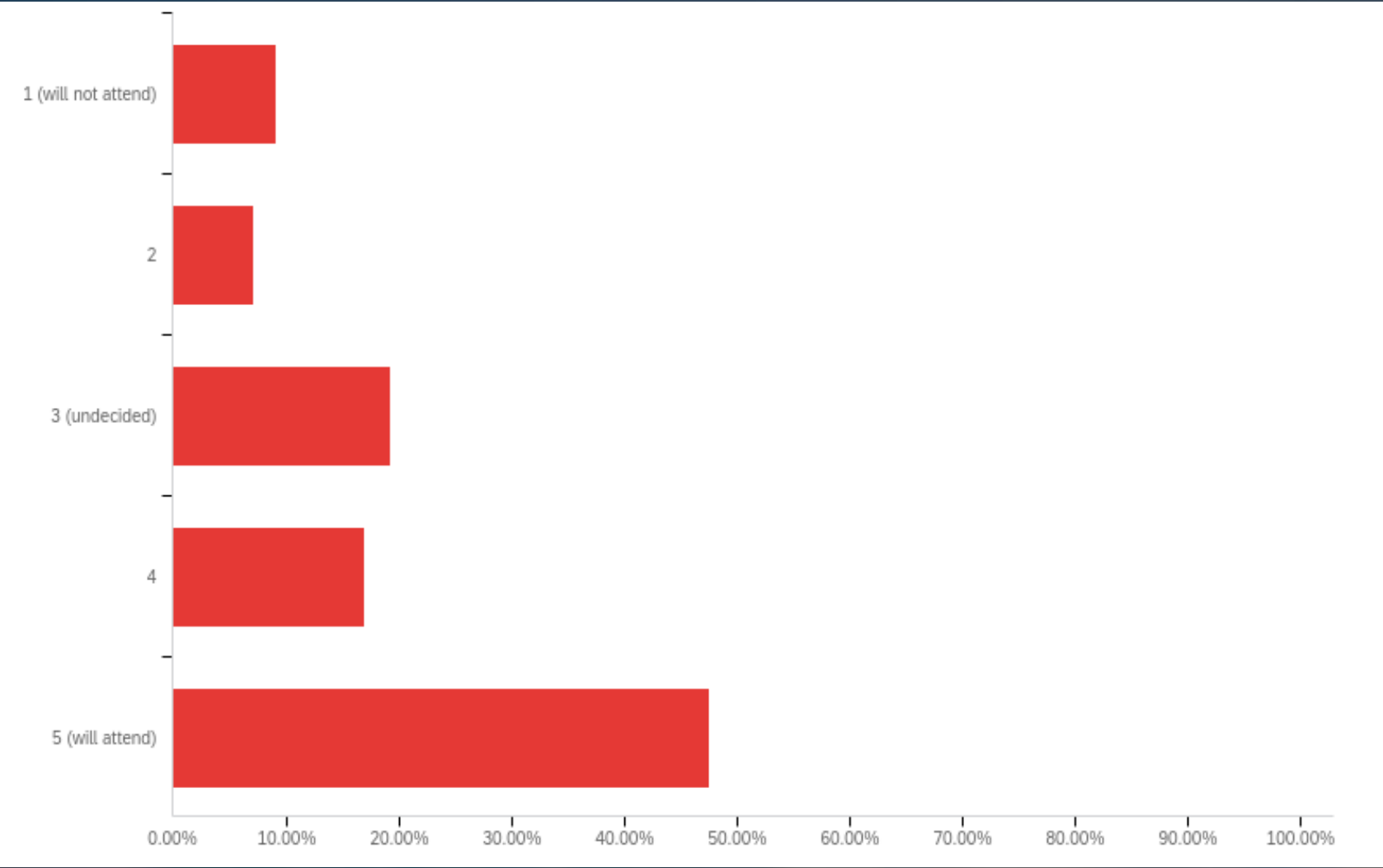
How likely would you be attend a class if masks were required for all students and professors?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely would you be attend a class if masks were required for all students and professors?	1.00	7.00	5.54	1.97	3.88	5352

UCF

How likely would you be attend a class if masks were required for all students and professors?

#	How likely would you be attend a class if masks were required for all students and professors?	Percentage
1	1 (will not attend)	9.08%
2	2	7.21%
5	3 (undecided)	19.25%
6	4	16.93%
7	5 (will attend)	47.53%
	Total	5352

UCF

How likely would you be to attend a class if classrooms were not being regularly cleaned?
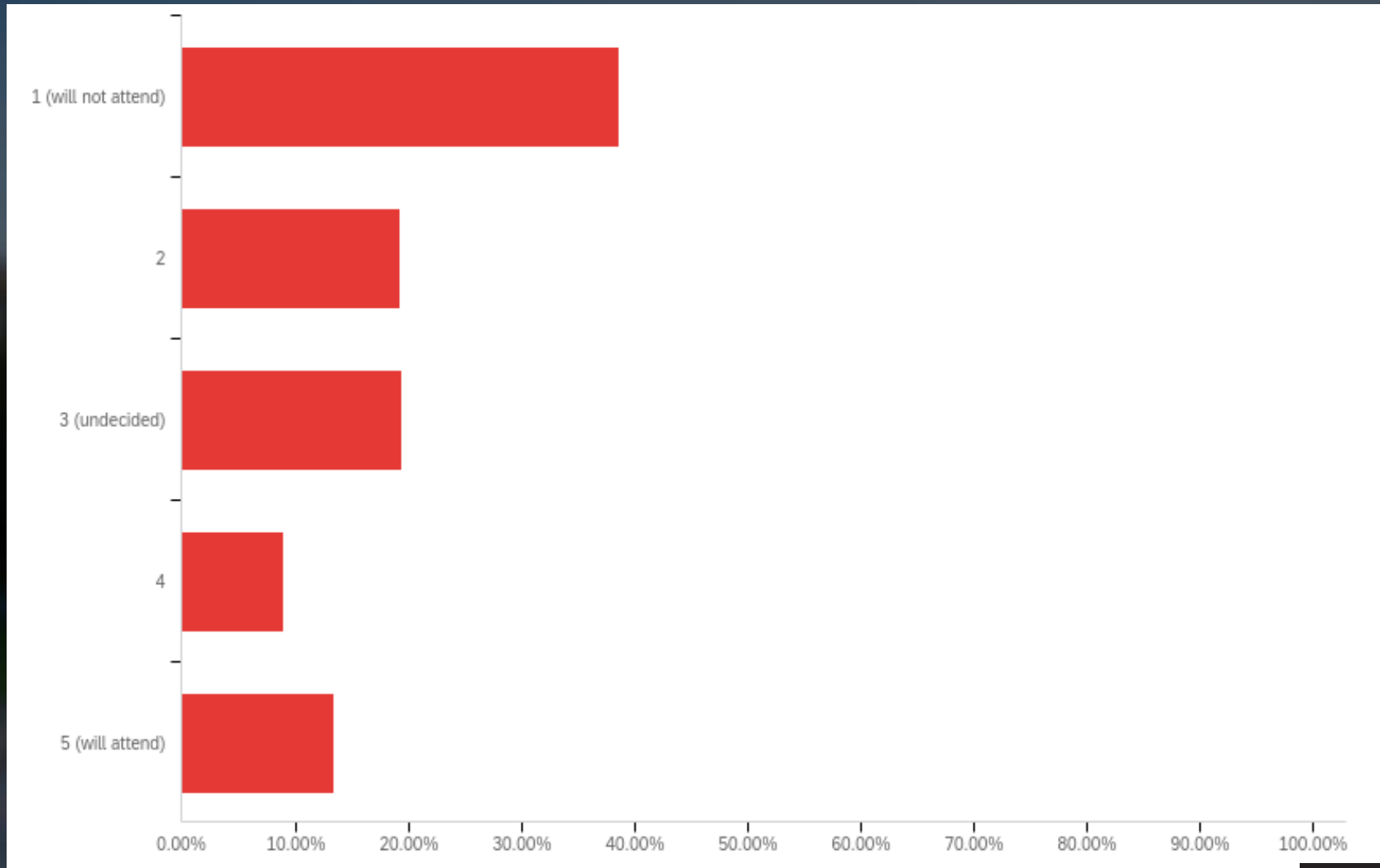
How likely would you be to attend a class if classrooms were not being regularly cleaned?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely would you be to attend a class if classrooms were not being regularly cleaned?	1.00	5.00	2.39	1.42	2.00	5350

UCF

How likely would you be to attend a class if classrooms were not being regularly cleaned?

#	How likely would you be to attend a class if classrooms were not being regularly cleaned?	Percentage
1	1 (will not attend)	38.73%
2	2	19.27%
3	3 (undecided)	19.50%
4	4	8.99%
5	5 (will attend)	13.51%
	Total	5350

What would be the reason for why you would not want to attend classes at UCF? (Choose all that apply)
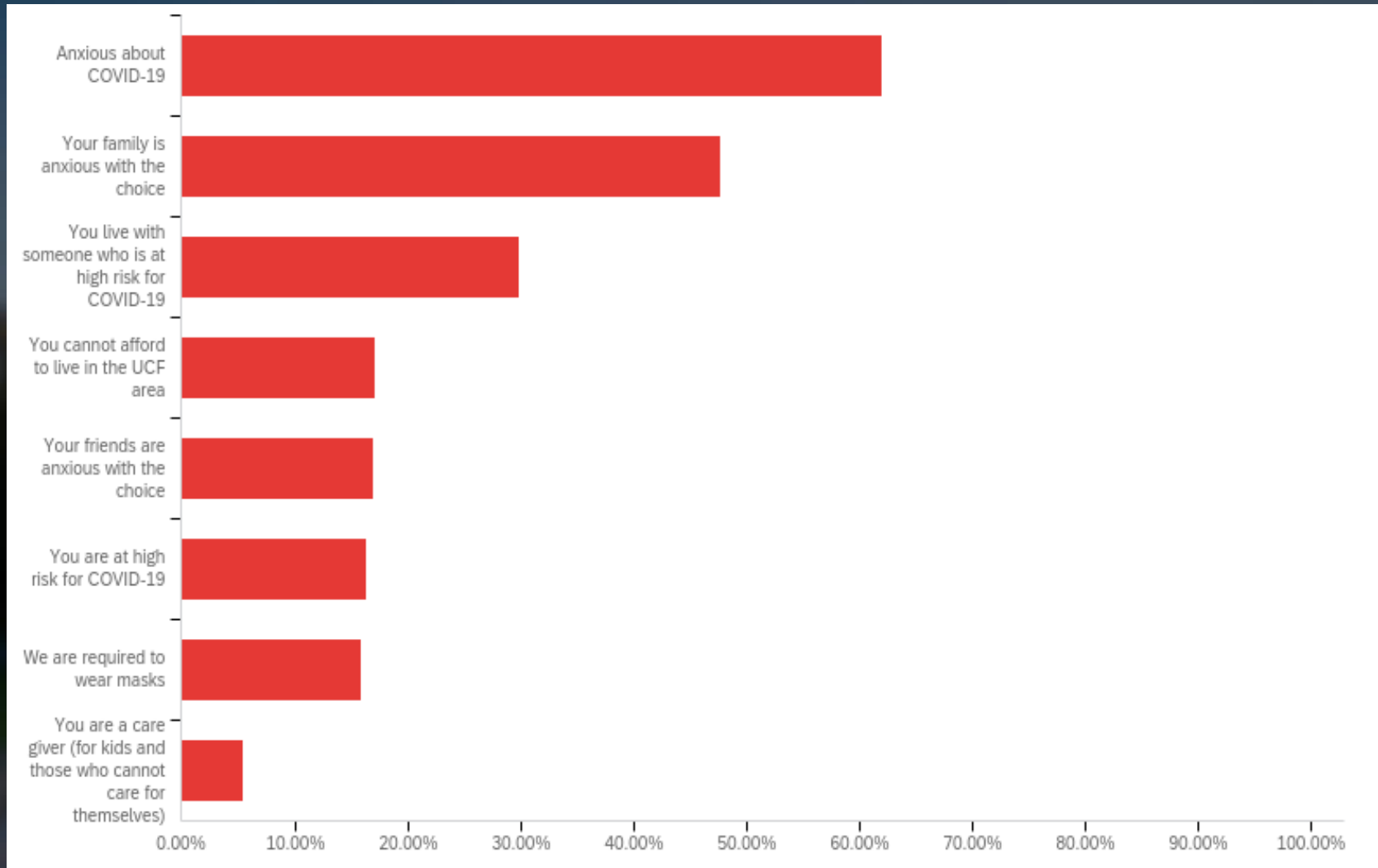
What would be the reason for why you would not want to attend classes at UCF? (Choose all that apply)

| #	What would be the reason for why you would not want to attend classes at UCF? (Choose all that apply)	Percentage
1	Anxious about COVID-19	29.32%
2	You are a care giver (for kids and those who cannot care for themselves)	2.55%
3	You are at high risk for COVID-19	7.74%
4	You live with someone who is at high risk for COVID-19	14.12%
5	You cannot afford to live in the UCF area	8.14%
6	We are required to wear masks	7.51%
7	Your family is anxious with the choice	22.57%

UCF

What would be the reason for why you would not want to attend classes at UCF? (Choose all that apply)

#	What would be the reason for why you would not want to attend classes at UCF? (Choose all that apply)	Percentage
8	Your friends are anxious with the choice	8.05%
	Total	9403

UCF

What are the reasons for why you would want to attend classes at UCF? (Choose all that apply)
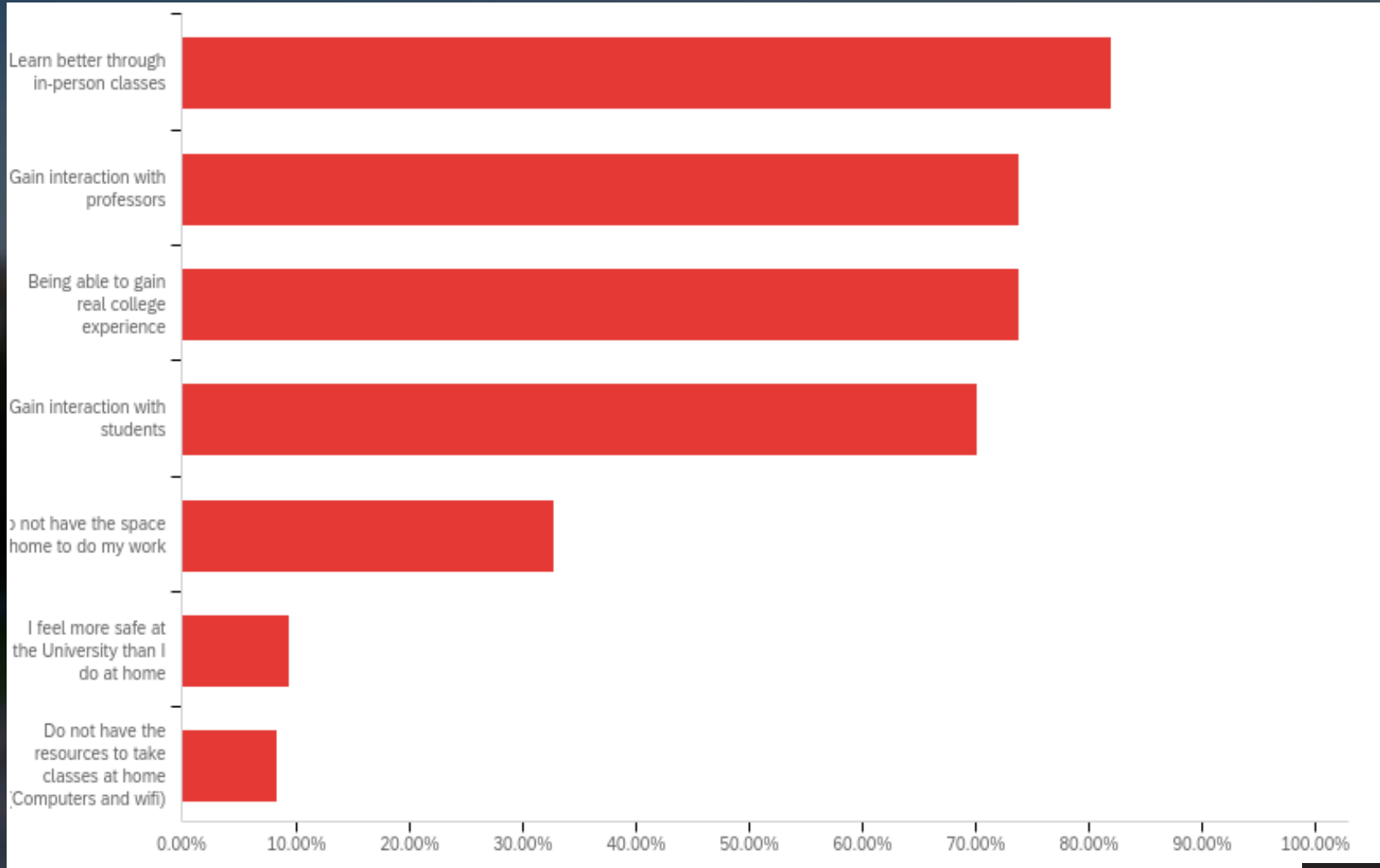
What are the reasons for why you would want to attend classes at UCF? (Choose all that apply)

| #	What are the reasons for why you would want to attend classes at UCF? (Choose all that apply)	Percentage
1	Being able to gain real college experience	21.05%
7	Gain interaction with professors	21.09%
2	Gain interaction with students	20.02%
3	Learn better through in-person classes	23.41%
4	Do not have the resources to take classes at home (Computers and wifi)	2.37%
5	I feel more safe at the University than I do at home	2.71%
6	Do not have the space at home to do my work	9.35%

UCF

What are the reasons for why you would want to attend classes at UCF? (Choose all that apply)

#	What are the reasons for why you would want to attend classes at UCF? (Choose all that apply)	Total
	Total	17469

How likely would you be to watch sporting events at UCF if fans were not allowed to attend?
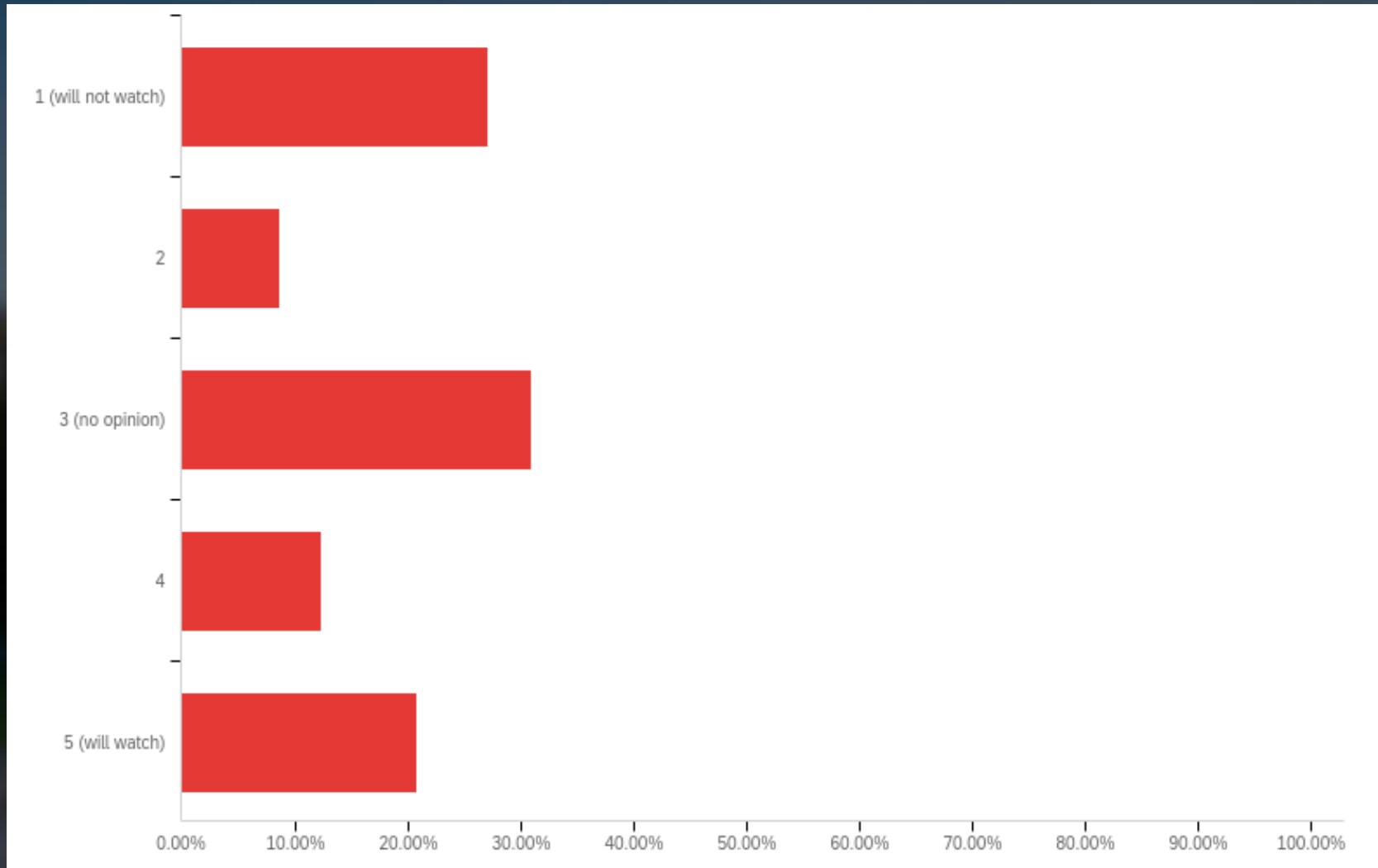
How likely would you be to watch sporting events at UCF if fans were not allowed to attend?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely would you be to watch sporting events at UCF if fans were not allowed to attend?	1.00	5.00	2.91	1.46	2.12	5311

UCF

How likely would you be to watch sporting events at UCF if fans were not allowed to attend?

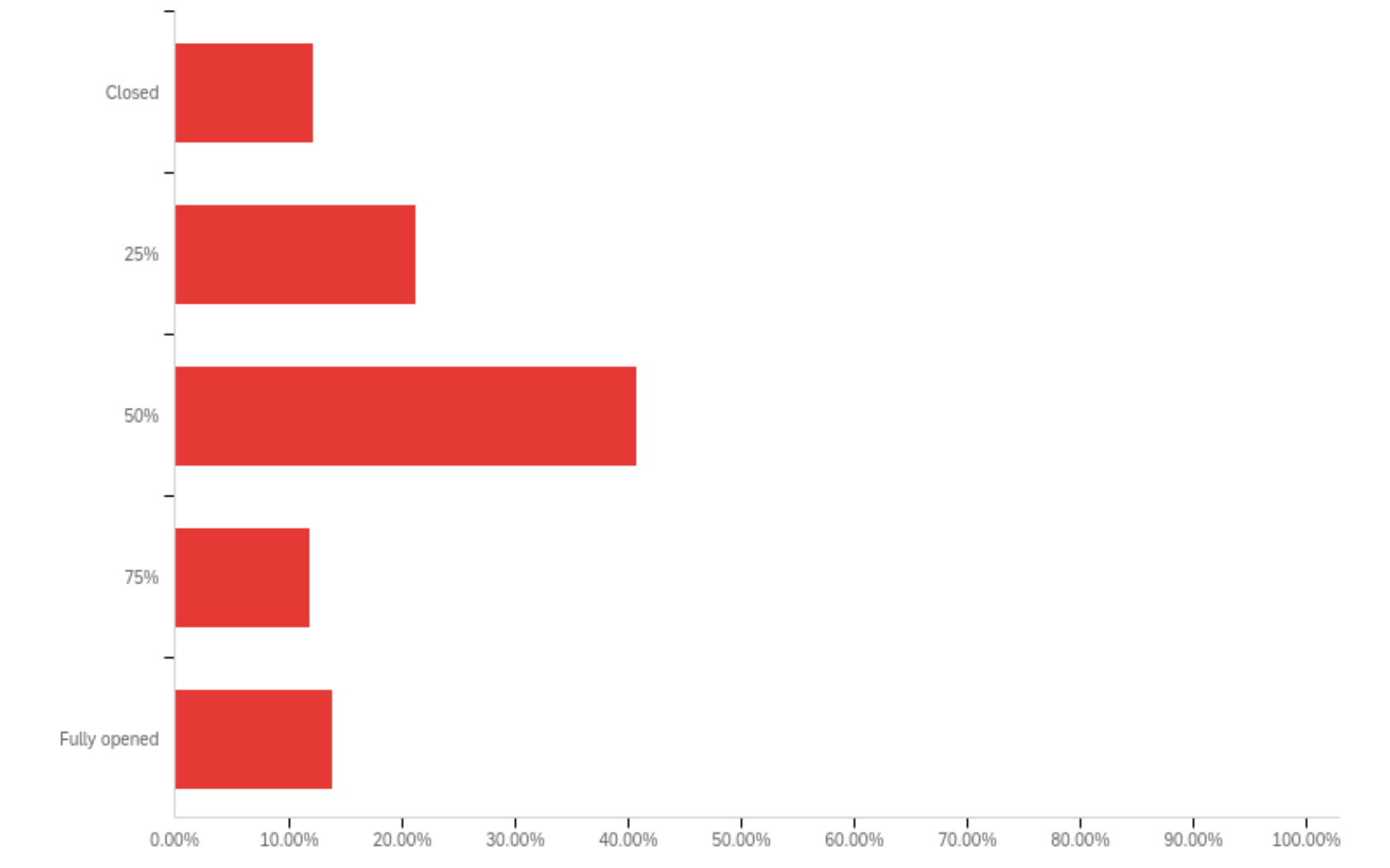| #	How likely would you be to watch sporting events at UCF if fans were not allowed to attend?	Percentage
1	1 (will not watch)	27.11%
2	2	8.74%
3	3 (no opinion)	30.90%
4	4	12.45%
5	5 (will watch)	20.81%
	Total	5311

UCF

What capacity should recreation facilities (such as RWC) be kept at for the rest of the fall semester?

What capacity should recreation facilities (such as RWC) be kept at for the rest of the fall semester?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What capacity should recreation facilities (such as RWC) be kept at for the rest of the fall semester?	1.00	6.00	3.82	1.40	1.95	5318

UCF

What capacity should recreation facilities (such as RWC) be kept at for the rest of the fall semester?

#	What capacity should recreation facilities (such as RWC) be kept at for the rest of the fall semester?	Percentage
1	Closed	12.17%
3	25%	21.23%
4	50%	40.84%
5	75%	11.87%
6	Fully opened	13.90%
	Total	5318

What would you like to see happen at our recreation facilities to keep students safe? (Choose up to 4)
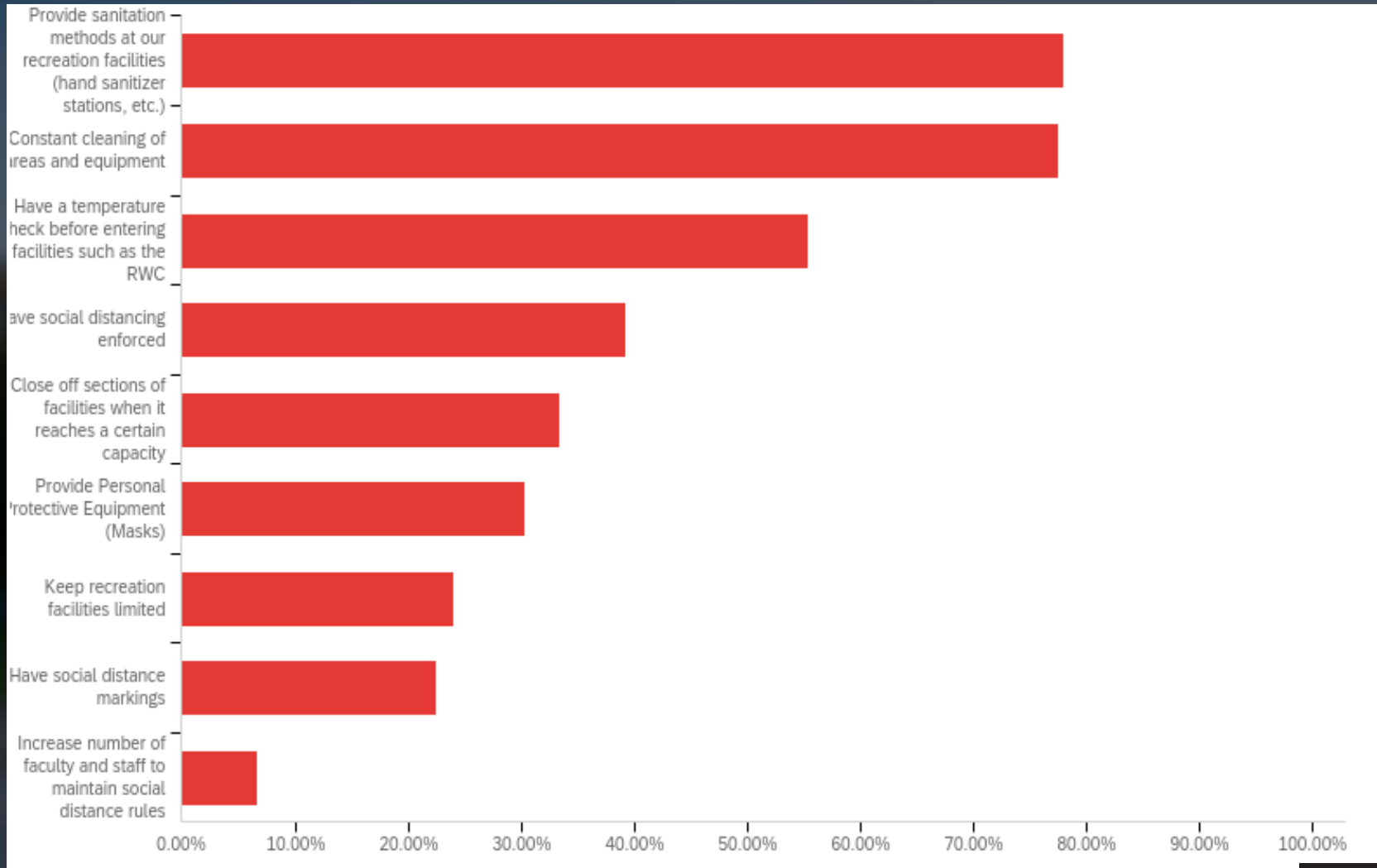
What would you like to see happen at our recreation facilities to keep students safe? (Choose up to 4)

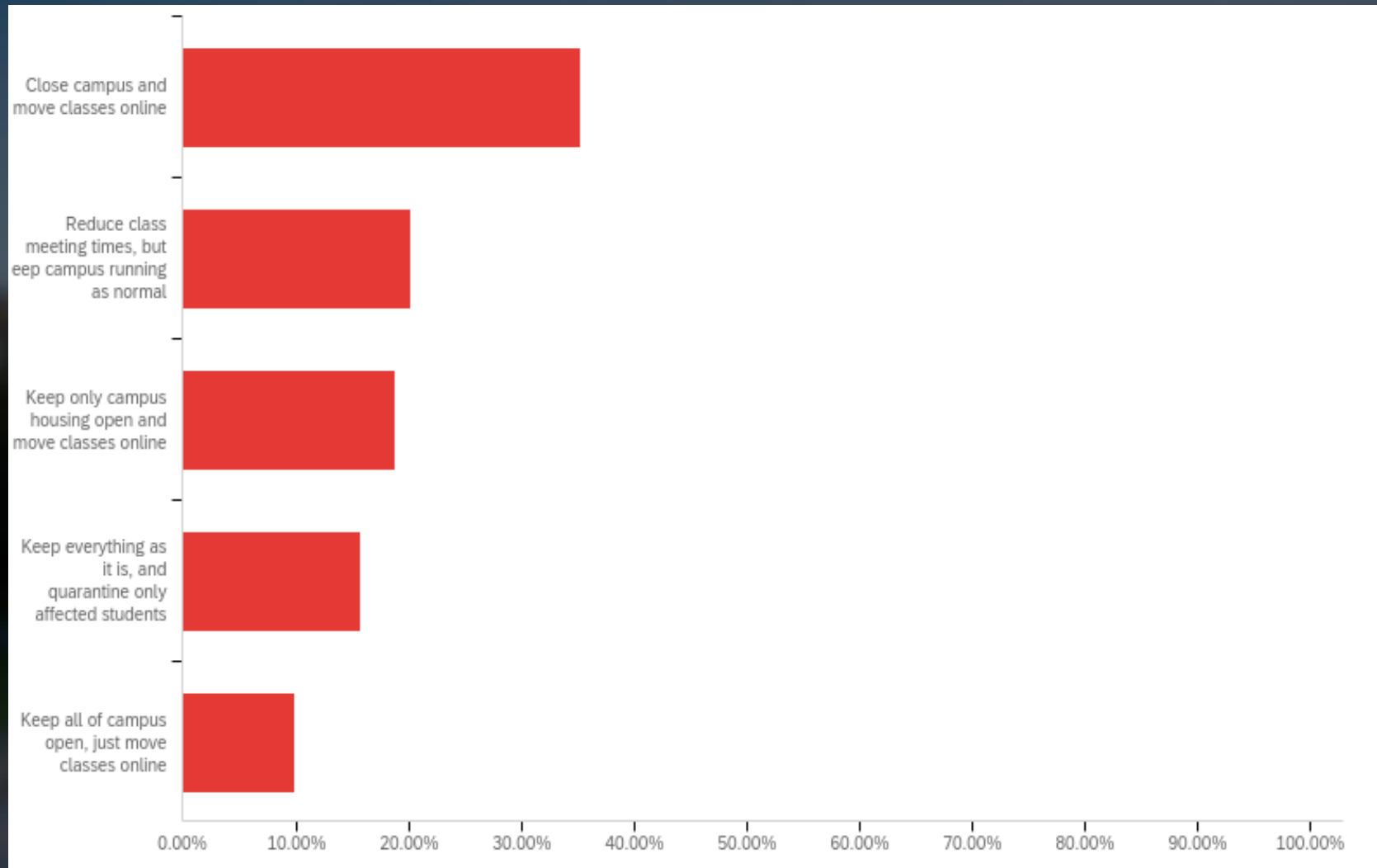| #	What would you like to see happen at our recreation facilities to keep students safe? (Choose up to 4)	Percentage
1	Have a temperature check before entering facilities such as the RWC	15.09%
2	Have social distance markings	6.13%
3	Have social distancing enforced	10.68%
4	Constant cleaning of areas and equipment	21.14%
5	Keep recreation facilities limited	6.55%
6	Close off sections of facilities when it reaches a certain capacity	9.09%

UCF

What would you like to see happen at our recreation facilities to keep students safe? (Choose up to 4)

#	What would you like to see happen at our recreation facilities to keep students safe? (Choose up to 4)	Percentage
7	Increase number of faculty and staff to maintain social distance rules	1.84%
8	Provide Personal Protective Equipment (Masks)	8.26%
9	Provide sanitation methods at our recreation facilities (hand sanitizer stations, etc.)	21.23%
	Total	19290

If there was an unexpected increase of cases of COVID-19, what would you want UCF to do?

If there was an unexpected increase of cases of COVID-19, what would you want UCF to do?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If there was an unexpected increase of cases of COVID-19, what would you want UCF to do?	1.00	5.00	2.74	1.23	1.51	5129

UCF

If there was an unexpected increase of cases of COVID-19, what would you want UCF to do?

#	If there was an unexpected increase of cases of COVID-19, what would you want UCF to do?	Percentage
1	Keep everything as it is, and quarantine only affected students	15.70%
2	Close campus and move classes online	35.23%
3	Keep only campus housing open and move classes online	18.85%
4	Reduce class meeting times, but keep campus running as normal	20.24%
5	Keep all of campus open, just move classes online	9.98%
	Total	5129

WHAT THIS SHOWS

- UCF did a generally good job when it came to course delivery, communications, and student services

- Majority of Students Understand that having a hybrid style of learning would be best for the University

- Majority of Student would prefer in-person classes to learn

  - Still with large percentages wanting to have online learning and hybrid learning

UCF

WHAT THIS SHOWS

- Students want to see the Following:

  - Regularly Cleaned Classrooms

  - Sanitation Stations

  - Having the option to take a class online

  - Students wearing Personal Protective Equipment

The students will attend classes if Mask were required, student would not want to attend a class if classrooms were not cleaned regularly

UCF

WHAT THIS SHOWS

- Many students and their families are anxious about the return to campus, from contracting the Virus to pressure from their families

- Many student want to see more personal interactions

- Many students want their facilities to be open at a 50% capacity and provide

  - Sanitation Areas

  - Constant Cleaning

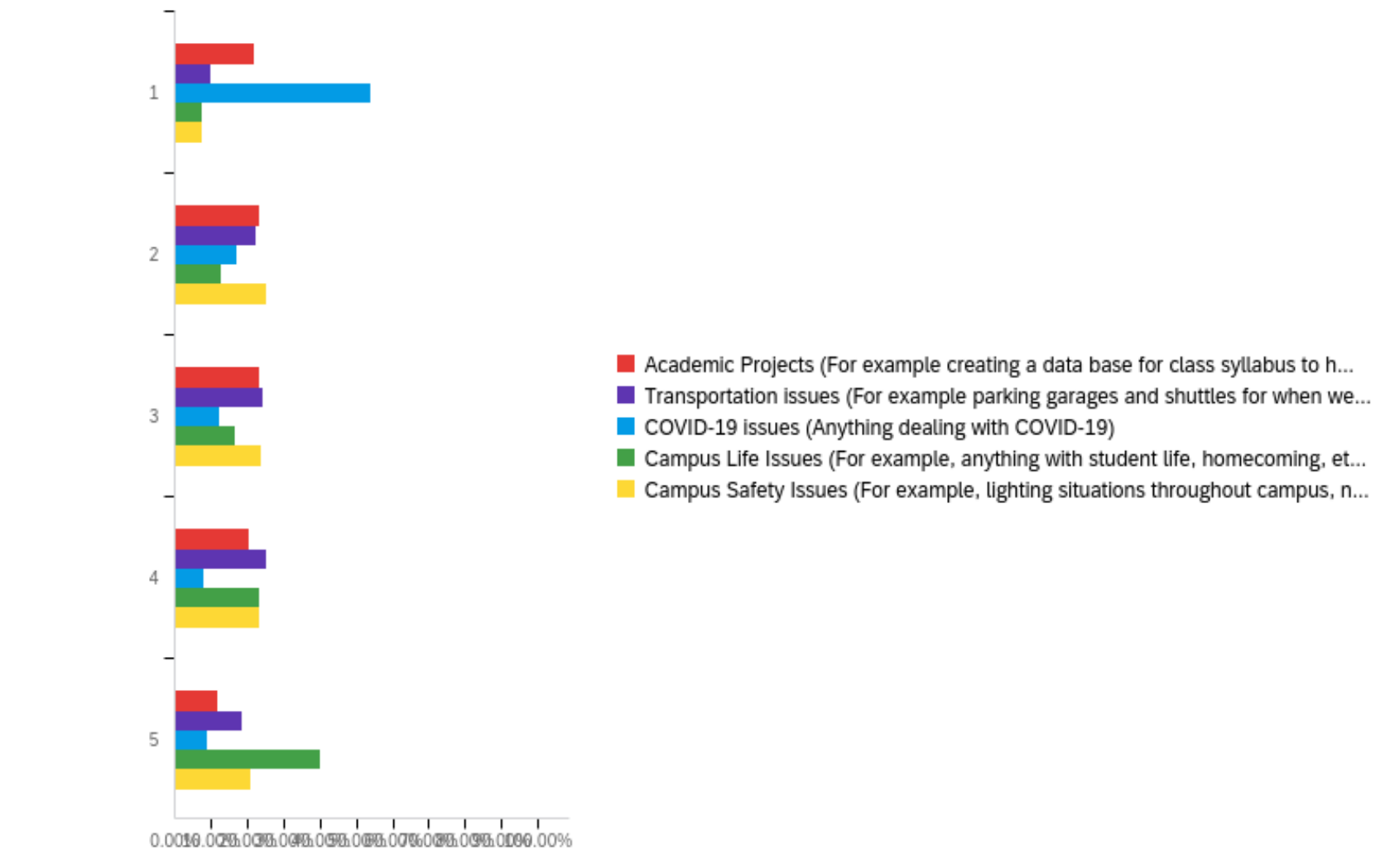 - Temperature Checks

  - Social Distance Rules Enforced

UCF

WHAT THIS SHOWS

- In the case of a rise in cases for COVID:

    - Majority of Students would want UCF to closedown all the way

DATA FOR UCF SG

Rank the items you would like to see done for the university through Student Government during the COVID-19 outbreak.

Rank the items you would like to see done for the university through Student Government during the COVID-19 outbreak. (If you think we should work more focused on coronavirus related projects, place that at the top or any other group of projects, rank to your best ability)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Academic Projects (For example creating a data base for class syllabus to help better inform you when picking classes)	1.00	5.00	2.77	1.31	1.71	5229
2	Transportation issues (For example parking garages and shuttles for when we return to campus)	1.00	5.00	3.20	1.25	1.56	5229

UCF

Rank the items you would like to see done for the university through Student Government during the COVID-19 outbreak. (If you think we should work more focused on coronavirus related projects, place that at the top or any other group of projects, rank to your best ability)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	COVID-19 issues (Anything dealing with COVID-19)	1.00	5.00	2.01	1.34	1.79	5229
4	Campus Life Issues (For example, anything with student life, homecoming, etc.)	1.00	5.00	3.77	1.29	1.67	5229
5	Campus Safety Issues (For example, lighting situations throughout campus, not related to COVID-19)	1.00	5.00	3.25	1.24	1.54	5229

UCF

Rank the items you would like to see done for the university through Student Government during the COVID-19 outbreak. (If you think we should work more focused on coronavirus related projects, place that at the top or any other group of projects, rank to your best ability)

#	Question	1	2	3	4	5	Total
1	Academic Projects (For example creating a data base for class syllabus to help better inform you when picking classes)	21.59%	23.39%	23.24%	20.20%	11.59%	5229
2	Transportation issues (For example parking garages and shuttles for when we return to campus)	9.81%	22.20%	24.36%	25.15%	18.47%	5229

UCF

Rank the items you would like to see done for the university through Student Government during the COVID-19 outbreak. (If you think we should work more focused on coronavirus related projects, place that at the top or any other group of projects, rank to your best ability)

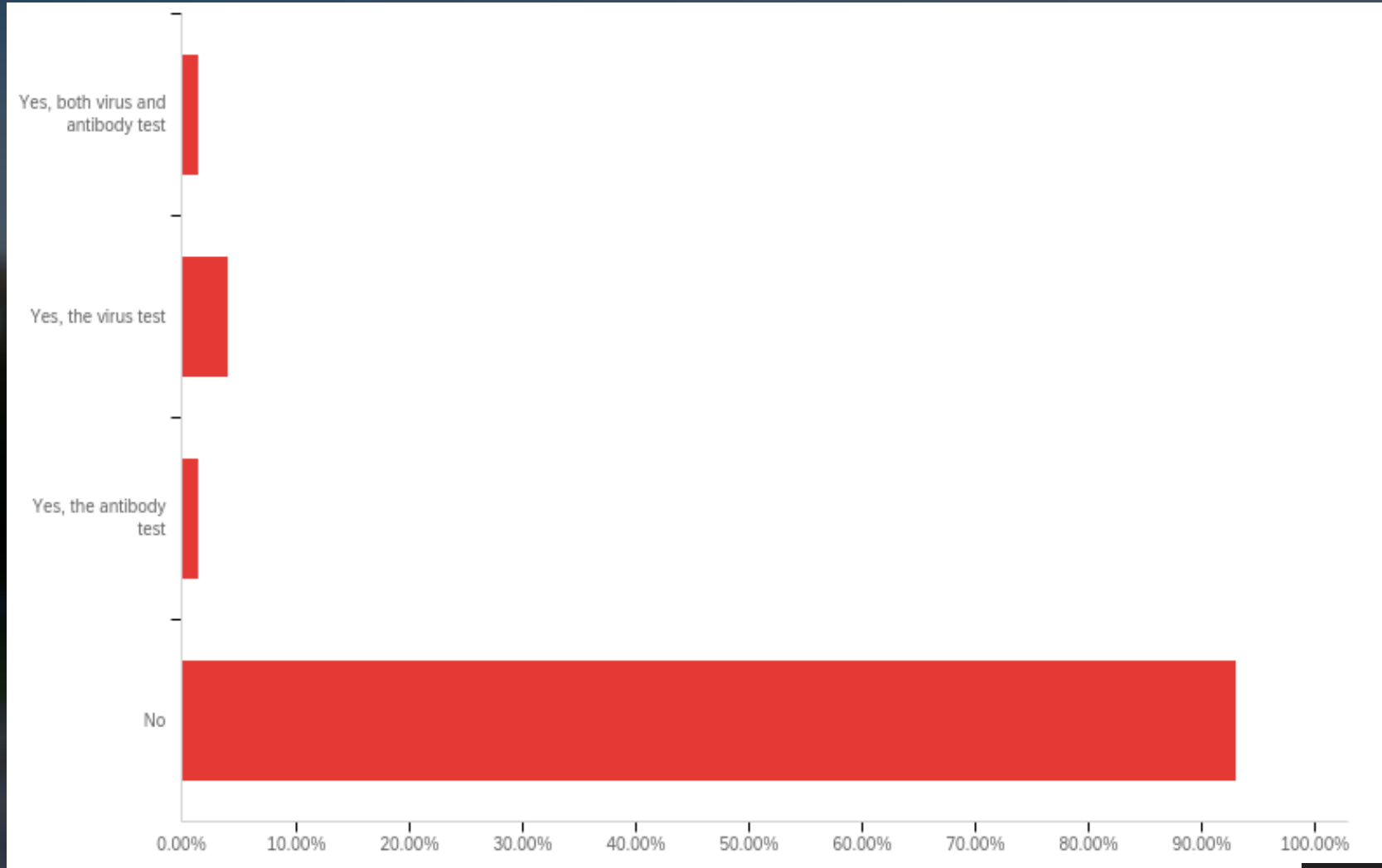| #	Question	1	2	3	4	5	Total
3	COVID-19 issues (Anything dealing with COVID-19)	54.08%	16.81%	12.24%	7.86%	9.01%	5229
4	Campus Life Issues (For example, anything with student life, homecoming, etc.)	7.23%	12.60%	16.58%	23.37%	40.22%	5229
5	Campus Safety Issues (For example, lighting situations throughout campus, not related to COVID-19)	7.29%	25.00%	23.58%	23.43%	20.71%	5229

UCF

WHAT THIS SHOWS

- Many Students would like SG to work on COVID-19 Related issues, whether it is classes scheduling issues or Campus safety

- It is a mixture of different projects to work on after that

  - Academic projects, campus safety showed the next two biggest concerns for our students
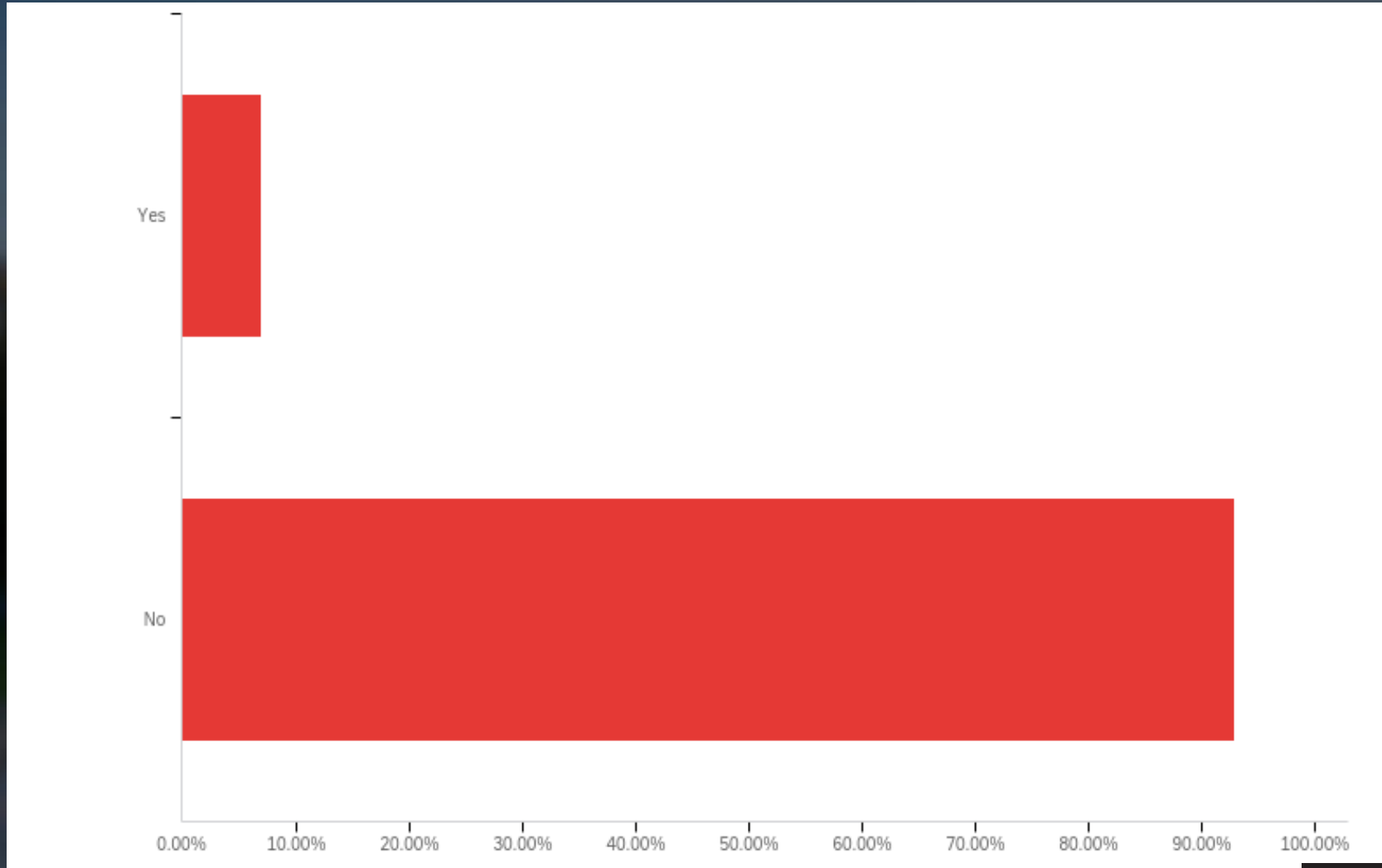
UCF

COVID TESTING DATA

Have you been tested for COVID-19 Virus or been tested for the COVID-19 antibodies?

Have you been tested for COVID-19 Virus or been tested for the COVID-19 antibodies?

#	Have you been tested for COVID-19 Virus or been tested for the COVID-19 antibodies?	Percentage
1	Yes, both virus and antibody test	1.40%
2	Yes, the virus test	4.07%
3	Yes, the antibody test	1.53%
4	No	93.00%
	Total	5302

UCF

Did you test positive for either the virus or antibodies for COVID-19?

Did you test positive for either the virus or antibodies for COVID-19?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you test positive for either the virus or antibodies for COVID-19?	1.00	2.00	1.93	0.26	0.07	368

UCF

Did you test positive for either the virus or antibodies for COVID-19?

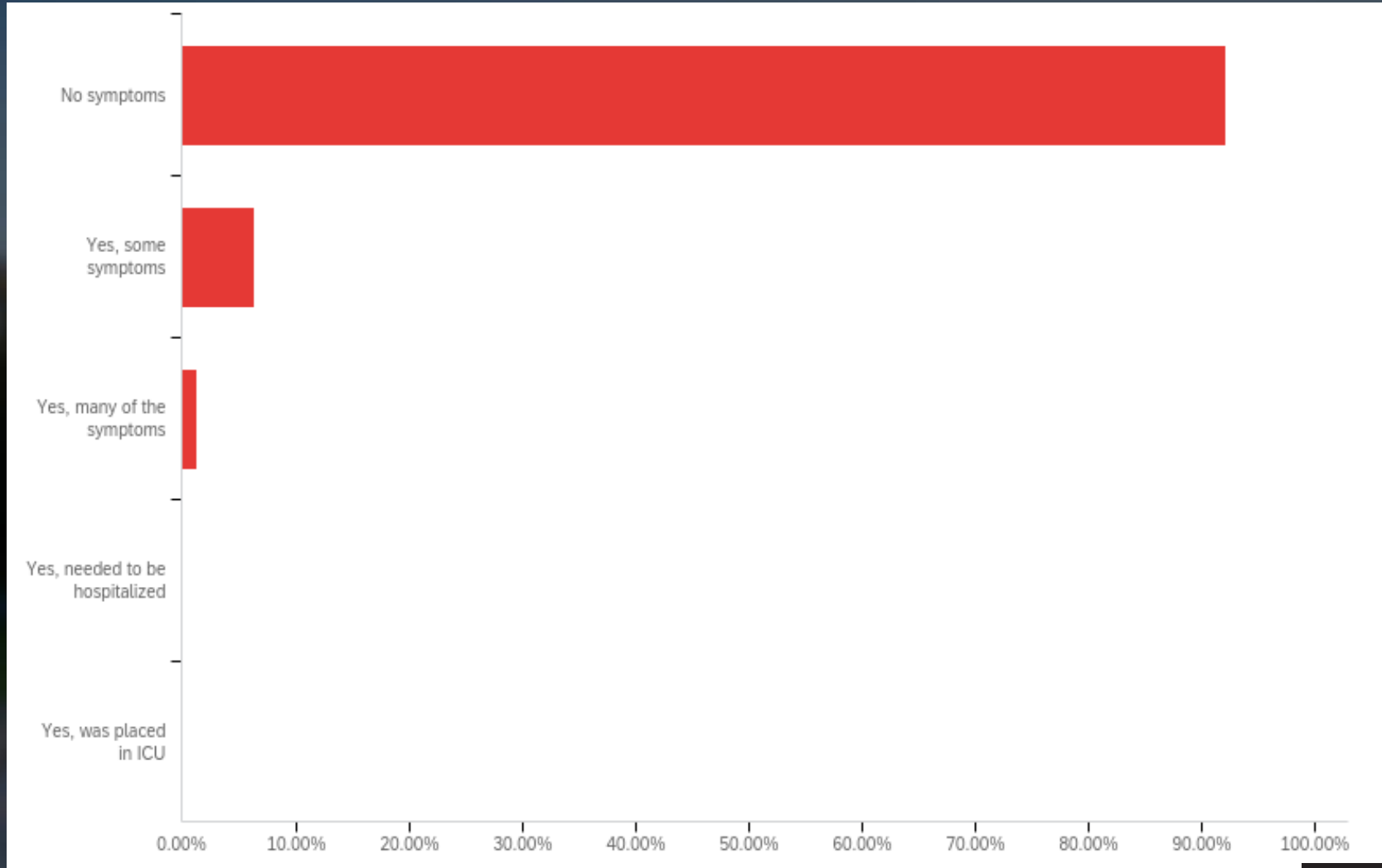| #	Did you test positive for either the virus or antibodies for COVID-19?	Percentage
1	Yes	7.07%
2	No	92.93%
	Total	368

Have you experienced COVID-19 symptoms?

Have you experienced COVID-19 symptoms?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you experienced COVID-19 symptoms?	1.00	5.00	1.09	0.34	0.12	5263

UCF

Have you experienced COVID-19 symptoms?

#	Have you experienced COVID-19 symptoms?	Percentage
1	No symptoms	92.17%
2	Yes, some symptoms	6.44%
3	Yes, many of the symptoms	1.29%
4	Yes, needed to be hospitalized	0.08%
5	Yes, was placed in ICU	0.02%
	Total	5263

UCF

WHAT THIS SHOWS

- Many students have not been tested

- UCF would have to do a large amount of testing between its students before returning.
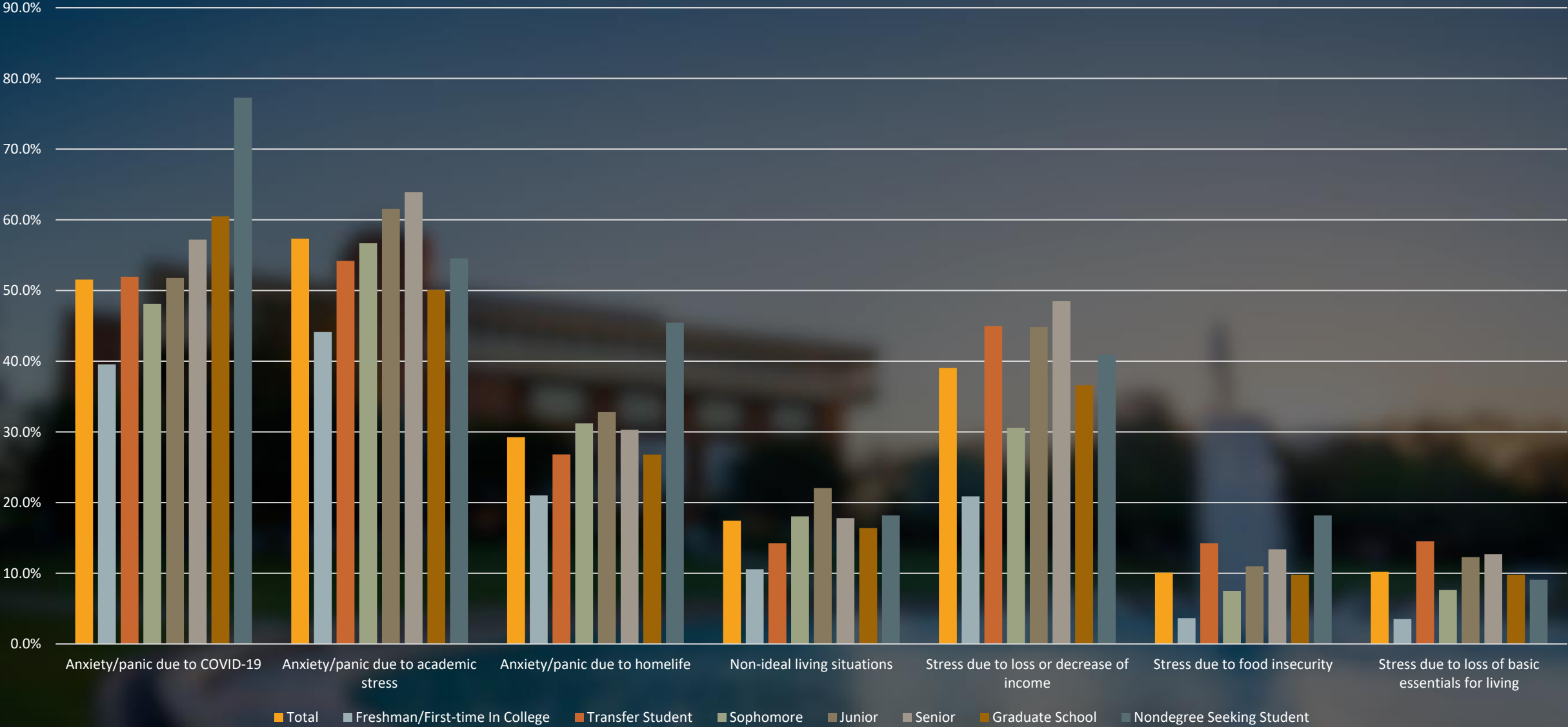
UCF

CROSS DATA ANALYSIS

Compared to before COVID-19, have you experienced financial hardships in:

WHAT THIS SHOWS

- Many students are feeling hardships through many areas in financials, more specifically with Current UCF students loosing their jobs

- Paying for technological resources is the least of the concerns, but still a big concern for a lot of our students

- Students find it more difficult to pay for housing than UCF tuition

- And this is true across most Class standing, with the general exceptions being freshman
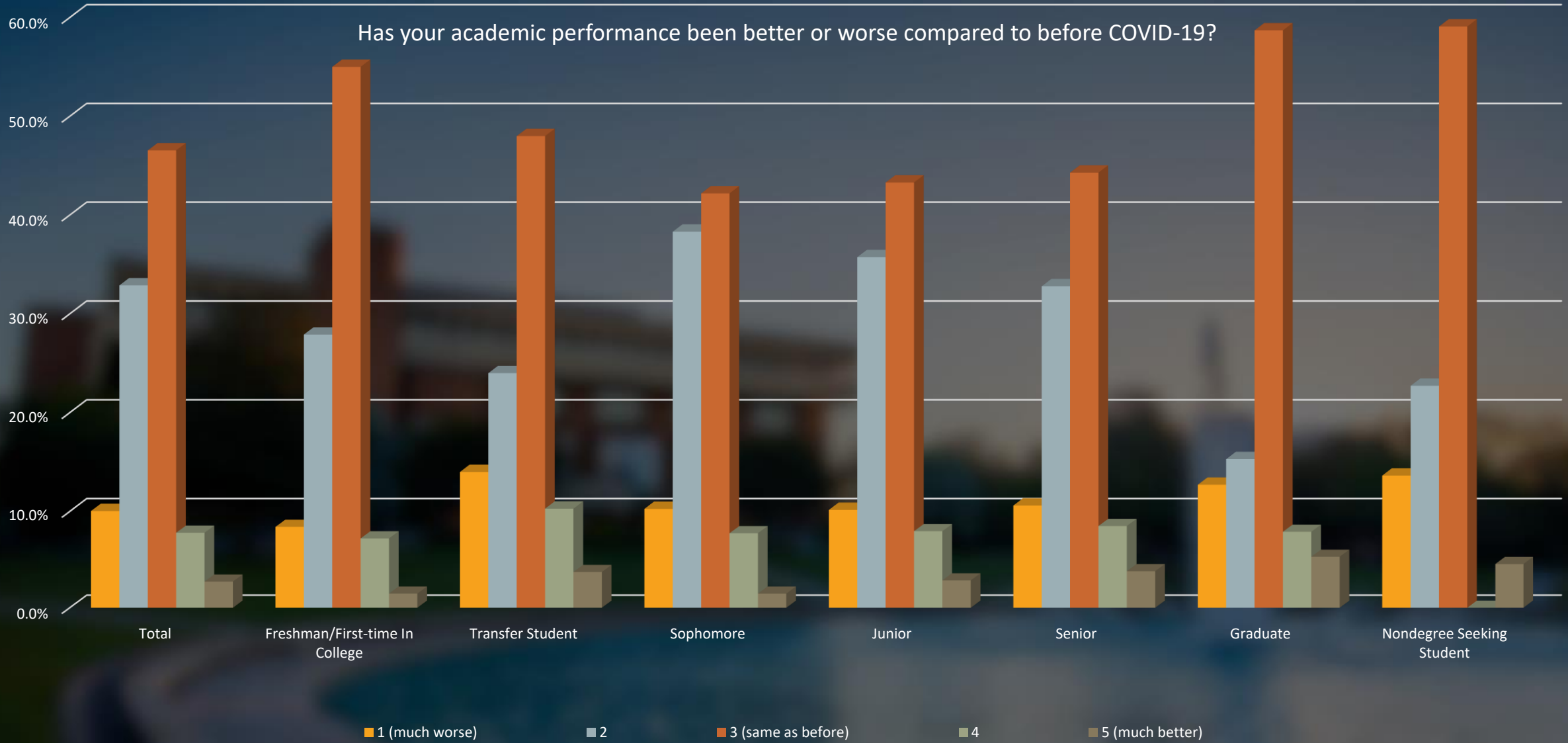
UCF

Compared to before COVID-19, have you experienced emotional and mental hardships in the following:

Legend: Total, Freshman/First-time In College, Transfer Student, Sophomore, Junior, Senior, Graduate School, Nondegree Seeking Student

WHAT THIS SHOWS

- Many students feel anxious about COVID and their education

- Those being their two biggest concerns causing them mental and emotional stress

- The data is consistent through most of the class standings

UCF

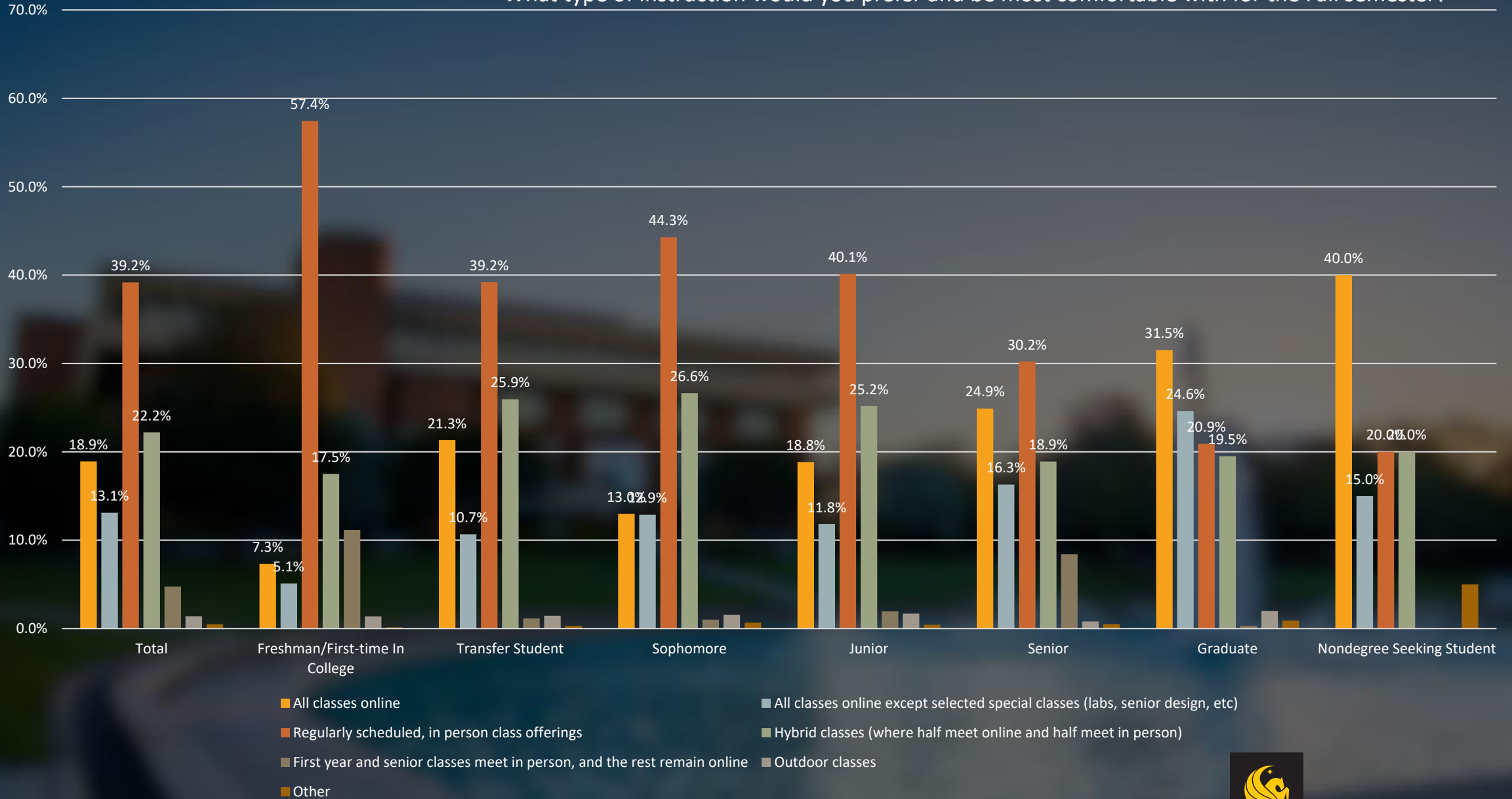Has your academic performance been better or worse compared to before COVID-19?

WHAT THIS SHOWS

- Most Students are doing relatively the same as they were before COVID-19 shut down the university, especially when it came to freshman, transfer, Graduate students, and nondegree students

- Juniors and seniors score lower on self academic performance, because many people in these areas don't think they did the same, but don't think they did so bad. This can be expected from many students, especially in these upper level classes for undergraduate
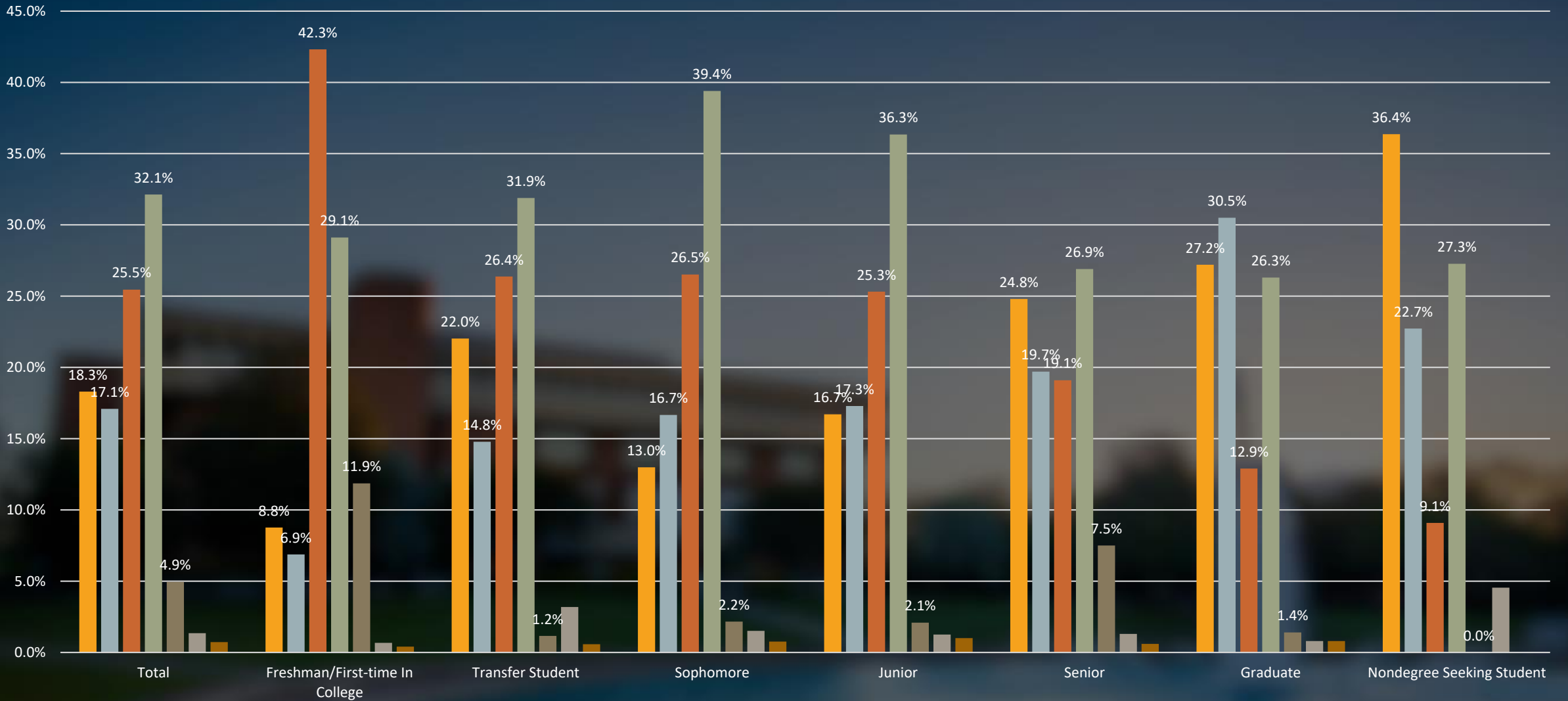
UCF

What type of instruction would you prefer and be most comfortable with for the Fall semester?

WHAT THIS SHOWS

- Many of our non-degree seeking and graduate students would prefer the online format for fall of 2020

- While most undergraduate students would prefer in person classes, with freshman overwhelmingly would want in person classes

UCF

What type of instruction do you think will be best for the University in Fall 2020?


Legend:
- All classes online
- All classes online except selected special classes (labs, senior design, etc)
- Regularly scheduled, in person class offerings
- Hybrid classes (where half meet online and half meet in person)
- First year and senior classes meet in person, and the rest remain online
- Outdoor classes
- Other

Category	All classes online	All classes online except selected special classes	Regularly scheduled, in person class offerings	Hybrid classes	First year and senior classes meet in person, rest online	Outdoor classes	Other
Total	18.3%	17.1%	25.5%	32.1%	4.9%	1.4%	0.7%
Freshman/First-time In College	8.8%	6.9%	42.3%	29.1%	11.9%	0.7%	0.4%
Transfer Student	22.0%	14.8%	26.4%	31.9%	1.2%	3.1%	0.5%
Sophomore	13.0%	16.7%	26.5%	39.4%	2.2%	1.5%	0.8%
Junior	16.7%	17.3%	25.3%	36.3%	2.1%	1.3%	1.0%
Senior	24.8%	19.7%	19.1%	26.9%	7.5%	1.3%	0.6%
Graduate	27.2%	30.5%	12.9%	26.3%	1.4%	0.8%	0.8%
Nondegree Seeking Student	36.4%	22.7%	9.1%	27.3%	0.0%	4.5%	

UCF

WHAT THIS SHOWS

- The freshman students want a in person UCF and believe that it is the best course of action

- While the rest of the university see's online and hybrid learning to be the best future for UCF

UCF

What type of instruction do you think will be best for the University in the Fall Semester?
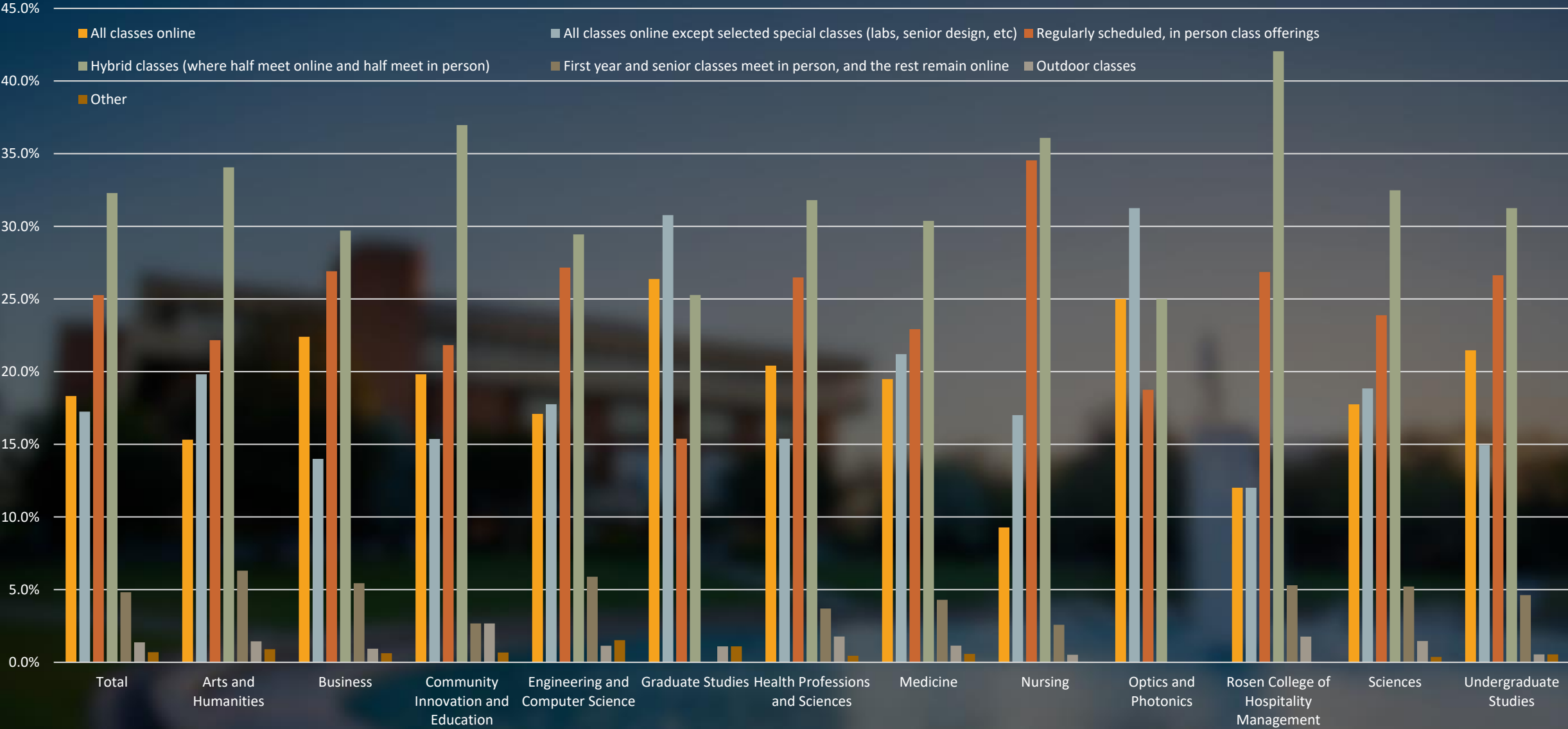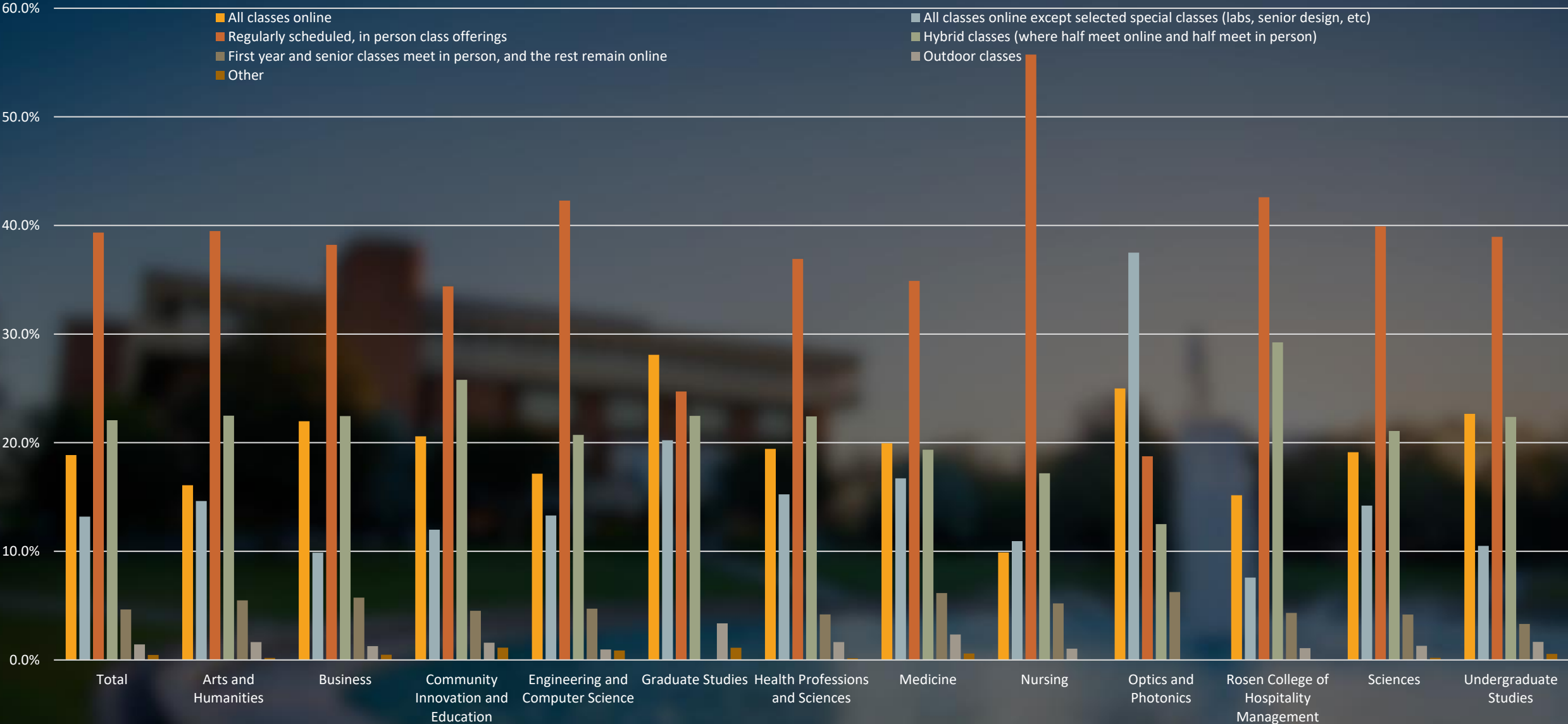
WHAT THIS SHOWS

- Between the different Colleges, most student believe that Hybrid learning is best for the university

UCF

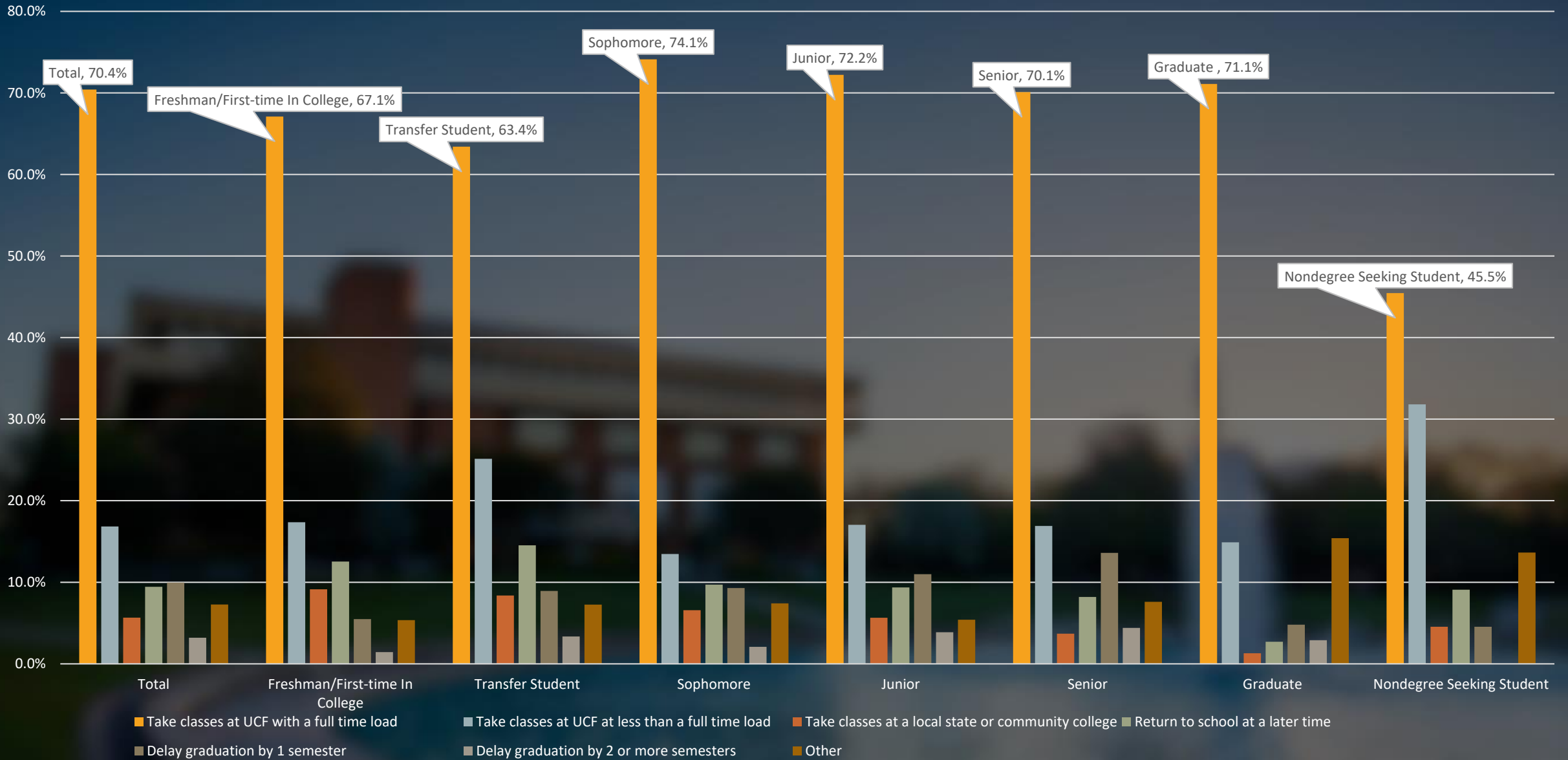What type of instruction would you prefer and be most comfortable with in the Fall semester?

WHAT THIS SHOWS

- Between the different Colleges, most student believe that in-person learning would provide the best learning experience for them
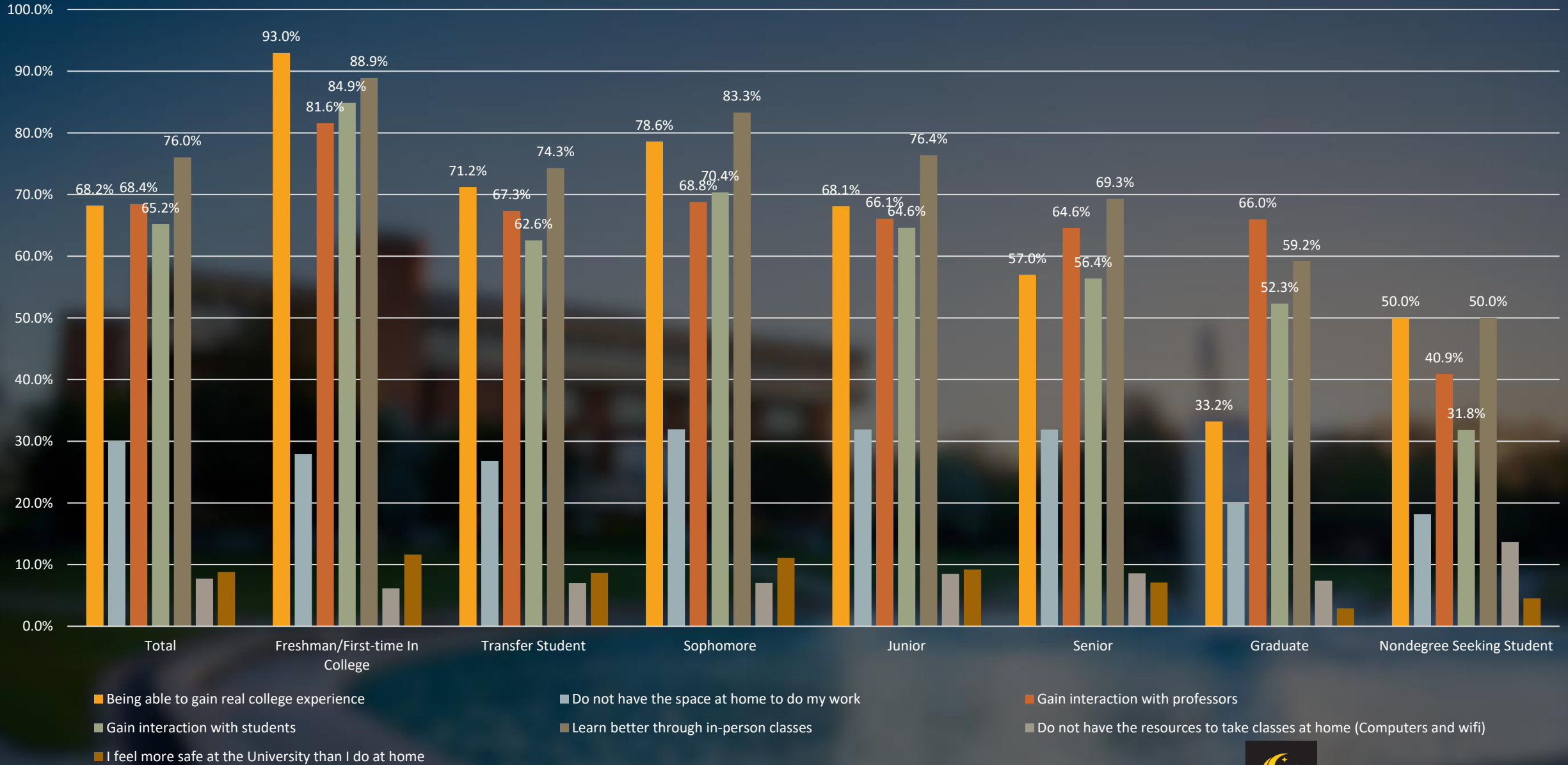
UCF

If UCF continues with an online fall semester, what are your plans?

Total, 70.4%
Freshman/First-time In College, 67.1%
Transfer Student, 63.4%
Sophomore, 74.1%
Junior, 72.2%
Senior, 70.1%
Graduate , 71.1%
Nondegree Seeking Student, 45.5%

Categories (x-axis): Total | Freshman/First-time In College | Transfer Student | Sophomore | Junior | Senior | Graduate | Nondegree Seeking Student

Legend:
- Take classes at UCF with a full time load
- Take classes at UCF at less than a full time load
- Take classes at a local state or community college
- Return to school at a later time
- Delay graduation by 1 semester
- Delay graduation by 2 or more semesters
- Other

UCF

WHAT THIS SHOWS

- Between the different class standing, many student would believe take a fulltime load at UCF

UCF

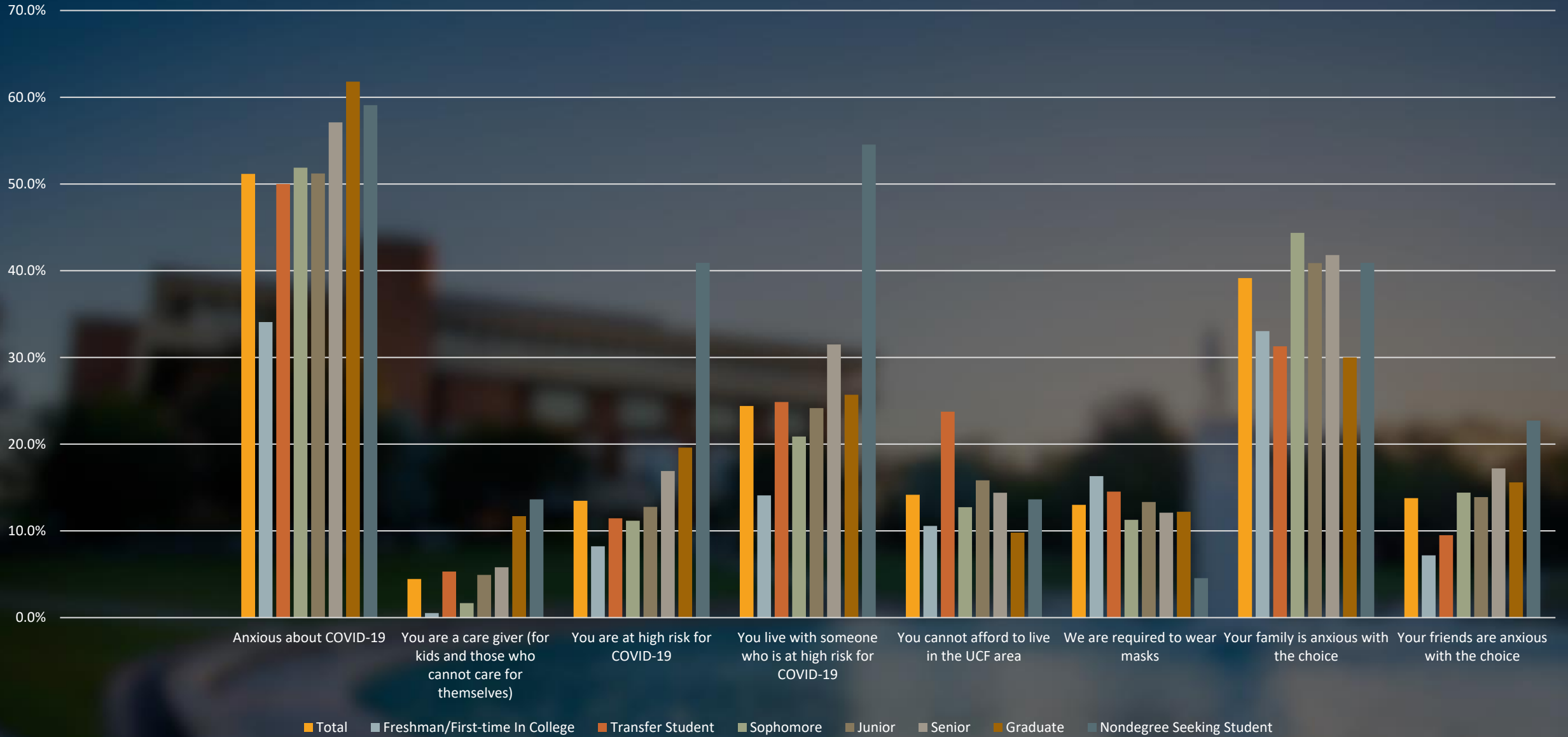What are the reasons why you would want to attend Face to Face classes at UCF in the Fall Semester?

Legend:
- Being able to gain real college experience
- Do not have the space at home to do my work
- Gain interaction with professors
- Gain interaction with students
- Learn better through in-person classes
- Do not have the resources to take classes at home (Computers and wifi)
- I feel more safe at the University than I do at home

WHAT THIS SHOWS

- Many student feel like they are missing the touch of human interaction form their classes, with a majority answering the reason why they want to return to campus is

  - Interaction with teachers

  - Interaction with students

UCF

What would be a reason why you would not want to attend Face to Face classes at UCF this Fall Semester?

Total | Freshman/First-time In College | Transfer Student | Sophomore | Junior | Senior | Graduate | Nondegree Seeking Student
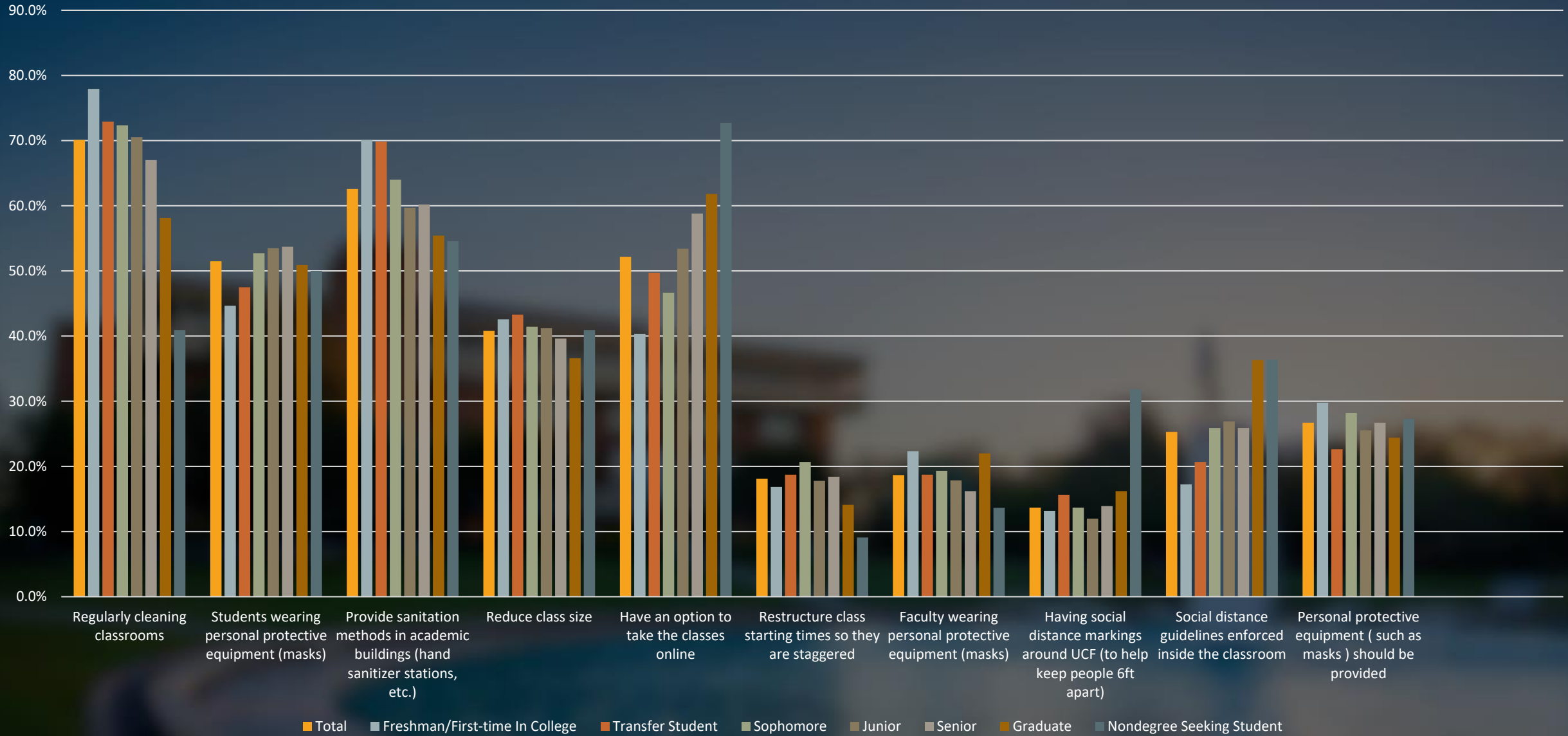
WHAT THIS SHOWS

- The Large overwhelmingly majority for all students

  - COVID-19 and their Families are concerned about returning back to campus

UCF

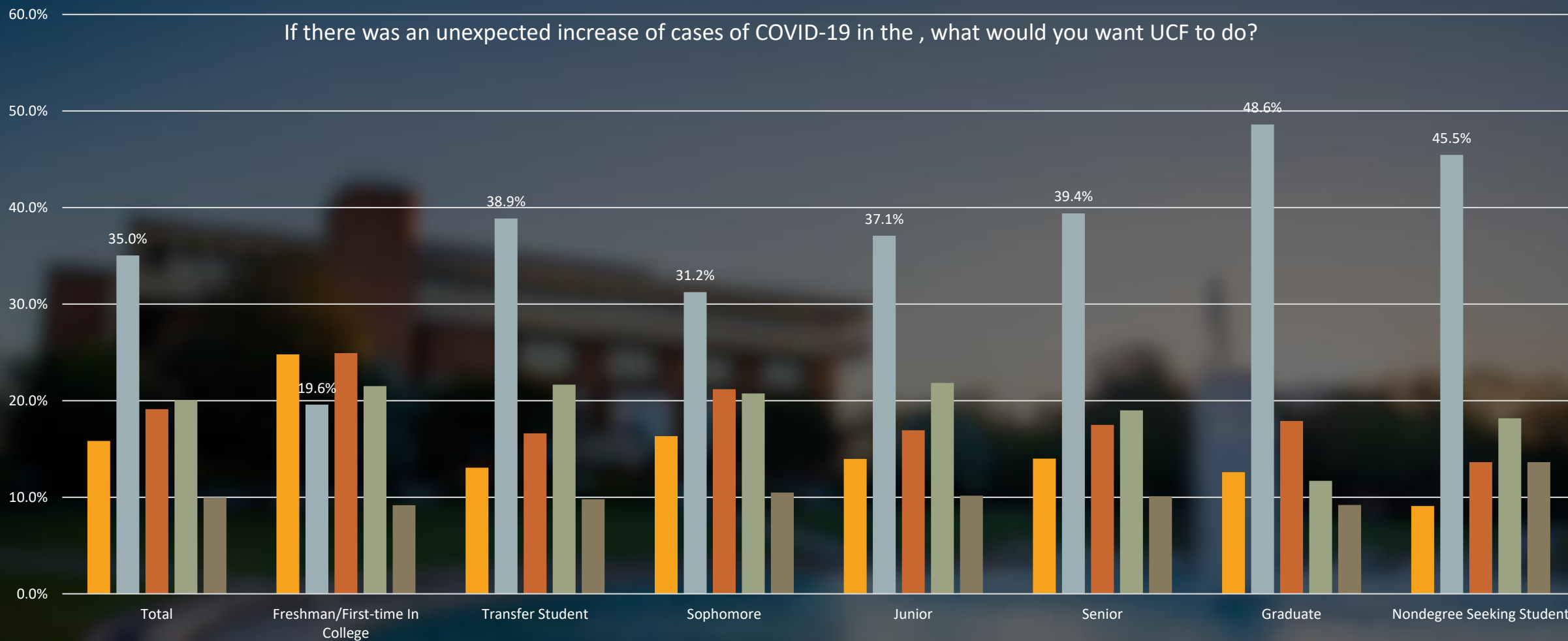Most important things that need to happen if UCF Returns to Cmapus for the fall semester:

WHAT THIS SHOWS

- Students want regularly cleaned classrooms

- They want sanitation areas

- They want students to wear masks

- They want the option to take the class online

UCF

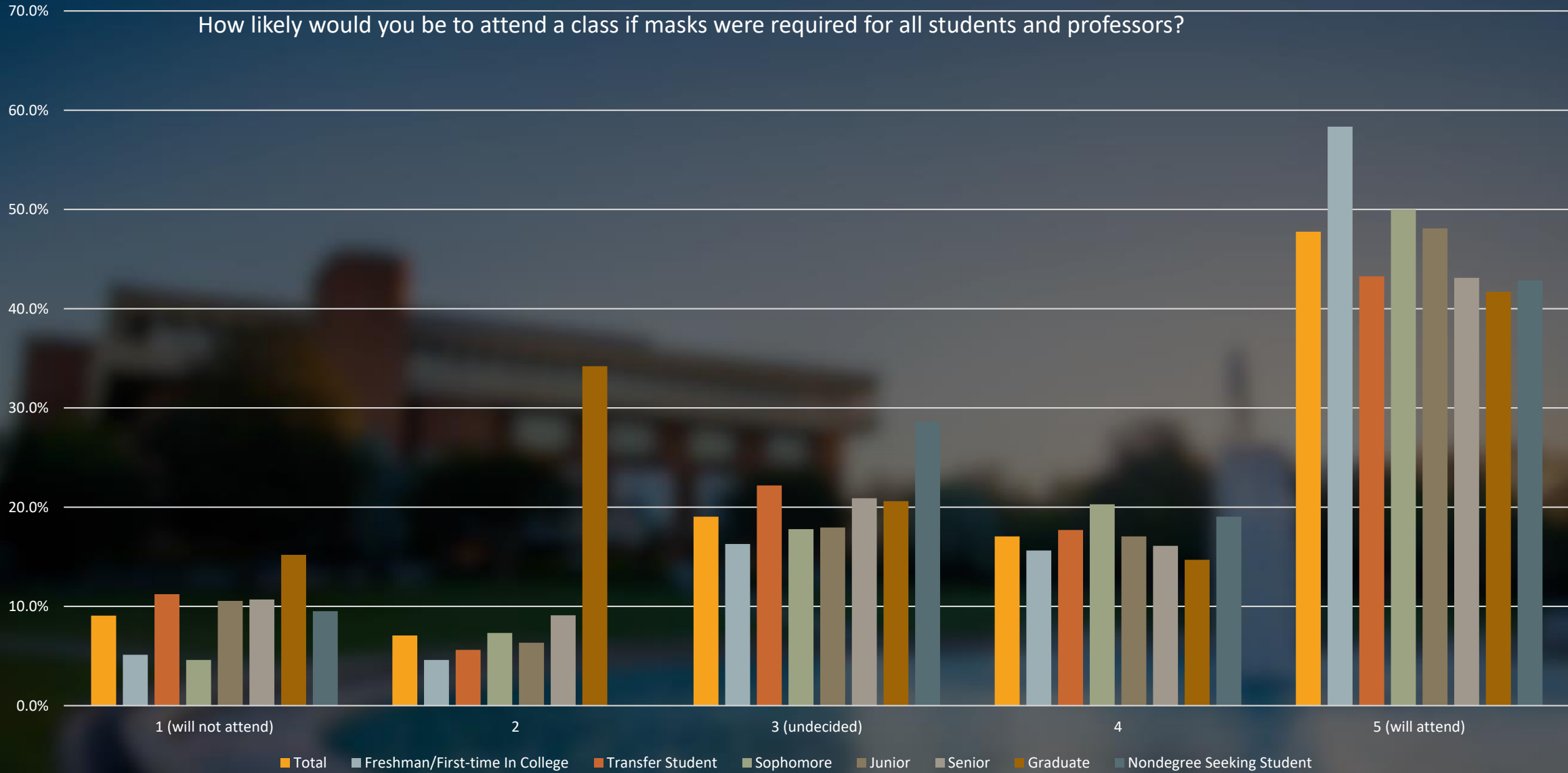If there was an unexpected increase of cases of COVID-19 in the , what would you want UCF to do?

WHAT THIS SHOWS

- Across the board, except for freshman, in the instance of a COVID-19 out break, they would want UCF to shutdown the campus

- Freshman would recommend to quarantine the affected students only and return to campus

UCF

How likely would you be to attend a class if masks were required for all students and professors?

WHAT THIS SHOWS

- Across the board, most class standings believe that students should be required for them to return to class

UCF

How likely would you be to attend a class if classrooms were not being regularly cleaned?

Legend: Total, Freshman/First-time In College, Transfer Student, Sophomore, Junior, Senior, Graduate, Nondegree Seeking Student

WHAT THIS SHOWS

- Across the board, except for freshman, majority of our student want our classrooms cleaned regularly

- Freshman are consistent across the board, with if they were not required, more freshman students wouldn't mind retuning to an uncleaned classroom

UCF

RECOMMENDATIONS

UCF

RECOMMENDATIONS

- Based on the data, most students want to have in person class opportunities, but they also value choice, like having online sections, or hybrid courses.

- The data shows and supports student wanting mask required for in person classes

- The data also recommends that UCF regularly clean classrooms

- The data shows that student want access to their recreation faculties, but are open to social distancing rules enforced and constant cleaning of high-volume areas and equipment

- Students want to be on campus, and they want to be in class, but they want to know that steps are being taken to keep them safe

UCF

RECOMMENDATIONS

- Based on the data student will need help with financials when it comes to paying for rent and UCF should advocate for its students and speak with non-affiliated and affiliated UCF housing options to discuss brining down rent

- It maybe helpful to talk with all housing option for UCF students to potentially give students the option to break their lease for this upcoming year.

- The data shows many students are going to be facing mental health challenges and UCF would be advised to bring and train more professors and professional staff to be able to talk with students about stress or struggles

- These are not new challenges, but they will be exacerbated by COVID-19

UCF

RECOMMENDATIONS

- With over 90% of our student not being tested, we need to make sure that student who do return to campus are in a safe environment.

- In the case of an unexpected outbreak in cases of COVID-19, students would recommend that we close UCF entirely, where we could potentially close campus, but keep things like housing open for certain cases for our students

- Students recognize that UCF may have to adjust their plans as the year goes on

- UCF should continue to follow guidelines from the CDC

UCF

RECOMMENDATIONS

- These recommendations are based on the data that we gained from students, but we recognize that students re not the only voice, Faculty, staff, and other campus stakeholders should all make sure their voices are being heard as well.

We as student leaders know you will you take the voice of our students into consideration and we hope you continue to make decisions which put one of the largest universities in the nation as a leader in this COVID-19 outbreak and set the example for other universities.

UCF

CREDITS AND THANKS

SPECIAL THANKS TO

- Thank you for your assistance and aid:

  - The Student Body Advocacy Committee and the Rest of Senate from UCF SG

  - Student Body Senator Michael O'Blenis From the College of Graduate Studies

  - Deputy Chief of Staff Tom Hope

  - Dr. Massiah from the College of Business and Administration

  - SG Coordinator Brodie Taylor

  - SG President La Rosa and the rest of the Executive Branch from UCF SG

  - UCF Faculty Senate

  - The UCF Marketing Staff

  - And every Student who responded to our survey

UCF

CREDIT

- All Data Collected is was collected by the UCF Student Body Advocacy Committee from UCF SG.

- Thank you to Dr. Massiah, Tom Hope, and the Rest of the SBA Committee in creating and developing the questions for the survey

- This Report was compiled by SBA Chair Desai with help from Dr. Massiah and Brodie Taylor

  - Email: sgasba@ucf.edu for more information