**Questions from Q&A and Chat not addressed during Town Hall**

Configuring classrooms and capacity:

* My class depends on (a) guest lectures, and (b) multiple, small in-class discussion groups. The guidance I seek will need to address biosafety issues—with respect to safety for guests and safety for discussion groups.
* When will we know how many students can safely be put into our classes? This has major implications for what type of class we can even host.
* Will class times be changed to account for cleaning between classes? (Or will class times be decreased?)
* Are there revised classroom capacity numbers that incorporate social distancing (Faculty were calculating this based on square feet, which does not account for configurations)?
* Will F&M publish their 'best practice' for safety in teaching spaces?
* And how will we know
* What are the HR consequences if these recommendations are not followed?
* What can faculty do if students are not wearing masks inside and what are the specific consequences the students will face?

Airflow and ventilation:

* I will be teaching 9 students in a Shantz basement Foods Lab for 3 hours twice a week. The ventilation is not great in this space. The space is approximately 30 feet by 15 feet. Is this safe for the students? What can I do to make this safer for all?
* Is the 30 feet by 15 feet room above safe for a 60 year old? Is it safe for an African American? Is it safe for an Navajo?
* I don't think the question about whether breezes inside rooms are significant enough to transmit the virus has been answered. Is that even in the literature yet, or was that work done at lower air flow rates?
* Droplet spread is as much about airflow as it is about distance. Is F&M testing classroom airflows (and how this is likely to change in a "full" room)? Will air vent filters be provided?
* What is the percentage of fresh air being pumped in to McClelland Park? How might pumping in fresh air offset any aerosol spread of the virus?
* My concern for re-entry into teaching face-to-face comes from the realization that at any given moment within an ‘enclosed space’, whether ventilated or not, there can be an opportunity to become infected by the virus.
* Without knowing the recent history of the room, how can I estimate my risk for being in the room? Especially when I
* don’t know who was there before; how many people; for how long present; for how long prior to my entry; or the health condition any one of recent inhabitants and how they protected themselves or not [masked? or freely coughing?]
* don’t know if the room was sanitized after last use; or when last sanitized
* don’t know the ventilation capabilities of the room; were they operating?; were they sufficiently designed for pre-virus times? are they sufficient for post-virus times? have they been sufficiently maintained?

alternatively, I would be confident in a ventilated greenhouse, which directly indicates fresh air exchange, and can attain 1 room volume air change per minute that is needed to offset the solar heat gain in Tucson.

Solutions?

* allow time for fresh air exchange to be 100% before entry of next class
* all students and I wear masks during my class
* and then in the ‘effective but not practical category’…..use the individual greenhouse compartments at the CAC for classroom sessions which have very good isolation and air exchange capacity.

Outdoor classrooms:

* When can we expect to meet with that project manager about the proposal that was sent to Mr. Kopach about Norton outside class room?
* So we need to contact the school room team about tents?

Building issues and PPE:

* Aren’t all doors required to have a button per ADA?
* Will face shields be required for labs? Will labs be an exception to the social distancing rules?
* Stephanie, the lab questions are important to many departments, and CAAC is also very concerned, We need UA-level guidance on this, please. Can you help us with this?
* I teach in a classroom and laboratory off the main campus. Lab content is welding, small engines, concrete, plumbing, electrical wiring, etc. Extremely hands-on. Our lab classes support 24 students. I am planning to divide the lab course into two separate classes of 12 students, and working to create lab activities that accommodate the individual student instead of three-student groups. Our facility is older, and relies on swamp coolers, open doors and windows. I priced out plexiglass to build dividers for the classroom. What do you recommend for sensor-based faucets, soap, paper-towel dispensers and lighting controls?

**Questions from Q&A and Chat about non-teaching spaces:**

* We asked about sneeze guards for offices with two or more people in them and were told these need to be paid by the department. Is that correct?
* How are you assisting Cooperative Extension offices off campus, with training on how to clean. Some of our offices are not maintained by the University. Do you have resources and education for those who need to clean off campus.
* What else is happening with campus facilities such as restaurants, rec center, dorm, etc.? This will effect faculty as well.
* What is being done in the dorms? If students are getting infected in the dorms, they will be bringing it into the classrooms.