

College of Arts and Sciences Meeting Minutes
Thursday, October 15, 2020
Meeting Held on Zoom
3:32 p.m. until 4:50 p.m.

There were 72 Faculty members present.

1. Announcements from the Chair

- **Remaining CAS Zoom Faculty Meetings for Fall 2020**
 - November 9 (Monday)
 - December 10 (Thursday)

- **Kris Sealey, PhD, *Creolizing the Nation* Virtual Book Reading; Zoom (10/16, 4pm)**
Look for registration link in University Announcements through Eventbrite.com

- **Virtual Majors/Minors Fair; Zoom (10/20, 11am-1pm)**

- **CAS Virtual Graduate Information Session; Zoom (10/22, 6pm)**

- **Theatre Fairfield presents *Love & Imagination: Selected Works by David Ives and Barrie Cole*; Zoom (10/22 – 10/25, 8pm & 1pm)**

- **Leadership in the Age of Personalization Virtual Summit (10/28-10/30, 11am-5:15pm)**
2020summit.ageofpersonalization.com

2. Motion to invite the Executive Director of the Quick Center to all CAS Faculty Meetings as a guest for the 2020-2021 academic year

Dean Greenwald stated the Quick Center joined the College of Arts of Sciences. It would be useful to invite the Director of the Quick Center to attend CAS Faculty meetings and find out what is happening. The Director will not be a voting member.

MOTION (Greenwald/Bowen): To invite Peter Van Heerden, in his capacity as Director of the Quick Center, as a guest to all College of Arts and Sciences faculty meetings held during the 2020-2021 academic year.

Prof. Boquet amended the motion to read “Executive Director of the Quick Center,” instead of “Director of the Quick Center.”

Vote: 54-0-1. The amended motion passed.

3. Approval of the CAS Faculty Meeting Minutes from the April 24, 2020 meeting

(McClure/McSweeney). The minutes were approved. (40-0-5).

4. Introduction of New Faculty Members in the College of Arts and Sciences

Prof. Harper-Leatherman said it is worth noting that this is the most diverse group that has been hired in years and it is impressive that were all hired despite the exigencies and challenges of this difficult COVID year. As in past years the college hired more than other schools and continued to be purposeful in its recruitment strategies to meet the mission of the institution, to fulfill our commitment to enhancing diversity on multiple levels, and to address issues of social justice robustly in our curriculum and research. We are delighted to welcome our accomplished and impressive new colleagues!

Prof. Chelsie Counsell, Assistant Professor of Biology, introduced by Prof. Shelley Phelan

I'm very happy to introduce our new assistant professor in biology Dr. Chelsie Counsell.

Chelsie received her BS in Biology from Elon University, with a minor in chemistry. She went on to Florida State to receive her Master's in Ecology & Evolution, and from there went to U of Hawaii to pursue her doctoral work in marine biology.

After finishing her PhD, Chelsie continued there as an adjunct faculty member where she taught and mentored both graduate and undergraduate students in her research. She also taught marine courses at the high school level in the summers, as well as leading after-school activities.

Her current research focuses on coral reef associated communities, focusing on various aspects of marine ecosystems - and she already has a large collaborative grant pending. She'll be continuing this research here at Fairfield, and will also expand her work locally to our very own Long Island sound.

Chelsie will be teaching a suite of marine courses in our department, mentoring research students, and contributing to our marine biology concentration.

Fun fact - As a professional SCUBA diver, Chelsie has spent close to 1,000 hours underwater - on over 1,000 dives – including diving around Howland Island – the site Amelia Earhart was searching for when she disappeared).

Prof. Karla Barguiarena, Assistant Professor of the Practice of Communication, Introduced by Prof. Sean Horan

Karla Barguiarena joins us as a professor of practice after having served as an adjunct for the past 3 semesters. She will be teaching our new course, Broadcast Communication. Before her arrival

at Fairfield, she worked as a TV news reporter and anchor in both English and Spanish TV stations in Texas and nationally as a freelance correspondent for ABC News one.

Fun fact: She once slept in a car for two nights along with her photographer while covering Hurricane Katrina in New Orleans.

Prof. Kevin Feeney, Assistant Visiting Professor of History, Introduced by Prof. Katherine Schwab

It is a great delight to introduce Kevin Feeney, Visiting Assistant Professor in the History Department, who is teaching ancient history, languages and literature.

Kevin, who comes from Belfast, Ireland, received his undergraduate and master's degrees from Trinity College at Oxford University, and his PhD in Ancient History this past May from Yale University.

Kevin's research is focused on the Late Roman world, particularly the relationship between the state and individuals in the later Roman Empire.

His teaching includes Classical Greek and Latin, as well as Roman History and Literature in all ages.

Fun fact: Even though Kevin has lived in the U.S. for seven years, he admits the adjustment to temperatures in Fahrenheit continues to elude him. He revealed this while cheerfully noting that his American wife successfully calculated Centigrade temperatures in less than a few months while living in Europe!

Welcome Kevin!

Prof. Liyang Zhang, Assistant Professor of Mathematics, introduced by Prof. Irene Mulvey

The Mathematics Department is really, really happy to welcome 2 tenure-track Assistant Professors to our lively and collegial department. Both were our unanimous top choices after very rigorous national searches – concluded literally days before last year's Spring Break and the subsequent lockdown. I'd say we were lucky – and we were – but really it was a lot of hard work that has paid off so well. Even in this crazy semester, they are already valued and loved colleagues.

Li received a Ph.D. in mathematics from Yale in 2017. His research interests are analytic number theory, automorphic forms, and quantum unique ergodicity.

Before starting at Fairfield this fall, Li was in a post-doc position as a Visiting Assistant Professor at Boston College, and before that a one-year post-doc position at Rutgers.

Li came to the US in 2005 as part of an asylum program. It is a wonderful story that I loved learning when we had dinner last February. Li loves the US and especially the northeast. His hobbies are chess and running. The Boston marathon and the NYC marathons are in his future. During his interview, we had a great time meeting faculty colleagues in the FDR and Li told us he loved the conversation and camaraderie. We'll look forward to more of that someday.

Prof. Zhanar Berikkyzy, Assistant Professor of Mathematics, introduced by Prof. Irene Mulvey

Dr. Berikkyzy received a Ph.D. in mathematics from Iowa State University in 2016. Her research interests are graph theory and combinatorics.

Before starting at Fairfield this fall, Zhanar was in a post-doc position as a Visiting Assistant Professor at the UC Riverside, and before that a one-year post doc at Iowa State.

Zhanar came to the US from Kazakhstan 12 years ago. Since then she and her husband and children have done a lot of US living – they've enjoyed living in beautiful cities in the Midwest and the West Coast and they are exploring the beautiful Northeast. Last time we spoke, she told me they had been camping and fishing and were going to make Niagara Falls their next destination.

Prof. Sara Diaz, Assistant Professor of Modern Languages and Literatures Introduced by Prof. Joel Goldfield

Dr. Sara Díaz has served on the faculty at Fairfield University since 2012, and has taught all levels of Italian language, literature, and culture. She recently served as the Coordinator of the Italian Language Program. Last semester she was promoted from the rank of Professor of the Practice to Assistant Professor of Modern Languages and Literatures.

Sara's research focuses on marriage, gender, and comic discourses in late medieval and early modern Italian literature. She regularly publishes and presents on Dante, Petrarch, and Boccaccio, and recently co-edited and translated the Baroque farce, *The Buffoons*, by the prolific 17th-century author and performer Margherita Costa. She is currently on research leave, hard at work completing her follow-up edition and translation of selections from Margherita Costa's 1639 *Love Letters*.

When Sara is not busy chasing after her kids, husband, and cat, she enjoys boxing and riding her bike.

Prof. Christian Pierre, Assistant Professor of Physics introduced by Prof. Robert Nazarian

On behalf of my chair and colleagues, the Physics Department is pleased to welcome Dr. Pierre Christian. Pierre is our new tenure-track, assistant professor of physics, and will be joining us at Fairfield in January.

Pierre received his B.S. in physics from UC Berkley and a PhD in Astrophysics from Harvard University. Most recently, he has been working as a postdoc at the University of Arizona's Steward Observatory.

An expert on general relativity, Pierre has authored multiple peer-reviewed articles on supermassive galactic black holes. For his postdoc, Pierre has been working with the Event Horizon Telescope collaboration, which is a team of radio telescopes across the globe coordinating their observations to make the first direct observations of black holes at the center of nearby galaxies. You may remember the famous image of a black hole from two years ago that was on the front page of the New York Times; Pierre was part of the team responsible for that image. More recently his new work with collaborators using black holes to test Einstein's theory of general relativity was featured on CNN, as well as other news outlets.

In addition to his academic expertise, Pierre is an accomplished guitarist and musician. We in the Physics Department eagerly await his January arrival at Fairfield.

Prof. Kerry Cannity, Assistant Visiting Professor of Psychology introduced by Prof. Margaret McClure

Dr. Kerry Cannity joins the Psychology Department as a Visiting Assistant Professor. Kerry did her undergraduate work at UNC – Chapel Hill, and earned a Ph.D. in Clinical Psychology from the University of Tennessee – Knoxville. She completed her predoctoral internship at a hospital in Denver, Colorado, followed by a two-year post-doc at New York Presbyterian – Westchester Division, specializing in working with people with co-morbid psychological and medical illnesses, as well as those with personality disorders. Her main research interest is in psychosocial treatments for individuals with health problems, particularly cardiovascular disease and cancer. She also examines cognitive deficits associated with depression and anxiety. In her teaching, she likes to emphasize how psychological concepts are at work in students' everyday lives, as well as how psychology can work towards social justice. A fun fact is that Kerry worked at a botanic garden for two summers, and now she is a volunteer with the Central Park Conservancy.

Professor Thomas Schmidt, Assistant Visiting Professor of Religion, introduced by Prof. Ellen Umansky

Tom Schmidt comes to Fairfield from Yale's PhD program in Ancient Christianity, having received his doctorate last May. His research focuses on the historical Jesus, the formation of the New Testament, Christian eschatology, and the history of Christianity in Syriac and Arabic contexts. He is the author of several books, including the co-authored *Revelation 1-3 in Christian Arabic Commentary: John's First Vision and the Letters to the Seven Churches*, published by Fordham

University Press in 2019 and has two completed manuscripts under contract, the first on *The Book of Revelation and its Eastern Commentators*, to be published by Cambridge University Press in 2021, and the other, the co-authored *Cassiodorus, Gregory the Great and Others: Writings on the Apocalypse*, to be published by Catholic University Press in 2022. A native of Fairfield County, Tom enjoys playing chess with his children, listening to audiobooks, and watching college lacrosse. Hopefully, he'll get to cheer on the Stags this season.

Prof. Michelle DiMarzo, Assistant Professor of Art History, introduced by Prof. Marice Rose

Many of you have met Michelle DiMarzo, who for the past 3 years has worked at the Fairfield University Art Museum, as Curator of Education and Academic Engagement. She now has faculty status as assistant professor of Art History & Visual Culture. Michelle is a 2007 graduate of Fairfield, she double majored in Art History and English and then received her Ph.D. in Art History from Temple University. A specialist in Italian Renaissance painting, Michelle was awarded the prestigious Two-Year Pre-doctoral Rome Prize at the American Academy in Rome. At Fairfield, in addition to her teaching and museum education duties, she has curated two exhibitions "Prints from the Age of Rodin" and "The Artist Collects: Highlights from the James Reed Collection." My colleagues Philip Eliasoph and Kathy Schwab, and I, all taught Michelle when she was an undergrad, and we are thrilled to now have her as a faculty colleague.

Prof. Robert Hardy, Instructor of the Practice in Interior Design introduced by Prof. Marice Rose

Rob Hardy's position as a Professor of the Practice of Interior Design is new, but he is not a new faculty member. This is his 43rd year at Fairfield. He first taught non-credit courses in Interior Design. He became administrator of the program, developed it into a certificate, and now a Master's degree.

Rob attended the University of Massachusetts and graduated from the New York School of Interior Design. He loves teaching-- including courses in Lighting, Color Theory, Perspective Drawing, and the Business of Interior Design and he is a wonderful mentor to all of the Interior Design students.

Rob has renovated 5 houses in his spare time and taught himself to do the work in construction, cabinetmaking, wood paneling and flooring, tiling, mosaics, upholstery, faux painting, upholstered walls, and more.

5. Faculty Research Minutes: Three Faculty will be invited to present

Prof. Jessica Karanian, Assistant Professor, Psychology

My research focuses on understanding the cognitive and neural underpinnings of human perception and memory. I primarily study perception and memory by using neuroimaging tools, like fMRI and EEG, as well as a technique that allows you to temporarily interrupt neural processing, which is called TMS.

In recent work, I have focused on eyewitness memory reports and the ways in which we can improve the accuracy of them. For example, my most recent study showed that warning mock eyewitnesses about the threat of misinformation—either before or after exposure to that misinformation—significantly improved the accuracy of future memory reports. Using fMRI, we also found that the memory benefits resulting from those warnings were underpinned by distinct patterns of neural activity.

Given current COVID restrictions with collecting data from human participants, I have been more recently using Qualtrics to further understand how warnings about misinformation can best be employed in the context of the eyewitness. Currently, I am running experiments that manipulate the number of warnings and the strength of the warning, and I'm excited about the potential for this fairly simple tool for the criminal justice system.

That said, I am also very hopeful that I will soon be able to start in-person data collection using my new EEG system here at Fairfield.

Prof. Shannon King, Associate Professor of History

My name is Shannon King, Associate Professor of History and Black Studies. My scholarship interrogates, but also seeks to make sense of, the tensions between the “everyday” and structural forces that animate Black life in the urban North. My book, *Whose Harlem Is This, Anyway?: Community Politics and Grassroots Activism during the New Negro Era* (New York University Press, 2015) expands the spectrum of Black politics beyond the organizational and intellectual politics of familiar Black leaders, like Marcus Garvey and A. Philip Randolph. The book showed how Black grassroots activism around local issues during World War I and the 1920s forged coalitions across the political spectrum that was foundational to radicalizing Black politics during the Depression and World War II eras.

My current project, *Policing the Crisis: Black Protest and Law and Order in during the La Guardia Era* examines anti-Black violence in New York City between the Harlem riots of 1935 and 1943. The manuscript delineates political debates and battles over police brutality, crime, and safety as Blacks began to occupy formerly White public and residential areas and charts the shifting terrain of race and policing from a discourse of Blacks as victims of police brutality to Blacks as purveyors of crime. The confluences of these forces triggered the expansion and the legitimization of police surveillance and punishment of Black people and Black neighborhoods.

Prof. Shawn Rafalski, Associate Professor of Mathematics

I study a branch of mathematics called Low-Dimensional Topology and Geometry, and I specialize in something called Hyperbolic Orbifold Theory. In dimensions 2 and 3, it turns out

that there is a very rich overlap between the geometric (things such as angles, length, area, volume) and the topological (things like general shapes that may be allowed to stretch and bend without any sort of geometric measurement or import).

To understand the difference between geometry and topology, consider the following example: everyone is familiar with the perfect geometric circle and the perfect geometric sphere. These are each the set of all those points at a fixed distance away from a particular point (called the center). These objects have circumferences, surface areas, and radii that can be measured. In contrast, a topological circle consists of any continuous strand that closes back up on itself but may take any form otherwise, and a topological sphere may have bumps or ridges like, for example, the surface of the Earth. Forgetting about rigid measurement structures on objects is the beginning of understanding topology.

What I focus on in my research are objects that can be depicted topologically, usually as a collection of closed up strands embedded in some way in 3-dimensional space, but which also carry significant geometric information when analyzed from a slightly different point of view that depends only on their general shape. My research is highly visual (something I love) and very intuitive due to the wealth of physical objects that I have access to in considering topological shape. I will present a very brief example of one of these topological objects and its associated geometric realization.

6. Discussion and information about instruction in the Spring 2021 term

The Arts and Sciences Planning Committee wanted to share the Recent Motions passed by Academic Council:

- The students, faculty, and staff of Fairfield University who are living and/or working on campus need complete and timely information about Covid-19 rates among the campus community. Without such transparency, faculty will be left to make academic decisions about their on campus learning experiences based on rumor and speculation. The Council therefore recommends in the strongest possible terms that the Covid-19 dashboard be updated daily.
- Classes will begin remotely on January 25th, with students available for in-person learning experiences as early as February 8. There will be no spring break, extended Easter break, undergraduate classes ending May 4, senior week May 17-May 22, and Commencement May 23.
- In spring 2021, departments are strongly encouraged not to offer more fully online/asynchronous undergraduate sections than they typically do.
- Faculty teaching undergraduate classes not designated entirely online are strongly encouraged to incorporate in-person learning experiences for residential students.

- Graduate courses will be online with the exception of courses that require some face to face component due to licensing/certification requirements. The latter will be designated “hybrid.”

There was an informal conversation.

Prof. Horan stated at 1:40 pm today, the Registrar asked Chairs via e-mail to designate which classes will be hybrid and what dates the faculty will be using classrooms. The email read:

“For courses that are planned to remain hybrid after the return to campus, please enter the exact planned meeting times in CLSS. While we recognize that a lot is fluid and things often change from week to week in the current environment, we do need to record in Banner the actual meeting times when a classroom will be required if that’s known in advance (i.e. meeting Mondays only for a class that has a Monday/Thursday meeting pattern assigned, meeting in person once every three weeks, etc). This will hopefully lessen the situation we have now where many classrooms are sitting empty but cannot be reserved by anyone else.”

Prof. Epstein mentioned that he and Prof. Van Dyke are on the Academic Calendar Subcommittee. There was a Calendar Task Force that started in the summer of 2020. The Spring Calendar was finalized a few weeks ago.

The original plan for the Spring Calendar, that was decided on in the summer of 2020, was for the Spring term to begin February 1st. There would be some period of all remote instruction, initially. In the original plan, the first three weeks would be taught remotely. The aim is to reduce the campus population during the winter months.

All of the calendar proposals come out of discussion with the Administration. The Calendar Subcommittee had two proposals. One with a start date of January 25th, and the second with a start date of February 1st. If the semester began after January 30th, there would be some ramifications for financial aid recipients. The University also wants to have a full senior week. Commencement weekend is May 22-23, 2021. The January 25th start date is one week later than we normally begin. The Calendar now states that the first two weeks are fully remote. In person instruction can begin after this period. Allowing students to come back to campus after two weeks had to do with isolating them from hotspots, if necessary. There will be no Spring Break, but there will be an extended Easter Break.

Prof. Downie, as a member of the Academic Council, stated that the Calendar provides flexibility for faculty and the administration. No one knows what will happen in the Spring. For our nursing students to graduate and receive the accreditation to get jobs, they must have a certain number of clinical hours. The nursing students need the face to face interactions as early as February 8th. The Faculty still maintain the flexibility to deliver their courses as they deem fit.

The Politics Department Faculty will tell their students what they intend to do and what days they will be using the classrooms. The faculty will tell their students at the beginning of the semester to give them the option to drop the course based on that information. It is impossible to provide the room information this far in advance.

Prof. Harding stated that if you teach a Tuesday turbo, you would have no days off during the semester from January to May.

Prof. Epstein replied that all class days would have 13 or 14 meetings. There is an extended Easter Break, Thursday through Tuesday in April 2021. He clarified that Tuesday turbos will have a day off during the semester, as part of Easter Break.

Prof. Boquet said this calendar discussion has been very helpful. She mentioned that there was an email message from the General Faculty Secretary that stated the Academic Council had to go back and clarify the academic calendar. She was wondering if the clarification was about the in-person experiences beginning on February 8th.

Prof. Epstein said there was an amendment to the schedule. Residential life had concern about repopulating the campus in February. Will there be time to have in person experiences in the fourth week? The language said that students would be available to encompass in person experiences as early as the beginning of the third week.

Prof. Epstein mentioned the concerns that Profs. Downie and Horan brought up. This request from the Registrar on what specific days the classrooms will be used are requests from Faculty. A lot of classrooms are unused and Faculty are looking for classrooms to meet with half of their classes at a time. If your classroom is not in use, this will make more classrooms available to other classes.

Dean Greenwald commented that Prof. Epstein did a great job explaining this.

As a member of Academic Council, Prof. Alphonso wanted to clarify the use of the term "on-line." The term on-line means fully asynchronous on-line. On-line classes with a Zoom component are not on-line classes, these are hybrid classes.

Prof. Brunn-Bevel asked if it is hybrid when you meet in person one day and on-line the next day. Dean Greenwald said classes are hybrid except when the classes are fully asynchronous and taught on-line.

Prof. Boquet stated that asynchronous classes would typically mean there is no scheduled meeting time. Fully online classes could still be synchronous if they have a time code. We need to think about separating "on-line" and "asynchronous" moving forward.

Prof. Alphonso stated that the Academic Council wanted to limit the number of on-line courses being offered. Prof. Alphonso stated that the Academic Council wanted to limit the number of

on-line courses being offered. She pointed to the specification of “online” as “asynchronous only” in the recent motion of the Council: “Departments are strongly encouraged not to offer more fully on-line asynchronous undergraduate sections than typically offered.” This understanding of online is in flux and will, most likely, permanently change post-COVID.

Prof. Rakowitz stated that the Academic Council wanted to limit what courses will be taught on-line. For courses taught synchronously, there is a desire to have some in-person component, even if the faculty member is not doing this.

Prof. Goldfield said “hybrid” is a mixture of in person, face to face, and on-line. Are we agreeing that we are changing the terminology that on-line is asynchronous and hybrid is taught synchronously?

Dean Greenwald said that with COVID, all previous definitions have been rewritten. Zoom is a game changer. Without this technology, everything would have been taught asynchronously. In person experiences are still happening. There is a combination of in person and remote. It is being discussed, what percentage has to be taught in person. Need to think how this will work for Faculty, curricula, and students. In this format, we need to message students as eloquently as possible.

Nancy Dallavalle asked for people who are teaching online, it seems that the only format it is being offered is on-line for half a semester. Is the on-line designation for only half a semester? It does not mean that it is being taught remotely.

Prof. Alphonso responded that in the past there was a clear sequence of starting in person and then moving to on-line. Now, there is not always such a clear sequence.

Prof. Dallavalle said this is a good reason for separating courses that are hybrid from those being taught fully on-line.

Prof. Petrino wanted to mention that there will be a workshop coming up that is rolled into MAGIS Core Assessment, with Ashley Finley, on November 19th. There will be a discussion on how we teach the MAGIS Core using this hybrid environment. An announcement will be forthcoming.

Prof. Crawford says he teaches an on-line course every year, it is a full semester in length. When he looks at the course listing from the Registrar, there are on-line courses with time codes and on-line courses without time codes.

7. Remarks from the Dean with question and answer session

Dean Greenwald stated that teaching remotely is getting hard for some of us. The Dean applauded everyone for their resilience. He wants everyone to know that the administration has

much trust in our governance process. Academic Council has spent a lot of time discussing things that needed to be discussed. We are better for those conversations because it allowed us to think carefully and work out the details. There is still a lot of ambiguity in part because we are trying to allow as much flexibility to fit the curricula needs and to meet the students where they are.

The Dean wanted to talk about COVID testing. Our testing process has not remained static and that is a good thing. It is and should be an ever-changing process. That said, we need to realize that it will never be fully exact or perfect, as the virus and society's responses are ever-changing. The University is currently, I believe, contracting with three testing companies and is working to bring on a fourth company. We are working with a new vendor to test all beach students. We also need to realize that there are some students living on the beach who we do not know as beach students, i.e. they might be staying with friends or crashing. So, sometimes we are playing catch-up. Also, we are accommodating everyone who wants to be tested. We are still doing randomized testing and we are working on making the COVID Dashboard more like a narrative. If you are counting the numbers, we have about 150 students that are positive. There will be sizable numbers of students who are coming off that list in a few days. So, we should see a decline. Though, there may be a spike from another population. So, we need to be vigilant and watchful.

There is some faculty concern that some students who are not on the list should be on the list. Vice Provost Ligas is trying to be in front of this as best as he can. It is an adaptive system. We have increased the number of tests and have contracted with another company, as I mentioned. There is always more that we will do. We haven't hit a place that we will not adapt and do something else, which is good.

The administration has been trying to gauge the numbers and patterns to mitigate as needed. There should, he hopes, be a plateau and then the number of cases will decline.

The Dean remains concerned with everyone's safety and health. He wants everyone to be as safe as possible. He reminds faculty that if there is something that the Dean's office can or should do to help the faculty, please let us know.

Prof. Miecznikowski asked if there were guidelines for when students may return to classes if they have tested positive for COVID-19.

Prof. Phelan responded that the guidelines are given at this website:

<https://www.fairfield.edu/undergraduate/student-life-and-services/health-and-wellness/health-center/emergencies/coronavirus/faq/index.html>

"If you test positive for SARS-CoV-2 infection, you must self-isolate for at least 10 days after symptom onset and resolution of fever for at least 24 hours, without the use of fever-reducing medication, and with improvement of other symptoms. When possible, students will be

encouraged to go home to isolate. If not possible, residential students will be in isolation in University provided accommodations. Meals will be provided. Students should continue their classes remotely as tolerated. Daily health check ins will occur by licensed Health Care Professionals via phone or telehealth. The accommodations have a Security detail presence.

Students do not need a follow-up negative test to return to work or school, as long as

- You did not require hospitalization, AND
- It has been at least 10 days after symptom onset and resolution of fever for at least 24 hours, without the use of fever-reducing medications, and with improvement of other symptoms, AND
- You have been cleared to return to the campus community by the Student Health Center clinician.”

8. Adjournment

Bowen/Davidson.

Next meeting, November 9, 2020.

Respectfully submitted,

John Miecznikowski
Secretary of the College of Arts and Sciences, 2017-2021.