

Here are the answers to the questions we were not able to answer during our July 15 Division Meeting.

Q. What distinguishes the process for an employee requesting to work remotely for COVID-related health concerns outlined in the recent COVID Bridge training (part II) versus the process referenced in Monday's "information regarding supporting DSA staff in their return to campus work - A Message from the Vice President for Student Affairs" from DSA Communications? What does an employee need to do to return to remote work for COVID-related health concerns?

A. If you have health-related concerns, please reach out to Human Resources at 940-565-2281 or AskHR@untsystem.edu to discuss available leave options.

Q. As an employee I'm making a request for the University to be more transparent about the reporting of COVID-19 cases on campus. I do understand privacy concerns, but would it be possible to just get weekly numbers for staff to make the best decisions for themselves and their families regarding working arrangements and safety.

A. In an effort to protect the privacy of our students, faculty, and staff, we will not send messages out to the community for every positive case. Our contact tracers will conduct a thorough investigation with each person referred to them to make sure the appropriate individuals are contacted when any case is brought forward.

Q. Have the advisory groups reached out to UNT marginalized communities, such as POC and disabled individuals, in making these plans?

A. Yes. All advisory groups have worked with a wide-range of individuals while planning for the safest opening.

Q. What does concierge retention mean?

A. It means giving students a point person to help guide them through their first semester. This can be tough in and of itself, but the added layer of a student not living on-campus and taking all of their classes online is an additional challenge. We hope to reach out to these students on a weekly basis via e-mail and by phone monthly to make sure they know resources available to them, but also help them build a connection to UNT.

Q. Will the seating charts be accessible to blind students? Will they work with the ODA for students who have accommodations of preferential seating, etc.?

A. ODA and Academic Affairs will be working together to ensure that all students receive the necessary accommodations they need to ensure their academic success.

Q. Are there going to be more flexible due dates or help for students with learning disabilities that make learning remotely particularly difficult.

A. All students should work with the Office of Disability Access for any needed accommodations. ODA and instructors will work together to be sure each students' particular accommodations are met.

Q. Are the e-ride hours adjusted for the extended class hours?

A. E-ride is available in the evenings after the buses have stopped running.

Q. How are you teaching instructors how to use the remote technology? I think a lot of instructors/profs will struggle with the virtual technology.

A. Faculty have taken a range of professional development courses this summer to help them be prepared for the fall semester. This includes courses such as Preparing for Remote Instruction and Engagement in the Socially Distanced Classroom.

Q. Are there reduced amount of students in housing anticipated in fall or the same 6,800?

A. Housing is anticipating around 6,300 residents this fall.

Q. What is a base year?

A. A base year is the time period used to collect semester credit or contact hours that are used in allocating the funding for higher education. It is a 12-month period of time that ends in the term that the legislature is convened in a regular session.

Q. Will you allow other offices to help with recruitment that you have not allowed in the past?

A. While we know that all of our offices impact enrollment and yield for the University, not all are actively engaged in recruitment efforts. Please reach out to your supervisor for more guidance on your question.

Q. Is there a form that can be created for us to request trainings by the DSA Diversity Council for our department about how to be that trusted adult for our students to have these conversations with?

A. This suggestion has been shared with the Diversity Council.

Q. Does the strategic plan for diversity include LGBTQIA and people with disabilities?

A. Yes, the strategic plan item addressing diversity, equity, and inclusion is inclusive of LGBTQIAA individuals and individuals with disabilities, as well as socio-economic status, religion, country of origin, etc. The strategic plan draft currently has 2 goals that address diversity, equity, and inclusion:

- Cultivate an environment that embodies respect and awareness of diverse communities through the support of cultures, abilities, identities, and ideological thought.
- Encourage professional growth and advancement by recruiting, developing, and retaining diverse and qualified staff at all levels.

There is a challenge in ensuring that these identifies are representative within the division as the institution does not collect data regarding sexual orientation and restricts gender to a binary option.

However, the action items we plan to take as part of our strategic initiatives are not limited to specific identities, but rather ensure that we are addressing oppression in its many forms.