Faculty Assembly Survey for Spring 2021 Instruction
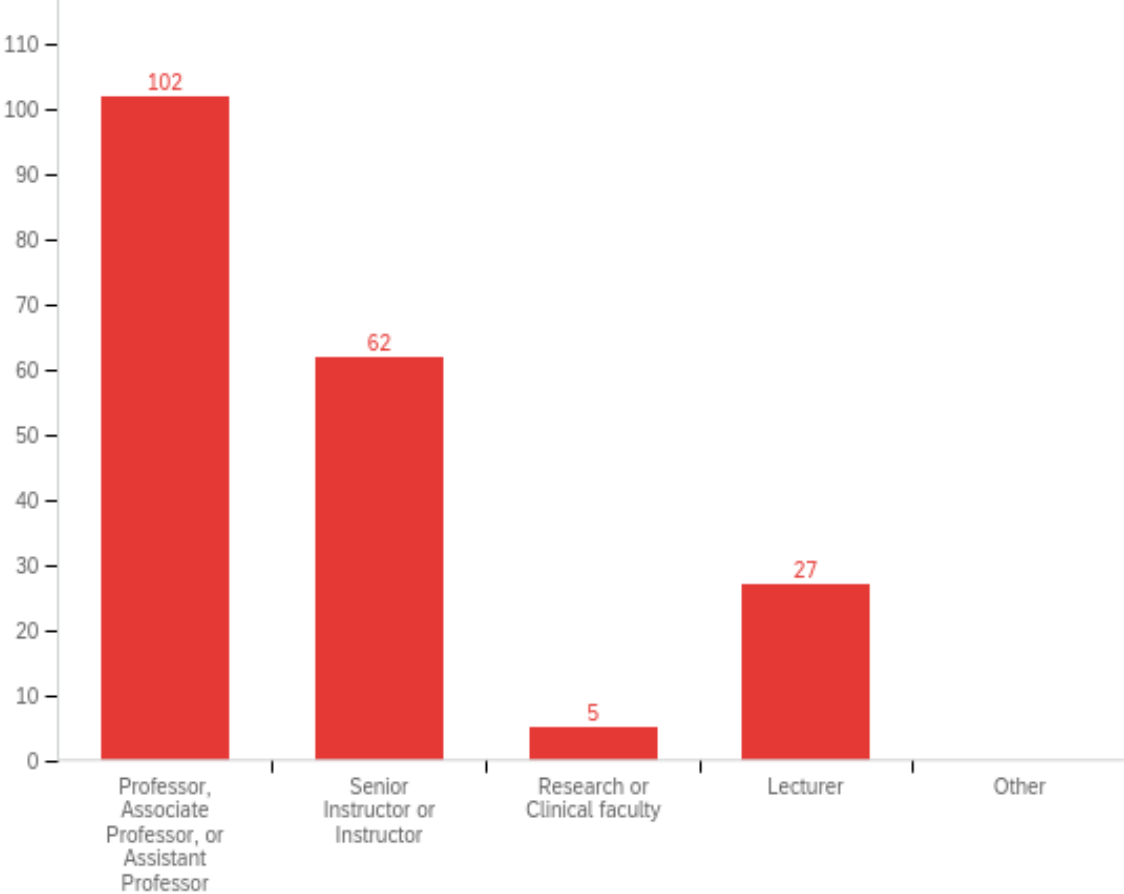
Faculty Assembly Survey for Spring 2021

October 5th 2020, 12:31 pm MDT
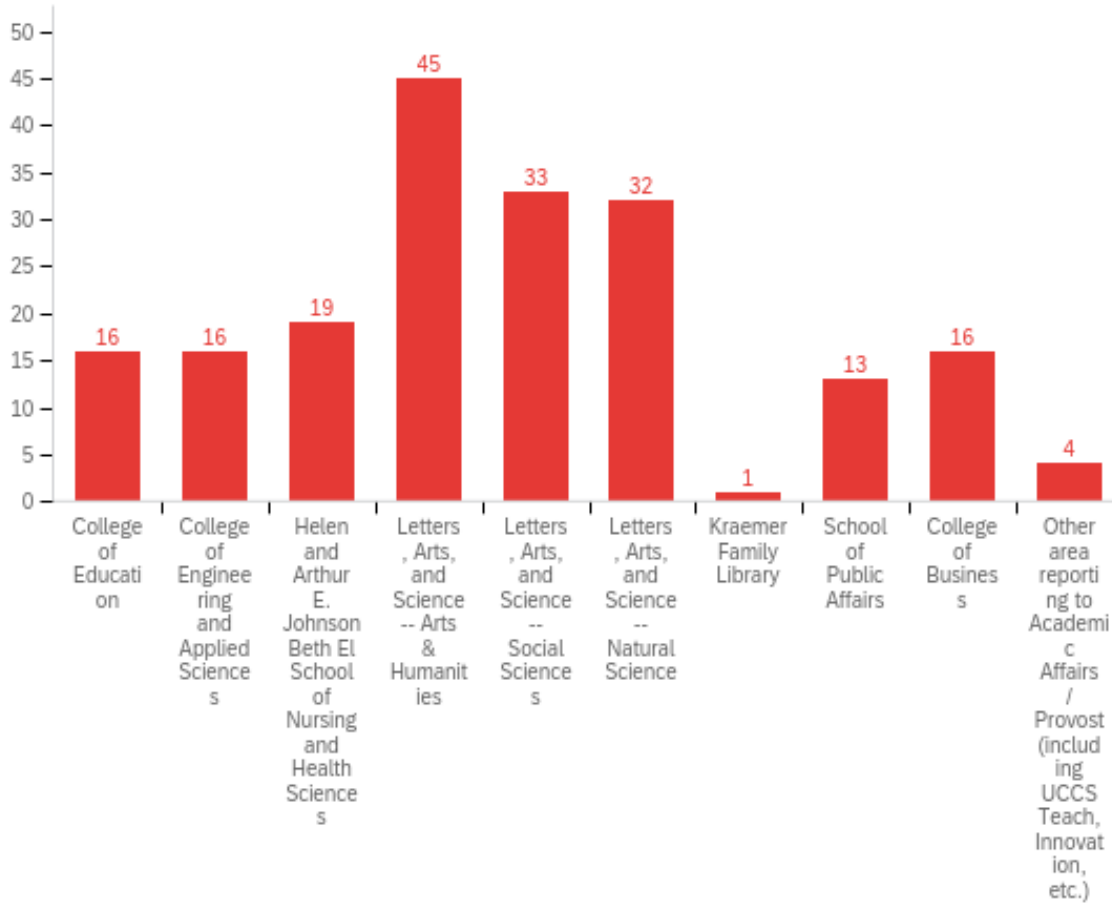
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Primary Faculty Role

Answer	%	Count
Senior Instructor or Instructor	31.63%	62
Research or Clinical faculty	2.55%	5
Professor, Associate Professor, or Assistant Professor	52.04%	102
Other	0.00%	0
Lecturer	13.78%	27
Total	100%	196

College or Program:

Answer	%	Count
School of Public Affairs	6.67%	13
Other area reporting to Academic Affairs / Provost (including UCCS Teach, Innovation, etc.)	2.05%	4
Letters, Arts, and Science -- Social Sciences	16.92%	33
Letters, Arts, and Science -- Natural Science	16.41%	32
Letters, Arts, and Science -- Arts & Humanities	23.08%	45
Kraemer Family Library	0.51%	1
Helen and Arthur E. Johnson Beth El School of Nursing and Health Sciences	9.74%	19
College of Engineering and Applied Sciences	8.21%	16
College of Education	8.21%	16
College of Business	8.21%	16
Total	100%	195

Teaching Effectively via Instruction Mode

**Please rate how easy or difficult it is to teach effectively via the various instruction modes during the Fall 2020 semester. Descriptions of instruction modes are available under "instruction modes" in the glossary and on the Office of the Registrar's website.**
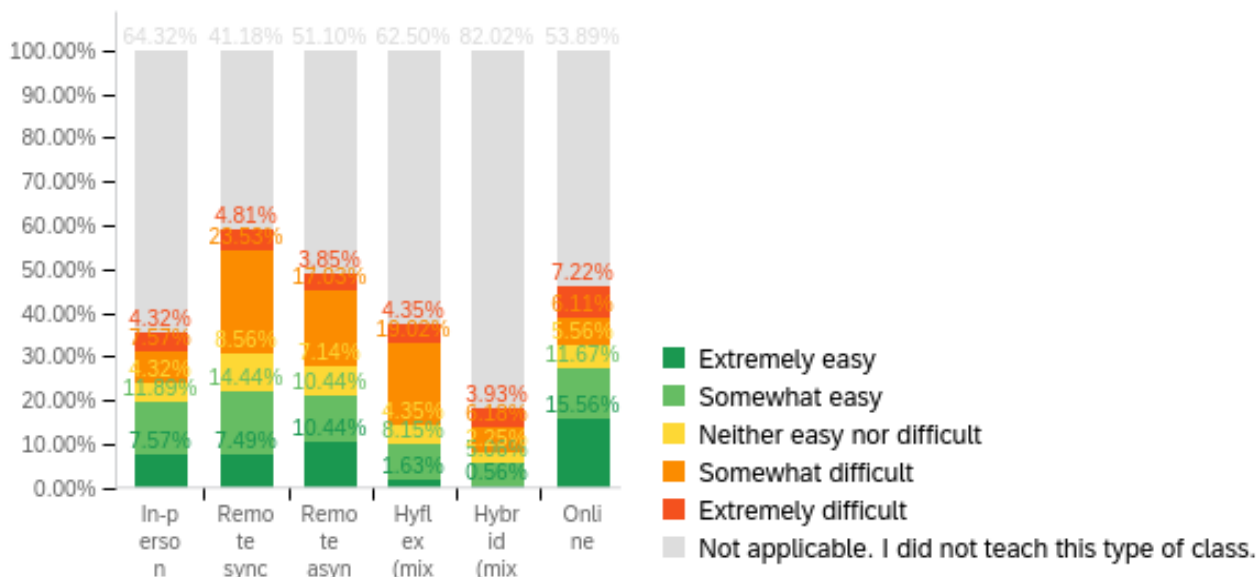
Question (abbreviated)	Extremely easy	Somewhat easy	Neither easy nor difficult	Somewhat difficult	Extremely difficult	Not applicable. I did not teach this type of class.	Total
Remote synchronous	14 7.49%	27 14.44%	16 8.56%	44 23.53%	9 4.81%	77 41.18%	187
Remote asynchronous	19 10.44%	19 10.44%	13 7.14%	31 17.03%	7 3.85%	93 51.10%	182
Online	28 15.56%	21 11.67%	10 5.56%	11 6.11%	13 7.22%	97 53.89%	180
In-person	14 7.57%	22 11.89%	8 4.32%	14 7.57%	8 4.32%	119 64.32%	185
Hyflex	6 1.63%	15 8.15%	8 4.35%	35 19.02%	8 4.35%	115 62.50%	184
Hybrid	1 0.56%	9 5.06%	4 2.25%	11 6.18%	7 3.93%	146 82.02%	178

Spring 2021 Instruction Mode

Based on your experiences thus far, do you prefer to teach more or less of each mode in the Spring of 2021?
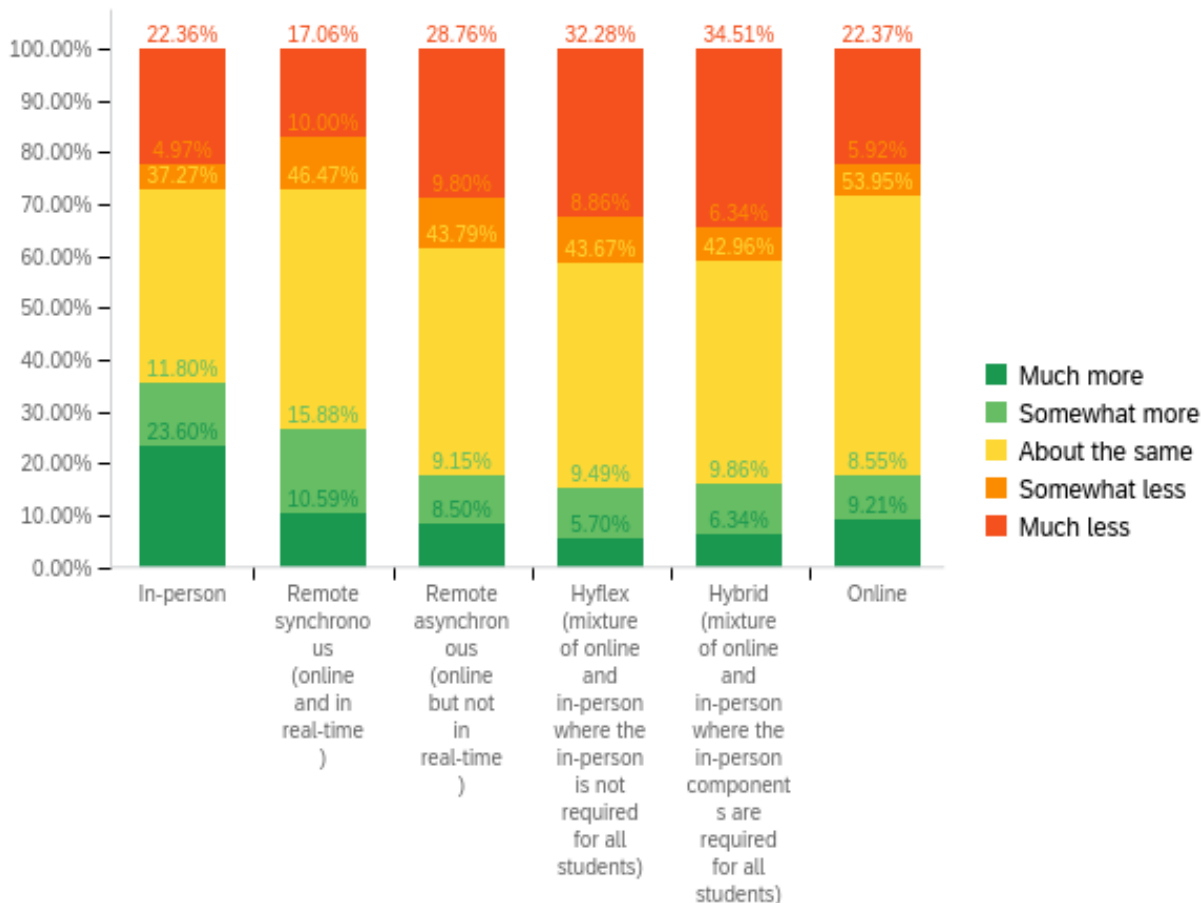
Question	Much more		Somewhat more		About the same		Somewhat less		Much less		Total
Remote synchronous	10.59%	18	15.88%	27	46.47%	79	10.00%	17	17.06%	29	170
Remote asynchronous	8.50%	13	9.15%	14	43.79%	67	9.80%	15	28.76%	44	153
Online	9.21%	14	8.55%	13	53.95%	82	5.92%	9	22.37%	34	152
In-person	23.60%	38	11.80%	19	37.27%	60	4.97%	8	22.36%	36	161
Hyflex	5.70%	9	9.49%	15	43.67%	69	8.86%	14	32.28%	51	158
Hybrid	6.34%	9	9.86%	14	42.96%	61	6.34%	9	34.51%	49	142

Current Concerns

What are your concerns regarding teaching this fall? Tell us about the issues you are having. Feel free to discuss interaction with students, technology issues, remote work environments, on-campus or in-person safety, workload adjustments, learning assessment, wellness, scheduling, classroom space or room assignments, etc.

Blue = technology and related resources

Orange = student mental health/isolation/engagement

Green = learning/pedagogy

Red = relationship/interaction with students

Purple = time/workload

Safety

The biggest issue are the different devices that students are using.

Although inferior instruction should be at the top of the list, I'm mostly concerned with the mental health of students and faculty if subjected to long term isolation.

Giving remote exams and the ability for students to cheat. Students not having webcams or being willing to turn on webcams. Inability to get to know students in a remote setting, not being able to see faces, having to learn voices and associate voice with a name, very difficult. Working constantly to keep up and not having time to make changes to make improvements. Student engagement.

My only concern is the lack of in person and Hyflex teaching that students are getting across the campus. I hope they are getting their money worth this semester.

Connection with students. Students taking initiative. Setting up peer working groups.

Since I am teaching hyflex and cannot require students to attend classes, I am having to write two versions of all of my labs - one for in-person and one for online. This has increased my workload significantly. I am also livestreaming and recording my class presentations, but seem to have an especially high volume of questions from students who attend online about material I cover in class. I don't know if this is because they can't hear or see what's going on adequately or aren't paying as close attention online as they would in class. On the other hand, I don't see a better option as I don't want to jeapordize anyone's safety. I also have some students who are unable to travel back to the US, so they are completing the course completely online and are having a hard time keeping up.

Teaching remotely, I have struggled to gauge student understanding of my lectures. With in-person teaching, when I say something and people don't understand, I get immediate feedback. Getting a response online feels like pulling teeth sometimes.

I feel I am unable/confused on how to answer complex situations related to teaching during Covid-19 with a range of easy to difficult bullet points because there is no place for adding context. - visual arts is one of the subjects that is particularly difficult to teach online because classes are studio or have studio components. Fall 2020 is my first semester teaching at UCCS. My department has been incredibly helpful in ensuring I have everything I need to teach under these circumstances such as access to technology, knowledge of the facilities, and being available for questions when needed. It has been a challenge getting familiar with facilities, resources, and in contact with offices beyond my immediate department- particularly HR has been incredibly difficult, unavailable (all working remotely with no direct contacts provided), and provided inaccurate information in the process of getting set up

as a new faculty hire. My classes are hyflex. I teach 3 art courses that are completely studio or have large studio components. Certain lessons I can teach outside. My classes are also design software heavy. This is a huge challenge for students with a variety of access on site or remote to equipment, stable WIFI, design software like Adobe CC which are needed in these courses.   I have been impressed with the classroom cleanliness, organization done by staff in these spaces, and stocking of PPE supplies, this has been wonderful and I feel that when I do come to teach in person I have the supplies I need in the classroom. Thank you! It would be nice if there was a space in faculty areas where we can also have some supplies provided by the university for communal use, and not have to purchase them out of our own pockets. I find that the bathrooms, copy rooms, and general faculty communal areas have no PPE/cleaning supplies at all. The biggest hurdle right now for my classes are the fact that student enrollment is over the designated classroom Covid-19 caps. These classrooms are computer labs and photo darkroom/print spaces, this is not safe. These spaces do not have windows, ventilation, HVAC and it is impossible for me to hold class in these spaces with everyone all together. I am also not comfortable teaching in smaller groups in spaces without any ventilation, windows, or HVAC systems. I am teaching in these spaces with smaller groups only when it is a necessity because it is unsafe. The classrooms under normal circumstances are fantastic and have all the tools needed to teach, however under the current health crisis these spaces are accidents waiting to happen. As a result, this forces faculty to teach classes 2 or 3 times over in order to make sure all students have access to class. I can honestly say I put in about 12-14 hr work days about 6 days a week in order to prepare all components for all the situations each week.   The fact that students were not tested before returning to campus is a huge issue and this makes me incredibly uncomfortable that UCCS did not take this health and safety precaution. This compromises the health and safety of the whole community. Relying on students to answer 3 daily questions will not stop the spread of a virus, testing will. I also think that Faculty should be contacted during the time period between a students getting tested at the wellness center and getting results to ensure the safety of the entire community. This can be done effectively without having to reveal the identities of students and to prevent any potential spread.

Students are zoning out, not turning cameras on, or simply not reading. There is more repeating of instructions and needing to emphasize things that students can read via Canvas, many announcements, syllabus, etc. The students seem less connected.

The intensity is exhausting teaching remote synchronous.

I have seen an increase in mental health issues with students with many referrals to the student wellness center https://uccs.edu/recwellness/mental-health-services The format of the student's education has been a factor in their ability for retention and application of theory.

Don't want the COVID. Not impressed with the administrations handling of reporting, the COVID-19-ready dashboard is a joke, explanations and transparency would be helpful.

I finally got my first personal laptop about a year ago. Now I feel like it belongs to the University, and that I have given it as a gift rather than being the owner of my computer. I don't want to have our OIT set up security because then it will really belong to the University, so I have my own security set up. I am a bit uncomfortable with this because so many of my students are so technically literate that I am worried about the security on my computer. I know there are no funds to buy laptops for instructors, but as I said, it feels as if I have given my long-awaited computer to the University, and in doing so may have left myself vulnerable.

The integrity of assessments. Learning how to involve students in discussions. Passive learning. Listening but not necessarily participating in lessons.

I'm teaching a Hyflex course and very few students are attending in person. Also, only about one-third to one-half of the students are watching the lectures I post on Canvas.

Communication with students is harder with hyflex/online. That is the most difficult thing in the classroom. Tenure track faculty are teaching under more difficult circumstances than those that were in place when research standards were developed. They should be given some benefit of the doubt in their time-lines.

Students are harder to engage; teaching is more exhausting; balancing home and work is an utter disaster. I called a fellow faculty member for advice on an assignment and we ended up both sobbing because we are so overwhelmed and feel completely buried with no support at all.

I've never put this much time into teaching. I'm teaching a remote synchronous flipped model, which for me means that I'm creating lecture videos with embedded quizzes for both my courses, which takes an enormous amount of time.

My number one concern is getting testing results back faster, and having access to tests. Secondly, access to wifi and technology is currently inequitable. Giving internet vouchers would assist with keeping classes running online for our students not on campus. The library/it has done a fabulous job getting web cams and such out but this could be improved. Chromebooks cannot run other software besides what is currently loaded. Lastly, giving access to Abode Creative Suite software for all Visual Art Students would be a huge assist in teaching students how to edit and create digital media. I will note that while the Sculpture Studio, FINE 1, is being cleaned more frequently, we anxiously await the day when we had cleaning throughout the studio and bathrooms EVERY DAY especially considering Covid -19.

No issues at all. Dealing with students is easy and straightforward through e-mail and phone.

Lower FCQs at the end of the semester due to online/remote classes.

I'm exhausted. 12 hour days, no days off, I work all weekend, too. And I'm barely hanging on. I feel stretched so thin, I'm not doing anything well. It's so challenging to teach in person and it's extra work to accommodate students when they are sick or if they don't want to come to campus at all.

I have an asynchronous class, but in person clinical. Finding placements continue to be a challenge. Thank you!

Students are not checking online information for online classes. There is a lack of interaction between lecturer and students, and Canvas is causing upload issues and failing to send communications in a timely manner. Many students are missing critical feedback in the course because my only source of communication is email or posted notices that are unread.

For the first few lectures, I had issues with getting my tablet to project correctly so I ended up having to use the white boards for the first few lectures and use a webcam to record the lectures. Once I got everything figured out, the lectures went pretty smooth.

Constant computer breakdowns, causing me to cancel classes. Teaching classes in which I am unable to see the students clearly. Teaching classes that the students are unable to attend because of computer problems. Lack of human contact.

Making a connection with students and getting discussion rolling in the Remote Synchronous format is difficult. My students have told me that they miss the classroom experience, as do I. I think I have adjusted well to the format and my students appreciate my effort, however, it is not a substitute for in person education. The Hyflex format in theory is good -- we have the opportunity to teach in person, however, managing that with the COVID restrictions is difficult. I ordered a face shield before classes from Humanities (as I am teaching my Hum class Hyflex) prior to the start of classes but never received it. A student felt bad for me and brought me one in our second class. In the meantime I had to lecture with a mask on twice. This was not pleasant -- it meant shouting (the classroom is large) and both times I went home with a headache.   I want to be in classroom for teaching, but until we are back to "normal", there really isn't a ideal option. What we do have to choose from is fine for now but not long term.

I've been teaching Remote Synchronous. There are a lot of advantages to teaching this way. It's been important that the students feel part of a communal-class. It's been challenging when students don't have video cameras. I'd like to see UCCS offer accessibility to students who need video cameras or need to get them repaired. Having videos allows for all students to feel part of the group. Another issue is the unreliability of internet coverage. Some students have terrible internet coverage so their screens are frozen or they come in/out of the call. This is a problem for those who don't have access or who live in areas of unreliable access. How can UCCS help with this? Work loads are DOUBLED for professors. I'm rarely not in front of my computer less than 8 hours a day. It's exhausting and unhealthy. Zoom is better than Microsoft Teams and WebEx for the break out rooms. When will UCCS allow for Zoom to be used?

1% to 5% of my students in HyFlex actually attend in person. The hassle and risk of setting up in a classroom, compared to perfecting a static arrangement in my office is not worth it. I will continue to do it because I made the commitment to my students (as long as at least one shows up) but it's not good. The podium provides a small

area to have my notes and iPad I use to broadcast to those at home. The podium computer is just for broadcasting to the room projector; I need a larger space, with a chair at a proper height; the stool in the rooms I use doesn't even hold its height. Students really don't like to turn their camera on. I always turn mine on, and without that visual connection, it's a poor experience for me, and as a result for them as well. I would like a podium computer that allows me to see their faces as I lecture with the iPad. No problem if the other students can't see the faces, but I want to see them, and they need to see me. Teams doesn't seem to do this, not sure any other software does either. I know some of my students work together on quizzes and tests, it may not be many, but it's not fair to the majority who are honest. We could open up the large theaters/rooms for socially distanced in-person testing. In the largest theaters, multiple classes at a time could test. Not enough capacity for finals, but at least midterms could be scheduled in person, timed and on paper. Teaching takes more time and effort, load is the same as ever, pay is cut, no chance for a raise for a long time; interaction with students is almost nil: burn-out looms.

Workload is far exceeding normal hours, from prior semesters; Asynchronous platform doesn't seem conducive quality engagement and interaction with first-year students; inconsistency with virtual platforms, i.e. Microsoft Teams, WebEx, is difficult—what to use

continuous technical problems, particularly with Teams very difficult to run remote synchronous (very frustrating to try to (1)advance PowerPoint slides, (2)see who has hands raised (often can see a number of hands raised but not their names), (3)see the chat ....all at the same time. An annoying about of my attention has to go to juggling that instead of focusing on my teaching too many students don't/won't/can't put on their cameras too many discussion boards to constantly grade--feels very overwhelming dealing with student who have never taken an online course, and didn't want to shocking number of students don't know that 12pm is noon (even though I put "noon" in my syllabus, they don't look at that and just rely on Canvas to do list). Canvas should probably start using "noon".

There are benefits and some obvious drawbacks to remote learning. I am concerned that FA and campus leadership has not done enough to promote the _benefits_ of remote and online learning for students and parents. For faculty, remote and fully online is so much more work than face-to-face. Yet our 40/40/20 breakdown remains the same with a radically increased workload. I do not want to impinge on research but the reality is that additional teaching work is impinging and will be until we have several semesters under our belts. The FRC is amazing but woefully understaffed (they work incredibly hard). I can hardly believe that they are expected to serve the entire campus. PhD level faculty now must spend large amount of time on rote tasks such as copying and pasting grading rubrics into Canvas as I was trained to do by overworked FRC staff. This just one example of a very poor use of PhD level faculty who are research-active; bad human resources management.

Synchronous had its difficulties with technical issues and student schedules. For synchronous classes, the key seems to be to provide the asynchronous alternative (via taped lectures) for students who can't always attend class for whatever reason.

We'd need more and better technology to teach in the instructional mode hyflex, especially in DWIR hall. Generally, language courses always benefit from in-person instuction. Therefore we'd need bigger class rooms to offer the whole course the possibility to attend in-person. Thank You!

I was hindered by issues with Canvas at the beginning of the semester where functions I had previously used to upload lecture videos were not operational, and alternative methods of uploading lectures were extremely slow, as were many other Canvas functions. These issues were fixed pretty quickly though. I also have concerns about how the students are impacted by COVID (health, emotional well-being, workloads, etc.). None of my students have expressed concerns in these areas but I understand that students are presented with additional challenges this year and this may impact their academic experience and the extent of engagement with their courses.

Difficulty getting IT to follow up with classroom needs Projecting while masked Tracking attendance online vs. in-seat students suffering emotionally Daily online wellness check was very frustrating

N/A -- I had planned to teach OL, and that's what I'm doing. It is going well!

Encouraging students to speak and discuss. Giving the same "feel" to the in person class.

Masks are absolutely necessary but also very difficult for breathing during dance classes. I've already had several students quarantining because of exposure. I wish that all of campus was taking temperatures before entering classes and events.

Communication that would normally take place with me are now being discussed in third person about me. Questions that could be addressed in class quite quickly tend to have answers that are inadequate or a continuing point of contention.

The synchronous teaching just moves slowly. Harder to have good discussion. But in order to keep people Safe I have absolutely no problems with it. We are managing fine

Students are finding the remote method harder than my students did in the Spring. I think that in the Spring they knew me and were willing to attend the remote online class lectures and visit during office hours.

Hyflex is Hi-work but prefered by some students over pure online so I'll do it.

Interaction with students is the biggest thing I am struggling with in teaching asynchronous. Many students don't keep their cameras on or contribute to discussions. Loss of attendance points doesn't seem to have much of an influence. I do think technology/connection issues contribute to Some of this.

Students lack the discipline to keep up with the material or to view recordings if they miss a "live" session online.

In hyflex classes, I find that the students participating remotely do not seem as engaged as the students that are participating in-person. I plan to switch my Spring courses to either in-person or online to give students within each class the same experience.

I am recording my lectures and post the notes and recordings online. This is going pretty smoothly. But my issue is with exams. Some students do not want to come to campus to take the exam or cannot due to not passing the health check - I will not go into the fact that some students are taking advantage of this Health check..... It is xtra work for me to accommodate these students. Testing center is not much of a help with putting all these restrictions on who can use their services and who cannot. In order to guarantee that in-person test takers and virtual test takers have the same requirements, I need to watch the virtual test takers via a camera and need to see their work area such that I know they don't use any notes, open books, or other resources that are not allowed. This is xtra work for me. This is not fair for students taking the test in class, and honestly, if this "oh I cannot come because I have sniffles" will continue and never stop, I am thinking about quitting my job, yes, I am serious! And I am tenured. This virtual learning and make everyone feel comfortable will degrade out education system. This is fact, and I am not sure if I want to be part of this....

The workload this fall for an instructor that teaches first year students has been hard. Being sure the students get a quality education and interaction has required a lot of out of box thinking. Caring my normal workload this semester feels twice as hard. I do not have enough time to plan, let alone grade. Students are a lot less interactive. Getting them to talk and interact is hard and discouraging. There had been a large learning curve on what Canvas cannot do. The chromebooks not working with Respondus monitor was a huge setback for our students.

Adapt to the social distancing in in-person classes

I use my own laptop to be sure that my Teams will work as I want it to and the set up time is stressful. I am not able to take the time to wipe surfaces. So far, no issues, but 5 more minutes between classes would help! For my UG class I intentionally moved into a classroom with a horrible layout so that i would have the capacity for all students to attend in person even though I was doing hyflex and offering remote in option, but as it turned out, enough chose to attend remote that I could have stayed in the better room. That was frustrating and while my grads are great at engaging when remote, the UG are not and I am struggling to ensure they are participating. There are great resources and advice from others, but I find i do not have the time to check it out! Research is NOT happening AT ALL! I am concerned about annual evaluation from this aspect.

There is no joy in teaching this way. I get no energy back from my students. This mode of teaching amps up all the aspects of teaching that are not fun, and tamps down on everything I enjoy about teaching.

I feel so grateful to UCCS for not requiring us to teach in person. I like that health and safety is a real priority for faculty and students (and wish every staff member could also have that). The technology of remote (both synchronous and asynch.) is a real struggle, even when internet access is working ok. I have a friend at another

school where the college trained a bunch of undergrads (work study positions) to provide tech support for individual classes in real time. The students lose faith in my lectures when I am messing around with technology while teaching (and note, I am pretty good with tech, did a lot of work with the FRC and webinars all summer long; I am sure there are others worse off than me who are suffering even more!). Student expectations have become interesting recently, with an uptick in student complaints that I see as invalid (e.g., they say I am expecting them to learn too much, even though I have reduced requirements from my usual course pretty dramatically). I have had a number of requests for extensions/alterations to policies etc. on the basis of students being at work during class, even though my class is scheduled as remote synchronous (I tell them it's really "remote semi-synchronous," as we don't have "live" things during some of the scheduled class periods, but that they should always keep the scheduled time open to work on class material). I guess I am trying to say how hard it is to communicate expectations in a way that gets through to all the students.

Since most classes, including almost all upper level classes, are online to some extent, I am worried the students have too many videos of lessons to watch. Students may be stressed out with time commitments.

Heavy workload preparing and changing modality. Lack of connection to students.

Discussion classes are difficult to hold online and keep students engaged. I break students up into smaller groups of about 6 students, but since I can't be there as the instructor to guide the discussion in each group, I'm finding the discussions aren't as fruitful or engaging as in person discussions.

This semester is a Charly Foxtrot! I am teaching in person and online recording lectures in Teams for students. This is difficult for students as well but I use PowerPoint as my "white board" and lecture with a surface. Overall I am ajdusting and thankful to have employment.

Can't hear students with masks and difficulty with doing any hands on activities with students in person.

As an adjunct, my Fall 2020 participation has been limited due to COVID restrictions and furloughs. However, I have experiences from the Spring 2020 semester and have studied the many challenges with current teaching environments and techniques that have been posed (or exposed) by the COVID pandemic. These challenges include several technology issues (and opportunities), learning assessments, scheduling and classroom assignments. I wish to share these findings as an opportunity to enhance modern teaching techniques, course management and research techniques in order to attract and benefit future students. I am prepared to share a comprehensive study that I have done on this subject. Several of the findings are summarized in the questions below.

I've been teaching two of my class Hyflex (synchronous). It has actually worked reasonably well with the way I have structured it. The only significant challenge I have had is with student engagement and participate in real-time discussions and activities. There are several teaching methods that I have been limited to using. The technology was work reasonably well but is a bit clunky. Of course, the social distancing has been a challenge since I have a class of 42 that I have to split into 3 one hour sections.

Glad to be teaching. 90% of students in Hyflex don't attend in person but having some in person is very helpful

I have learned three very important lessons during this unique semester.   First, things that I could have addressed and taken care of in the classroom in two minutes, now take hours to address through e-mail. I try to encourage students to go through discussion boards or other mass communication methods, but that does not always seem to work, and it only takes one student with "a concern for their grade," or students dealing with deaths in their families to take-up hours of time. I do not mind helping students, but it is impossible to make sure all my students are getting the attention they deserve.   Second, converting course to an online format in a matter of weeks is very difficult. I have been teaching at UCCS for almost 20 years now and I feel like I am back at my second year of teaching. Techniques that I have worked on, and fine tuned over the years in my classrooms do not work, so I am re-inventing myself pedagogically. I think it is odd that as soon as it was obvious that we were transitioning to an online format, classes kept their enrolment caps. For example, I have taught an online course for 3 years. That course was set-up with a cap of 25 students (which is what is pedagogically appropriate for online courses), So when we made the transition to online, the other classes that I have never taught online, kept their cap at 45. So the online class that I had time to develop, over the years, and was ready to go the first day of class, has 20 less students than those classes that I had to re-invent from the ground up in a matter of weeks. And

I only have 45 students.   I have no idea how some of the larger science courses were able to make this transition. I wish there would have been more flexibility, or discussion about these things.   Third, obviously we are all dealing with new demands on our time. I really wish that when the administration asks us to be involved in meetings, or asks us for our thoughts (which I appreciate) I wish they would bring something to the table. For example, I recently sat-in on the "How Does COVID Impact You" meeting hosted by the EDI office. I appreciate that they want input form the faculty, but after listening to all of the comments about lack of time, the result of the meeting was to set-up "discussion groups to address concerns"...creating yet another new time commitment. I understand that the University wants input, and I understand that they may not have all the answers, but it should be pretty obvious by now some of the basic concerns we have. Show an effort of good faith and bring something to the table before asking us to devote more of precious time.

The semester is quite normal or maybe even a little better than normal. I've taught online for the last four years. Some are struggling, as usual, but most have adjusted nicely. In fact, my students appreciate having an instructor that is comfortable with online instruction.

All of the above. Everything is more difficult in the time of Covid. I feel like I've adapted my courses fairly well to a mostly online format. Despite my efforts, the biggest part that's still missing is the personal contact between me and the students and between the students.

I worry my students aren't receiving the same caliber of an education. Part of my success as an educator is my personality and my engaging lessons. These have been difficult to replicate for an online setting.

Teaching in a remote synchronous format and hybrid format are more time consuming. Additionally, students have connectivity challenges and other technical issues that seem to disrupt the flow of class. I much prefer purely online or purely in class due to logistical challenges.

That we don't have the proper technology to teach in the classroom in a way that can include students who are not comfortable coming to class. I would have done hy-flex teaching if this were more feasible.

Just small groups using Teams was tough, need a better solution.

Balancing potential tech disparities with active learning. I'm struggling to find good assessment techniques in the online environment because it's harder to see people. While I have taught on campus it does not feel safe in spite of UCCS's presently good numbers.

Learning assessments

class room and space assignments were a continuing disaster. The room capacities for several teaching labs were not accurate for prior to covid and underwent continued updates.

I wonder if we could create more spaces for students to work privately on campus. Many of my students use the campus internet to log on to their courses, but there are few private spaces to work where students can listen to and respond on video chat. Talking in the library is disruptive, and I have heard that the study rooms are always booked.

So far this Fall, things are going fairly smoothly. The issues that I have had thus far are mostly with students having technology issues, not receiving responses from students as readily as when we are on campus, and determining how to best assess student learning in an online environment.

I have been concerned that since we aren't testing students who come to our classes, that our faculty and students will be exposed to the virus. I also feel like we have focused most if our time revising our instruction methods and teaching, and have less time for research and other things.

I can't be as involved with the students' process remotely. We are active and doing what we can, but there is a big difference and the separation is felt.

*Need an easier way to take attendance. It takes 5-10 minutes for a large class *Safety cleaning is going ok, some are becoming somewhat non-compliant *No much social distancing in the hallways and stairs *Students have been complaining that each class they take has a different teaching modes and may use a different platform, webex, teams, canvas.

I'm worried about FCQs and how that will impact our future.

I work all the time, even though we are supposedly working less (via the pay cut "furlough"). Teaching online is at least twice as much work, and all the online classes over-filled, making those who are teaching online, either by choice or necessity, work far more than those who were allowed to run small in person classes. There is a major equity issue occurring and nobody is acknowledging it

It is a little concerning to be held entirely responsible if there is an "outbreak" in class even if following most protocols. Keeping masks on has been fine, but keeping 6 feet apart constantly is not happening 100% of the time.

I teach in person and stream live and record online-- There were many technical issues so far (projector wouldn't project, computer wouldn't work, internet was down, batteries go down ALL THE TIME etc). THE BAD It is MUCH more work and headspace to do it all at once. In your attempt to making life easier and flexible for our students, they are doing great while life is worse for the faculty (may I remind at lower pay). Examples: -it is more work getting recordings down and uploaded into canvas (remember that you actually recorded it all) and very few watch it anyway. -In an effort to support student learning, I am spending a preposterous amount of time creating notes for my students, making them visually appealing with graphs etc...who is working harder here to learn, me or them? With all these "recommendations" on how to teach online, this is a ridiculous amount of time for us while I'm not really sure what they're doing. --Quality of work is worse; I am a bounty hunter needing to chase down assignments and listen to everyone's "unique" situations. I still have leftover students from spring who I'm still chasing down because they needed incompletes due to their fragile states of minds and now they're unresponsive. If I drop the ball, it will be my fault. I just don't have the capacity anymore. --the few people in class are great--the rest who are not showing up online or are online but not listening...this is exhausting to get so little engagement. I have interactive learning my class of 34...and only 10 are responding to me regularly. They're not paying attention and I find myself answering emails over and over and over with the same information. Do you really see this to be sustainable?   The Good: The FRC is the best thing this university has ever done for us. Jackie Crouch is the most amazing person in the world. Always helpful and with a smile and prompt. The students who are in the classroom are amazing--they're supportive, they're engaged, they've been wonderful. There are a handful of online people like this too. I wish there would be a way to tease out people to make taking classes a privilege because they really want to learn as opposed to cheeks in the seats. I prefer working remotely so I'm not spending time driving. But this is not what I'm doing. It is rewarding to be able to be face to face with people who want to learn.

Modifying instruction and delivery has resulted in significant effort in course redesign and facilitation.   Further, the platform we are using (Teams) is not effective for group course facilitation. I have resorted to using one of my student's Zoom accounts from the University of Colorado Denver to teach my on-line courses. Teams is too cumbersome when trying to develop breakout rooms and make a visual connection (as you can't see everyone in the class).

1. Having the technology I need to work from home is challenging. 2. Being on campus for HyFlex courses is stressful. I've been impressed with how well students have responded to protocols, but it's exhausting to manage masks and cleaning protocols in addition to teaching. I'm not saying we shouldn't be offering this format -- simply acknowledging that this has added a layer of stress to my work that wasn't there before. 3. Classroom technology for HyFlex classes is subpar. I tried working with OIT prior to the semester start but learned it wasn't possible to get any new tech tools installed. Now that the semester is underway, I'm learning that some classrooms have tech tools that weren't an option for me. 4. Communication about teaching from Faculty Assembly sometimes comes across as off-the-cuff and contradicts messages from the university. I'd like to see communication from FA that is polished and professional and that echoes decisions already made on campus.

Workload adjustments Wellness The students and I have a solid dialogue about what is working and what is not. So, it is a constant tweaking activity as we shift gears moving forward. We are collectively committed to making the experience meaningful, allowing for hiccups, and operating with patience and compassion. Now, it does not mean that some students might still go missing, but I am working hard for that not to happen.

I feel very fortunate to work, teach, and learn at UCCS. I appreciate the flexibility that we have been afforded. My main concerns lie in the scheduling of laboratory research space to accommodate graduate and undergraduate researchers, but this cannot be helped. We are doing the best that we can!

Screening of students. Reinforcing mask wearing. Limited food and dining areas on campus (University Hall is just absolutely left to themselves. Even the vending machines are empty). Paying for parking even if only coming one day per week.

It has been hard to engage some of the students online. Also Teams makes it hard to create breakout rooms for the students to work in small groups.

The Faculty Resource Center has been very supportive of me as an instructor. They have the expertise and patience to always help find solutions to my problems. They have made all the difference in helping my online class be successful this semester.

no concerns - I just find it somewhat tiring and cumbersome to teach with a mask on.

Mostly its impossible to teach remote synchronously without disruptions of all sorts (internet drops on my end or students', family intrusions on my end or students', etc.). It requires flexibility. Microsoft Teams often doesn't hold a steady connection if everyone has their cameras on, but without cameras on, it's hard to get a robust discussion going. Overall, it was my best option and I'm making the most of it. But I won't do this when COVID-19 ends.

I wish there would be less restriction on in-person teaching. It's hard to know when your students understand something or not. Many other universities have successfully had most of their classes in-person. (I know the bad cases make the news, but they are in the minority) We're too restrictive.

Students have a hard time keeping track of all the ways faculty work with Canvas, Microsoft Teams, WebX etc. etc. There is no continuity. I am working to teach people how to handle remote learning and live video.

The demands are just so much different. I find myself devoting much of my prep time to course website, lecture recording, etc. than to actual content. The learning curve was steep at first, but now that I am getting the hang of it, it isn't so bad.

Remote online teaching can be somewhat difficult to teach ASL with less human interaction. Students seem less motivated to learn ASL online and show more motivation in person.

Despite the substantial additional workload associated with teaching online, we receive virtually no support. I found that I needed to purchase the equipment that I needed myself. UCCS is no help whatsoever; on the contrary, you put us on furlough and we are still on furlough despite the fact that enrollment is almost back to normal in EAS. We did not receive our merit-based raises and there is no mention of backpay. Even more egregious, the *new* faculty received less of a furlough than those of us who have been here for several years. And there is no news about when that is going to change.   Even with the furlough issues aside, the infrastructure we are forced to use is abysmal. Canvas is buggy, panopto has horrible OS support and upload speeds, and we do not even have a subscription to zoom. The FRC is extremely (and unnecessarily) picky about Canvas settings and my hands are completely tied.

Remote and online learning are far from ideal. It is difficult to get students engaged and excited. There is very little non-verbal communication in Microsoft Teams so real-time adaptations and improvements are very challenging.

I would say I have had some minor issues with interactions with students, limited technology, and working environment (working primarily from home). Teaching in a synchronous format makes it more difficult to connect with students. So, to combat this, I am spending a lot more time trying to meet with students virtually when they are willing and connecting via email. From a technology standpoint, I learned that when I record on my laptop, the audio cuts in and out through out the recordings. To combat this, after recording several videos, I use a headset/mic to record audio now and that seems to prevent the audio issues. Working from home is my preference just to avoid campus and "protect the pride." I can do almost all of my work from home, so that's what I am trying to do. Space tends to be the issue. I do not have a great place to work from at home with regards to background and consistently quiet places to work from home. Overall, fairly minor issues given the circumstances. Of course, this disregards the massive overhauling of courses and course prep work that went into the summer to prepare for fall courses (and soon to be spring).

Numerous technology problems are affecting students learning. There is general disengagement from the students, which is resulting in a lower level of learning.

More support about microosoft teams and how to teach in person at the same time . More support for students who cannot navigate Canvas on their own.

I'm still worried that students or staff may become ill and contaminate public areas. I see many students without masks and not social distancing. I'm concerned that people aren't taking the mandates seriously.

Faculty are busy trying to "pivot" and I suspect the vast majority worked outside of their contract over the summer in some capacity (recruiting students, attending trainings on online coursework, etc.) and I suspect burnout is a real thing for faculty. Instead of taxing faculty with wasteful, time consuming tasks in this time, we should be trying to protect their main functions as educators. For example, any focus on assessment at this point is more wasted energy than productive. Even more relevant is the continuance of furloughs for employees when everyone here pitched in and we are stuck because Boulder can't get their affairs in order. It's demoralizing and not genuine.

There is much to say: 1. There is no differentiation between home life and work with remote working so all my time is pretty much work and I'm getting severely burnt out (it's not even the end of September) 2. Shifting all classes to remote had been a ton more work than expected and more than creating new class preps (which they ALL are right now) because not only are you migrating content from one delivery mode to the next, you are also learning how to make that content fit new teaching modes. Basically, I am teaching three new courses this semester and half of last semester. Our annual evaluations need to acknowledge the enormous (I cannot stress this enough) amount of extra teaching AND barriers to research. Everyone should get 5s! 3. I always thought I had adequate technology access and internet, however, with everyone working at home I have found out we don't! And I don't have time to figure out how to improve it since I am barely hanging in. 4. Also, students aren't as tech savvy and I would like to think given their constant exposure to technology since birth. They seem to be tech addicted but not tech savvy. Many students also don't have access to adequate internet to participate in remote synchronous learning or even asynchronous. 5. Interactions with students is definitely suffering despite efforts to connect with them in the remote manner. 6. I think as a campus we have done a good job keeping people healthy and safe! I would like to continue that. 7. Students don't come to virtual office hours any more than they do in-person but then you also don't get to check in with them in class creating a gap in interaction.

We should be teaching in-person, we can get creative around classroom, locations, number of students, etc.

I am missing the in-person component. I don't feel connected to the students.

I seriously think the UCCS needs to rethink the furlough because the drop in admissions was not as drastic as originally forecasted. Also, colleges that only experienced a minimal dip less than 1% were still forced to take furlough.   There are faculty advisors holding in person student organization meetings with food being served. This type of action is irresponsible regardless of the UCCS policy. Why are non-essential student organization meetings being held in person on campus? Why not are those faculty advisors not being told to use Teams or Zoom to hold the meetings?

No concerns

Teams is not the most teacher-friendly tool to use, I would prefer to be able to project my screen while seeing the students and the chat.

Mostly just the mental health of my students and me, as doing everything online is very exhausting.   Another concern I have is students being unable to participate as easily in class. Although I leave time for students to work through examples/ask questions/etc., not everyone is able to participate at the same level. Almost no one uses webcams for instance, which hampers our ability to feel connected, and not everyone is willing to use a microphone, which means that even if I split them into small groups to explore a problem or idea they are not all able to easily communicate.

I am concerning a technology possibility: not every instructor has a touch-screen computer to teach online courses. Is it possible that the University provide us the drawing tablet like Wacom CTL4100? In this way, it's much easier to use "Whiteboard" function in the WebEx or Team environment.

Teams was giving us the fits with frustrating latency in screen sharing in my large class, but I switched to Webex today and it worked flawlessly.

As the semester progresses, more students are treating this hyflex class as an online. Attendance is decreasing with a desire to transition to online learning.

I haven't had issues teaching this fall. I typically teach online courses, so nothing has changed for me or my students in terms of the format in which we're used to engaging for class.

For the synchronous class, it became important to provide both synchronous and asynchronous lectures so students that missed material could stay caught up when there were tech problems. I also faltered in providing good links for online materials via Canvas and it took a bit of work to get small group discussions going.

(1) We need more clarity after the broad announcement about meeting the need students with disabilities. What does this mean? In a narrow view, is this just complying with letters? In a broad view, did this mean we need to make our material available to all types of disabilities even if they are not identified? (2) What can we do for students that are having technical issues that our outside of our scope of knowledge? I cannot act as a 24/7 tech helpline, but students clearly think this IS my responsibility in the online environment.

18-22 year-olds, whose brains are still undeveloped, failing to observe safety protocols outside of class and/or off campus, posing a significant health risk to everyone on campus. In one week, I have witnessed two on-campus clusters 20+ students, most of whom were not wearing masks ,in close proximity with each other.

Lack of hands on learning with students, technology issues

It took me a while (about 3 weeks) to get comfortable with teaching remote. Once I did it went fairly well. However, my classes both in the fall and in the spring would be much better if they were in-person since they are graduate seminar type classes. So I hope that in the spring I can do my class in-person.

The students are needing the human contact. They are struggling with limited instructor contact. Having virtual office hours is not helping.

We have been encouraged to do more collaborative learning, discussion, turn and talk, but this is difficult.

My main problem has been difficulty to hear student discussions due to mask wearing and social distancing. Otherwise, I don't think any of the necessary changes have been overly burdensome

Some student training on how to effectively participate in Teams classes would be helpful. Most tend to leave their cameras off and remain silent. This makes teaching awkward. Faculty should not bear the whole burden for making a Teams session work!

No issues, except that I still believe the definitions box us in and we don't have flexibility regarding synchronous versus asynchronous coursework. I fail to see what the online fee has to do with how we use technology as faculty.

The biggest challenge is planning using technology effectively and seamlessly. I'm not a tech expert, but have had to learn Teams, Zoom, closed captioning, video editing, and how to navigate with sharing docs that are in Microsoft Forms, Google Docs, etc. It would really be helpful to have a tech person assigned to a classroom to do this 'behind the scenes' work (like you see with bigger companies).

There are many students needing much support and encouragement - apparently unfamiliar with "remote a/synchronous" classes Students are facing many challenges - academic, personal, social, health Best to cap classes [none over 100 - if possible, none over 50]

Minimal - I have taught online in the past which has made this mode of delivery relatively easy.

The hy-flex technology has been difficult to navigate. They changed the equipment in the room which has led to some things not working on some days. I can go in and troubleshoot the tech on my own time, but when I come to class things have changed. The sound bar does an ok job at picking up student voices in the classroom, but I still need to repeat everything the in-person students say for the remote students.   Social distancing in the labs is hard. We're using twice the reagents to give each student their own experiment. Wearing a face shield, chem safety glasses, and a mask is nearly impossible with the fogging of the glasses and face shield.   I struggle to remember to start the recording when teaching Hy-flex with MS Teams. I wish it would automatically ask me if I wanted to record. When I forget, it means I need to re-record a lecture or try to summarize the highlights from a whole-class discussion.   The only equitable exam option is remote. I wish we could reliably ask students to use Respondus monitor, but it's so difficult because so many of them have unreliable internet connections.   I believe we are all working more than in a "normal" semester. Everyone I've asked says they are. I don't have the time for research that I thought I would.   The students have been great, flexible, understanding, accommodating. The students make the struggle worth it.

Hyflex has turned out to be cumbersome, disjointed, and less impactful. I hold a lecture online and lab in person. I have found that few students show up for lab. I think it might have been better to go remote synchronous. The mask + Shield is very difficult to lecture teach from. The value of hyflex is the dozen that do show up highly value the interaction. Remote synchronous has worked very well.

Classes are doing pretty well, keeping a similar format as the past. I am concerned about teaching labs completely online if I am directed to do so in the future.

Complete confusion about who supports what with online teaching - should a question go to FRC, IT - and even to FYE if we're talking about Starfish. I have spend more time trying to figure out who should answer my question than having the question answered. I am also concerned about the workload put upon the staff of the FRC. They are an amazing resource but we are asking so much of them right now, and we need them to be well!   The nature of my interactions with students has changed since the start of COVID-19. I find myself spending time chasing down students and their work (it was far worse in spring, but continues in fall) and checking on their well-being. Having worked much of the summer (teaching in order to make a decent living on NTTF salary plus online certification classes), burn out is a real concern for me and many of my colleagues.   I am curious about the platforms being used. I was under the impression Teams would be the standard, but it seems as though everything is still at play - with some faculty buying their own subscriptions to Zoom, etc. I am hesitant to spend the time learning one platform to its full advantage for fear of having it changed on me. I don't have the mental energy to keep switching technology.

Many of the concepts are more difficult to teach. The cues you get from looking at students' faces that tell you they don't understand are lacking. It is harder to work with students to help get back on track. The technology still seems cumbersome, having to go back and forth between platforms for working synchronous problems.

The restrictions present too great a challenge to overcome. I am also starting to question the necessity of them.

Students who don't attend online class meetings such as on Teams or Zoom

There are many students who say they are not well and do not attend class. I have not been able to stream out class because of technology issues but have provided them with all the notes from class. I do not feel that this is working as well. So I am moving to remote synchronous so that we can have classes over Zoom where we all get to go over the notes and use a whiteboard as needed.

I don't really have any. I was teaching online for years before I started at UCCS and, frankly, I haven't had to adjust my in-person style that much for remote delivery of courses. Not having immediate feedback from students in terms of gesticulation and verbalizations has proved a bit challenging in some cases but, for the most part, remote teaching is going well. Online is another story: I've been teaching the same online courses at UCCS since I arrived, and I have never encountered so many students who had so much difficulty following simple instructions. I've tried every trick I know to help them to do well. I've even given them answers to quiz questions ahead of time and they still get things wrong. I don't know if it's an utter lack of engagement or if something is wrong with Canvas in terms of delivering messages to them.

The email workload is very significant. Students often do not take the time to check the syllabus or course modules before asking questions much more often than in the past. Many students are also constantly looking for deadline extensions and excuses for not submitting their assignments.

In the Visual Art program we rely heavily on studios, labs, and campus equipment, that students do not have access to off campus. My digital courses require access to the Adobe Creative Cloud suite of software. OIT would not extend licenses to students this semester, and so our VAPA department had to buy $1500 of Adobe CC licenses for my students. However, many of my students don't have computers that meet the minimum technical requirements to run the software, and have to rely on lab access. I can only give lab access to half of my class at a time, on alternating class days, due to COVID limits on the room. OIT's remote desktop solution does not have all the Adobe software installed (that is available on Mac computers on campus) and does not work, functionally for time-based media like video editing, which is necessary in my courses.

I'm concerned that the spread of Covid will not be under control

So much prep time to switch to remote synchronous . . .with no incentive or recognition for doing so. LOVE remote teaching but it's only one's moral compass that makes sure the delivery is excellent and on par with in-person teaching.

I moved my courses online, so my concerns were primarily for other instructors, who did no want to teach in person, but felt as if they did not really have a choice.

In-person safety concerns

Learning the technology for Panopto and getting comfortable with synchronous remote lecturing were my concerns however with the many FRC resources, you tube videos, and perseverence... I am doing fine.

Not having adequate software or technology training to do my job well. It would be nice to have software that lets us make interactive videos for classes. The amount of time it has taken to interact online with every student in several large lecture classes is staggering. Most of my time is spent helping students adjust to online learning or deal with crises, rather than actual teaching.

concerned about connecting with students remotely and having them connect with each other; technology issues; increased workload

I feel disconnected from my students. I made pedagogical choices I thought would best benefit my students and their privacy, but the cost of said accommodations is that I don't interact with them as much (some of them at all) and the disconnect is creating problems I did not anticipate (like how often students do not email with questions, despite begging them to reach out when they do). The amount of work feels like much more. Best practices for online learning suggest frequent and timely feedback (even more so than in-person courses) and the constant grading / feedback loop feels like much more work. I cannot seem to separate work from my home life now that I work and live in the same space. It feels like I'm always 'on call' for work since accessible communication is more important than ever.

I miss reading the body language of students while teaching remote sync. but we've been able to have good conversations.

Technology is a huge issue. Although UCCS prides itself on providing accessible teaching for all students, sadly that is not the case. In teaching Hyflex, IT stated that mics were not available for specific classrooms. The college did not provide alternative options which led me to purchasing my own to be able to provide access for both in person and online folks streaming in. I understand the difficulty of being "ready" to perform all these different structures to the classroom, I just wish the students weren't impacted by the lack of resources available. We should have the option if that is the case!   The workload adjust wasn't a huge issue, it required some creativity. My students have given feedback using a qualtrix link at week 4 and shared they are comfortable and enjoy the option of in person or online.

Remote students being at a disadvantage because of technology (slow computer/internet, only one device to use)

The biggest issue for me is that when I teach my hyflex course, it can be difficult for my online students to participate in discussions or to see all the powerpoint slides all the time. I've developed workarounds for those, but they're still problems.

None!

Not teaching this fall.

Lack of social isolation for students. I think they need the social interaction.

Advice on Teaching During the Pandemic

Tell us what you learned about teaching during the pandemic. Do you have advice to share with other faculty?

Flexibility/fortitude
Technology tips
Care
Communicate
Pedagogy tips

thus far, I have learned that learning in an online environment really happens!

flexibility and offering options is key for student success.

be prepared well in advance but be prepared for change

Zoom is a great tool. Canvas Modules are the best way to organize course content. Using shared OneDrive folders is a functional way to have students deliver large files/digital content. Panopto is really helpful for recording demos and lectures.

You just have to pour your heart into it, ignore the sense of distance and seeming disinterest inherent in remote sessions, and keep on striving to overcome it all. It will have an impact if you show them you care.

You have to be flexible enough to be able to help students deal with what is going on around them - some of them (or their family members) getting sick with COVID and making allowances. There seems to be much less flexibility when faculty get sick. I believe we should have some responsibility to each other during a time that is stressful. There seems to be very little instances of faculty regularly checking in with others to make sure everything is going OK. We seem to assume it is unless we hear something. Some people won't ask for help, but will struggle needlessly.

You cannot over-communicate when online/remote. That's why communication is harder, you have to do more of it, and its in written form (announcements in Canvas, emails), which is time consuming.

When it comes to online, II have to think in a completely new way. It's a different environment which requires a different approach. Activities that worked wonderfully bomb online and vice-versa.

Video works if I reach out to students through Video Microsoft Teams - builds a closer relationship.

Use a variety of media, not just lecture. Use breakout groups.

Use Canvas, it is very handy. Get in touch with students who dissappear, try to help with support facilities at Uccs. Encourage us all to have wellness both body and mind checks to stay healthy as possible. We love our students and our research, sharing that excitement is a wonderful gift.

Try to stay calm.

True online teaching is very time intensive. We need more support to do this well.

Too much! I like to learn about teaching, but spending so much time during the summer on teaching, and still being under prepared for it, feels insane.

To more ruthlessly prioritize and omit learning content when students and faculty are dealing with unprecedented change and stress levels. Doing so serves our students better. Less truly is more.

There appeared to be more cohesiveness and collaboration

The mask + Shield is very difficult to lecture teach from, no solution that I can think of currently. Remote synchronous require a very high level of energy to keep students engaged. Have interactivity, survey, questions, etc every 20 minutes or more. Expect a lot more time and energy teaching. Class Prep, emails, dealing with students not reading instructions, assignments, announcements.

That everything takes longer for students and us. I think that we can challenge our students but also provide a little bit of grace to them and ourselves. I have to keep reminding myself that grading multiple discussion posts takes time.

Tell remote synchronous students that they are responsible for answering questions in class when they are called on. They need to participate just like they are in-person. For Hy-Flex where I have some students participating via a remote asynchronous format, I put the students in small groups and asked them to have their own discussion on their own time. They must record it and give me access in order to get participation points. Those discussions have been really high quality.

Technical made it possible to continue with a college education, even though it may not be the best solution but it is still a solution to continue.

Tech. support and training at UCCS is fantastic! Departmental support is fantastic! Many students are conscientious and thoughtful! Advice: Please be prepared to offer students support and encouragement every day Strive to build resilience! Understand that students are facing many challenges - academic, personal, social, health [The pandemic is a mental health crisis for many] Best to cap classes at 100 - if possible at 50 or less to build community online/asynchronously

Teams is very effective after taking FRC training

Teaching online requires more effort. It's also not pedagogically sound to just throw your lecture notes on Canvas and call that a class. I have invested so much time in recording lectures, developing new assignments, and so on, but I can honestly say I haven't encountered a whole lot of colleagues who have done the same. Sitting around bitching about COVID isn't going to educate our students. Yes, you have it rough. We =all= have it rough. Suck it up and teach your classes correctly.

Teaching can still be very meaningful and interactive with remote synchronous and online learning. The students are sharing in discussions with deep disclosure and topic application showing that they are taking a lot from the course materials and their peers.

Take an active role to check in on students via a personalized email. Do not assume that all students feel they have the agency to reach out. Make the first move to get to know them and what issues they may be having.

Students prefer in-person even if the environment is less welcoming than it would normally be. So I think students still see the benefit of meeting in a classroom in the age of increasing digital education

Students need an instructor who is active in the class. Many of the students need/want an instructor who will communicate with them and help them consistently (through conferencing, canvas discussions, email). They want feed back.

Students are worried about their finances, family members, and their work schedules. They take on more work, more jobs to be sure that they have "enough money" and sometimes take on more work than they would have if no pandemic. They stretch themselves thin and sometimes are not able to keep up with their studies. One student in the Spring checked himself into a psychiatric hospital because he knew with his PTSD that he was not able to cope with the pandemic. The issues they are facing are much more critical than may appear to us.

Students are much more engaged and better behaved remotely than in the classroom!

Students are much more anxious about their ability to learn effectively. I am anxious about meeting with students who ask to meet in person. I am trying to sort out whether group or individual office hours are best.

Students are experiencing heightened strain and mental health issues. Need to aware and responsive to their struggles. Need to be way more flexible about assignments, exams, etc. than in-person instruction.

Students are able to adjust to change more easily than the faculty.

Stress levels for students and faculty are higher in general and I think it's important to consider when it comes to workload.

Stop panicking. You need to learn some new software and adapt a few pedagogical points and, boom, you're off to the races. If you're anxious about what you're doing, then you should talk to someone; seeking therapy isn't admitting weakness. If you're frustrated with what's going on, know that you aren't alone and that we can work through this.

Responsive communication is important. Not everyone is excited about listening to long lectures. Think about how students can apply what they are learning in small groups.

Remote synchronous format is doable - community can be created virtually with hard work and intention.

Remote synchronous allows me another opportunity to supplement discussions for the online offerings.

Prepare ahead, then adjust. Be available.

Planning is more important than ever. It is almost impossible to be spontaneous via Microsoft Teams.

Plan for all possible alternatives. The ways of engaging students has changed and has become for difficult to assess them informally. I can't read students facial expressions with masks, I can't gain a sense of students online when I can only see 9 squares at a time. Just BE CREATIVE! instead of frustrated! students know that we are working hard.

Overcommunicate! Email, post announcements in Canvas and Microsoft Teams, leave comments on assignments in Canvas, and email again. Be kind and forgiving. Think about your essential learning outcomes in your course(s) and strive to find lessons or activities that meet those outcomes.

Out of the non-in-person options, students tend to prefer remote synchronous. Having the rhythm of meeting at certain days/times gives the structure many students are used to. Of course, structure is an important aspect of everyone's life! The teacher can immediately respond to things students don't understand with remote synchronous. It's hard for students when they are watching a video later (in non-synchronous remote modes) and have questions. There can't be a clarification, and that might make the later material in the video hard to understand.

Online learning could be challenging to traditional non-online students. My suggestion is to keep our teaching materials simple and easy to follow.

One of the positive aspects of this semester has been the flexibility and compassion of many of my students. In many ways I think they have been much more resilient than the faculty or administration. I was afraid going into this semester I was going to have 170 students all complaining about online content delivery, communication, assessment, but I have found that if you treat your students with compassion and patience, you can get that back (in most cases).   One thing I have done to help encourage this in my classes is I have included a "Patience Statement" on my syllabi. Similar to the other statements we have, I just let them know that I intend to approach the course with patience and appreciated any they can show back to me. This of course does not work for all students, but when I do have an issue I have found that remind them about the statement seems to help.

Offer more synchronous sessions, virtual office hours, and provide virtual orientation to the course and where to find all the course information on Canvas do this in small groups.

Nothing will ever feel adequate.

Non-verbal feedback is huge.

Need to be very clear and simple with directions in Canvas. Organization is important. I like how students participate in synchronous course.

Need to be as flexible as possible without sacrificing academic rigor.

Necessity is the mother of invention. If necessity if a figment, use fear instead.

N/A

My first lesson is this: don't expect anything from UCCS or the FRC. Do your own thing and expect to have to pay out of pocket for the equipment that you need.

My colleagues tell me that hyflex teaching has been very challenging this semester. I feel lucky that my classes are and will be taught online.

My best advice for teaching during this period of time is to have patience, empathy, and curiosity for growing into the use of technology.

Livestream your lectures real-time. This at least gives students the opportunity to ask questions.   However, I have not been able to find a good way to lecture, answer online and monitor chat at the same time.

Learned that remote teaching is not in-class delivery with a different platform. MUCH more support needed to succeed and excel in a remote environment . . .especially since I see this being a pedagogical option for years to come (and it SHOULD be).

Kindness is what students need most right now

I've learned that much of this can be taught on-line, but am not sure it should. We are missing a lot of the student interaction that is so vital within our program.

I've essentially developed a flipped classroom for my one class, which has really improved the quality of my discussions, but it's a lot of prep work - approximately twice the normal amount. My other class was online and thus had an easy transition. It's been harder to fulfill accommodations for students too.

I've become a better teacher because I'm thinking about pedagogy and approach constantly. I'm also much more accessible because I can have a meeting just by opening my computer.

It's possible to be effective doing synchronous learning

Its exhausting and I spend most of my time answering emails and problem solving and trouble shooting for students.

It's not fun be it can be made to work. It is harder to implement accommodations for students.

It's hard...much harder than in person. One person's question or confusion that you could easily answer/address in an in-person classroom setting that would allow you to address everyone who might have the same question/confusion is now a series of 2-4 emails with that single student AND you get multiple students asking you numerous versions of the same question which become an entire morning or afternoon of emails that would have taken you 5 minutes in class to address. I have tried using Canvas discussion boards to field these types of questions, but students don't seem to like using them so they don't.

Interactivity is incredibly important. The professor should talk as little as possible.

In-person works well, 50% of students come to classes, I record my lectures and post them for students that cannot come to campus. Works well. Not too much extra work.

Implement more experiential, project-based learning; consider projects involving game-based learning to provide hands-on, interactive experience to attract tech-savvy students Find ways to appeal to up-skilling / re-skilling non-traditional adult learner populations to offset reduced student loads; includes making materials widely available online, etc. to attract wider populations or learners word-wide - consider open ("unbundled") business models to improve access, enhance efficiencies and increase revenue.

If you're recording a class on teams, read things from the chat out loud because the recording won't capture the chat. Build in multiple modes of participation. Sometimes people won't be able to unmute, sometimes they won't be able to type, it varies.

If you want to teach in-person, you will have to be prepared for xtra work because you need to record your lecture and post everything online to accommodate students that could not come to campus or did not want to come to campus. In-class testing, the gold standard is not possible any more, or connected with more work (don't count on the help of your testing center...) and be prepared that you only to 20-50% of your students will come to in-person lectures.

If you can, purchase you own technology to support effective course facilitation. It's a small investment to ensure a better learning experience for your students.

I've learned to be more flexible for assignment due dates and the importance of sending encouraging emails and insure students we will get through this together.

I've learned that students can get information anywhere so it's even more important to be present and available for them. I use Zoom so that we can have breakout rooms and they can work/share/talk together. It allows for them to share their screens/projects/sounds and talk about how they solve challenges. I also give quizzes online/during class time. This way we can talk about the quiz afterwards and we can all help each other answer the questions together. I've asked that all my students remain with their video cameras on so that we can all see

each other (but not all of my students have working cameras). Zoom breakout rooms has been extremely valuable for them. For my classes "lecturing" is not as helpful as giving them opportunities to share their work and making sure there are moments in which I listen to them. I don't know if any of this is advice. It's just what I'm doing that seems to be working, up to a point.

I've decided to teach my classes in small cohorts that meet once a week in class, and the rest of the work is done online. It's a lot harder for me to hand over the responsibilities of learning to the students, and I fear that they won't take it as seriously as they need to.

I'm too busy to reflect on this right now!

I really like Panopto

I realized that I actually love teaching online. And that I think I am quite good at it!

I learned that what I love about teaching I do not get teaching in the remote modality. This makes me sad

I learned that we're all very invested in making our classes a good and robust learning experience for students and that, as a faculty, we can see that the important things right now also include caring for our students wellbeing - physically, emotionally, and socially.

I learned that in person classes are way easier than remote classes.

I learned that if I don't do synchronous instruction that many of the lower division students tune out.

I know we all care about our students, but we should not feel pressured to conduct in-person courses if we're not comfortable. In-person classes, at this point, cannot draw on a lot of the pedagogical practices that I would normally use (small group discussions, and projects, think-pair-shares, etc.) and these practices would be better facilitated via Zoom.

I have really evaluated the concepts I teach. There were some things I was doing because I always did. I have eliminated some of these. I have thought more deeply about how students learn and what I really want them to come away with. I always did that, but now I think I have become more selective.

I have learned that even though my courses are asynchronous, I feel a deeper need to connect with the students using video conferences programs. In previous semesters, I was content to exchange e-mails with them and interact using the discussion threads on Canvas, but I find myself posting video responses to their posts, and offering video conference office hours now. I'm so isolated in my day to day life, that I really miss that human interaction.

I have learned many new technologies that have aided in my ability to teach and I feel that I have mastered the breakout groups. This was largely because I made step-by-step tutorials for students and walked them through the breakout groups in Week 1. That is going really well.

I have learned how to share materials (notes on a tablet, videos, class recordings, etc.) way more easily now. Using a Surface Pro has made a huge difference there.

I have had to distill my lessons down to the most essential pieces and then support my students with reecorded videos. In education, we promote interaction, so I have had to figure out ways to make that happen (Teams using channels and Zoom using breakout rooms). I think the advice I have is to connect some way somehow with students, even though it is challenging to plan.

I asked the students to sit in a new seat each time they came to class so their turn and talk could be with different classmates.

Hyflex works very well, once the online components are prepared.

Hy-flex seems to work well for courses that are best in-person but need the possibility to continue work during snow-days, sickness of the instructor or other pandemic-related changes.

Hope for a vaccine soon...

Having to be available at home to answer questions without contact with students. Difficulty reading the level of need over the phone or in a large class. Making sure that a "meet the teacher" one on one online is made available.

Having in person class is risky both because students may not attend if they have mild symptoms of a cold or if they have exposure to COVID in some way. It is easier to have everyone attend on a remote platform. Attendance in a remote platform would have been difficult with a large class. My classes have mostly undergraduate seniors and are small enough to handle on a remote platform.

Have more than one way to deliver a course ready at all times.

For me, I'm trying really hard to keep some balance into my day. Its it very difficult but getting out for a small walk helps a lot.

Flexibility is the key! I recommend taking the FRC's courses on online teaching. I took these over the summer and they proved to be very helpful.

Flexibility is key. Students need it and so do faculty.

Flexibility and quick adaptations are key.

Flexibility and encouragement are key to reaching students during this difficult time. Some students are out of state and others continue to be overwhelmed.

Figure out your lecture video workflow early, and then stick to it.

Everyone should go through the online certification courses from the FRC. I've been teaching for a long time, but taking my courses down to bare bones to consider how to teach them online has made me review how I teach in general. It proved to be an excellent exercise that reinforced much of what I know about teaching, but certainly aided in improving my classes for the day when I can teach in person again.

Doing the all three in one deal is not working. Go online completely and/or teach synchronously. I do not recommend recording the lectures--it requires more work and it enables less participation and engagement.

Do not fear student FCQs. I am very disappointed that FA caved to various faculty fears about students exacting revenge on faculty for their frustrations with going remote in spring 20. In fact, I found that the opposite was true; students were generous with praise and appreciated faculty since we went the extra mile for students. Hiding those results means that we cannot get the word out about how remote learning may be better than f2f in certain ways for certain students. It means that we can't make the argument that remote is worth the same tuition when in reality there is more personal attention from PhD level faculty to individual students than sometimes happens in the f2f classroom and that remote learning can be valuable and that some students actually like it, and the majority adjusted well to it. I have learned to be a better communicator through remote and OL teaching.

Do not do this, the workload is beyond expectations!

Discussion boards are helpful and communication is key.

Communication with all concerned is key.

Communication is key to quality student engagement. Weekly, mid-week, end-of-week messages to students; video resources; conferences each unit...all necessary in remote environments, particularity asynchronous platform.

Because I teach fully remote online courses each semester, my teaching during the pandemic hasn't been impacted in the same way it has been for many of my colleagues. I did learn to be more flexible, though, to better accommodate students' varying needs and the many unexpected circumstances that we all faced. I also found that many students appreciated when I and my department showed that we care about our students, and that it's important to remind them to reach out if they need anything or are facing challenges in the course due to the pandemic (this is obviously good practice in general, but even more important right now). My advice for teaching during the pandemic would be to be aware of workload and try to avoid placing additional burdens on students right now. I would also keep in mind that if students are moving from an in-person to online format they may not have access to the same resources and technology that students who start the semester in a remote class format

might have. I would also recommend ==being as flexible with students as possible== to help them work around any obstacles they may be facing right now.

==Be flexible with yourself and with students==. We are exploring new ways to teach and all of our ideas do not necessarily work well.   Keep it simple, while still keeping rigor.

==Be flexible and== ==compassionate, with yourself and the students==.

==Be flexible==

==Be compassionate with your students==. Be available for questions and in person to help your students learn.

Asynchronous has been extremely beneficial, especially with ==zoom breakout rooms==.

==Ask students to keep their cameras on if they are comfortable with it==. Most of them have and it has made a big difference in student engagement and class dynamics. I've also learned that discussion boards don't work very well. At least for me. They don't seem to have much value for the undergrad students and are a pain to evaluate.

==Additive grading== is better for students than percentage grading. Highly recommend switching!

1) ==Class sizes MUST BE SMALL== for remote and online learning to work. 2) I learned this while teaching through a family crisis prior to the pandemic, but it has served me well through the pandemic: ==be forgiving and understanding of students' needs==. Be accommodating about helping them find ways to show their learning.

- Keep it simple. Don't add more technology just because it's available and it looks cool and you watched a demonstration on a virtual conference. - ==Be patient==. Students have told me they feel like they're teaching themselves (despite the materials we carefully craft for their use). Don't argue about how they *should* feel and hear them when they say they're struggling. It's one thing to uphold a rigorous standard and another to deny the reality of the current situation's impact on our students. - Students actually like ==small breakout groups== because they get to talk to other people (something many of them feel excited about now that they don't get to socialize as often or as regularly)

Advice on Scholarly Work During the Pandemic

Tell us what you learned about conducting scholarly work during the pandemic. Do you have advice to share with other faculty?

A little creative filtering of data, coupled with the omission of certain data elements, can create a rather convincing argument to support any hidden agenda.

Nothing

It has fallen short with the demands of online teaching. Do what you can!

Not applicable with scholarly work, as I am an instructor, but am having a much more difficult time managing my time this term.

I participated in my first virtual conference this past week and actually liked it. Originally, I was supposed to travel to New York for almost a week. All lectures were delivered and recorded in Zoom. I was able to go back and watch lectures I originally missed. The advantage of the virtual conference is that I did not disrupt my normal life much to participate i.e. no travel dates! The bad news is that the interaction and socializing with colleagues was almost non-existent. I think virtual conferences may be here to stay, they are too convenient!

There is no time to conduct research based work in this current situation because faculty are already working over over time hours. My own professional art studio practice has mostly been put on hold because of the amount of time I am dedicating to teaching. Just like the field of science, when faculty are not able to have the time to conduct their own research - write grants - etc. - these intellectual endeavors/opportunities/enrichment specific to the field art do not find their way back into the classroom.

It has been very difficult to carve out time. My service and teaching take much more time. I am trying to work around COVID which means there is data available but I am exhausted so the time has been difficult to have to do the research.

I have had more flexibility of attending online conferences and webinars.

Plan ahead, supply chains are not what they used to be.

Once we were able to return to campus over the summer, my graduate students and I were able to return to close to normal research productivity and it hasn't been as difficult as I thought it would be. Using MS Teams has helped me stay in contact with my graduate students and, in some ways, has made it easier for me to communicate with them. Keeping the offices and research labs open is critical to supporting our research efforts because our resources are much better on campus, and we are able to focus much better on our research on campus (as opposed to home).

I haven't been able to do any during the school year. So, the key is to commit to research during off-times (summer, breaks).

If you can afford to pass research work to students or collaborators, do it - otherwise you'll lose your mind with all the extra work of remote teaching.

That's funny.

Caregiving continues to overwhelm my time..

No.

Teaching remotely is so time consuming that there simply isn't enough time for any research activities. Most of the conferences I attend and present at have either been cancelled or scheduled as virtual events.

what's that? I've had NO time to do any research. It's supposed to be 40% of my work, but it's more like -20%

N/A

Very difficult to focus with a million discussion boards waiting to be graded

The lack of Prospector and the inability to use archives is a huge loss to my research that cannot be overstated as our library does not specialize in the humanities and has a relatively weak collection that it supplements by being part of Prospector. The archive most relevant to my work right now is closed to members of the "general public" which is what I am to them.Since administration is unwilling to discuss this issue my advice is to renegotiate your workload as long as it seems we will not have access to the materials we need. That is what I plan to do if it looks like the pandemic restrictions will continue into CY 2021. It must be added that Library staff are amazing and do everything humanly possible to help (and then some!), so do reach out if you are in need. I would also like UCCS to fund faculty for research support during the pandemic beyond the useful 14 day writing challenges which, while helpful, are not frequent enough to be meaningful. Or organize writing groups for faculty, or something! PS: Faculty in the sciences/social sciences need to learn that the Libraries are the labs/ or human/animal research for HUM faculty. If we don't get access to the full riches of the Library/archives it is like we can't go to our labs or conduct surveys of human subjects or tests of animals or plants/minerals or as if you could use only 1/5 of your physics equipment.

I haven't been able to conduct research but I have been slowly working on a publication. I've learned that time needs to be consistently carved out for scholarly work.

n/a

N/A. My scholarly work has been paused since the beginning of the pandemic.

n/a

My research is proceeding. I have the materials I need.

Being flexible, making adjustments, and being creative with the resources we can access are all helpful to keep in mind.

Same - more productive because of no driving, traveling to meetings, etc.

I don't do scholarly work.

Cannot do managment by walking around. Need to more to more stuctured meeting while also using tools like slack for interaciton.

More work for in-class teaching = less work for scholarly work, which is amplified by the furloughs.....so I am NOT getting enough scholarly work done!

Less is more. Juggling family and work obligations is never easy, especially when no one can leave the house. I've taken great satisfaction from finishing a book review, and hope to make progress on some non-academic writing projects soon. There is simply no time or space for deep research and writing.

Not happening! Because of the increased time that teaching is taking.

Trying to shoulder the burden of remote teaching plus scholarly work is ridiculous. The teaching workload is upped so much that there's no time to do good scholarly work. So, don't be a professor who's expected to publish during a pandemic?

This has been much easier. There are practical concerns about collecting human subjects data for my research, but working at home is always the best for my writing, data analyses, etc. I am sure that people with kids or other home responsibilities don't want to hear that, though. I know I have it easy in that respect.

I have a lot of computer work for my research so it has transitioned well, but any experiments in the lab have been difficult. I also do not see my students all that often, so it's tougher on them and me for the mentee-mentor relationship.

Very difficult to get done with extra work going into teaching. Teams meetings with graduate students seem to work well for getting connected.

Getting in a mindset to produce high quality writing (e.g., grants, papers) is very difficult. While having a young child at home, getting through teaching and emails is about all I have time for. Even when extra child care is available, I am so mentally drained that focusing on writing/big picture ideas is challenging.

What is scholarly work? If I can just stay on top of grading and classes I am happy.

Forge partnerships with industry to support learning, research & resource sharing (i.e., "open platform" model), incl. sharing feedback on req'd skills; engage worldwide experts to share information for all to benefit, further body of knowledge & demonstrate collaborative (win-win)

So much time goes into getting courses converted that there is a real hit not only in scholarly work, but professional development as well. I wish that the university would just pass a policy that agrees to give everyone an annual review of "5" this year. That is something that costs them nothing (especially with no raises in the near future), but shows a commitment and understanding to the issues we have all been facing this year.

Small goals every week. Being OK with reduced productivity, but not giving up entirely.

I have had more time to write, actually.

Nothing to share.

I'm overwhelmed with research at a time when teaching takes more attention than ever, plus my kids need full-time support with virtual schooling. It's exhausting.

Calendar planning is even more important because more remote meetings eat into the schedule.

It's been a disaster. The complex and not well defined rules for who could or could not be on campus in spring and summer were just terrible. Jessi Smith had one list (based on who requested campus access last December, which is more relevant to who had in town holiday plans than to the type of research conducted) and department chairs were asked for names of essential personnel, and there no was cross over of communication. Being designated as essential by your department chair was ignored by Smith. Important personnel such as lab coordinators were not allowed access, as were many research faculty including my department chair (who was unaware they were not on the list) even those with live organisms, cell cultures, and sensitive equipment were not allowed on campus if they were not on the "I'd like to access campus December 2019" list We need a better plan and input from more people

It's much harder to find the time for this!

It is impossible to conduct in-person research during this time. This is a problem for those of us that have active grants that need to be completed on time or the grant money will have to be returned to the granting agency.

* It is almost impossible to conduct research using humans as subjects at this time.

I haven't had time to do much of anything because my head space is getting the teaching done. The scholarly work is suffering.

Forget about it. there should be no expectation of scholarly production. If it happens, then kudos.

This is hard! Lower your expectations about what you expect from graduate students. They may not be able to reach that full paper you had originally envisioned for them. Change your expectations, but don't change the essential learning outcomes for those students. I actually found more time to write and to begin pulling together data already collected from previous projects. I feel fortunate that my research activities could continue.

Extremely difficult as I research online learning. Typically use the in-person classroom as the control group. So spring 2020, fall 2020 and probably spring 2021 are shot.

This has been harder to do and I am really looking for the balance of time

I am writing an OER etext, and I have gotten a lot done because of the time I've had to spend at home. Again, the FRC has been very helpful in guiding me through this process.

I cannot complete service work, teach from home, homeschool my kids, and complete research. Because the other 3 are overwhelming to manage altogether and have immediate deadlines and people in my face, the

research is the first to fall off the To Do List. I've completed no research since July 1st when I became a department chair. I can't even finish the article that just needs revision. There's no time.

Must schedule time to do it!

One day at a time - same as always

Advice for other faculty: don't invest in writing grants, and stay as far away from campus as possible. Even if we bring in millions of dollars and are funding ourselves, we are still put on furlough and not allowed to pay ourselves our full salary. If UCCS wants their faculty to be productive, they should try creating less idiotic policies.

As a young faculty member, I am not sure I have any advice to offer. My key objective during the pandemic was to be working on data and previous work that I had already completed to get the publications into review. A lot of my work is in school settings, so it was difficult to start new projects. I was able to initiate work on conducting a needs assessment in schools that could inform future intervention or programmatic efforts.

In some ways it's easier because I can conduct meetings from home, but in other respects it's harder. It's hard to stay on task and focused when I'm trying to balance work with a home environment.

Virtual meetings seem to work for some topics.

It is more difficult for several reasons: 1. limited access to ILL and Prospector has impacted research for both faculty and students. 2. getting grant proposals done is MUCH more difficult due to remote work 3. I am spending AT LEAST twice as much time on teaching and service during this time which leaves little time for scholarly work, yet, it has to get done so I am working far more than ever before. 4. Limited access to campus for students and faculty is making collaborative scholarly work between myself and students difficult. My advice: plan way ahead for grants and get the routing process initiated LONG BEFORE anything is due and figure out ways to ease the extra teaching load associated with on-line modes like allowing Canvas to grade work and cut assignments instead of adding.

Requires more planning and structuring of time. Be cautious of virtual meetings because it may seem easier but you often schedule yourself back to back meetings. Schedule in writing time throughout the week.

best time to do so. Easy to contact different individuals since limited mobility have opened up people's online availability.

Almost the same as the previous year.

Ugh. It's incredibly challenging. I've managed to keep up with projects in the works. It's been very challenging to start new projects, even though I'm excited about them. I was so busy over the summer taking online teaching certificate courses from FRC, and doing a lot more service than is typical of summer. In addition, I'm a parent of a 4-year-old. So... it's hard. I've been getting up to start work around 5 a.m., knowing that my day will primarily surround caring for others and facing interruptions. I do not have advice to share with other faculty. I wish I did. And I hope others' advice, especially if geared toward working parents, does not include clever ways to do more with less. :)

I've been slowly marching through a publication and slow is the operative word. I haven't been able to do new research during the pandemic.

Collaborations are really difficult without the opportunity to meet informally. Everyone seems pretty burnt out on Zoom/Team meetings.   I have reduced capacity to mentor undergraduate researchers.

Since I am a professor emeritus and serve now as a lecturer, I do not do research at this time.

Not part of my job.

I think having to do much more work and facilitation of learning in person and remotely (at the same time) does not allow for required furloughs. I am working and furloughing simultaneously.

Be kind to each other and cut each other some slack on peer reviews.

My scholarly productivity has decreased sharply, but that has much more to do with childcare than any changes at UCCS. Being a parent with two kids taken out of school was a huge hit to my time, energy and planning. I'm sure

others have experienced the same, but the good news is that once schools go back to normal productivity should go back up

You have to make yourself plug away at it. It's important to set aside time just for research. you can very easily get caught up with Zoom meetings and webinars - because it provides needed connection, and you don't have to participate in them all.

Our whole project changed from having to observe teachers in the classrooms to figuring out how to observe and coach teachers remotely. I think my advice is to figure out how to move forward in new directions (we're doing some in-depth program review).

I have little to no time at the moment. If you do, please share how you do this! :)

Obtain a time machine, go back and get multiple papers to a place where you are editing and submitting. I can imagine serious challenges to collecting data.

It's a struggle because we're all spending more time on teaching. Use an online app to help students schedule time to use the lab. That's the only hope when lab capacity is limited to two people. Keep having remote meetings with research students, even if the meetings are remote.

na

The seemingly extra time has been good. I have written two papers and am preparing for several more.

It's impossible to complete scholarly work with so many changes. I have always though having different expectation for people with and without children is wrong. However, with way the schools have treated parents, it's important that employers (such as UCCS) understand that it is impossible to do our jobs without reliable childcare. With this, the scholarly work expectations for parents should be reduced during this time.

n/a

Scholarly work is easier to do. It's a matter of being able to carve out the time with so much attention to teaching and changes in teaching, which requires time to undertake.

The inability to conduct fieldwork in-person has been a significant drawback, which slows down the progress I can make on moving projects forward. I've still been able to get a decent amount of writing done, but can only take that so far without additional fieldwork.

If you already do most of your scholarship on your own time and in your own space, then hopefully you've been able to take this as an opportunity to get some real research and writing done. If you do most of your scholarship in collaboration, then now's a good time to get acquainted with the wide variety of teleconferencing software available. If you're feeling stymied, then maybe consider talking through your hang-ups with a therapist.

We have no funding, we received a pay cut and we are working time and a half. All journals are delayed, and for those with kids it's especially difficult ... even more so for faculty of color or faculty from marginalized groups in this climate of hate

I find it hard to create time for scholarship when teaching is taking so much more time.

THIS. TAKES. WORK.

I am a qualitative researcher, so my data collection has essentially ground to a halt. I am trying to fill the gaps with other studies that can be done remotely, or with writing that can be done without data collection (theoretical or conceptual analyses).

N/a

I am having trouble focusing on writing though am able to have bursts of productivity. I miss sitting around chatting with colleagues and the sparks of ideas that come with that.

There is no time.

Depending on your discipline, type of research, and career stage, scholarly work can be hugely impacted by COVID. More senior researchers may be far less impacted than junior scholars because they have a backlog of projects to work on. Similarly, researchers who collect data with people are constrained seriously due to COVID.

Scholars who don't conduct human subjects research are not. The campus really needs to consider these nuances for RPT and merit reviews.

My scholarly work has had to take a back seat to everything else. My students seem to be much more eager to meet one-on-one via teams then to come to my office for my office hours, so I am meeting more with students (which is great!) but it is taking more time.

It's incredibly difficult. I have trouble getting in a research groove from home.

My research hasn't really changed. If anything, I have more time to research because I am at home, not in my office where other duties can distract me.

It's a nightmare. This is where my most of my concerns in the pandemic come from. The type of work I do cannot really be done remotely.

Plan your week and try to squeeze in some research :-)

The instructor sets the rigor for scholarly work. If they did this prior to the pandemic, they strove to be at the same level after the pandemic

Keep following up with people.

Student Research

Student research is also a part of teaching. How has teaching in the age of COVID-19 affected your scholarly work with students?
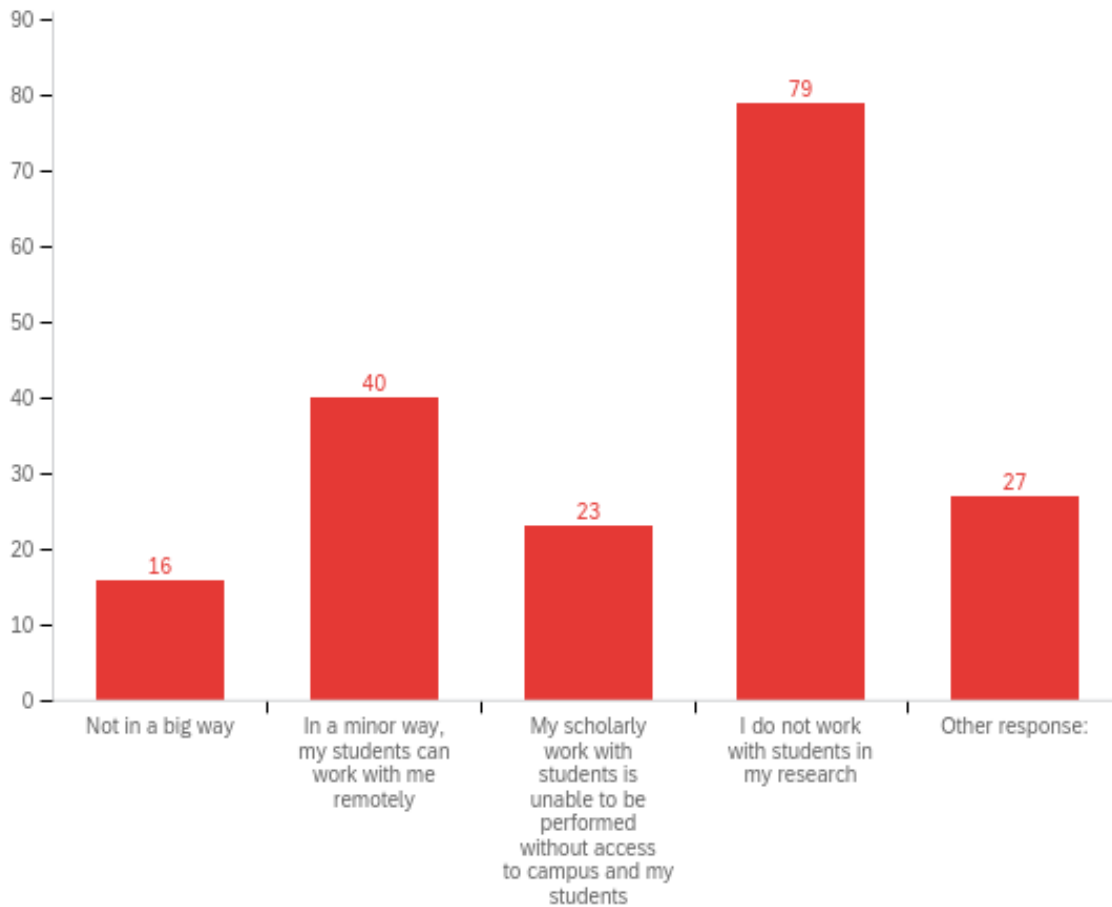
Answer	%	Count
Other response:	14.59%	27
Not in a big way	8.65%	16
My scholarly work with students is unable to be performed without access to campus and my students	12.43%	23
In a minor way, my students can work with me remotely	21.62%	40
I do not work with students in my research	42.70%	79
Total	100%	185

Q14_5_TEXT - Other response:

Other response: - Text

n/a - no research

Work with students has been severely impacted by the lack of in-person interaction, and the inability to work with them in the field.

While we can work remotely, scholarly work has been significantly impacted because of our inability to collect data at our research sites.

When campus was closed in March-May, my student's research was impacted in a major way. Once they were able to return to campus in June, their research was only impacted in a minor way.

Some remote work can happen but it is extremely hobbled without Prospector or archival access.

Not greatly involved with student research, but willing to be

No research

N/A

N/A

N/A

N/A

N/A

My scholarly work with students is currenlty paused, but we will be resuming soon in a remote format.

My research with students has haulted, but not because we can't access campus because we can. It's just too difficult to collaborate.

Mixed, strong impact on Human-subject stuff, little impact on tech development reseearch

It's affected me in a major way, even though my students can work with me remotely.

It is a mixed bag depending on the student. Overall, I cannot mentor as many students because we cannot physically be in the lab working together as we normally would.

If you can't use human subjects then students can't get involved with your lab. They can do literature searches etc, but no other hands on research

I'm transforming my classes so that teaching and scholarly work can be sometimes combined.

I'm not doing research

I'd say it's more than minor. We are doing what we can in a modified format.

I have not had students assist with research

I have not been able to do research with students because we cannot travel outside the country due to the pandemic.

I have not been able to do research with students because we cannot travel outside the country due to the pandemic.

I can meet online, but getting these meetings scheduled is another matter altogether.

Access to labs and other facilities is difficult and has impacted student research significantly.

Workload

Due to the pandemic, we have changed the way we work. Please indicate if you are doing more or less of the following aspects of a typical workload.
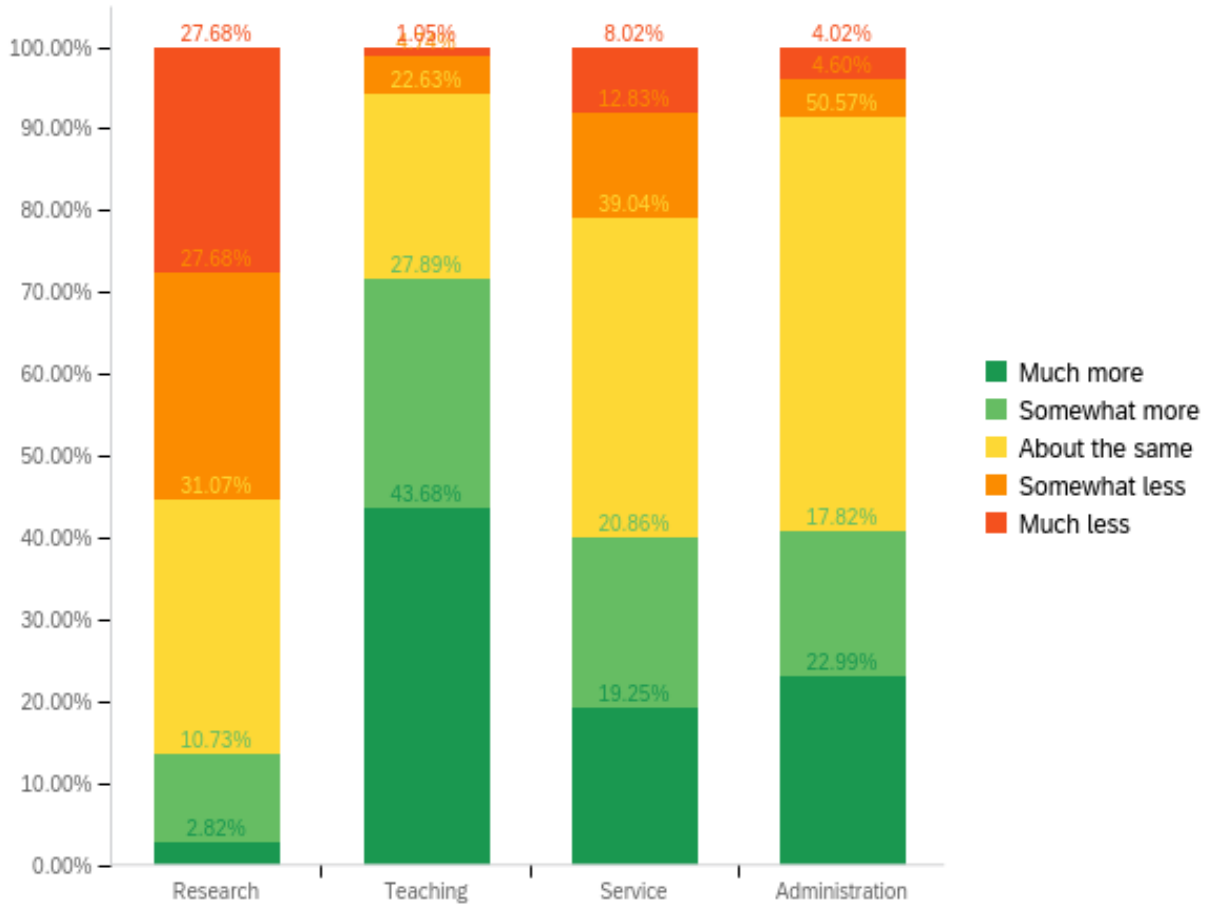
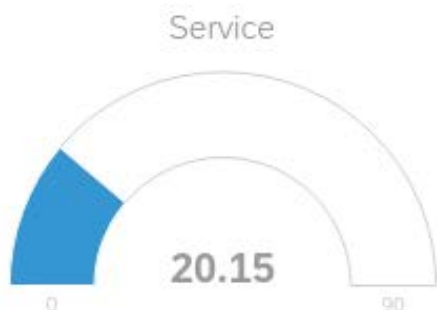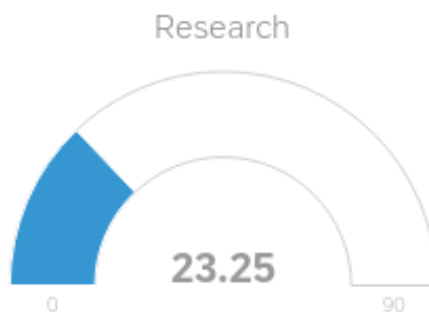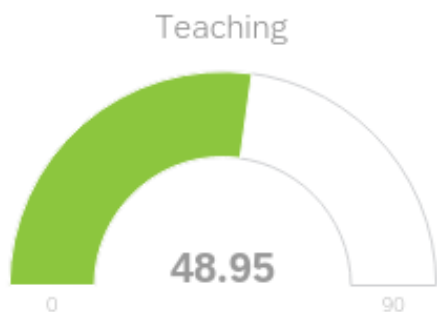| Question	Much more		Somewhat more		About the same		Somewhat less		Much less		Total
Teaching	43.68%	83	27.89%	53	22.63%	43	4.74%	9	1.05%	2	190
Service	19.25%	36	20.86%	39	39.04%	73	12.83%	24	8.02%	15	187
Research	2.82%	5	10.73%	19	31.07%	55	27.68%	49	27.68%	49	177
Administration	22.99%	40	17.82%	31	50.57%	88	4.60%	8	4.02%	7	174

Actual Workload Distribution

How are you actually distributing your effort for this year? Please enter numbers that sum to 100%.

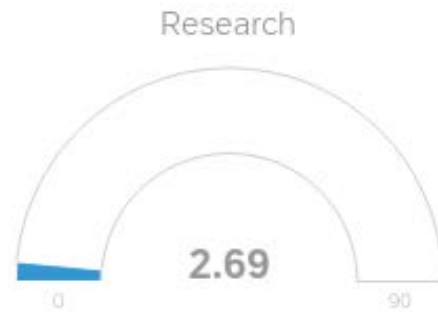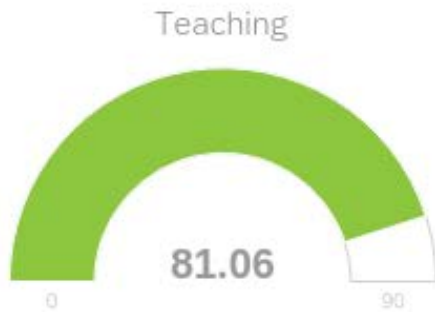| Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Teaching	0.00	100.00	62.53	25.30	639.87	197
Research	0.00	100.00	14.31	16.75	280.51	197
Service	0.00	80.00	15.64	13.35	178.11	197
Administration (if applicable)	0.00	90.00	7.52	15.87	251.72	197

Typical workloads are as follows per faculty group:

* 40% research, 40% teaching, 20% service for tenured and tenure-track faculty
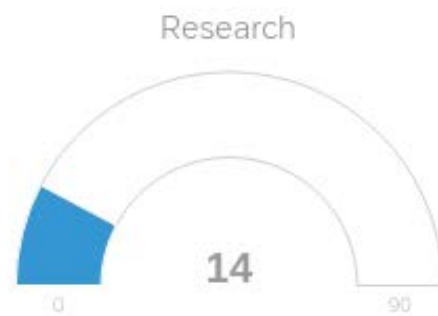
* 80%-100% teaching for instructors

Professor, Associate Professor, or Assistant Professor
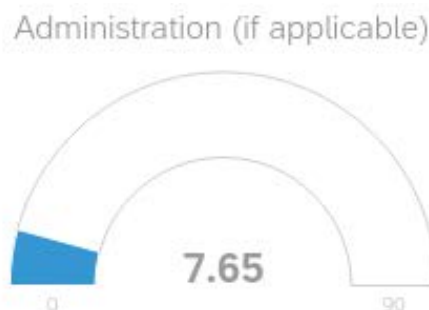
Teaching

48.95

0   90

Research

23.25

0   90

Service

20.15

0   90

Administration (if applicable)

7.65

0   90

Senior Instructor or Instructor

Teaching

81.06

0 · 90

Research

2.69

0 · 90

Service

10.58

0 · 90

Administration (if applicable)

5.66

0 · 90

Research or Clinical faculty

Teaching

39

0 · 90

Research

14

0 · 90

Service

24

0 · 90

Administration (if applicable)

23

0 · 90

Lecturer

Teaching

77.96

0   90

Research

4.07

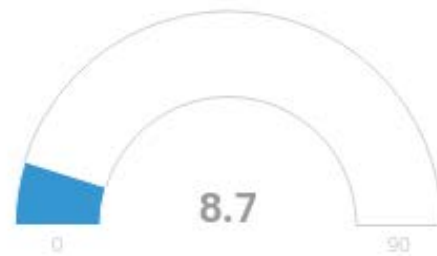0   90

Service

9.26

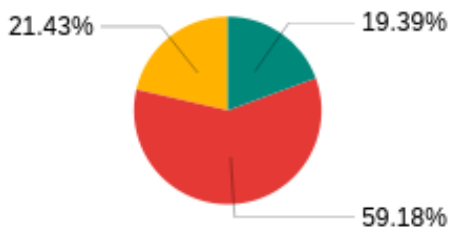0   90

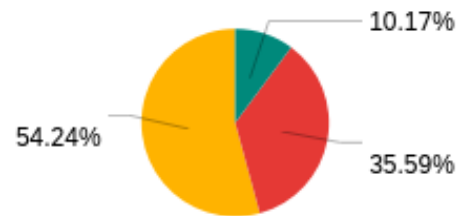### Administration (if applicable)

8.7

0   90
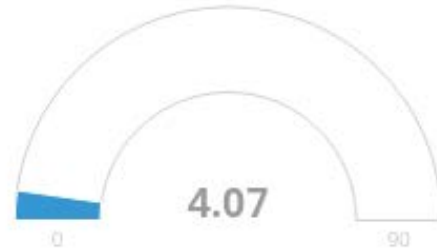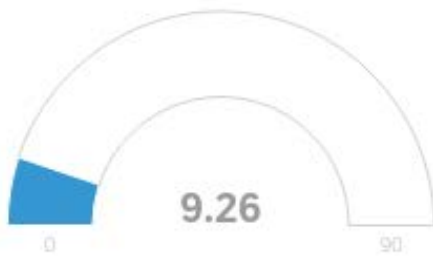
Merit Review

Do you think a merit review based on 40/40/20 (or your college's expected effort distribution) is fair for 2019-2020?

Professor, Associate Professor, or Assistant Professor

21.43% · 19.39% · 59.18%

Senior Instructor or Instructor

10.17% · 35.59% · 54.24%

Research or Clinical faculty

25.00% · 25.00% · 50.00%

Lecturer

8.33% · 91.67%
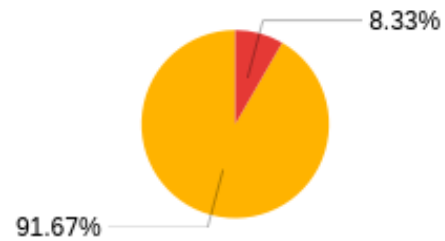
Other

NO DATA

■ Yes, please explain why: ■ No, please explain why: ■ I don't know / no opinion / not applicable

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Do you think a merit review based on 40/40/20 (or your college's expected effort distribution) is fair for 2019-2020? - Selected Choice	1.00	3.00	2.27	0.70	0.49	186

Answer	%	Count
Yes, please explain why:	14.52%	27
No, please explain why:	44.09%	82
I don't know / no opinion / not applicable	41.40%	77
Total	100%	186

Q15_1_TEXT - Yes, please explain why:

Yes, please explain why: - Text

It is fair for me because I am in the stage of research where I need to analyze & write. It is unfair for those in the process of data collection or early stages of study design and ethical approval. I did lose a $250k grant because I am unable to conduct human research. I feel continued merit reviews are necessary but the lense through which we are being reviewed needs to adjust with the burdens placed in front and on top of us all.

All my collaboration with colleagues can be accommodated via Teams, Zoom, etc. Most of my work is done on the computer. The only thing that might slow me down is if schools close down and I have to start educated/watching my children rather than working.

I think it's fair but our supervisors should take into account the unique, unprecedented challenges we have all faced.

Yes, with extra leniency for faculty members who shifted the weights/distribution a bit as a response to the pandemic. Faculty should still receive raises as appropriate.

Our numbers for the school are increasing, had to modify all planned courses, we hvae been short resourced this term, everything is requiring more time, I am willing to teach in class which helps student while also risking my safety

I guess? Profs should be able to explain why their productivity was lessened, evals affected; etc

the 40/40/20 distribution is reflective of the majority of the 2019-2020 academic year. However, my time THIS year is quite different than normal.

Everyone is in a similar situation with COVID-19 with regards to having to move their classes online/remote

My contract is 80/20, so this model won't work for me.

For me, yes. I greatly reduced the "extras" I do, which is more or less reflected in the way my effort is expected to be distributed. I do not think that this is universally applicable.

It appears most have been able to transition online, where we can do all three as well as we did before

maybe, all of us are asked to change how we work, there has to be some kind of understanding of the challenges we are facing

Yes, that breakdown is always way off. To make it work the total needs to be 150%. We just do a ton. Admin and service at 20? Wouldn't that be nice.

Yes, generally, but there has been a lot of extra service being done by certain faculty and that should somehow be accounted.

yes - the change has not been overly-significant

yes, but my main concern is that raises in 2021 be assigned based on 2019 and 2020 since we didn't get any raise based on 2019.

Yes. This is what many have been planning to be evaluated on. You can't simply change the review criteria after we've done the work.

Yes, we still need to do what we need to do.

That's stated on my job offer as a part of the contract. I don't think it can be changed easily.

My merit review was completed before the pandemic affected campus.

Close enough

Not sure I understand the 40/40/20 model?

The opportunities for doing service have been much reduced. Instead, I spend all of my time making sure that my large lecture classes are working online.

It is reasonable based on the efforts I have made.

Q15_2_TEXT - No, please explain why:

No, please explain why: - Text

we are furloughed but we hve to work harder on our teaching, less time to do research, less research resources available

the experiences of educators is so different, many have taught in-person for decades and now they are pushed to change and learn new ways of teaching with no time to catch up... not fair at all. I feel for those folks.

teaching and service responsibilities have gone up significantly, which leaves less time for research (i.e. doesn't seem fair to continue expecting 40% unless the total can add up to greater than 100%)

percentages are not a meaningful way to measure effort. Online/remote takes mroe work for both teaching and research but the percentages stay the same while our salaries are lowered.

percent effort is not 40/40/20 hard to collect data and do research

its not happening

critical to let go of traditional merit evaluation this year - no one can be "expected" to expend effort distribution as is, and unequal impacts on different populations. Also important to note that this is a longer-term problem, and while folks might be able to account for their research productivity based on activity pre-Covid (pubs that were near completion, virtual conferences) future years will see much higher impact on productivity.

absolutely not. I am a co-director in a department program that requires me to be an administrator more than anything else. our Dept needs another administrator and our program needs a Coordinator or another admin. in order to fairly distribute all the work.

Why have a merit review with no raise indeed a cut

We are all spending more time to get our teaching done this semester.

To do my students justice, I need to put in about 50% more time to my teaching than I ordinarily would. Research has suffered.

This year has been chaos. We know that everything has been turned upside down. It's not fair to evaluate people based on a distribution of labor that isn't accurate.

This treats everyone as the same and workloads my have changed differentially for people over this time. There may be even more individual differences.

This only reflects tenure-track - please consider NTTF when writing these questions.

This even is unprecedented, so rating effectiveness on such a scale is not appropriate

There isn't the same capacity to do these. Teaching requires enormous time and effort for COVID, very little human subject research can be done.

There is too muc h extra time required for teaching and rpelying to students

The new merit review process across campus is designed to lower morale esp for those people who really are devoted to quality as opposed to quantity. We are working at much higher workloads, without workload adjustments, but with lower pay. This is pretty obvious as to what we should do. Merit is about rewwarding someone for the work they do whther it is with a good word or with pay. Now we have neither. We all already have low morale--let's not put salt in the wound.

The distribution of our workloads is completely altered from our normal distribution. So being assessed for 40% research is not appropriate, especially since SP20 we were banned from campus (and our labs/offices)

The disruption to teaching is easy to see, however the disruption to research/scholarly work is basically hidden. Although the 'down time' from actively gathering data/conducting studies has allowed me to move some manuscripts out to journals for publications, the lack of completed research this year and the disruption to studies that were in progress and may now not be able to be completed means that publications over the next 1-3 years will be reduced. So it's not just the merit review for 2020 that has been impacted by COVID-19, from a scholarly productivity standpoint it is merit reviews for 2021-2023 that will be impacted.

The conditions are so abnormal and new for so many.

The circumstances are just so different from normal.

The administrative burden has been overwhelming because of COVID.

Teaching is taking much more time due to the multiple ways we are expected to deliver and the lack of prior online material. I'm sure it will be better the second time around.

Teaching clearly takes more time in this context, so 40% is not appropriate.

Students have needed more hand-holding and support than usual for this type of instruction mode. Some of my students are parents who are sharing electronic devices with their children (as their children are learning remotely as well). Some of these UCCS students are still trying to access a computer which they can devote towards their education, and they may not qualify for the free laptop program.

Some research has been halted due to my unability to access my research sites (schools).

Some of us can't actually do our research, and teaching is taking up way more time

So much more effort is required to take courses (especially laboratory courses) into an online format.

Since a merit review can only result in negative results, it's a lopsided process without a merit pay raise.

Serving students during this pandemic is critical. Evaluation of progress through a global pandemic seems a bit rigid.

Research is gone for me.

Research is almost impossible. Publishing is at a standstill. We have no travel allowance or permission for presenting work. There is no way to measure output fairly.

Preparing for classes is all consuming. Troubleshooting technology is becoming for of my work.

Please think beyond the tenured/TT positions in your questions. Instructors teach the majority of the courses, have been impacted most by the remote learning options, and are getting paid the least. Time attributed to class prep for online has increased dramatically. Administrative responsibilities have increased. And we have received a "furloughed" pay cut. None of it adds up.

Personally, research has been utterly impossible due to vastly increased teaching responsibilities and the fact I often work from home where I have two small children.

Personally, I'm putting all my effort into making sure I provide the best "product" for my students. I feel that is the most important thing for the students and the University. With that being said, there is no time for anything else including balance in my life.

Our review does not require a specific point total for contributions. I am confident that my colleagues will take into special circumstances because they have in the past.

Not my workload

No; it is not fair because we do not have access to Prospector or archives which are absolutely necessary ABD because our teaching loads have effectively increased dramatically as every little lecture or discussion must now be digitized with written text, images, sound recordings, videos, etc., and then displayed in multiple ways for students who need multiple pints of access.

No--teaching has eaten my life this semester, because that's the only way to do remote/online teaching well. And I refuse to provide inferior teaching to my students simply because our federal government couldn't get it together. So, I am teaching to my usual high standards. It just takes a ton more work to do so, which means I have no time for anything else.

No, teaching seems to be the best way to keep students successfully learning.

No, service has been difficult since so many normal partners are changing the way they operate.

No, it may be better to postpone with the unforeseen and continually changing variables brought on by the public health crisis. OR - let each faculty decide if they feel it is acceptable to be evaluated in this window of time.

No, it is not. The workload is much different, then there is the furlough hours, when we are expected to continue to perform as if nothing was happeneing.

No, because there will be no way to consistently evaluate my merit compared to previous years.

No, because it has not been a normal year at all.

NO, the spring semester was aweful with terrible FCQ scores.

My typical research relied on face-to-face interactions with research participants. Transitioning to remote projects created significant delays in data collection across all of my active projects.

Mostly no... because of the way our individual lives have dictated what is possible during the pandemic.

More of the workload should move from service to teaching because of the efforts needed

Many professors have been thrust into other roles as a result of the pandemic. This includes additional service activities, as well as additonal childcare responsibilities, which may make it more difficult to get certain things accomplished (e.g., research)

Just just a standard amount of everyone

It's unreasonable to expect 40% research when teaching remotely requires exponentially more time than in-person.

It never was fair. Programs within each college are diverse in terms of aim, content, and funding. This impacts distribution of workload alongside individual faculty agreements and tendencies. Hell, as instructional faculty, I'm supposed to do 95% teaching, and I probably do as much as the other instructors in my dept., but I also spend copious amounts of time researching and performing service (as well as doing admin work now) without additional consideration or compensation. If the colleges aren't willing to reward merit on a case by case basis, then what's the point of hiring tons of vice chancellors and not providing tools for better assessment and reward?

It is not, but i worry alternatives will be even less fair. i do not think a percentage split is appropriate givne how many individual variables relate to covid and our capacity

I'm an instructor. We aren't required to fulfill the above percentages.

I think we needed to spend more time adjusting to the new teaching environment.

I think this year we couldn't present our research at conferences, so some might not get credit for it.

I think this is decision of the faculty within the colleges and not a decision made at the campus level.

I think most faculty members workload has shifted due to COVID and this should be taken into account during any merit reviews

I feel like I am doing 100% in admin, service, and teaching. While I am trying to stay on top of research it is the thig that has to slide so I can help my colleagues and students be successful in teaching this semester as I have an admin position. I feel like I am working 80+ hours per week and have been since summer preparing the team for the fall.

Having access to resources for research objectives is essential!

For those who could not do research 40% is not appropriate

For most people, I imagine research has taken a backseat compared to teaching, given that teaching responsibilities cannot be delayed in the same way.

For most faculty, teaching has required sudden and thorough overhaul to move remote or online. The time and effort required to move an in-person syllabus to the online or remote format is considerable; it's much more than we ever really receive credit for. In research, many people's work was made simply impossible by the pandemic (fellowships, conferences, and grants were cancelled; labs were closed) and for anyone with children who no longer had care options, completing work at home was difficult, if not impossible.

First off, not all of us have the luxury of a 40/40/20 merit review. This question is completely biased towards tenure track faculty! Please keep in mind that a large portion of the university receives their merit review from a 100% teaching contract. Better yet, it would be nice if you actually realized that the so-called 100% teaching contract is actually a 100% teaching + at least 5% service commitment. The question above does not acknowledge this fact. That said, regardless of the % breakdown, it is not fair to use traditional merit reviews because so many resources have been made inaccessible. Also, I am not sure that merit reviews are fair at all when you are not giving out raises. Either cut the review process altogether, or just give everyone "5's" this year. WE ALL DESERVE IT! It would be nice if the administration recognize that, instead of asking us to explain ourselves...again.

Everyone has had to do much more teaching even if they simply go remote synchronous due to other factors associated with teaching remote. I also think a lot of people's research has been impacted by a variety of different factors from personal to professional.

Especially for department chairs, our service is exponentially higher. Because we are teaching in new and often not preferred formats, it takes much more time to redo our classes. that takes away significantly from research.

Cuz that' not what people are actually doing.

Conducting research in education has been stopped and conferences are being cancelled so it is harder to put out work. It is hard to collaborate with people on grants when you can't meet in person.

Cannot apply a review process that does not consider COVID-19 restictions, barries, new - and forced ways- of teaching and research...what do you want to hear? Isn't is obvious?

As a new faculty member, it has been difficult to meet for the internal and external business requirements due to limitations and available opportunities.

Any merit review is going to have to be highly flexible. People are dealing with very different situations that "normal". So the issue is not whether 40/40/20 is fair, but is the whole process flexible to understanding the demands we are under.

Admin is going to need to spend more time evaluating real results and not use simplistic check boxes, checklists and techniques that make it easier for admin. Listen and respond accordingly.

Absolutely not. The measure should be an individual's sense of well being. Faculty and staff should be supported not have expectations of productive outside of teaching and being there for students.

Absolutely not. I don't think we should be doing merit reviews at all this year. This year is a shit show. Did you burn anything down or physically assault anyone? No? 5 out of 5, see you next year.

Scholarly Work Effort

How has your scholarly work been affected by our campus transitions due to COVID-19?
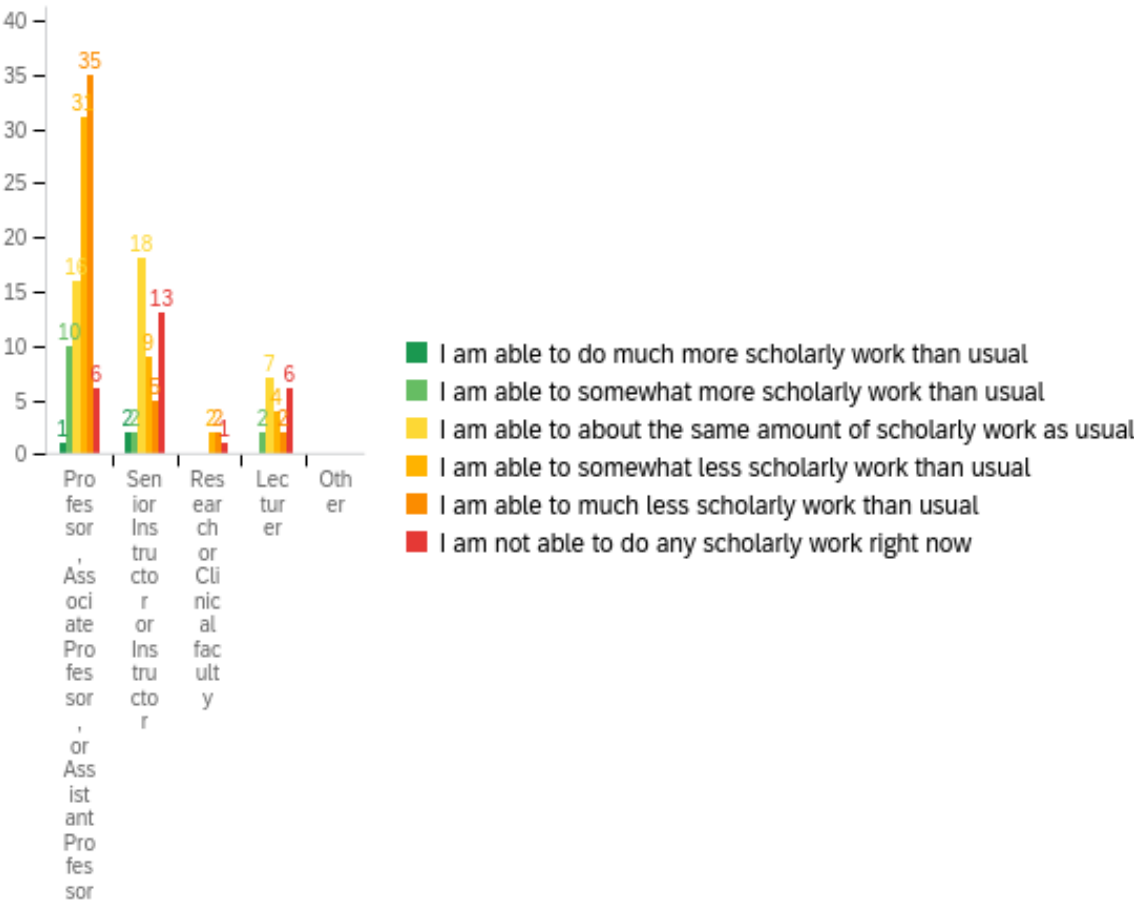
Answer	%	Count
I am not able to do any scholarly work right now	14.86%	26
I am able to somewhat more scholarly work than usual	8.00%	14
I am able to somewhat less scholarly work than usual	26.86%	47
I am able to much less scholarly work than usual	25.14%	44
I am able to do much more scholarly work than usual	1.71%	3
I am able to about the same amount of scholarly work as usual	23.43%	41
Total	100%	175

Snow Closure

If the campus closes due to inclement weather, would you cancel remote/online courses that do not meet on campus?
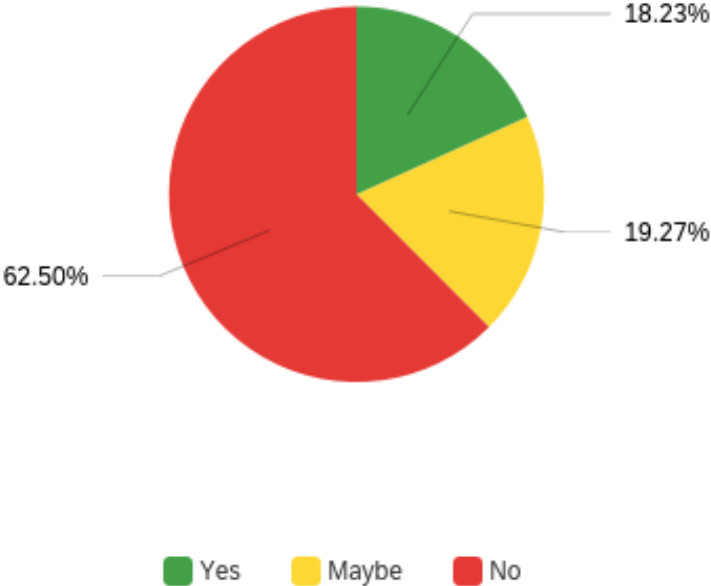
| Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
If the campus closes due to inclement weather, would you cancel remote/online courses that do not meet on campus?	1.00	3.00	2.44	0.78	0.61	192

Answer	%	Count
Yes	18.23%	35
Maybe	19.27%	37
No	62.50%	120
Total	100%	192

Additional Resources

What additional resources do you need for the Spring 2021 semester that you do not have now?
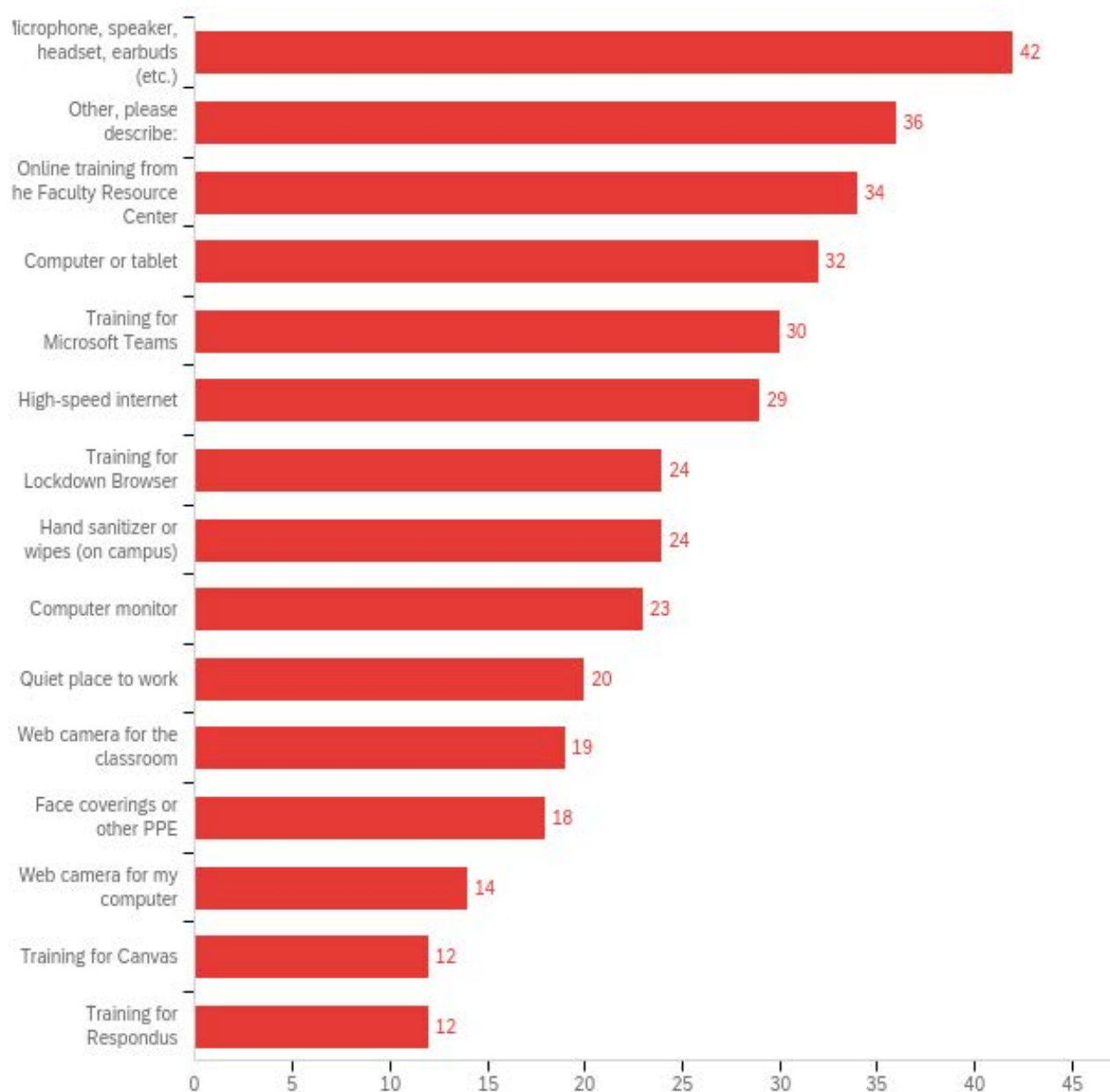
Answer	%	Count
Online training from the Faculty Resource Center	9.21%	34
Computer or tablet	8.67%	32
Web camera for my computer	3.79%	14
Web camera for the classroom	5.15%	19

Microphone, speaker, headset, earbuds (etc.)	11.38%	42
Training for Microsoft Teams	8.13%	30
Training for Canvas	3.25%	12
Training for Lockdown Browser	6.50%	24
Training for Respondus	3.25%	12
Computer monitor	6.23%	23
Face coverings or other PPE	4.88%	18
Hand sanitizer or wipes (on campus)	6.50%	24
High-speed internet	7.86%	29
Quiet place to work	5.42%	20
Other, please describe:	9.76%	36
Total	100%	369

Q16_15_TEXT - Other, please describe:

Other, please describe: - Text
trust and uninterrupted time
tripot, action camera for recording. Forget a web cam to try to record in-person teaching on a white board.
none
none
more time in the day
interactive video software
all of the above / none should disappear / additionally the highlighted items
Zoom
Zoom
We need to be able to use Zoom without having to pay for it.
Wacom CTL4100 to write on screen; external LTO-6 tape drive to save Final Cut Pro of my teaching video
Understanding that research is taking a back seat to teaching as more time is required to teach during the pandemic.
Training in best practices for Hyflex and Online courses.
There is lots better technology for classroom teaching than just adding a web cam, mic, and speaker.

Student support TA

Software to connect Tablet to a Laptop, so Tablet can be used to write as the whiteboard

Small group friendly remote solution

Rather than training what is needed are dedicated professionals to do work that faculty create but that it doesn't take a PhD to put into Canvas. The amount of low-level "grunt" work that PhD level are asked to do strikes me as a poor use of human resources, although I am grateful for UCCS's fiscal prudence since we all benefit from that. Just an idea: could MA level Instructional faculty whose classes are thinning be partnered with PhD level faculty as TAs?

None

None

My original work area instead of an itsy, bitsy, teenie, weenie laptop to control multiple computers in my work area.

More hours in the day :-)

Less of the garbage software (like webex) and more of the software that actually works (like zoom). Less training and more freedom to do what we need (like add people to Canvas without having to submit a request!)

It's not me that needs resources, it is my students

I'd like to know what people are doing to create more actual community and connection for online courses. So far, everything I've tried and heard about has not been satisfactory.

I would like more assistance with emotional support on campus. I am dealing directly with issues I have never had to deal with before (like deaths in families and complete loss of income, and do not always feel like just suggesting they access campus resources is the best answer. I also thing faculty could use more support and easier access to support.

I will not be at UCCS in the spring

I really need a second monitor and docking station. I am trying to teach remote synchronous on a small laptop. It would really help with research and teaching.

I need the students to have high speed internet, a quiet place to work, and access to lockdown browser.

I need more instructional materials for students to help them with using technology (Teams and Canvas particularly). It is hard to teach students how to use these tools remotely, in part because it is hard to see the student view of Canvas. It would be great if the FRC or another team could develop more video based trainings for students. Also, being trained to use Teams and Canvas should be a required part of every GPS course.

I need for my STUDENTS to have access to things like computers, high-speed internet, and quite places to work. Let's face it: UCCS bills itself as a commuter school and functions as a commuter school. So, while remote instruction has been just fine for some folks, we also have students who commute from areas that aren't well-served in terms of the aforementioned resources. What's UCCS doing (aside from having Chromebooks on campus) for these folks?

I have everything at home but it would be nice to have help with paper and printing supplies.

I am set

Adobe Creative Suite for all students

Adobe CC licenses for all students who need it, for off campus use on their personal computers.

Add PPE/Cleaning supplies in communal faculty areas

Safety Suggestions

Do you have suggestions to make a return to campus safer for students, faculty, and staff for the Spring of 2021?

Do you have suggestions to make a return to campus safer for students, faculty, and staff for the Spring of 2021?

You did not provide a space to clarify the snow day policy - very bad survey construction. Sorry. For snow days, our department has determined that there is an equity issue, especially for students with kids who might also be impacted. Remote synchronous classes will be treated in the same manner as face-to-face and will be impacted by snow delays and closures. Remote Asynchronous will function the same as online courses and will not be impacted.

Whatever professor let his students take their masks off and spread the Rona should be fired.

Wear masks.. that is about all. It is truly difficult to know how to make this work for everyone.

We're all going to be okay. People/media need to stop freaking out.

We seem to be doing ok. Unless someone (faculty, staff, student) has a preexisting condition, generally using established protocols should enable people to be on campus.

We can get creative with smaller class sizes, cohort models, utilizing larger spaces both on campus and off campus. I WILL NOT teach if I am forced to teach online.

Until there is a vaccine that has been widely distributed, we should do everything remotely.

Unless things change I would anticipate leaving things as they currently are. Attempts at other schools have not worked why would they here?

This is not the time to return to campus. Good things come to those who wait.

Thermometers first classrooms

The number of cases of covid has been increasing again in most countries that once thought they had it under control. A vaccine is not likely to be distributed widely before the end of the year, and when it does arrive, it may be only 50-70% effective. I think it would be irresponsible to bring most classes back to in-person learning in the spring. Allow faculty to choose what mode of class they wish to teach in spring.

TEST ALL STUDENTS, FACULTY, STAFF AT THE START OF THE SEMESTER!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! (I really can not believe this did not happen) A questionnaire does not prevent the spread of a virus. TEST STUDENTS, FACULTY, STAFF SPORADICALLY THROUGHOUT THE SEMESTER!!!!!!!!!!!!!!!

Stay optimistic!

Rotations for staff, if returning to campus; more block courses offered to reduce faculty time on campus, vs. traditional two-day model.

Return to campus when it TRULY is safe

Remember that a "one size fits all approach" will not work for some faculty. For example, near the same time that COVID was identified in the United States, my spouse was diagnosed with advanced cancer and given a poor prognosis. Since then, in addition to my fulltime faculty workload, I am supporting my spouse through immune-suppressing and invasive cancer treatments and becoming my spouse's caregiver. Throughout this global pandemic, kindness, understanding and flexibility are important to faculty who juggle multiple professional and family roles. I feel alone and like the weight of the world is on my shoulders.

Regular training, to avoid important safety measures from being forgotten

Rapid and regular covid testing. Effective tracking system.

Random rapid testing in cohorts, working "pods", buildings based on public health guidelines.

Provide KN95 masks, 5 layers, expensive but the safest mask. If we have to wear a mask don't we want to wear one that works?

Pretend it's 2019.

Please require frequent mandatory testing for all on-campus residents and frequently test wastewater. Frequent means a minimum of every 14 days. The majority of cases are asymptomatic. The huge asymmetry of cases between UCCS and CU Boulder may not be a function of our students being healthier or of having fewer on campus but may be a function of our pathetic testing (9 tests in a week...really?) versus their robust testing. I fear that we could have a huge outbreak on our hands before we know it due to inadequate testing. I deeply appreciate that faculty have been given the freedom to decide on the formats of their classes (in person, remote, etc.). I know everyone is trying their best and I deeply appreciate the ethos of service and responsibility on this campus.

One point to keep in mind about snow closures is the public schools: if faculty and staff have kids who are in school, and those schools close due to weather, then we may not have a quiet/sane place to try to teach remotely while we're juggling kids at home w/ no school.

Not sure what the categories actually mean for "effort". I am spending much more time grading, creating videos and responding to discussions in canvas and emails. I would LOVE for SPEED GRADER on Canvas to allow me to open the file, grade it, and save it and it would be returned to the student. (Schoology allows teachers to do this). I now open the file (1), download the file(2), print the file to OneNote(3/4), select the OneNote notebook I want the file to go to(5), grade the assignment, export the file as a pdf (6/7/8), save the file under the students name (9), return to speed grader (10), select attach file(11), select the file (12), and submit(13). THIRTEEN clicks from start to finish for 29 students. (I cannot imagine the time spent for instructors who have 100 students)

Not sure I would . . .or that we should. Take a damn stand in extraordinarily difficult and fluid times. My students are loving AND appreciating a remote synch schedule. Why mess with what works or go back to "old ways" because that's how instruction has always been delivered?

Not at this time.

Not at this time.

No. I don't suggest return to campus for students, faculty, and staff due to the possible second-wave of the pandemic.

No, but thank you for your hard work Faculty Assembly!

No return without a safe, effective vaccine.

No on-campus classes.

No

NO

N/a

More testing, fast results. Masks absolutely. Cleaning and washing hands.

More strongly encourage remote learning.

More Covid testing. Rapid testing so people don't have to quarantine when they get a cold. https://khn.org/news/one-colleges-pop-up-covid-test-stop-and-smell-the-roses-or-the-coffee/ Provide a space for students to do remote synchronous work.

Many high schools have gone to split learning sessions to insure all students have at least some time on campus. I know it is complicated, but many miss the classroom environment. Even meeting every other week would be helpful. Synchronous is good, but it still lacks that community team building element. I have heard hy flex is really difficult though, so it is a balancing act.

Make the decision or give guidance as soon as possible. The "not knowing" only adds to the stress among all these constituent groups.

MORE IN-PERSON CLASSES Our university data have strongly correlated in-person classes with a low incidence of student academic problems (Starfish). All of the other approaches have a high rate of problems (as Starfish data support) Remote synchronous is second best to in-person.

Lock it down for everyone.

Let's make an earlier decision on how we will hold classes for Spring 21 and Fall 21 so we can be better prepared. I understand that everything is uncertain, but it just puts more stress on faculty and students when we cant make a decision. i.e. Thanksgiving! It is apparent that each time there is a holiday more people get together and then we have outbreaks (4th of July, Labor Day). Why would we send students home and then come back to UCCS and 2 weeks later send them home again?

Keep things as online as possible until a vaccine is developed that makes in-person instruction a relatively safe mode of delivery.

Just please don't close the labs down again. We have done such a good job as a research community to keep everyone safe and it can be done long term.

Just do it...we go to the grocery store every day, kids go to school, students can come to campus. Just record lectures for those that cannot come.

It will depend on the situation at that time. I think we should do what we are doing now but faculty might be more adept with remote teaching by that semester.

It is safe to return to campus. I have been on campus 4 days a week and teaching in-person, meeting with students in-person, having coffee on campus, eating on campus....stop being worried about cases! Start taking hospitalizations as a measure for when to open more...close more. Sometimes I wonder if I am working for an academic Institution.....

If whole departments are not going to be on campus, there should be more information on who is and is not on campus. If most of one department or college is not going to be on campus, can the campus ensure that instructors of color and student staff of color are not the majority of people risking their health.

If we implemented training scenarios and stricter policies regarding students' and employees' safety, I think we would feel a little more confident about working on campus.

If campus closes for weather, can teachers and students both adjust that swiftly to move online for the next day? Can they do that overnight? In a matter of hours? I don't think so - so just cancel class and have a snow day. Its 2020.

Ideally - we could limit class sizes to 10-12, but that is not possible. So - moving forward in many of the ways that we have started is probably appropriate.

I've been very impressed with UCCS and its handling of this pandemic. It's a hard year. I have felt supported and I've been able to support others.

I'm not sure there's anything more the university can do. The changes needed to make everyone safer are needed at the community, state, and federal level.

I think we keep doing what we've been doing until we see what's happening in the world. Hopefully, January will bring a new presidential administration and a better nationwide response to the pandemic that will let us get back to something resembling normal by next fall.

I think we are doing a fantastic job!

I think the campus has been doing well.

I think offering Hyflex is challenging on instructors but also a great way to support students making the healthy decision to stay home if needed.

I think campus has done a good job thus far. Please keep giving people options as there are a lot of reasons people cannot return to campus (child care, caring for parent, high risk person in household, etc).

I really appreciate up to this point that I have been given the option to return to UCCS in the way I think is safest and best for me, may family and my students. It is really nice when so many other institutions are forcing their staff and faculty into unsafe situations that UCCS has shown us the respect and compassion to return when we feel it is safe. Thank you for that!

I love the campus dashboard of COVID19 stats. I would recommend that this be updated more rapidly (perhaps twice per day) as testing capabilities improve on campus.

I honestly think our campus is doing great compared to others nationally

I honestly don't know how to make it safer other than the fact that people need not be blatantly ignoring/disregarding the precautions put into place.

I have no idea what I would suggest. I know that higher ed will faces changes and maybe and a plan B would be good.

I don't think much will change with covid, I personally think that the situation will be much the same as now. Outbreaks across the city and within our campus community. I am planning on my classes staying remote asynchronous.

I don't think it's appropriate to suggest faculty should all handle their scheduled classes in a prescribed fashion. They should have the freedom to do what they want to when it comes to snow days. Also, it should be the decision of faculty within colleges in how they should be evaluated for merit, not a campus decision. Instead of trying to make faculty-wide decisions, I ask that the faculty assembly focus on enhancing faculty rights and reducing administrative burden / bloat. These times of fear and regulatory enforcement are those times where people lose control of their environment. Crisis leads us down that path, so it's important for faculty governance bodies to lean the other direction, intentionally.

I don't think it'll be safe to return to campus this Spring 2021. Or...I will not feel safe returning to in-person classes. However, I feel pressured to offer my classes in person or Hybrid because everyone says students won't enroll otherwise.

I do not like that the covid dashboard is misleading. It only shows tests conducted by the campus center, but there are cases of students who have tested positive and notified their professors but they are not included in the numbers because they live off campus. But they WERE on campus and interact with other students off campus who then return to campus...the numbers feel artificially low and it makes me feel lied to and unsafe

I appreciate our dean in the COE stating that we need to do what works best for our selves and our students.

Hold most classes -- including all large classes -- online.

Have a better plan in place for sharing information on what to do (who to contact) if a student in one of your classes is potentially ill with covid or if you yourself become ill A plan for reasonable access to campus in the event of a shut down A better plan for cleaning of teaching spaces (such as garbage removal) that is aligned with the actual space usage A research plan for Masters program students that takes into account the disrupted productivity they experience in spring 2020, summer 2020, and potentially fall 2020

Freshman seemed to be negatively impacted by distance learning. They would do better in classrooms whenever possible. The upper level students, are doing fine in the synchronous setting.

Enforce a mask mandate, both on the campus grounds outside and in buildings

Encouraging when students are doing what they should be, rather than everyone becoming the "social distance/face mask" police, would make the return much more positive. Most of my students are doing things right. I expect the same next semester, if we keep it positive.

Continue with current flexible plan - much appreciated!

Continue to promote hybrid and remote a/synchronous classes to keep the numbers of people on campus reduced until safety can be almost 100% guaranteed If and when a safe vaccination becomes available - please make available to all if possible

Continue allowing faculty to choose online options until there is a vaccine! Strongly encourage faculty to teach online. Students should not be forced to risk their safety in person without a very good reason.

Consider the impact Spring break could have. What if we started a week later and didn't include a Spring break. It would give Faculty an extra week to recover from the Fall semester and prepare for the Spring semester.

Consider (e.g., 3-6 week or smaller 2-3 day) "block" scheduling with breaks combined with smaller students/class or alt. assignments to minimize COVID exposure Increase collaboration between four-year & two-year or vocational colleges to control costs by sharing staff, faculty, infrastructure & resources; guide students with lower readiness standards to provide more opportunities by completing two-year programs and, when qualified, four-year programs.

Campus feels very safe right now. I do not have any concerns.

Based on the communications I've received from campus administration and my department, it seems like appropriate safety measures are being taken.

Administration at the campus and system levels need to continue to be supportive, continue to respond to calls for support and complaints of need, and to recognize the difficulty of faculty's work circumstances in yearly merit reviews. They need to do for us what I am doing for my students: not just lip-service understanding, but accommodation and forgiveness of whatever cannot be accomplished.

A return to campus will not be 'safe' until a vaccine is approved (not shoved through testing before the election). To pretend we can return 'safely' before then is dangerous to all members of campus.

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