

University Town Hall for Parents and Students

Wednesday, July 22, 2020

7 – 8:15 p.m.

FEATURING

- **John Hain**, Associate Dean, Academic and International Affairs, Eastman School of Music
- **Ralph Manchester, M.D.**, Vice Provost and Director, University Health Service
- **Adrienne Morgan**, Associate Vice President for Equity and Inclusion
- **Jeff Runner**, Dean of the College, Arts, Sciences & Engineering
- **Samantha Veeder**, Associate Dean of College Enrollment and Director of Financial Aid
- Moderated by **Jane Gatewood**, Vice Provost for Global Engagement and Co-Chair, Coronavirus University Restart Team

Jane Gatewood: Good evening everyone. I'm Jane Gatewood, vice provost for global engagement and co-chair for the University's coronavirus restart team. I will serve as tonight's moderator for the town hall. Before we begin, I would like to share a few Zoom webinar tips to those new to the Zoom platform. If you would like to view this section with closed captioning, click cc on the bottom toolbar and click turn on subtitles.

If you're having any trouble viewing the webinar, you can call in and listen using the phone number that was included in your confirmation e-mail. If you would like to ask our speakers a question, please submit that question through the Q and A function that is also located at the bottom of your screen.

We have a large number of participants enrolled tonight. We had over 1,700 registrants. I would like to welcome all of you. We have received hundreds of questions in recent days through e-mail, web, and phone calls about fall semester.

We know that you want specific answers and we will do our best tonight to address the most frequently asked questions, but we may not be able to cover everything during our time together tonight. There may be questions that we can't answer, but we will work on them immediately. We will do our best to provide as much information as possible. And we will leave time for your questions during this, our time together.

If you have a specific question after the town hall is over, please visit the research website at rochester.edu to find the contact number for the specific department who can assist you. You may also submit a question using the web form.

Let me now introduce our panel. Joining us tonight is:

- John Hain, associate dean for academic and international affairs at the Eastman School of Music
- Dr. Ralph Manchester, vice provost and director of University Health Service
- Adrienne Morgan, associate vice president for equity and inclusion
- Jeff Runner, dean of the College
- Samantha Veeder, associate dean of College enrollment and director of financial aid

There is a lot of information to share tonight, so let's get started. I am going to begin with a question that is on everyone's mind, and I will ask it to Jeff Runner. Given that the health and safety of our University community is our top priority, can you describe what you think campus life will be like this fall? What should students expect when they arrive on campus?

Jeffrey Runner: Thanks, Jane. First and foremost, as Jane mentioned, the health and safety of our students, faculty, and staff is our highest priority. With that in mind, campus life will be rather different this fall. To ensure the safety of our campus community, we are developing social distancing, masking, cleaning, and other protocols that follow the guidance of New York State, Monroe County, and University public health professionals. However, we here in Rochester are excited to welcome our students back to campus.

According to our recent survey, we are expecting most of our students to return to Rochester, either to live on-campus or off-campus. This means that the campus will really become alive with activity in a way that we have not seen since last March.

We have been working really hard all summer to prepare our academic delivery for fall. Some measures being implemented include carefully calculating the number of students who can safely be in a classroom at the same time, moving classrooms as needed, and making efforts to redesign class delivery to accommodate our academic mission.

For example, the lecture portion of larger classes, those of over 100 students, will be moved online. Some of these larger classes may still include other in-person activities like labs, recitations, workshops, or other small group activities.

Other classes will range in how they are offered, with some components online and others in person. In all cases, though, courses are being designed to be able to be completed online, with online equivalents for almost every in-person element, because we know there will be students who are unable to come to campus. The College offices that interact with students will also be ensuring social distancing, masking, and cleaning protocols and will have no more than 50 percent of staff working in person at the office at any given time.

When not in the office, these staff members will continue to be available to students by e-mail and Zoom. Dining halls will be opened at reduced capacity, but diners will be able to preorder Grub Hub for take-out.

Additional spaces will be designated for dining, including the Hirst lounge in Wilson Commons, the Feldman Ballroom in Douglass Commons, and the Hawkins-Carlson Room in Rush Rhees Library.

Students, staff, and faculty will be able to purchase their meals and take them to these areas to eat. New York State indoor-dining protocols will be observed in these designated dining spaces.

After hours, these spaces can double as spaces for students to study. Residence halls will be de-densified with no triple rooms at all and a greatly reduced number of double rooms.

Guidelines for how to maintain health and safety in the residence halls will be part of training as students move into their rooms this fall.

Students arriving to live on campus will be tested upon arrival. All students, staff, and faculty will also use Dr. Chat Bot, which is an online health monitor to ask questions about COVID-19 symptoms. People will use that daily when they are going to be on campus.

Visitors on campus will also be restricted in order to protect the health of the campus community.

As for some of the spaces where students hang out, the Campus Center—Wilson Commons and Douglass Common—will be open, as will other buildings that house offices that support students, such as Dewey Hall and Lattimore Hall, for example.

Jane Gatewood: Thanks, Jeff. There is a lot of information there, so I will probably circle back and try to unpack it in just a moment.

I wanted to connect with John to find out if you can frame a little bit of what you think campus life

will be like at Eastman. Does it differ from what Jeff just described?

John Hain: Thanks, Jane. For fall at Eastman, we have chosen to prioritize music making for in-person instruction. In order to ensure the safety of our students, we're dedicating all of our classroom space to music making so that applied lessons, large ensembles, and chamber music groups can rehearse in person and still allow for adequate physical distancing.

We're following the guidance of Dr. Manchester and University of Rochester medical professionals and will be implementing enhanced cleaning protocols, creating barriers, and using other tools like enhanced air filtration as appropriate, given the unique demands of each instrument and the constraints of each space across the different buildings in the downtown campus. Practice rooms will undergo similar treatment.

There will be enhanced cleaning protocols and air filtration as appropriate, as well as limits on the number of the students who can practice in a given room, depending on the size of the room. Our traditional practice spaces will be limited to one student per room, and larger classroom spaces will be converted to practice spaces so that students can rehearse with others and still maintain proper physical distance.

One additional change for the fall semester is that practice rooms will be moved to the University's online room scheduling platform software and students will be required to sign out their practice space in advance. This will help us limit the density of students in our facilities by eliminating the need for students to wander around looking for empty rooms and waiting in the hallways.

The vast majority of our remaining academic classes will be moved to an asynchronous online format to allow for maximum flexibility in scheduling lessons, rehearsals, and practice time. Our academic faculty have been hard at work all summer preparing for the transition to online, asynchronous instruction with the goal of maintaining our high academic standards throughout the fall.

While courses will be officially scheduled as asynchronous, we also do expect that many faculty will take advantage of the flexibility to schedule one-on-one or small group meetings via Zoom or in person as appropriate.

And then after Thanksgiving, along with all the rest of the University, all of our courses, even performance courses, will transition to online instruction so students can safely return home for the break. We expect our performance faculty to schedule online lessons, group discussions, and other professional development type activities during this timeframe so that along with the conclusion of the academic courses which include final exams students will remain engaged with their academic and musical development throughout the semester.

Then, I will add that we are also looking at changes to the Student Living Center. Originally, we made plans to maintain some double room assignments, given the need to ensure that the students have an appropriate residential experience. But we've heard the feedback from a lot of students and families about not wanting double rooms. So I can say we just recently made the decision that we're going to remove double room assignments for students who don't want them, which would mean we would release an additional amount of students from housing so we can have a single room for everyone who wants one in our Student Living Center.

Jane Gatewood: Thanks very much, John. I want to ask a follow-up quickly. If an Eastman student opts for online only, how would that student fulfill their ensemble and chamber music requirements?

John Hain: Over the last several weeks, we have been working really closely with the faculty and we are going to offer all of our ensemble requirements as an online format. So we will have an online section for large ensembles, online sections for chamber music, and we're pairing Eastman faculty who will co-teach that course with a member of our technology and media production department, so that you have half the course or half the instruction focused on the music making but the other half focused on the technical part. So, students will still make music, but they'll also learn about the unique format we're faced with here, doing Zoom and making videos and communicating with this format.

Jane Gatewood: Thanks, John. I want to bring Adrienne into the conversation. We know that this has been a difficult time for all of our students. But it has been especially so for students of color.

Can you talk about some of the supports that the University has available to students on campus and those learning remotely?

Adrienne Morgan: Thank you, Jane. I really appreciate that question. We have, this summer, the Office of Equity and Inclusion have been in contact with a lot of student groups and talking to them about their needs.

So, we have been talking particularly to students at the Douglass Leadership House to see what things we could do to help them prepare to come back to campus to have this robust rich learning and living environment. So, we've been in contact with them.

We've also had constant frequent contact with Justyna Gorka, who is the president of the Students' Association, and Marc Haddad, who is the vice president of the Students' Association, to look at ways that we can begin to welcome students back and make them feel very comfortable in the environment that we have to live in during this COVID period.

So a lot of work, just talking and listening and learning from our students. We're very excited to welcome everybody back to do that. Some of the other things that are happening are, we're still moving forward with looking to hire someone for the Frederick Douglass Institute. We're very excited to have a new director there to welcome students next year and to be able to again create the rich, living scholarship environment for students.

So, many things happening. A lot of listening, a lot of learning that has been going on with students during the summer despite the fact that they're not here on campus.

Jane Gatewood: Thanks very much. I know that is a new office for the University and it is much needed. You all are really hitting the ground running, and it's very much appreciated.

Jeff, I want to pick up on something that John mentioned. He mentioned that Eastman is releasing students who want to be released from doubles.

Could you explain, is the College different? And if the College is different, why it is different?

Jeffrey Runner: Actually, we did a series of releases earlier in the summer including upper-class students at least asking them if they would be willing to be released from their housing contracts—I think sophomores, juniors, and seniors.

And a number of students did take us up on that. This was partly due to our effort, really, to de-densify campus. The River Campus residence halls are pretty much packed in the sense that we are always at 100 percent capacity.

One of our goals was to try to figure out ways without forcing people to actually create more singles and create less density by offering students to be released from their housing contracts. And a number of students did actually end up doing that.

So, it is similar in that way to what Eastman is doing.

Jane Gatewood: Thank you for clarifying that. Dr. Manchester, I would like to ask you a question that I'm sure is on everyone's mind.

Could you please tell us, how will our symptom tracking and strategy work? How is it going to play out? What are the requirements for students upon move in? What is required throughout the semester?

Ralph Manchester: Sure. Thanks. The University is going to be using several methods to identify students who may have COVID-19 or be infected with the SARS-COV-2 virus potentially without symptoms. Our plans depend on having adequate supplies of test kits and reagents in August and into the fall. Right now, that looks OK, although that could change in the future.

So first of all, all undergraduate students who live in University housing will be expected to undergo testing for the COVID virus upon arrival in August or in some cases be tested at home no more than 72 hours before arrival on campus and provide documentation of a negative test result when they arrive. Other students, who are not in University housing, can request testing through UHS and that will be done.

Anyone who tests positive on arrival will be assigned to temporary isolation housing. Those who test at home will be instructed to stay at home until they have been cleared to be on campus. Students coming from the New York State designated restricted states and international students must quarantine for 14 days before moving into their assigned residence hall.

I will address quarantine more in just a minute. So in addition to testing on arrival, all students will also be expected—this is all students, whether they are in University housing or not—will be expected to report the presence or absence of relevant symptoms every day that they will be on campus using this app that Dean Runner mentioned called Dr. Chat Bot.

They can access it right through the U of R mobile app on their phones or they can do it on their computers.

We're actually going to ask them to start doing this about two weeks before arrival. That way,

anyone who develops symptoms before arriving in Rochester can be evaluated at home and, in the unlikely event that they have COVID-19, can recover and then come to Rochester. If a student reports symptoms here while on campus, they will be asked to call UHS to be evaluated. If they don't call, UHS will call them. UHS will arrange for those symptomatic students to be tested for the SARS-CoV-2 infection as appropriate. During the semester, any student who has symptoms can be evaluated at UHS and tested.

Whether this is turned up on the Dr. Chat Bot survey or not, that will be available.

Just today, the University restart team made the decision to do some testing of asymptomatic students during the semester.

The plan is to randomly select 60 students a day, Monday through Friday, and ask them to come in for testing. This is going to allow us to identify an outbreak about a week sooner than we would simply by relying on the Dr. Chat Bot symptom survey. We will end up testing a large number of students over the course of the fall semester of those who are in University housing, but not every single one. And again, we are doing this out of an abundance of caution and doing the best we can to keep the infection under control.

Students who test positive either on arrival or during the semester will be evaluated medically and either moved to isolation housing or, if necessary, sent to the emergency department at Strong Memorial Hospital.

We have reserved a number of apartments in one of the apartment complexes on the periphery of campus for isolation housing.

UHS will maintain contact with the students in isolation and provide care as needed. Students in isolation will have Wi-Fi access so they can continue taking courses remotely. They can order food to be delivered to them.

There are a number of support mechanisms that are built into the isolation and quarantine plan.

UHS will determine when it's safe for students to return to classes and their usual housing.

Jane Gatewood: Thank you. I want to ask a couple of follow-ups. Can you tell me, if a student is arriving from a non-restricted state and they have already been tested prior to arrival, how do they show proof of testing to UHS?

Ralph Manchester: Good question. We would expect them to either bring a piece of paper that shows the test result or, probably more commonly, they would pull up the test results on their phone. That is the way most of the testing facilities are sending out results. Nowadays, we can simply look at the information on the phone and confirm that it is the proper PCR-type test. Then they can move on to pick up their keys and the other parts of the moving process.

Jane Gatewood: Thank you. You also mentioned that students will be asked to do Dr. Chat Bot prior to arrival. When can they expect to receive information on how to do that?

Ralph Manchester: That is going to be sent out on Monday, July 27.

Jane Gatewood: If students are arriving early to quarantine—this may be a question for Jeff, I'm not sure. It may be Jeff or Ralph.

If they are arriving early to quarantine and then they move from quarantine into residential housing is there a bridge that they need to—will they go straight from quarantine housing into their room assignment on campus or will there be a gap that they are expected to fill between that?

Jeffrey Runner: We would take advantage of the fact that the residence halls are then ready to be moved into, so the students would move into the residence hall. Although I do think there is the step of getting tested again after leaving quarantine. They would get tested just like any student moving in. The regular moving process will happen around the 17th. These students would be actually moving in a day or two early at the end of the quarantine.

Jane Gatewood: So, there is not an issue if students are finishing quarantine on August 14th and move in is from the 17th. Students finishing on the 14th can actually go in on the 14th.

Jeffrey Runner: Absolutely.

Jane Gatewood: Right. Thank you. I've got a lot of quarantine questions. I want to move back and forth through the conversation or through the questions that are coming in. I want to turn to Samantha to ask about finances.

We know that some students will choose to do their learning online, and we've structured the curriculum so that they can do that. Samantha, how does the decision to forgo housing and dining and remain remote for the semester affect students' financial aid?

Samantha Veeder: That's a great question, Jane. It is one that we have been answering frequently over the last couple of weeks in our office as the financial aid awards and tuition bills for the fall term have gone out. The short answer is that it will affect financial aid and billing should students have a change and decide to stay at home and learn remotely and forgo their housing and dining.

The basic formula for determining need-based financial aid eligibility calculates the difference between students' cost of attendance and their expected family contribution as determined by their individual financial aid applications.

The difference between the cost of attendance and the family contribution is their financial need.

Now that cost of attendance includes a living allowance, regardless of where you are living and based on your individual housing status.

So, the room and board or meal plan items that are included in your cost of attendance are impacted by your housing status with on-campus, off-campus, in a rental unit, and commuter students or remote-learning students who are living at home having substantially different room and board allowances.

For students who live in on-campus housing, room and board items can also vary based on what housing unit you are assigned. So therefore, yes, your housing can impact your eligibility for

financial aid based on what you choose.

Housing status also impacts the balance due on a billing statement. The University only charges for community meal plans for those students who are off-campus locally and commuting to campus.

So therefore, students who live off campus or at home will have a corresponding reduction in their charges that will align with the reduction in financial aid eligibility.

Jane Gatewood: Thanks, Sam. I want to go back and ask some more questions about testing and quarantine. I know we have been getting a lot of questions about that, and let's try to circle back to those.

Dr. Manchester, can you tell us why we are not requiring mandatory testing for all students, including students who live off campus and commuter students? Just unpack that a little for us.

Ralph Manchester: Sure. We are focusing our testing efforts on students who are at highest risk for acquiring and transmitting the infection while they are studying in Rochester. The situation we are most concerned about is the transmission in the residence hall setting and specifically the congregate living characteristics of having, in some cases, several hundred students in the building. So that is the group that is being told that testing is basically a condition of living in University housing. Living in those undergraduate residence halls is fundamentally different from living in the other more apartment-style dwellings where other students will be. We have done some modeling studies in collaboration with faculty in the Department of Public Health Sciences that confirm our concern about the risk in a congregate living facility.

Now, as I mentioned earlier, however, any student, no matter what their living situation, can be tested on arrival. That is a service we are offering. There is no charge to the student for on-arrival testing. It is available to everyone.

It is required for undergraduate students in University housing.

Jane Gatewood: And that would be the population for the ongoing surveillance-testing plan as well.

Ralph Manchester: Exactly.

Jane Gatewood: We've had a couple questions about if someone does an at-home test, a test in their home state or their home city and it doesn't generate a result within a 72-hour window, is the recommendation that they just get tested on campus instead?

Ralph Manchester: Yes. When they arrive, we will test them. We expect that will happen given the vagaries of lab testing around the country right now.

Jane Gatewood: The turnaround time for testing on campus, is that a shorter time window?

Ralph Manchester: Yes. We're getting excellent collaboration from the microbiology lab at Strong Memorial Hospital.

In fact I was just on a Zoom meeting with them this afternoon to further develop the details of the

testing plan. They will be able to provide same-day results on up to 400 student arrivals per day, and we worked with Residential Life to plan out the arrival schedule so that we got roughly equal numbers of students arriving each day from August 17th through the 25th.

We expect, unless there are totally unforeseen changes in reagent availability, that we will be able to accomplish same-day results during the move in period.

Jane Gatewood: Thank you. I want to circle back to—it may be the question for Samantha or it may be a question for Jeff. Let's see.

How soon do we have to let the University know if a student wants to stay home or plan to be remote? When do they let the University know and how do they go about making that indication?

Jeffrey Runner: That is a great question. At the moment, we don't have a deadline. We recognize things are moving so fast and there's so much uncertainty that we are not currently saying by such-and-such date, you have to let us know.

The current plan is if a student is deciding to stay remote and they do have a housing contract, they should contact Res Life. Res Life will then submit their name to a base of data, a database basically, that will then trigger information going to Sam's office, for example, financial aid, dining, and other offices.

However, we are also in the process of developing—maybe I will let John describe this—we're in the process of potentially developing a specific way of acknowledging that a student is going to be staying remote. That is going to be kind of a checklist. John, do you want to mention that?

John Hain: Yes, we are working with IT to develop some time of web form similar to what the students did in March and April when they requested pass-fail courses where you would login. We are hearing students are writing to Res Life to say, oh well, I talked to my parents and changed my mind. And things are just changing so quickly we want to make sure we have a way to capture sort of your official state that you plan for the fall.

So, we'll prepare this website hopefully in the next week. It will include a place where you can answer what your status will be.

Then there will be some reminders about important things: the COVID safety training on Blackboard, the new University of Rochester community commitment that we're drafting to send out to students.

And then we'll collect that information and send it to Res Life and financial aid and dining and all of the places that it's needed.

Jane Gatewood: Just to kind of circle back to thinking about campus life for fall: what are the opportunities that exist for lessening the isolation effect for students?

This is going to be initially for the students who have to quarantine, but also thinking that campus life is going to be so different in the fall, if there aren't athletics programs to participate in. Or how will virtual clubs work? How will dining actually work? Will they be allowed to eat at a table with

other students? Will there be in-person activities for anything? It might be a question for—yeah, Jeff and John.

Jeffrey Runner: I can start and John can fill in—one of the things that are really important to our students and us is the activities outside the classroom. We want to make sure the students are still involved in experiences outside of the classroom. On the River Campus, Wilson Commons Student Activities has been very committed in creating both welcoming inclusive and intentional experiences for students.

They will be continuing to offer activities in a variety of formats, both in person, hybrid, and virtual. One of the things that we are very excited about are Rochester traditions like YellowJacket Weekend and the activities fairs and things like that. Those are being planned to actually take advantage of the different formats. All of our events, regardless of the format will be listed on what is called the CCC, which is our club and activity-scheduling site. So, the information is easily accessible regardless of where the student is. Knowing that a lot of students will be remote—and this came up in the previous question—there will be also offerings designed to accommodate different time zones. Some students will be stuck in international locations. Now, it is true that some student organizations, including club sports, may be limited to some degree in their activities due to restrictions on in-person gatherings, travel, and recreation guidelines.

We're still looking for creative ways to continue to build community with these organizations in a way that will allow them to have the positive impact on the community. Of course, all of this is done as usual, all of our in-person programming will be following University, New York state, and federal COVID guidelines to maximize safety and reduce risk.

A little quick follow-up to that: Rochester has a very lovely fall. It gets a little dicier in the winter. But the fall is very nice. We going to try to take advantage of the outdoors. We all know that outdoor air is safer in time of COVID. So we are going to be developing activities outside.

Already this summer, we had activities led by Student Activities. Just last weekend they had an outdoor yoga event for students. They came masked and they did their yoga. It was quite a big success. Coming up there is going to be an outdoor movie night and a food truck dinner night. While we have the good weather, we going to try to take it advantage of that. Additionally, again on River Campus we are putting in some new seating areas, some covered spaces which will be placed around the campus to enable safe physical distance socializing for the students. Provide more opportunities to sort of get out, like you said, outside of the quarantine but outside the residence hall as well.

John Hain: I will just very briefly add, for Eastman, everything Dean Runner said is true for us. We will be doing activities at our downtown campus.

One of the great things about being at the University of Rochester is we are all one University.

As an undergraduate student, the Eastman undergraduates can go to River Campus and vice versa, so all of this will be available to everyone. And I should just also say I know that the focus of this town hall is on undergraduate students, but I know Vice Provost Sturge-Apple is out there and she made me promise to say that in case a graduate student is listening, we can assure you that all of the graduate schools are also thinking about this, too, in that there are going to be lots of socially

distanced activities and in-person activities, all of that, just as Dean Runner described, for you as well.

Jane Gatewood: Thanks to you both. So, going back to testing and being on campus, if—this is from a parent—if my child tests positive while on campus, but is asymptomatic, the understanding is that that student will go into isolation. There is some concern that there may be additional risk for concentrating individuals and grouping individuals who may be sick—or may not be sick, but actively spreading the virus together.

Doesn't concentrating individuals actually create greater risk for students? How will we—and I think another way to frame it is, how will we monitor those in isolation and work to keep them isolated? And maybe, how did we do this over the spring semester?

Ralph Manchester: We did have experience with this during these spring semester. Using the apartments—Whipple Park Apartments—worked out well.

Those are two-bedroom apartments. Initially, we put only one student in a two-bedroom apartment, although depending on how many students ultimately need to be in isolation, we might have a student in each of the two bedrooms in a two-bedroom apartment.

There is medically no risk to having two students with mild COVID illness in the same apartment, but in their own bedrooms. UHS will be monitoring those students daily and the students will be expected to send us information about their health twice a day.

Those students and the students in quarantine will be linked into about a half dozen resources for support regarding food, socialization, academic support, monitoring and supporting their mental health. So, we—as Jane said—had experience with this at the spring semester and are confident that we can provide students in isolation and in quarantine the support they need to get through what is admittedly a difficult period. I mean, even if you are totally asymptomatic during your COVID infection, it is no fun to be alone for two weeks. But this is a crucial part of containing the spread of the disease.

And we believe this is the best approach to getting us through a successful fall semester.

Jane Gatewood: You mentioned the students will have contact both with UHS and with the support networks. Wasn't there a climate and care team that was deployed to create active support for the students in isolation?

Ralph Manchester: That's right. That team is continuing its work into this fall semester.

They developed a whole host of helpful things for students who are in quarantine or isolation.

I understand they are looking at creating a virtual community of them that students can opt into during the time that they are separated from the rest of the campus.

We are really doing everything we can to make the best of a sub-optimal situation.

Jane Gatewood: You mentioned—I want to pick up on a food piece, but I think this might be a

question for either Adrienne or Sam or both of you.

Could you speak to how the University has developed resources for housing, food, and securing students and how they can access those resources either while in regular housing or while they might be in isolation or quarantine?

Adrienne Morgan: Thanks, Jane. I have not really been involved in that process. I do know that there was a hub for students in the spring for them to be able to get groceries and things delivered to them or pick up depending on what the situation was.

There is a robust infrastructure through the climate team to make sure that students had access to food and everything that they needed.

I am sure that that will be reinstated to make sure that students are very well taken care of.

Jeffrey Runner: The basic-needs hub has been ongoing, actually, throughout this whole process.

It will still be actively supporting students as they go through the fall as they come back. Thanks for bringing that up.

Jane Gatewood: Thanks. I'm sorry to direct in the wrong direction. I appreciate the follow-up. I want to ask one question just for clarification.

Dr. Manchester, can you clarify the difference between isolation and quarantine? I think a lot of times those are used interchangeably. I want to make sure we know what we're talking about.

Ralph Manchester: Sure. So, the word quarantine has an interesting history—if any of you want to spend a few minutes looking it up, I found it entertaining to learn about. But quarantine basically means separating someone from the rest of the community while that separated person does not have symptoms, but we believe is at increased risk of having the infection and becoming ill.

This is primarily a way to protect the rest of the community while we wait to see if this person who doesn't have symptoms but has been exposed to the infection is going to become ill.

Isolation refers to separating someone from the community because they do have symptoms or in some cases because they have tested positive.

In this case, we know that they are sick, one way or another. And again, we need to keep them from spreading the infection to other people.

Until we have an effective vaccine or an effective medication to treat people who are ill with COVID-19 or infected with the virus, these are essentially the only two control mechanisms we have.

So, the paradigm is to do the symptom questionnaires every day through Dr. Chat Bot and some asymptomatic testing, and do extensive, rigorous contact tracing anytime we do identify a student who is infected. Find out who they have been around and make sure those individuals are taking proper precautions, and isolate the people who are sick, quarantine those that we know have been

exposed. That is the basic formula for keeping this pandemic under control.

Jane Gatewood: Thank you. So, a follow up, if—are their communal bathrooms, then, in quarantine facilities?

Ralph Manchester: In quarantine facilities, the student will have their own bathroom.

Jane Gatewood: Private bathroom.

Ralph Manchester: Right. And the University has made arrangements with a local hotel to use for quarantine space. So that will be your typical hotel room with its own bathroom.

Jane Gatewood: In those students who would quarantine on campus either throughout the semester or early stage, those rooms all have private baths, is that correct? Jeff, that may be—

Ralph Manchester: Right. When students from the restricted states arrive in early August, they will be quarantining in Riverview, where we expect there will be a private bedroom, private bath.

Jane Gatewood: OK.

Ralph Manchester: If necessary, there is overflow hotel space for the early-arrival quarantine group as well under the same circumstances.

Jane Gatewood: OK. We have just received a question from a parent. I think it is probably for Sam. It might be for Ralph. I'm not sure.

If a student has personal health insurance and there is a statement that just went out that had health insurance billed on it, do they need to take the one that the University is offering if they already have health insurance?

Ralph Manchester: I can answer it from a UHS perspective. That is that all full-time students have to have health insurance, and it has to be health insurance that meets some basic, minimum criteria. It does not have to be the health insurance policy offered by the University.

There are lots of other health insurance plans in the country that provide adequate coverage.

Every student has to go through the waiver process. The default is that students who don't go through the waiver process will be enrolled on the University-sponsored health insurance.

But there are—every year, thousands of students go through the waiver process and have good coverage on a plan, typically through their parents. But it could be another kind of plan as well.

Jane Gatewood: Back to thinking about what campus life is going to be like for students who are not on campus, those who are online and remote—this is probably for Jeff and John. Could you speak to the type of resources that will be available for students studying remotely?

What about advising or tutoring or other ancillary supports that are very helpful and necessary for a lot of students? Can you speak to how those will be provided?

Jeffrey Runner: Sure. I can start and then John can fill in. What we did in the spring and what we continued to do over the summer is essentially develop online versions, virtual versions, of a lot of those activities.

Earlier we talked about all of our courses being designed to be able to be taken online, so that students who live remotely could still be able to get the academic enrichment. I mentioned earlier about the outside of the classroom stuff, with student life and that sort of thing, but there's all the student support-type things like advising and tutoring, and on the River Campus, the Center for Excellence in Teaching and Learning for different communities. There is the Career Center and the Office of Student Affairs and Kearns Center and International Student Engagement Office—all of these have now developed very robust virtual connection opportunities. So, students can make appointments for advisors. There's a lot more stuff online than the used to be. We were used to people coming into the office.

Now we're really set up so students can be anywhere in the world and still get the kind of support they need.

Of course, Dr. Manchester mentioned some of the—some of the—he did not mention it, but UHS actually provides quite a bit of support for students who are not actually local, in the form of telemedicine, and other kinds of mindfulness, and other kinds of activities that students from all over the place can participate in whether they're on campus or off campus. Our hope is, our real desire is, for students who make the decision that they will stay remote for whatever reason, whether it is for travel problems, whether it is concerned about traveling in this kind of environment, we really, really want to make sure the experience of those students is enriched and engaging.

We want to make sure the students interact with each other. One of the most important things is to recognize the importance of community at a college and our University and make sure that we are keeping those students connected even though they might be halfway across the globe. It is a challenge, but it is something we are working on and we really take it seriously.

John Hain: Just to say that every faculty and staff member of the University is dedicated to making sure that all of our students have a good experience thus far. Second, everything Jeff said, and tell the students out there to please be in contact with us, because if you feel that you're missing out on something or having trouble connecting to someone, please contact someone, reach out, so we can help you.

We're doing our best, but we could always do better. Please let us know if you have any challenges.

Jane Gatewood: Thanks, John. Sam, will work-study be available on campus this fall? It went on in some of the financial aid packages.

Samantha Veeder: Yeah, we did continue to award work-study on some of the financial aid packages unless we heard from the student already and confirmed that they will not be living on campus or living locally off campus. If they are staying home and studying remotely and home is too far away for an on-campus job, we didn't automatically put that in the awards the way that we

used to.

Work-study will be available. Things might look a little different. Jobs might look a little different.

But student employment is gearing up to get ready. For example, there won't be the normal job fear that we have at orientation, but we are gearing up for a launch and getting ready for students to come back to campus and work.

There will also be opportunities for students to work remotely within the United States if the job is available to them and there is a need for the work to be done and if the work can be done remotely.

Jane Gatewood: So how would students go about finding these jobs and learning if they are on campus or if they can be done remotely?

Samantha Veeder: So, they will be using the job link platform through the student employment office. And then—I don't have details at this time—student employment is working to move some of the activities around the job fair remotely to help students locate and find those opportunities. And if a student who is going to be studying remotely is interested in working and has a possibility for a job that can be done remotely, but doesn't have it in their financial aid, they should contact their financial aid counselor and they could certainly put the work-study back into their award.

Jane Gatewood: Right. Can you clarify? Financial aid is usually awarded for eight semesters. If a student withdraws or has to withdraw, is it awarded for a ninth semester? What happens to the semester in which a withdrawal occurs? How does that work?

Samantha Veeder: Well, oftentimes if a student is not going to attend for a semester, ideally, the University would know that before the first day of classes. Because once classes start, students start to incur liability for charges and they start to earn portions of their financial aid. So, if students want to take a leave of absence, for example, the best thing to do is contact us before the start of the term so we can update the record.

Then they wouldn't be using one of their semesters of financial aid and they would save that semester for finishing up at the end of their program.

Jane Gatewood: Are semesters used in full semester chunks or are they prorated so that if a student went to the first week of classes and then withdrew, would that week be deducted or would that then become a whole semester?

Samantha Veeder: There is a proration, yes. There is a point in the semester—it is at the 60 percent point—where there are no refunds of charges or aid.

If the student were to withdraw at the 60 percent point of the semester or beyond, they will have used a semester of financial aid ultimately without earning those credits and might be in a situation where they need to come back for a ninth semester. Oftentimes, when it's before the 60 percent point in, there is a proration, so depending upon the circumstances and working with the financial aid office, they may have eligibility left for the semester that they need to finish up.

Jane Gatewood: Thank you. I'm actually going to take a question, which is a little unusual for the moderator.

But I think I'm probably the one who might be able to speak to it. Jeff, you might want to fill in.

But we've gotten a question about international students. A lot of international students understandably have already booked their tickets. The question is, how do they possibly change their ticket and get here to quarantine August 1st?

I think the answer there is, with international students, the first recommendation is airlines are being very flexible in light of COVID.

My first recommendation is to contact the airline with which you booked your ticket to see if they will allow you to change without a fee and to change and arrive for the early quarantine with the University August 1st. If that is impossible, the Hyatt is an option.

The University has a basic need to assist students who need support during that time. We're going to continue to look at this.

But those are my best answers right now. But I would say that I do know that airlines have been very flexible. That would be my first recommendation.

Jeff, do you have any other pieces you would add there?

Jeffrey Runner: would just say, you know if you can get here, get here. If you can't get here by the 1st, we will try to work with you to get you quarantined and into classes and ready to go. We know how hard this has all been, with so many travel restrictions and the like. So, if you are ready to come, come on down.

Jane Gatewood: Thanks. I think we need some more clarification on the quarantine requirements and why are these required.

Why do they have to do it? Do they have to do it in Rochester? Can they do it in other places?

Who came up with this rule? Why do we have to do it?

Ralph Manchester: The rules regarding domestic students, someone who works for the governor in Albany came up with. And basically, every Monday, they review infection rates in all 50 states—well, the other 49 states—and determine which ones exceed the thresholds according to the metrics they've defined.

And as of the states this week, 31 of the states are on the restricted list. This is a New York State directive.

The University has to comply with it. It is not primarily a University policy that is driving this.

The situation for international students is slightly different, and that this is based on guidance from the Centers for Disease Control and Prevention.

But again, the University follows federal policy, and we are implementing the two quarantine requirements in exactly the same way. So we are also working with a group of peer institutions to see if any of the state regulations can be modified in a way that would make it easier to still protect the public health, but remove some—lower the height of the bar that students from restricted states have to get over in order to be here on campus.

Those are negotiations that don't have any specific timetable or in point.

Jane Gatewood: So, right now, if I am in a restricted state, I am not allowed to quarantine at home and then get tested at home, come here and prove that I did both of those things, because New York State won't allow those things.

Ralph Manchester: Right. But some students might have the option to spend their quarantine elsewhere in New York State or in one of the other non-restricted states. That would certainly meet the New York State requirement.

Jane Gatewood: So, there are other ways to meet the New York State requirement, but if you're in a restricted state you can't just quarantine at home in the restricted state?

Ralph Manchester: Correct. That is the way New York State wrote the regulation.

Jane Gatewood: To clarify, the University is lobbying to have some other options that right now we have told to New York State. Are there repercussions for not following New York State guidance?

Ralph Manchester: Yes. The fine, I believe, is up to \$2,000 for ignoring the quarantine requirement.

Anyone who flies into an airport in New York State will be met at their arrival gate and given a form to sign. And those driving into the state are expected to go online and fill out the form online.

Jane Gatewood: How would the University know that anyone quarantines? Are we asking for proof of quarantine?

Ralph Manchester: We—the plan is to let the students sign an attestation statement that quarantine was accomplished in, say, another location in New York State. We are not going to hire private investigators to go out and check on their whereabouts.

Jane Gatewood: OK. Could you describe a little bit for all of us what is quarantine? What does it mean, what is the experience, and what are the guidelines?

Ralph Manchester: Well, it does mean that you have to stay away from other people so you cannot transmit the infection to them. So, if you are in your own apartment, you are in your own apartment and you arrange for food to be delivered to you on some regular basis. If you are in a home or a shared living facility with other people, then it means you stay in your own room, you arrange to use the bathroom where no one else is in the bathroom or in the hallway between your room and the bathroom. And you arrange for food delivery, either because the people you are living with are very nice and will feed you, or you order it and it is delivered to your dwelling and one of the other people who lives in the dwelling gets it at the door and delivers it to the door of your room.

Jane Gatewood: We organized food runners and the like this last spring, did we not?

Ralph Manchester: Right. We had a residence hall set up for isolation and quarantine.

We had both a person staffing a front desk function in that building and another person who was working during meal periods to deliver the food from the front door of the building to the front door of the apartment suite room that the student was staying in.

Jane Gatewood: Thanks. When will—this will be a Jeff or John question. When will students find out, if they made a quarantine housing request, when will they find out if that has been approved?

Jeffrey Runner: That's a good question. The form just went out this morning. I know that—I'm sure a lot of students have already submitted their request. I would imagine we will start looking at that tomorrow so that we can start making some—communicate back with students who have successfully reserved a spot. Of course, once we do that, we will also start talking about logistics and timing of the actual move in and that sort of thing.

I would assume the next day or two, but I realize it is a lot of pressure to get that information sooner rather than later because of needing to make plans.

I think, John, that sounds about right from what I understand. We know right now the information is residential and they will work through the applications and come up with a list of students that were accepted.

Basically, it is a first-come, first-served, up to 600 students. We don't exactly know how many students were interested in doing this. It may be that everyone got a spot because if fewer than 600 students applied, it would not be a problem.

We will find that out very soon.

Jane Gatewood: Wonderful. This may be a Ralph question. This may be a Jeff and John question.

I'd like to know more about the masking requirements on campus.

Ralph Manchester: Sure, I can start and then Jeff and John can say more in particular more about the various parts of campus.

We are following CDC and New York State guidance on masking and social distancing.

The basic rule is everyone stays 6 feet apart. When inside or when it is not possible to stay 6 feet apart outside, you wear a mask or face covering unless you are alone in a room.

Jane Gatewood: John, you were about to say something?

John Hain: Yeah, I was going to follow-up on that, specifically at Eastman, because I know a lot of our musicians have questions about masks. So, I would say our expectation is that everyone will follow the guidelines Dr. Manchester just set forth.

If you are a violinist, you wear your mask while you play violin. Your teacher will wear a mask while teaching to play violin.

If you play an instrument where you can't wear a mask because you have to put the instrument in your mouth, the expectation is you will maintain the proper physical distance and that you will have the mask on, you take it off, you play.

As soon as you are done playing, you put the mask back on. Specifically, for singers, we know that is an area of great concern. We are planning to really increase the physical distancing. I believe it is 15 feet between singers. Dr. Manchester is nodding his head.

And I know it will vary depending on the situation we are seeing. But I know that for example, Professor Miner, who leads our choirs, is planning on the students wearing masks while singing in choir. The voice teachers, however, are I think for the most part planning on teaching where the students wouldn't have their mask on so you could see the mouth and how everything is working. And then I know the opera department also has plans for no mask wearing but very great physical distancing so it is not a concern.

Jane Gatewood: Thank you. Sounds like there's going to be a lot of requirements in various parameters for students and for the entire community this fall. Is there going to be any sort of pledge or other compact that students have to engage in to be on campus?

Jeffrey Runner: Yeah. We have been working on that. We call it a commitment, not a pledge. We're asking students to read and agree to it.

It basically outlines a lot of what we have just been talking about, the changes taking place to ensure the health of our students, staff, and faculty, including, as mentioned earlier, the use of masks, social distancing, cleaning and other protocols, the use of Dr. Chat Bot daily for anyone coming to campus, and just all of the other things that we should all be doing to maintain a healthy and safe campus.

We are all part of the U of R community. We all should agree that we're going to do these things as part of that community.

Jane Gatewood: When will students receive that commitment? When will they have to sign it?

Jeffrey Runner: So, there's no—well, John and I were in a meeting earlier about the question of whether it was going to be a signing, but we actually were not planning on having people sign it. We were thinking of it being sort of like the vision and values.

We have a set of values that the University—that you agree you're going to abide by as being part of the University of Rochester community.

This set of commitments is essentially like that but is very specific to the COVID situation. There is a really nice mockup ready to go.

I believe it's getting ready to be distributed very soon to students, possibly even in the next couple

of days.

We saw a nice version of it today. A bunch of students from across the University weighed in on it and had a lot of some positive feedback.

But otherwise, it is pretty much ready to go. One of the interesting things is we have shared it with the faculty senate and we shared it with the Genesee Council, which is a staff group and with—to encourage them to think about putting something together similarly for faculty and staff with the idea that they are also part of this community and they should also be committing to live within these—these new requirements.

Jane Gatewood: So, what are the implications if someone doesn't abide by these commitments? If they are going to be part of campus, is the expectation that if they're not going to abide by these commitments, they should not return to campus?

Or if they're in potential jeopardy of losing that luxury to be on campus if they don't abide?

Jeffrey Runner: Our students are very smart. They will learn what the expectations of them are.

They will also help—we are trying not to have this be something like a punitive type of thing.

This is something we're all as a community expecting of each other to do these things. And if someone isn't masked in the right situation, what any of us—and we shouldn't be expecting some authority necessarily to step in—any of us should feel comfortable saying, you know what, in our community, we all agreed we're going to wear masks.

Now this does come up—you know, faculty have asked, well, what if a student doesn't wear a mask? We're going to have methods to—after a, if a reminder doesn't do any, have the right effect, there will be ways of escalating. But we really want to use these as educational opportunities.

Because that's really what we are, an educational institution.

The Code of Conduct—so there has been discussion of how to build into our current Code of Conduct ways of ensuring if students don't follow these guidelines, which are really important for the health of our community, the Code of Conduct is being adjusted with specific recognition of what's happening now and this fall with the health and safety.

Because this is very serious, there can be serious consequences, including for students living on campus essentially to be removed from campus, for students who are up to and including—I don't want suspension.

It could get to that if we get a case where students are just not abiding by these rules. These rules are set up for the safety of the community. It is really important that we all follow them.

Jane Gatewood: Thank you. I'm going to circle back to Adrienne, if I can. There have been a lot of stressors for students and for everyone in the last several months. There have been a lot of Rochester rallies and protests.

That, layered with COVID—the tensions are high and there's a lot of stress for everyone.

I am wondering if you can speak to how does the University think about this particular time and think about supporting students either through this incredibly stressful period? Are there any comments or framing and that you could offer?

Adrienne Morgan: This is a very interesting time to be a college student. Not only are you limited to a pandemic, you are also living through what has really become a movement within our society around racial justice and what does that mean, what kind of campus do we want to be? In our conversation with students, we find that our students really want this to be a safe, healthy environment where everybody thrives, where we take an antiracist policy and stance on how we conduct ourselves, how our curriculum is delivered, how we treat each other.

So, this is just such an interesting time. We've made sure that as students come back, we're ensuring that they understand our harassment and discrimination policies and that faculty and staff are undergoing harassment and discrimination training, which makes it a much more healthy environment. So, we're very excited about that. Some of the other initiatives we have around mentorship for students to be able to connect with alumni, and to be able to live in these virtual spaces and be able to still be connected.

I know it seems like, ugh, what are things going to look like? This doesn't seem like it's going to be a lot of fun. But we can still be respectful and still get our point across regardless of that fact that we have to social distance and wear a mask.

It's all going to be OK. I just encourage parents to support their students, their children; they're going to be great.

Everyone here at the University is committed to the safety and welfare of your children. We're very excited to have them back and look forward to working with them again on campus.

Jane Gatewood: Thanks, Adrienne.

John Hain: Jane, I think we should just take a minute there, that's the perfect segue to plug the Care Network, which is up and running and continues to run. So as always, students should feel free to submit care reports and parents can utilize that service, too, so that we can make sure everybody is connected and safe.

Jane Gatewood: Great. We're almost out of time. Are there any comments that any of our speakers would like to make just in closing?

Jeffrey Runner: I would just like to say we're really excited to have students coming back. You know, we enjoyed answering the questions.

There are many more questions. Please keep your eye on the Restart web page because as we have more answers, we will be posting those answers.

Things are moving so fast. Every day, it seems like there are new questions and we try to think of new answers.

But we are really excited to have the students come back, and I second what Adrienne said about our excitement and how we are here to really help the students be successful.

Jane Gatewood: Thanks, Jeff. I want to thank all of our panelists. I know there have been a lot of questions answered, but I do know that we have had over 1,000 questions asked. And we will be working in the next several days to get answers to those.

I would encourage everyone to keep active monitoring of the Rochester Restart website and all of our social media accounts.

Please continue to read all communications that the University pushes out. I know that there is a lot of information coming at you. I know there's a lot of information out there. It is a very dynamic and fluid situation.

We are doing everything we can to get the most accurate and correct information out as quickly as we can. If you have questions, please don't hesitate to ask them. We will also be putting up FAQs as we have answers. Again, thank you all. Thank you for your attention and for your attendance.

Please be safe, be well and be healthy and we look forward to seeing you in—very soon. Thanks everybody. Goodnight.