

Faculty Staff Town Hall
Thursday, July 16, 4pm

Jo Ann Brasington: Good afternoon and welcome to this virtual town hall to answer questions about back to college plans. I'm Jo Ann Brasington, your host and moderator. This event is supported by the marketing and communications team and Kaye Foster, who is the co-host and technical specialist. Joining us are our panelists: Dr. Nayef Samhat, President, Dr. Mike Sosulski, Provost, Roberta Hurley Bigger, Dean of Students and Chris Gardner, Chief Financial Officer. We will begin with opening remarks from President Samhat, followed by pre-submitted questions. We have a lot of questions, and if we have time, we will take five questions. Please use the Q&A feature at the bottom of your Zoom screen. This will last no more than about 45 minutes. If you cannot stay for the entire time, we will post a recording and transcript at Wofford.edu/coronavirus under the town hall tab. Let's begin.

Nayef Samhat: Well, I hope you can hear me and want to thank everyone for being here and for joining us for this town hall. I know we're watching the statistics every day and reading public health reports every day and debating the rewards and consequences of reopening in the fall. I want you to know we're looking at getting feedback from students, families, staff, faculty, trustees, medical professionals and public health officials in our community and in the state. We're getting lots of information every day. And what we know is that the facts often change, and opinions change as well. What I can tell you is that the health and safety of our community is paramount. And that is, for many, attached to employment, frankly. And as we face these difficult decisions, I want you to be reassured that whatever direction we move, we are guided by the health and safety of the campus community. I can tell you that, or, if you were to ask, do we definitely move or return to campus in the fall, I could not give you an answer. I hope we can, and we will continue to monitor the spread of the pandemic and looking at the curve of new cases, public health directives and guidance and capacity at Spartanburg Regional Medical Center. Trying to understand new treatments and therapies and looking at decisions of colleges and universities across the country, in particular those that happen to be quite nearby. So, as we look forward to the fall, I just want you to know how much I appreciate the students, and faculty and staff who are leading us down the path to return. I know whatever we might decide, it takes an enormous commitment on the part of everyone to adapt to whatever possibility may be before us. So, your time and energy to planning for the return to campus in a much safer community is greatly appreciated. So, I advise you to keep checking Wofford Together on our website and know that we will keep updating you both by email and on that website. So, I appreciate all your time and energy and commitment and let's begin.

Jo Ann Brasington: Alright, the first question. This is for Roberta. How is Wofford planning to ensure that people do a daily health check, and that they don't come to class sick?

Roberta Bigger: Thanks Jo Ann. We will ask all students, faculty and staff to take personal responsibility in performing daily health checks. Therefore, they will be asked to check-in through our medical patient portal. Those who are symptom free will see a green light, after they check-in and they are free to report to class or their office. People reporting symptoms or

those who do not check-in will receive a red light. The Wellness Center will monitor these daily reports.

Jo Ann Brasington: Are there any plans to have faculty and student tested for COVID-19 and/or antibodies before returning to campus this fall. Nayef.

Nayef Samhat: Well, thus far, the CDC and the South Carolina Department of Health and Environmental Control do not currently recommend universal testing of students, faculty and staff as a return to campus. But we are watching carefully these recommendations in the event they might change. We're also considering options on testing. And, in fact, we will be meeting with local health authorities at Spartanburg Regional as well in the coming week to two weeks, to discuss testing regiments and support for our efforts in that regard.

Jo Ann Brasington: I just want to add that we have gotten lots of specific questions about testing and although we can't answer them now, beyond what Nayef has just explained. The working group, though, I've shared all of those questions with the working group. So, they have them and should the plan include testing the concerns you have will be shared and have been shared and will be addressed.

Jo Ann Brasington: What's the plan for food service during the fall? Will faculty and staff be allowed to eat in Burwell? What is AVI doing to keep dining options safe during COVID-19? Chris Gardner.

Chris Gardner: Thanks Jo Ann. That's a good question. So, first, I'll address what AVI is doing. Again, I'll stress that this is similar to what we saw in the last couple of weeks we were on campus in March, but we're spacing out seating. We're increasing the number of carry-out options. There'll be no self-service food in any of our dining halls, including Burwell, to reduce the risk of transmission of disease. And, of course, we'll have a spacing marked throughout the dining halls to make sure we maintain appropriate social distance. As to the question of whether faculty and staff will be allowed to eat in Burwell, I think the answer to that will be yes. Burwell will be undergoing renovations when people are back on campus in the fall. And, as a result, I suspect that that will not be the most convenient dining experience for all of us, faculty and staff, and so that may factor into decisions about where you choose to eat and we certainly want to maintain its ability to serve students as best we can.

Jo Ann Brasington: Given the current upward trend in COVID-19 infection numbers, the days-long lag between getting tested and receiving test results, as well as the need to quarantine when students or faculty are exposed or symptomatic, should faculty prioritize preparing for an entire semester of remote learning? In other words, should faculty view any in-person instruction that we are able to do as a bonus, rather than a primary component of our fall semester plans. Mike.

Mike Sosulski: Thanks, Jo Ann, yeah, that's a great question, and I wish that I had a definitive answer to what the fall will look like. And we know that the question will ultimately be

answered by what the pandemic does and how it chooses to move. I think the best advice that I can give anyone at this point is that we have to be as flexible as we can in our thinking about how we will teach in the fall. This means that we've been thinking a lot about hybrid models of teaching and I want to call attention to the fact that the Center for Innovation and Learning, led by Dr. Anne Catlla has been offering this month some really terrific workshops and discussions about that subject. I really want to encourage everyone who possibly can to participate in those development opportunities because we made a switch in the spring that was, in terms of our instruction modality that was mandated by conditions as we saw them and everyone did a really admirable job I think of making that switch. We do have the advantage of planning time right now and some professional development opportunities that takes our thinking a little bit further than what we were able to do in the spring and I really wish everyone would take advantage of that because we really don't know what teaching and learning will look like in the fall. It could be fully in-person and we're planning for that to happen. It could be partially remote. It could be hybrid and as Nayef indicated earlier, we're watching the situation very, very carefully in terms of the epidemiology and the health and safety guidelines that we need to pursue and there is a chance that we might not have any in-person teaching. We just don't know right now. So, I would say the watchword needs to be flexibility. And, s, in order to do that, please learn as much as you can about this hybrid model work with the CIL, if you can, and let's try to be prepared and as flexible as we can possibly can because there will be multiple scenarios that are possible.

Jo Ann Brasington: The Wofford Together website states travel restrictions remain in place and will be reviewed regularly. Only essential business travel should be permitted. CDC travel advisories will be followed for additional guidance. Is this for college-related travel or personal travel? What should happen if there's a person obligation to fly within the US or outside the US? Chris.

Chris Gardner: Sure. So, I think that that language is designed, is meant to address primarily business travel and we are still restricting travel for Wofford purposes. And you should consult with your VP if you're planning to travel for Wofford purposes. As far as personal travel goes, it may be appropriated, depending on where you're traveling to or from, to quarantine or isolate after that travel, but that's going to depend on facts and circumstances. And I think our colleagues in the Wellness Center and other can advise on personal travel if that's something you'd like additional support in making those decisions.

Jo Ann Brasington: Can we have a quick follow-up on that? Does this travel restriction include athletic events? We have as many as 80 students leaving the state for these events.

Chris Gardner: At this time, we don't have any athletic travel going on. If indeed we begin athletic travel, certainly that would suggest that other travel may also be appropriate. But at this point, we don't have any athletic travel going, which is why we also shouldn't have any significant Wofford business travel as well.

Jo Ann Brasington: All right, does Wofford's plan address the problem of silent spreaders or even intentional spreaders? Nayef.

Nayef Samhat: Well, our plan is to follow the core guidelines of social distancing, wear masks, if you're not feeling well stay home. Our expectation is that everyone on campus will wear masks, certainly indoors and maintain physical distance and practice strict hand hygiene. We have lots of supplies distributed all over campus to ensure all of these things. They've been proven to limit the spread of the virus and new studies indicate that the use of masks makes the effects of COVID-19 less severe because people are taking in less of the virus. So, it is important that everyone wear masks. I would expect us to mandate masks in the classroom and other enclosed spaces. Not expect, we will. And I'm happy to say that students themselves are mobilizing to educate and encourage their peers to follow college guidelines and wear masks to keep our community safe. So, I think it's a great step for our student to be taking a lead in encouraging the expectations among their peers to wear masks as well.

Jo Ann Brasington: Nayef, this one's also for you. If students do return to campus as planned, what metric would trigger a shutdown of campus or an end to in-person classes?

Nayef Samhat: Well, here again, we will continue to closely monitor the data from various public health and professional and government agencies through the fall semester. And as well, track events on our campus. I think some of the data that will shape decisions are of course reported cases, the severity of cases, the capacity of Spartanburg Regional and other local hospitals fatality rates, all of that is important to gather and understand. I would also say that we actually have a later start to the fall semester than many other colleges and universities around the nation, certainly here in our region and state. So that gives us an opportunity actually a little bit more time to see how other institutions are doing and what patterns are developing in those institutions, which can help guide us as we make a decision.

Jo Ann Brasington: What are the financial impacts of not opening in the fall? A lot of people are talking about this question as solely about health and safety or solely about finances, but it's a question of both. Nayef.

Nayef Samhat: Yes, that's a very important question. It is indeed a question of both and then in answering it, the first thing I want to say is that our goal is to ensure the safety, health and wellness of every staff, faculty, coach and student on campus. That is our priority. But there are financial consequences if we decide to go remote instruction or interrupt the term and send students home and those consequences are significant. They will have a material impact on the institution and the lives of the people on our campus. And we have already seen some of these cautionary approaches. CFO Chris Gardner sent out a memo about maintaining flat budgets for the time being. I sent a message to the campus community about delaying any compensation pool increases until January 1. And those are initial steps taken out of caution. But there will be expense reductions, furloughs, layoffs, compensation reductions that touch every part of campus if we're not back on campus instructing students and that is simply in order to preserve the long-term viability of the institution. Chris, you might want to comment on that as well.

Chris Gardner: Yeah, I want to go into maybe a little bit of detail. Actually, you know to the extent that I've been able to communicate with over the last couple of months, I think I've been fairly consistently optimistic about our financial prospects. But I will say that that optimism was fueled mainly by the belief that we would be able to return to campus instruction in the fall. So far, we really have weathered this storm effectively as we closed out the last fiscal year, we did a great job of managing our finances, even though we had a significant refund of room and board. I just want to, again, just to kind of set the context about 77% of our total operating budget comes from net student revenue. So that's the revenue we received after we awarded financial aid. And then about 16% of our total budget is from room and board. So, if we're not on campus in the fall and we're not able to collect room and board revenue, we're going to be 6 to 7% down off of our budgeted revenue goal. And that translates to somewhere in the neighborhood of five to six million dollars. The truth is that the steps that we've taken over the last three to four months really allow us to manage that level of disruption reasonably effectively. We will see lower utilities costs. We've already talked about delaying raises, we've talked about delaying new budget expense additions. We will see lower food service costs, of course, if we're not serving a full campus. And some other expense reductions we will see. And so, we can manage that level of disruption. I think the area that provides concern is twofold. The first, as I talked about is that 77% of our revenues are coming from student revenues and only 16% from room and board, that tells you about 60% are coming from tuition. And so, if we see pressure to discount tuition because of the different mode of instruction, that will have a greater impact beyond what I've already talked about. And then the greatest risk, I think, to the institution is that by changing the mode of instruction, we change how many students choose to be enrolled, either in the fall semester or for the entire academic year because they choose to opt-out of that type of instruction. And so, if those trends materialize, that's when we'll have to look at some of the more drastic measure that Nayef is talking about that would include significant budget reductions in certain areas.

Jo Ann Brasington: What's the plan for contact tracing? Roberta.

Roberta Bigger: The college is looking at several apps that track contact tracing so we can notify students, faculty or staff if they've been in proximity to someone who has tested positive or has been exposed to the coronavirus. The working group, which is chaired by Dan Deter is consulting everyday with the staff in the Wellness Center as they continue to investigate which app will be best for the Wofford community.

Jo Ann Brasington: How will faculty be notified about who should and should not attend their classes? What do we do if someone refuses to wear a mask or if someone comes to class with symptoms? Mike.

Mike Sosulski: Right, so that kind of two separate questions there. On the first question, I will tell you, we are still working on it. We don't have a definitive answer to that yet. That's a question that the working group is going to provide their advice on, so we'll be in touch with that. But we, I will assure you that we will have a good solid, reliable way to communicate to

faculty that information. That's going to be essential. The second question about how we respond if we have students who don't comply with the guidelines that we've set out. So, first of all, as faculty members, and I would also add as supervisors in staff areas, you have the ability to set expectations and enforce them. And my office will back you up on that. So, you know, students will have to essentially commit to the pledge that is on the Wofford Together website and if they are not abiding by those principles, including mask wearing, then we'll have ways to enforce that. And you, certainly as a faculty member, for example, have the ability to like I said mandate certain behaviors in our classroom, and you need to make those expectations very clear in your syllabus and verbally as well at the beginning of the term.

Jo Ann Brasington:

We have a question that's kind of a follow up to that, that just popped up. Could there be a starfish flag for students who do not comply, so that are running record of compliance can be tracked

Mike Sosulski

I think there is actually so I haven't seen the starfish flag myself yet, but I understand that we do have one in place and that a flag can be raised about a student not being compliant and so We'll get more information about that and make sure that that again is communicated to you in a timely way.

Jo Ann Brasington:

Mike this one's also for you. What kind of flexibility/autonomy do instructors and/or departments have to determine meeting modality, according to the demands of pedagogies appropriate to their disciplines and departments, i.e., in non-lecture classes?

Mike Sosulski

Right. So, we've always stressed flexibility and I think that disciplinary your different academic departments and different academic disciplines need to teach in different kinds of ways, based upon what their learning goals are, what the learning outcomes are that are expected and the kinds of techniques that are kind of at home in each department and discipline. So, so of course we want to be flexible in that regard. Just as a standard position. I also want to say, though, that because of the pandemic and the special circumstances that we're faced with right now, we really do want to think a little bit beyond the traditional boundaries that have kind of bounded our thinking about pedagogies. So, we know we're going to have to avail ourselves of specific tools. We're very likely, while we may be likely to need to return to some remote instruction at some point in time, we need to at least be prepared to do so. And that's why I want to return to this notion of hybrid and online techniques that the Center for Innovation and Learning is really focusing our attention on right now as instructors, it's going to be important to have a thorough understanding of what the tools are that are available to you. And I think it's also important to recognize that it's a real opportunity to adopt some techniques that perhaps we haven't used before. I've heard from lots of faculty actually that everyone wishes that this had never happened, of course, but they have learned some things along the way and

the things that will stay with them that they have found useful. So, I think flexibility is called for here and I would just ask that please stay in touch with my office. Let me know how you're planning to approach things so that we can stay coordinated and get you the support that you need, as you approach things. The last thing I would say is I think it's clear that from our experience in the spring, if we learned anything at all, it's that it's not going to work particularly well if we just tried to do what we have always done with our teaching in a synchronous or live online format. Adjustments are necessary and we've learned a lot of lessons and this is what is being discussed in the CIL programming right now and we'll continue to talk about those things.

Jo Ann Brasington: If a student gets coated 19. What's the plan for isolation? What's the plan for continuing their studies? In turn, what happens if a faculty member contracts? How should academic departments prepare for this? Let's start with Roberta and then we'll move to Mike on this one.

Roberta Bigger: Okay. Students who test positive will be required to return home. If it's not possible for them to return home, they will be placed in isolation in the new apartments in our North Side building. Quarantine and isolation decisions will be based on contact tracing and living units.

Mike Sosulski: Right. And let me follow up on that and to say that, needless to say, I mean, as faculty members, we're going to have to be prepared to help students manage their academic work, if they become ill. That's obvious. That's why it says in the Wofford Together plan that we should be prepared to have some content of our courses online and deliverable in a remote fashion so that we can handle it in the case that a student becomes ill. In the case where a faculty member becomes ill, then I also think that two things are advisable here. Number one, it's really good to give some thought to who might be able to fill in for you if necessary. Is there is there someone in your department, who might be able to back you up in that event and who could you back up, if that were necessary. The other thing I would be thinking about as well is what can I do asynchronously with my course if illness is a problem for me. And how can we manage that it like I say, in an asynchronous format so that we can get through that period. We've always been terrific as a faculty in terms of picking each other up when we have had when we've had life events happen and I know we will be able to do something like that again. I know we can count on each other. It's one of the great strengths of our community.

Jo Ann Brasington: There is evidence that COVID-19 infections could lead to long-term negative effects on health and medical studies are demonstrating increasing number of complications, even in non-hospitalized patients. How is the college monitoring and assessing these ongoing changes and medical knowledge and how will they lead to changes in policy in the weeks and months to come to ensure their communities health is top priority? Nayef.

Nayef Samhat: Thanks, Joanne. I can tell you the staff and the Wellness Center have been working long hard on monitoring development as it relates to COVID-19 infections, and the variety of possible negative effects on health across age groups and across time. So, they

continue to, they will monitor, they are working with colleagues at Spartanburg Regional Medical Center, reviewing data and will continue to do so as more knowledge and information evolve. Then we'll make decisions based on what they're learning. But, one thing to be certain about is that the health and wellness of the community is our top priority.

Jo Ann Brasington: I've heard that there's a housing shortage due to the Study Abroad students who are now staying on campus. What is the college's housing/parking plan? Roberta.

Roberta Bigger

Thank you, I love to talk about parking. A few weeks ago, I sent an email to all students and reminded them that as we look to bring everyone back to campus that they're going to have personal responsibilities that they haven't had in the past to live on campus. And in light of those the new procedures and policies we'll have, in the email it said to students, if you would like to reconsider your residential status and change from residential to commuting please know that we will waive what we had historically done with requests for students to live off campus because we know that developmentally it's, you know, a great situation when they can live on campus. But this year as everyone I think on this call town hall knows we are bringing in one of our largest and strongest academic classes, we have the students who study abroad programs were cancelled and we have extremely high retention and so we do not have capacity on campus to create single rooms like some of the other colleges in our region have. And so, you know, students move off campus that may give us some flexibility.

But that will that will be an individual decision. We're not going to tell students they cannot be a residential student. We do have a waiting list for students who want to live on campus.

Dean Lemere working with those students every day. So housing is constantly changing.

But we are very excited that we have a this positive, just like we did last year, very positive situation with request for living on campus. And I'm going to kind of toss the ball to Chris because we're not, unlike last year, we're not going to offer an incentive for students to move off campus. The students who are on the waiting list or at the same time as they wait looking for off campus housing options that they can consider and Chris if you saw the question in the Q & A box, there's a question about how if some students do change their residential status or for large number did, how would this affect us financially.

Chris Gardner: Yeah, I didn't see that question, Roberta. And I think it's a good one. Um, I think the, the reality is from the type of institution we are and the availability of housing supply in Spartanburg, the likelihood that enough students would move off campus to really have a significant financial impact on Wofford is fairly low. I don't think that's an overly concerning scenario for us out of the possibilities that exist.

Jo Ann Brasington: Is Wofford lobbying our representatives to get testing and contact tracing figured out, and to provide support so that we can open in a safe environment in the fall? Is Wofford a part of any regional our state discussions to this?

Nayef Samhat: Absolutely. We are our South Carolina Independent Colleges and Universities group is working here in the state networking with the National Association of Independent

Colleges and Universities and the American Council for Education (ACE), all of whom are active up on Capitol Hill and in the State House in order to position higher education in a favorable way as what might be a new CARES ACT package is formulated and we would expect some of that to, you know, more resources than we had before, given the circumstances across higher education if institutions have to close down and go to remote. But indeed, we are part of those conversations at the state and national level.

Jo Ann Brasington: Is there a plan to move classrooms outdoors, for instance, setting up large tents on the baseball field or using larger facilities such as auditoriums and athletic spaces for classes? Mike.

Mike Sosulski: Right, Joanne. It's a really great question, and I can tell you that we are absolutely considering all the options. The planning group that working group that we've been talking about that's been working all summer long. They have subgroups and one of these groups is carefully looking at all current instructional spaces, but all other spaces on campus that might be converted to instructional spaces so they're just about finished with that survey of our campus and we will have some good information moving forward about what's really available to us moving forward. And we'll be sharing that in the coming weeks.

Jo Ann Brasington: Okay, that was our last pre-submitted question, but we have a few others. And this one. If a two-day event, commencement, has been cancelled, what indicators are there that a 100-day event, the semester, should continue as planned, and I think Roberta Bigger has said, she answered this one.

Roberta Bigger: Okay. And then if Mike wants to add anything. When the cabinet looked at this, we decided that, as things were escalating in South Carolina, that it would not be wise or healthy of us to bring back the senior class in you know and have a large group gathering. The diplomas had already been mailed to the seniors, because we weren't sure what the situation was going to be and so now Jennifer Allison and her great staff are working on a plan to mail the students diplomas covers to them. If they want a college Bible or the other book that they have a choice of on commencement day. And so, we just thought that in the because we're not going to be allowing other extremely large group gatherings in the fall semester that it would not be appropriate to start three days before our first-year class came into have had this large group gathering. So, we thought on every single level that it was the right thing to do. And Mike. I don't know if you have anything to add to that.

Mike Sosulski: No, I just want to second all that. I think that's that describes it pretty well I guess I would also say though that you know the nature of commencement as it had been planned is quite different in many respects, then the kinds of activities that were expecting to pursue during the course of a regular on campus semester in the fall. For one thing as you mentioned, Roberta. It's a really large indoor event, you know, we would be estimating maybe up to 700 or 800 attendees and so that it just didn't make sense from that perspective. You mentioned also the proximity to the start of the year and the fact that it would be bringing so many travelers from all lot of different places. And I guess the third thing I would say about it

that makes it quite a different type of event than what's happening in the fall during a routine semester is that it's an event that would be bringing a lot of folks to campus usually for quite a joyful thing. But the fact is we have policies in place on campus that apply to students and we have kind of a, you know, set up a contractual relationship and understanding with students that there are behavioral norms that need to be observed and that there are consequences if they don't. We do not have that arrangement with their families to the same degree. And so, you know, we have meaningful relationships with students that help us sort of control behavior and in certain ways that we wouldn't be able to have with a very large gathering so all of the things that Roberta said, combined with this, I think just added up to making it make the most sense to not do it. Even though everybody was really sad to not be able to celebrate the class of 2020

Jo Ann Brasington: And we have another question. Will there be repercussions for faculty and staff who refuse to wear face masks? I know that's complicated because some faculty can't really wear face mask, because like faculty in the languages. Isn't that correct, Mike?

Mike Sosulski: Well ,yeah, I mean, so, I mean, the way I would answer this is that, you know, we're going to try to always be understanding and flexible and, in the degree, that we possibly can be. But just like in any employment situation you know we have remedies available to us if people don't want to abide by the norms of the institution and it would be the, you know, from my perspective, it would be the constructive educational conversation, followed by, you know, other kinds of things. If, if we had people who are truly non-compliant.

Jo Ann Brasington: Right. Another question. What is the current status for students who normally move in early like athletes, RA staff? Roberta.

Roberta Bigger: Well, some of you who know me know that I'm a great fan of all our student athletic teams. And so, we are just waiting word from I believe the Southern Conference and the NCAA about our fall sports seasons. If they are allowed to move forward, we do have a plan to bring back the teams on a step-by-step basis and then other programs that may happen on campus pre-season programs are working have registered with Dean Lemere and the residence life office to make sure that they have permission if we are coming back to come in on a staggered basis for their program. Residence life, Orientation staff, the Bonner scholars, the Gateway scholars, different programs like that who usually have a preseason session are, you know, work with our offices to get that scheduled

Jo Ann Brasington: Right. Will we have greater flexibility for faculty and staff members who might need to care for family members are others during the situation? For example, if you have two young children who might not return to school in the fall. Nayef.

Nayef Samhat: You know, I think we have to maximize flexibility under the circumstances of recognizing that we all have responsibilities on campus and to the students. So, I think it's a case by case matter on the academic side working with the Provost Office and on the staff side

working with managers to ensure that we are accommodating and flexible, but also were able to carry out the kinds of responsibilities to the students that we are all here for.

Jo Ann Brasington: Has there been any discussion on being able to open windows in order to foster greater air circulation in classrooms? Chris, you're in charge of facilities. So how about opening those windows?

Chris Gardner: Certainly. You know we have a variety of windows across campus. We have not made an attempt to change the windows that are already there. If there are windows in the classroom that are operable on the space where you're where you're currently active or teaching, you're welcome to operate those windows that are operable. I will say that, you know, our HVAC systems are designed to support the operation of the building with the windows closed. And so, if you, again, I'm not suggesting that you can't open those windows, if that makes you or your students feel more comfortable. But you should understand that there may be the environment then in those classrooms may not be to the same level of comfort as they might otherwise be and especially in terms of sort of humidity and moisture levels.

Jo Ann Brasington: Right, we have one last question, and I'm going to answer it, because it's also what I just put in the chat. As a parent of a Sewanee student, I received plans for their semester, and they make it clear that a mandate exists for the wearing of mask and other core behaviors. Are we, similarly, informing parents and their students that all must comply? Yes. Dean Bigger has sent out a message, explaining that. And it's also on the Wofford Together website that's <https://www.wofford.edu/wofford-together> and that is being updated as new information comes about. So, if you will, you know, check that website, you will find out more. I am really sorry we can't take any more questions now, but if for some reason your questions didn't get answered, I do not mind you emailing me directly, and I will try to get clarification for you. This is our event for today, a recording and a transcript will be at the [wofford.edu](http://www.wofford.edu) coronavirus tab under the town hall icon. Thanks everybody.