

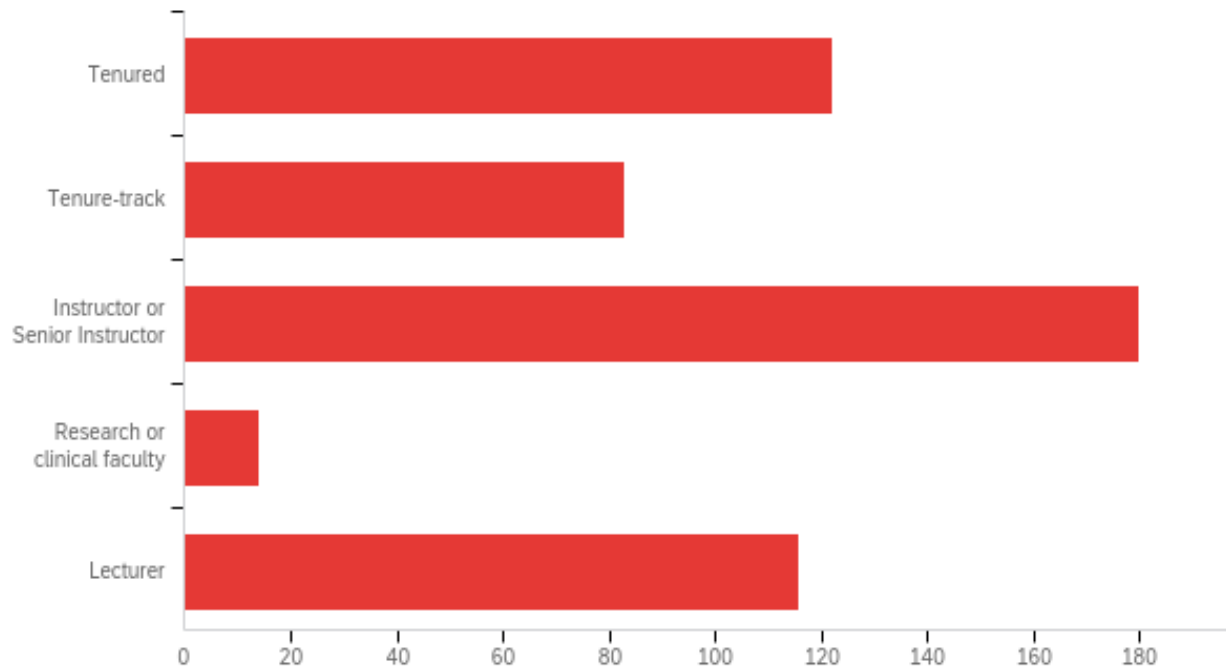
Faculty Survey: Fall 2020 Instruction Modes

May 13th 2020, 12:58 pm MDT

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I am identified as one of the following:

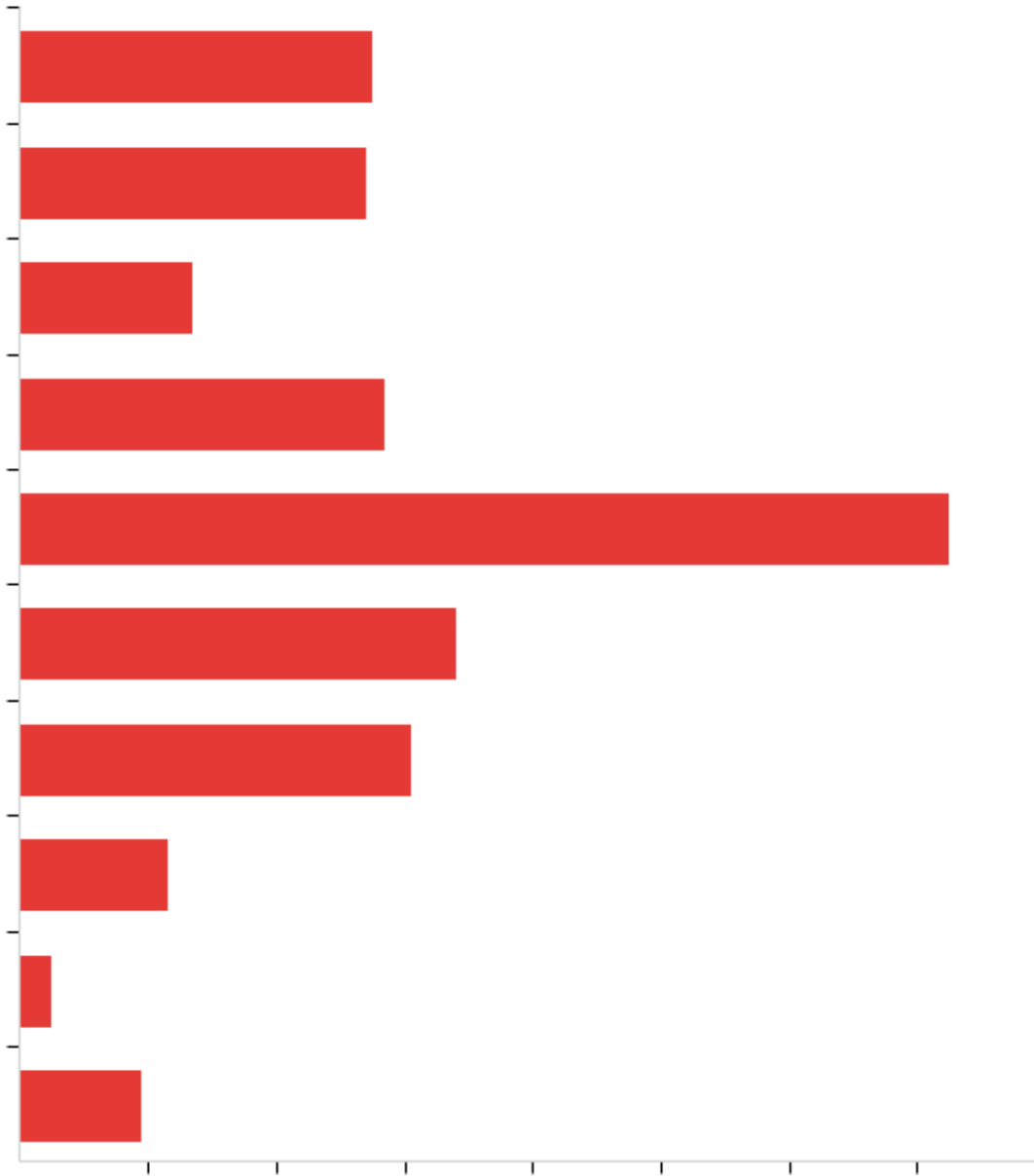


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am identified as one of the following:	1.00	5.00	2.84	1.42	2.01	515

#	Answer	%	Count
1	Tenured	23.69%	122
2	Tenure-track	16.12%	83

3	Instructor or Senior Instructor	34.95%	180
4	Research or clinical faculty	2.72%	14
5	Lecturer	22.52%	116
	Total	100%	515

My college is:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My college is:	1.00	10.00	4.77	2.24	5.01	514

#	Answer	%	Count
1	College of Business	10.70%	55
2	College of Education	10.51%	54
3	College of Engineering & Applied Sciences	5.25%	27
4	Helen and Arthur E. Johnson Beth-El College of Nursing & Health Sciences	11.09%	57
5	College of Letters, Arts, and Sciences -- Arts & Humanities	28.21%	145
6	College of Letters, Arts, and Sciences -- Social Sciences	13.23%	68
7	College of Letters, Arts, and Sciences -- Natural Sciences	11.87%	61
8	School of Public Affairs	4.47%	23
9	Kraemer Family Library	0.97%	5
10	Other Academic Affairs (BI, UCCS Teach, etc.)	3.70%	19
	Total	100%	514

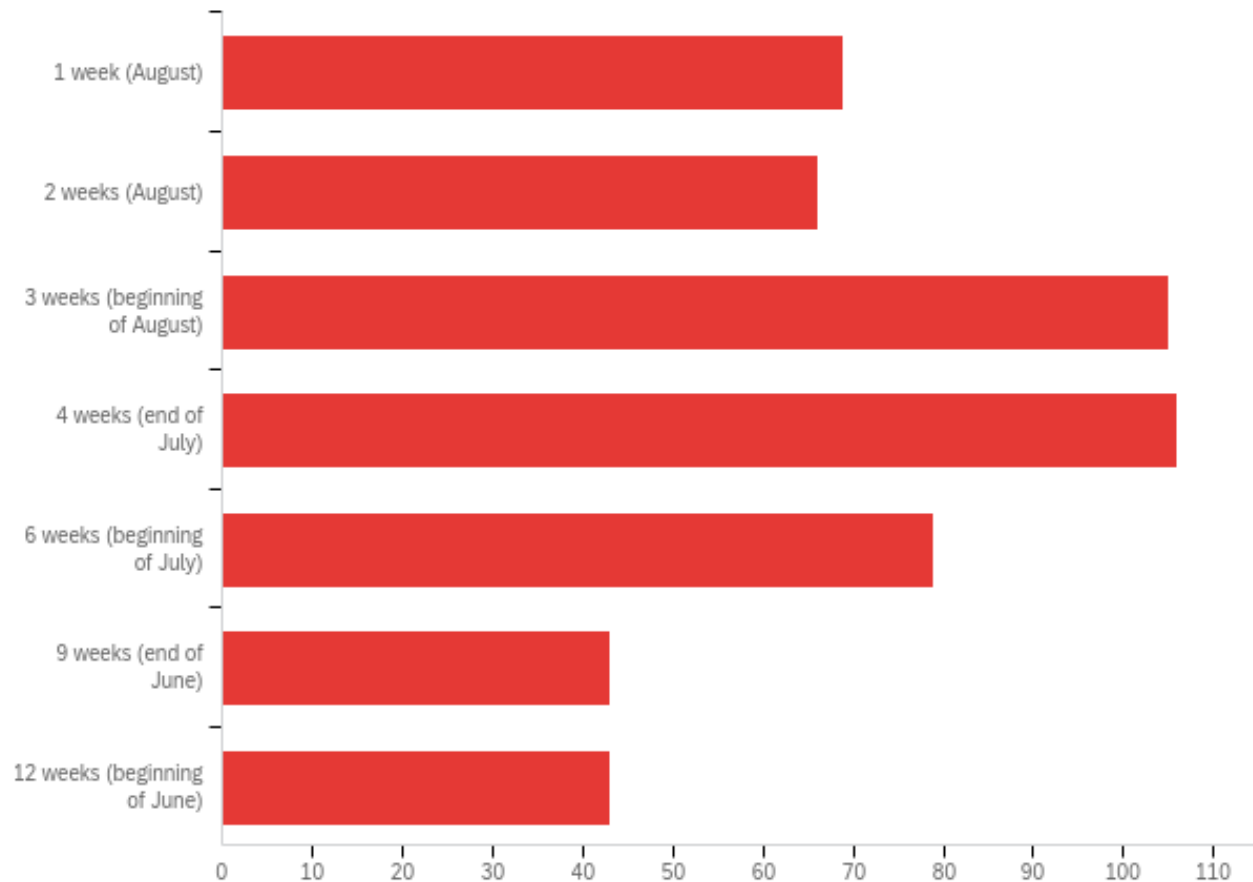
Please rank the following alternatives for offering your courses for the fall 2020 semester. (Drag and drop items.)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Stay remote teaching for the fall semester	1.00	6.00	3.49	1.64	2.69	505
2	If public health permits, return to on-campus classes even if we have to return to remote teaching during the semester	1.00	6.00	2.59	1.48	2.20	505
3	If public health permits, return to on-campus classes, if we are sure that we will not have to return to remote teaching during the semester	1.00	6.00	3.21	1.39	1.94	505
4	If public health permits, small courses (20 or under), return to campus as public health permits, while larger classes continue to be remote	1.00	6.00	2.67	1.15	1.33	505
5	If public health permits, offer courses where a small number of students can be on campus in the classroom (with social distancing), and the rest are simultaneously remote students for that course	1.00	6.00	3.59	1.37	1.87	505
6	Other:	1.00	6.00	5.45	1.43	2.04	505

#	Question	1	2	3	4	5	6	Total						
1	Stay remote teaching for the fall semester	20.99%	106	8.51%	43	16.04%	81	15.25%	77	33.47%	169	5.74%	29	505
2	If public health permits, return to on-campus classes even if we have to return to remote teaching during the semester	34.65%	175	18.22%	92	15.84%	80	17.62%	89	12.08%	61	1.58%	8	505
3	If public health permits, return to on-campus classes, if we are sure that we will not have to return to remote teaching during the semester	14.06%	71	19.80%	100	20.79%	105	24.75%	125	17.62%	89	2.97%	15	505
4	If public health permits, small courses (20 or under), return to campus as public health permits, while larger classes continue to be	16.63%	84	30.89%	156	28.91%	146	17.43%	88	5.15%	26	0.99%	5	505

	remote													
5	If public health permits, offer courses where a small number of students can be on campus in the classroom (with social distancing), and the rest are simultaneously remote students for that course	7.13%	36	18.81%	95	18.22%	92	23.76%	120	27.52%	139	4.55%	23	505
6	Other:	6.53%	33	3.76%	19	0.20%	1	1.19%	6	4.16%	21	84.16%	425	505

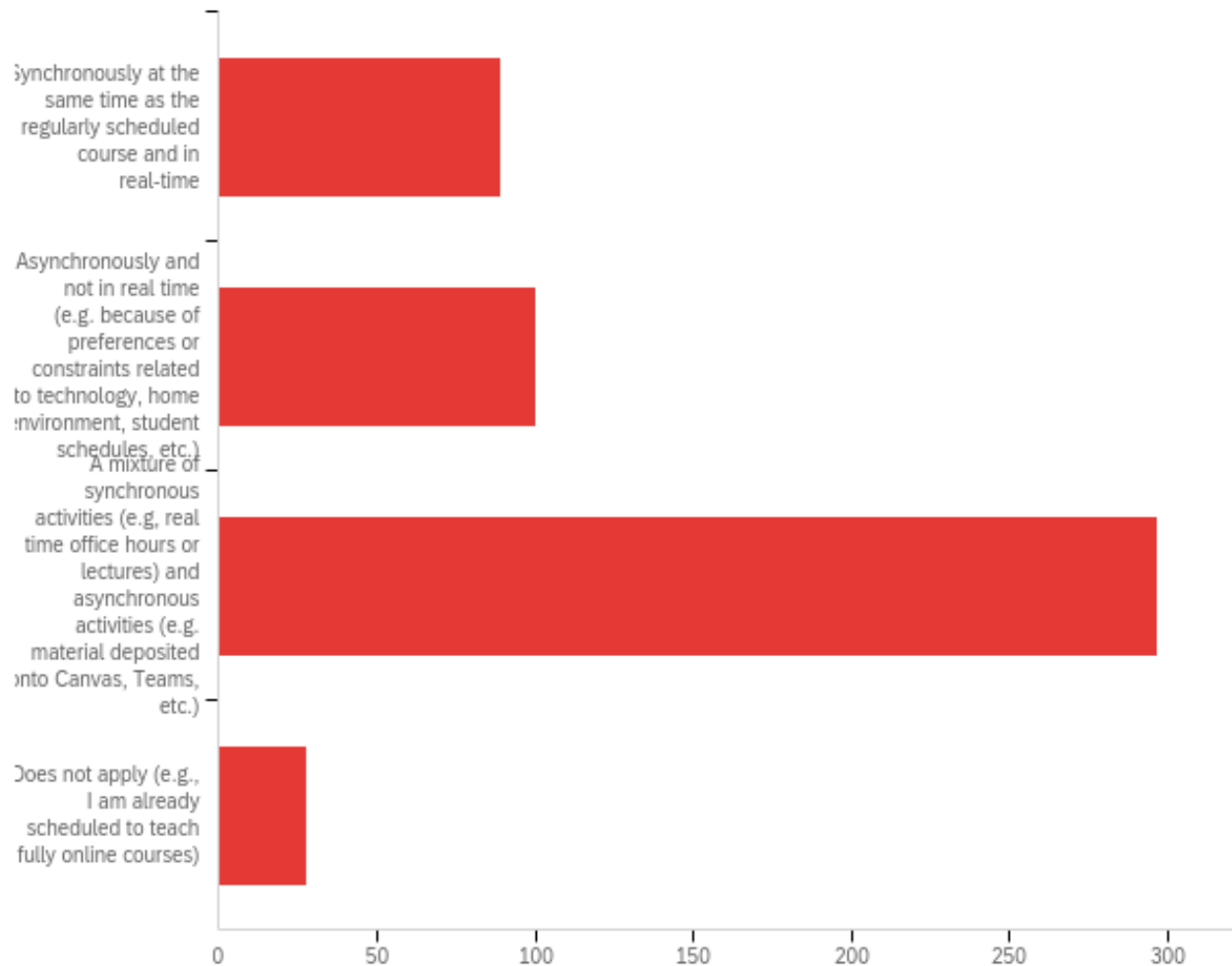
If all or most courses are to be delivered online for fall 2020, what is the minimum advance notice you would need in order to move your currently scheduled face-to-face courses to remote instruction?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If all or most courses are to be delivered online for fall 2020, what is the minimum advance notice you would need in order to move your currently scheduled face-to-face courses to remote instruction?	1.00	7.00	3.71	1.76	3.10	511

#	Answer	%	Count
1	1 week (August)	13.50%	69
2	2 weeks (August)	12.92%	66
3	3 weeks (beginning of August)	20.55%	105
4	4 weeks (end of July)	20.74%	106
5	6 weeks (beginning of July)	15.46%	79
6	9 weeks (end of June)	8.41%	43
7	12 weeks (beginning of June)	8.41%	43
	Total	100%	511

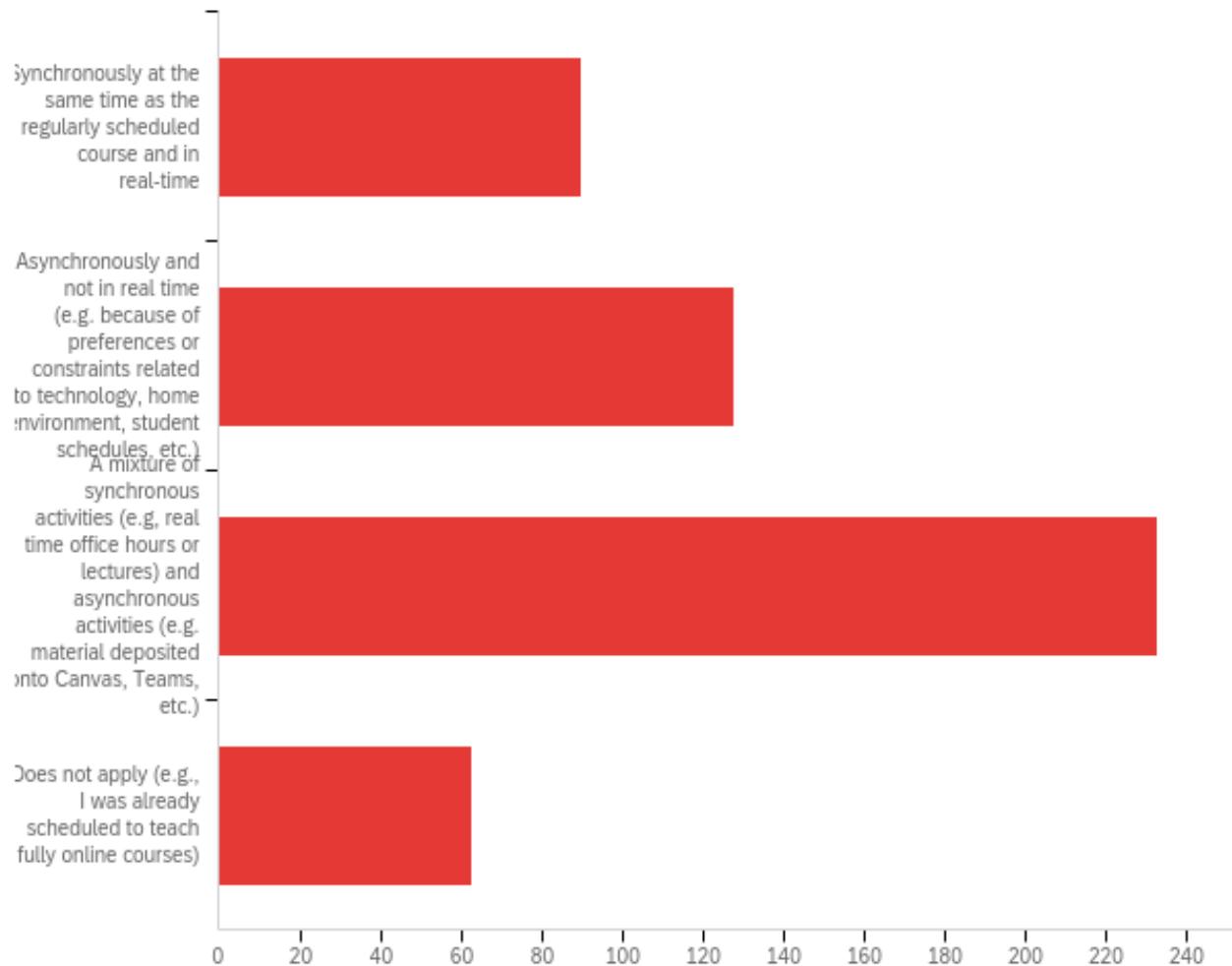
If my course is taught remotely in the fall it will be taught:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If my course is taught remotely in the fall it will be taught:	1.00	4.00	2.51	0.84	0.71	514

#	Answer	%	Count
1	Synchronously at the same time as the regularly scheduled course and in real-time	17.32%	89
2	Asynchronously and not in real time (e.g. because of preferences or constraints related to technology, home environment, student schedules, etc.)	19.46%	100
3	A mixture of synchronous activities (e.g, real time office hours or lectures) and asynchronous activities (e.g. material deposited onto Canvas, Teams, etc.)	57.78%	297
4	Does not apply (e.g., I am already scheduled to teach fully online courses)	5.45%	28
	Total	100%	514

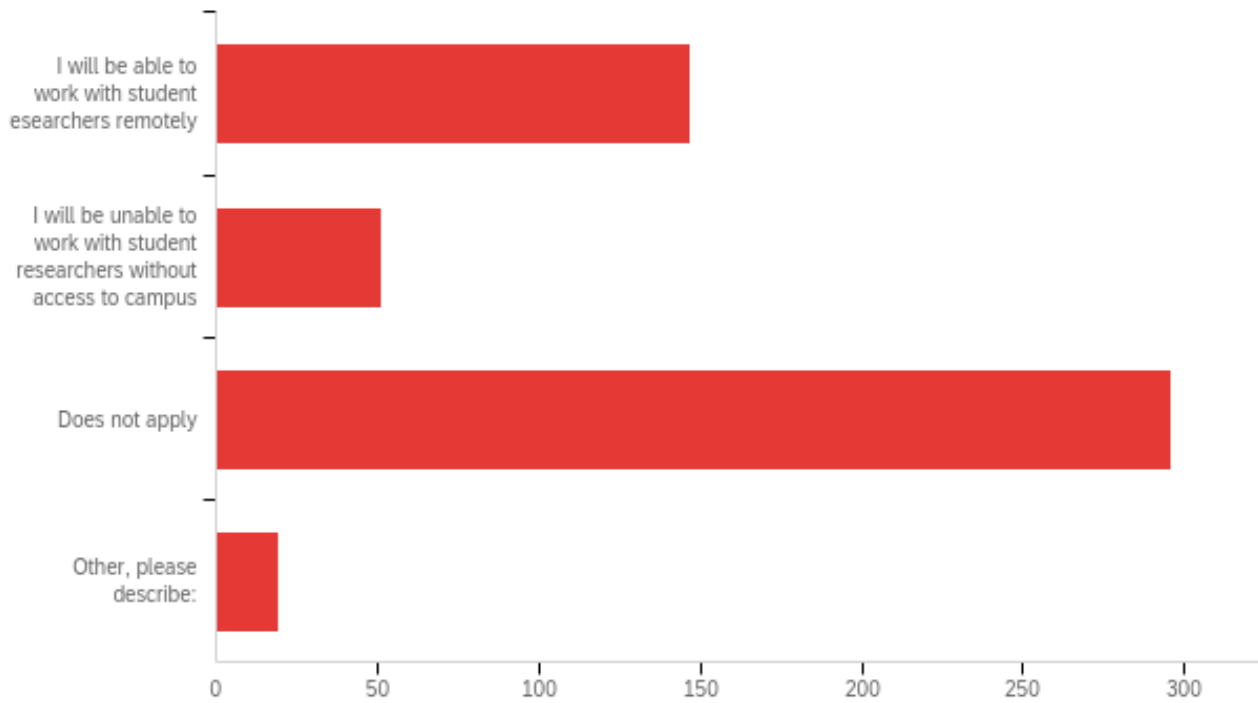
When we went to remote teaching, my teaching approach was:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	When we went to remote teaching, my teaching approach was:	1.00	4.00	2.52	0.92	0.84	514

#	Answer	%	Count
1	Synchronously at the same time as the regularly scheduled course and in real-time	17.51%	90
2	Asynchronously and not in real time (e.g. because of preferences or constraints related to technology, home environment, student schedules, etc.)	24.90%	128
3	A mixture of synchronous activities (e.g, real time office hours or lectures) and asynchronous activities (e.g. material deposited onto Canvas, Teams, etc.)	45.33%	233
4	Does not apply (e.g., I was already scheduled to teach fully online courses)	12.26%	63
	Total	100%	514

Student research is also part of teaching. How would moving to remote teaching and learning affect your work with student researchers?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Student research is also part of teaching. How would moving to remote teaching and learning affect your work with student researchers? - Selected Choice	2.00	5.00	3.36	0.94	0.88	513

#	Answer	%	Count
2	I will be able to work with student researchers remotely	28.65%	147
3	I will be unable to work with student researchers without access to campus	9.94%	51
4	Does not apply	57.70%	296
5	Other, please describe:	3.70%	19
	Total	100%	513

Other, please describe:

Other, please describe: - Text

Students need facilities to do their research

I will be able to work with student researchers remotely on past projects but this would prevent us from collecting new data in the fall.

not having access to certain library sources is a problem

i will be able to work with them BUT THE CHALLENGES ASSOCIATED WITH THIS MUST BE ACKNOWLEDGED AND addressed in campus discussions/planning

it will be more difficult, and will impact ability to do some clinical research, but we can maek a work around

It depends on the student's project. Some I can work remotely and some need to have access to campus to have access to hard copy data files.

I assume you are including creative work even though you didn't mention it. Some creative work (screenwriting) can be done effectively online. Making films cannot.

A mix of both, remote and in person

It will impact by ability to work with students on research, and pretty significnatly, but it will not eliminate the work that can be done.

I can work with them to some extent, but their experiences will be different/less valuable

I can work with students remotely but our research involves human subjects

I will be able to do a very limited amount of research remotely but

I would be able to work with student researchers remotely, but our output/productivity would be severely affected.

My work with student researchers would be severely constrained in a remote teaching/learning format.

Working with students remotely is okay; but students require lab access, which is not okay remotely

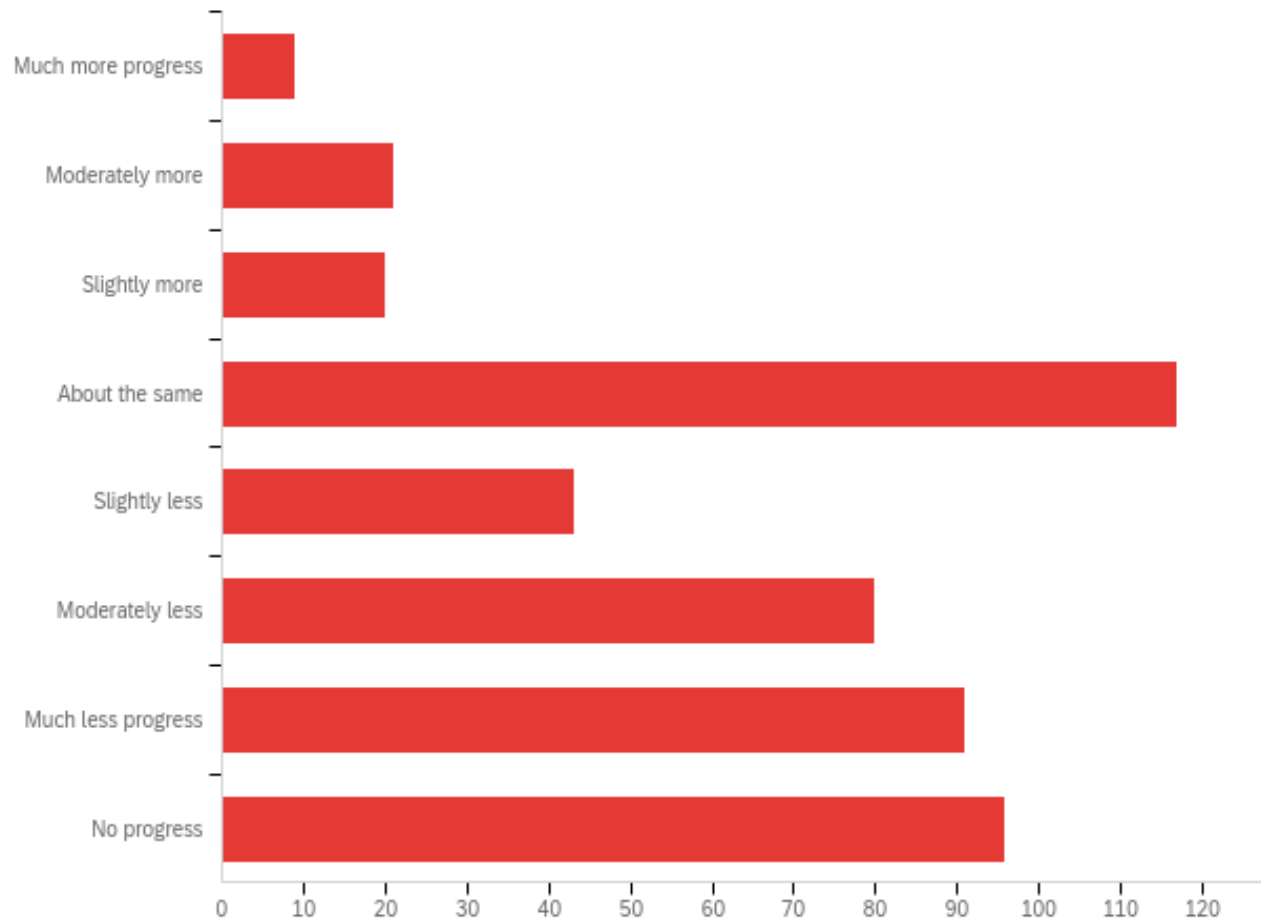
I will be able to do some work with student researchers, but we will need to change our research design.

Its a mix, some of the student researchers can work remotely but others require access to campus

I will be able to work with student researchers remotely, but the research involves face-to-face interviews so it would either need to be modified, or we move forward only if it is safe.

I will be able to work a tiny bit with student researchers

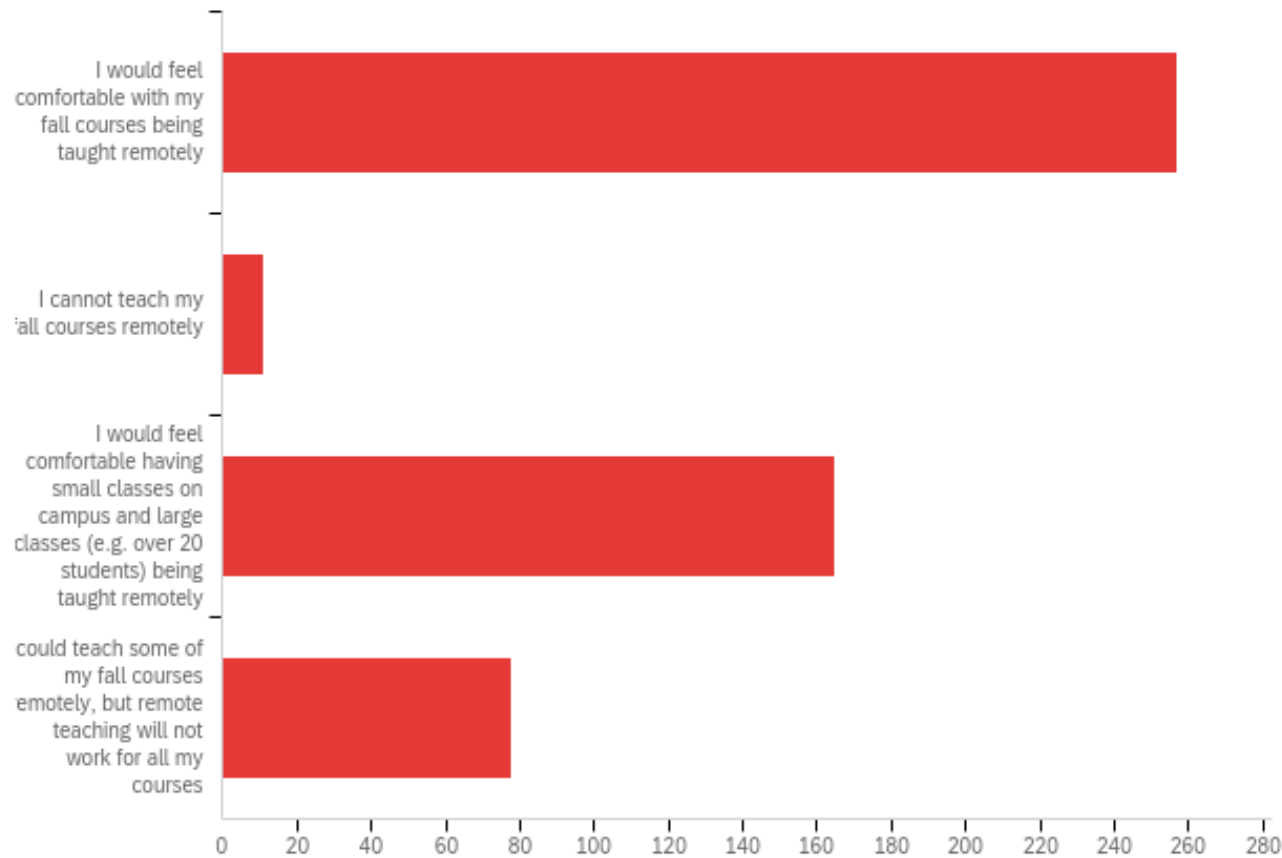
How was progress on your scholarly work affected by the spring move to remote learning?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How was progress on your scholarly work affected by the spring move to remote learning?	18.00	25.00	22.62	1.86	3.47	477

#	Answer	%	Count
18	Much more progress	1.89%	9
19	Moderately more	4.40%	21
20	Slightly more	4.19%	20
21	About the same	24.53%	117
22	Slightly less	9.01%	43
23	Moderately less	16.77%	80
24	Much less progress	19.08%	91
25	No progress	20.13%	96
	Total	100%	477

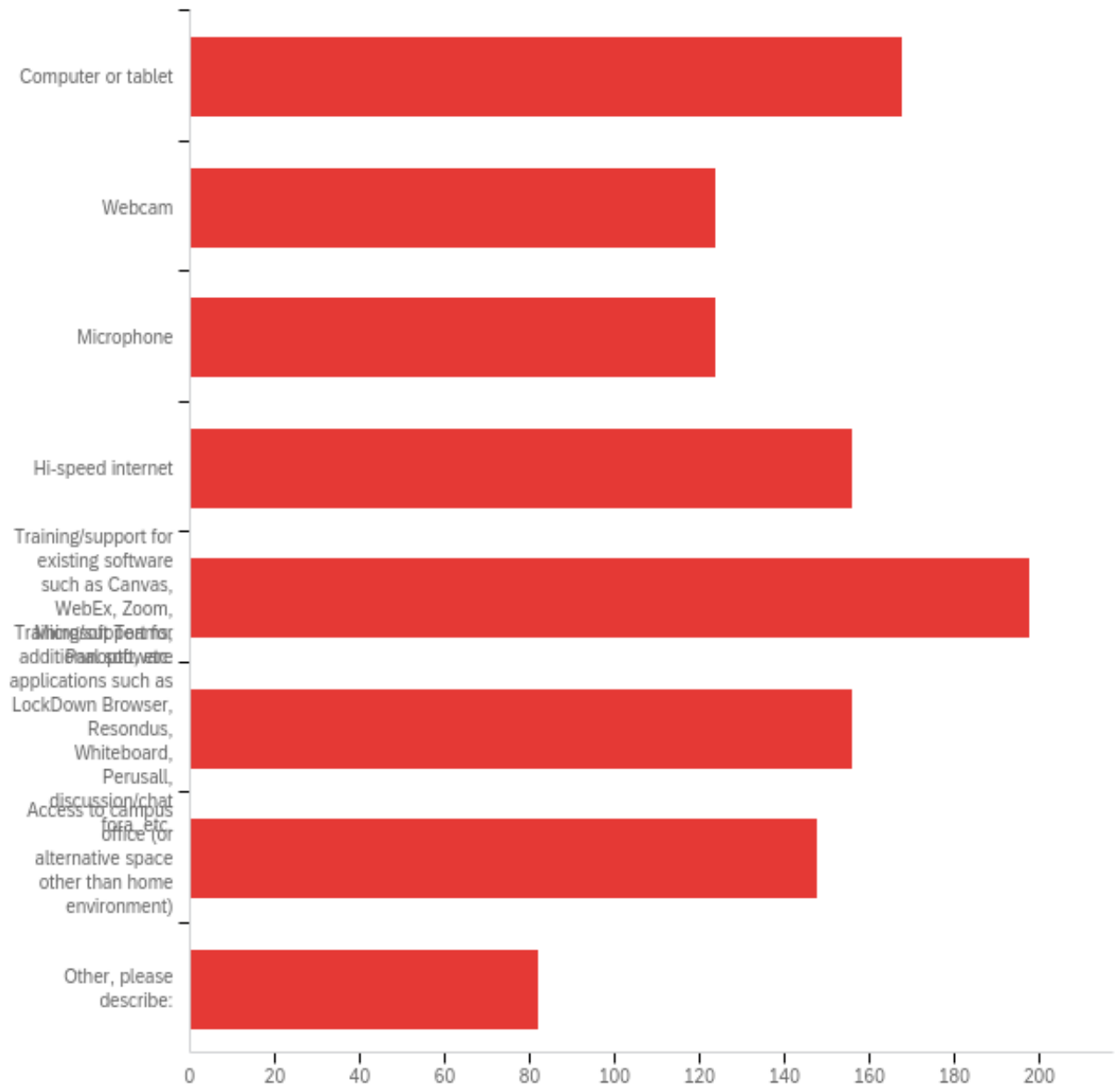
Give us some feedback about your courses assuming that we are still under a “safer at home” condition (no full classrooms, with social distancing) in the fall.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Give us some feedback about your courses assuming that we are still under a “safer at home” condition (no full classrooms, with social distancing) in the fall.	1.00	4.00	2.13	1.19	1.42	511

#	Answer	%	Count
1	I would feel comfortable with my fall courses being taught remotely	50.29%	257
2	I cannot teach my fall courses remotely	2.15%	11
3	I would feel comfortable having small classes on campus and large classes (e.g. over 20 students) being taught remotely	32.29%	165
4	I could teach some of my fall courses remotely, but remote teaching will not work for all my courses	15.26%	78
	Total	100%	511

What technology and instructional resources would you need in order to move your fall 2020 face-to-face courses remotely? (choose all that apply)



#	Answer	%	Count
1	Computer or tablet	14.53%	168
2	Webcam	10.73%	124
3	Microphone	10.73%	124
4	Hi-speed internet	13.49%	156
5	Training/support for existing software such as Canvas, WebEx, Zoom, Microsoft Teams, Panopto, etc.	17.13%	198
6	Training/support for additional software applications such as LockDown Browser, Resondus, Whiteboard, Perusall, discussion/chat fora, etc.	13.49%	156
7	Access to campus office (or alternative space other than home environment)	12.80%	148
8	Other, please describe:	7.09%	82
	Total	100%	1156

Other, please describe:

Other, please describe: - Text

Printer, copy machine, scanner, postage stamps, envelopes

I already have the resources chosen above. I only need occasional access to my office.

N/A

Each student enrolled in my Piano Class needs access to an electronic keyboard

continued support for students without internet or technology

I already presently have all the above highlighted technology.

I'm more concerned about what technology and resources we can require and expect our students to have access to.

Large monitor, home printer/scanner

Adobe Acrobat for creating/editing specialized course .pdf course technology instruction sheets

None. I have all I need because I already teach online classes.

Our field studies would be greatly impacted. The same level of experience will not be possible.

N/A

I may need to upgrade my laptop but that is unrelated to remote learning

Minimum technology for each student: computer, webcam and microphone, high speed internet

nothing needed

Lab classes cannot be taught remotely without purchasing large amounts of equipment and software access for students.

This is a confusing question...all those things are needed to remotely teach, but I have access to all I need.

Blog function on Canvas

Online teaching, particularly without training is more work. I would like to be compensated by planning two courses this semester and receive a stipend or monetary incentive.

I've read of other campuses in the country having a drive by upload station. I'm fine for internet except when it comes to uploading lectures. There's not enough bandwidth where I live and uploads take too long and sometimes several tries. If I could access my office once every couple of weeks, that would be fine.

Access to campus lab to prepare materials and content

I will not have face-to-face courses in the fall but both additional training options listed above would benefit me in my remote teaching.

earpods w/ microphone capabilities

The cost of high speed internet at home is an unfair burden on faculty - we should be compensated as a work expense

All of the above would be helpful

Some access to campus office, but not regularly

video production/editing software

supplies - paper, ink

Cannot teach Digital Filmmaking classes online.

I don't need anything. I'm fully ready to teach remotely if I have to.

tablet alone

Zoom. Webex and teams are terrible.

Implementation of labs are next to impossible in an entirely distance implementation.

Additional funding for turning my lab remote, to allow my grad students to work remotely on their PhD projects

I'm all set

A video sharing platform that is easy to use; Panopto is geared toward recording lectures in real time, not sharing videos of voice over PowerPoint slides

Ways to stream media (films, television shows) during class time. Digital rights management blocks sharing streams of copyrighted material--makes it hard to watch and break down shows, movies, etc.

I am prepared to teach remotely, with pad/tablet/ laptop, microphone and headphones.

Teaching on local TV

None

digitized films from library holdings

Considerations to support students who have specific accommodations.

I will work with my director to get my courses ready for online.

Computer audio interface

Mainly I would need support to deliver instruction effectively using these resources.

I need to have a desktop camera and whiteboard so that I can demonstrate to the students how to solve problems using truth tables and Venn diagrams.

Training/support for effective online pedagogy. I know how to use the software, but what are strategies for teaching online effectively?

note that I already have these things. as I teach online already

funding to purchase online virtual simulation programs

A better chair for home office

Stylus for touch screen

I would use ZOOM

I have everything I need to teach remotely

From home, I am fine, but if remote in the classroom, need proper microphone/speaker

Institutional zoom access paid for by UCCS

I already have most of these resources

A computer with a stylus!

Training/support for effective remote teaching practices.

I need nothing but many students do.

I would need better resource support for students. Students need access to high speed internet, computers, webcam, microphone, and a good environment to do work.

I need LTO drive and LTO tapes to store very large video files of my teaching (which will be shared to Panopto and Youtube)

teaching lab access for equipment: microscopy etc.

Office supplies (paper, printer ink, pens, second monitor, etc.)

Teaching assistant! On-line is much more time consuming (no matter how much advance notice you have) and it is absolutely wrong to assume on-line courses can accommodate more students, it still leads to more grading, and results in more discussion all week long, as well as more one-on-one dialogue just to assist students, further explain concepts, etc.

I marked internet. I have internet but my speed is not enough for synchronous classes.

Access to library books.

technology: Stylus

Childcare as that is currently unavailable

A couple points of clarification. I have access to all necessary technology, but listed those items because they are what all faculty need to teach remotely or fully online. And I'm certain this factors heavily in your considerations, but a handful of students have no access to needed tech--not to mention living situations that interfere with motivation, study space, and time to study.

Could we look into TopHat?

None

This question is confusing. Is it asking about resources I currently have or do not have? Because it was not clear, I answered as a blend of have/need.

Students to have adobe software and computers

none of the above

training in online pedagogy

Mostly I am concerned about my students - many of whom do not have adequate computers or WIFI access off campus.

Some of my studio courses cannot transfer to online. I would need adequate time both to offer alternative courses that can be taught remotely, as well as for them to be able to be adequately enrolled.

None. I am already fully equipped to do so.

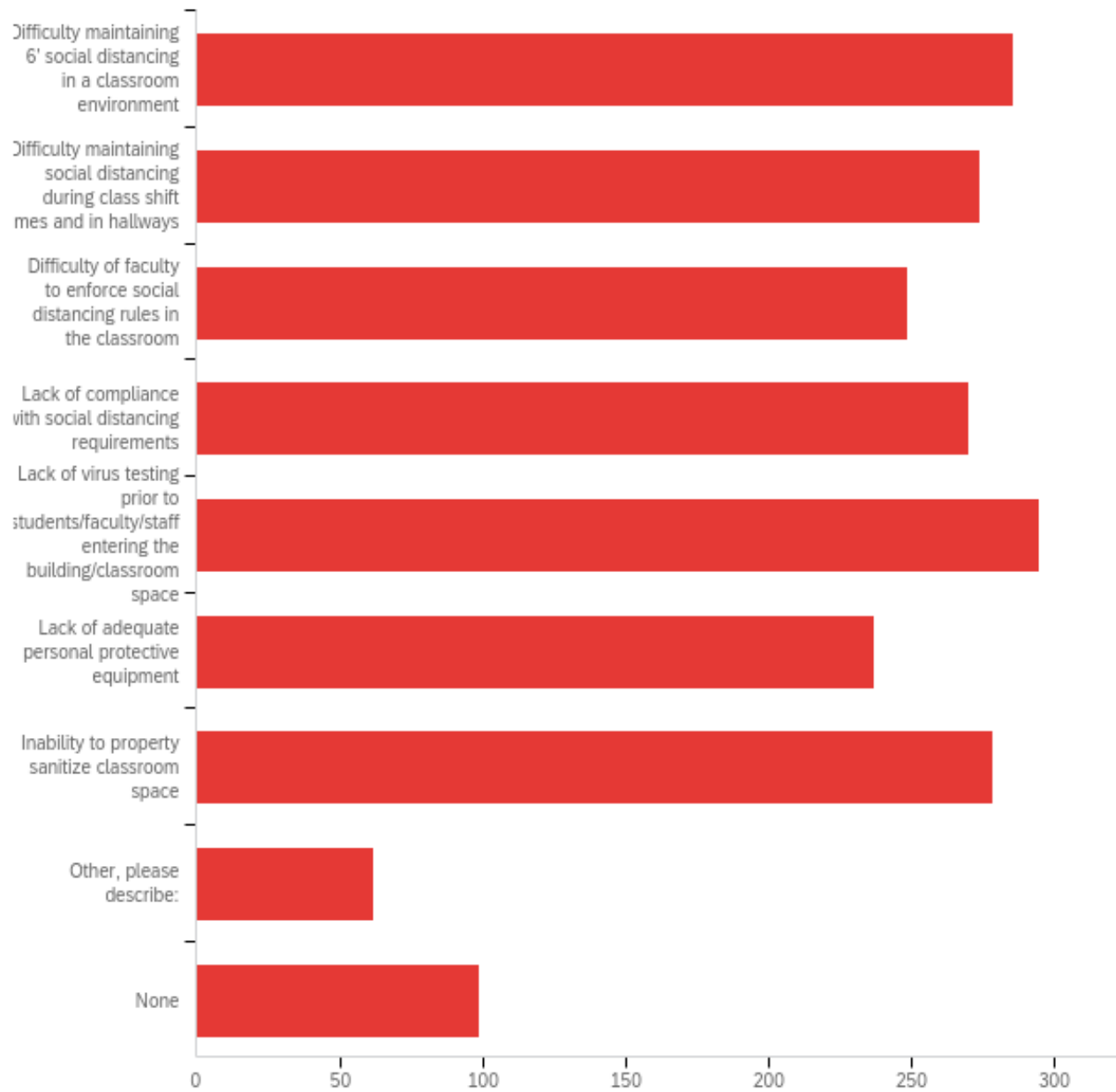
doc cam

[I already have these resources]

I have what I need to teach remote

None

If you have concerns about returning to classes delivered on campus **during the fall, indicate your concerns below.**



#	Answer	%	Count
1	Difficulty maintaining 6' social distancing in a classroom environment	13.94%	286
2	Difficulty maintaining social distancing during class shift times and in hallways	13.36%	274
3	Difficulty of faculty to enforce social distancing rules in the classroom	12.14%	249
4	Lack of compliance with social distancing requirements	13.16%	270
5	Lack of virus testing prior to students/faculty/staff entering the building/classroom space	14.38%	295
6	Lack of adequate personal protective equipment	11.56%	237
7	Inability to properly sanitize classroom space	13.60%	279
9	Other, please describe:	3.02%	62
8	None	4.83%	99
	Total	100%	2051

Other, please describe:

Other, please describe: - Text

students misunderstanding about who makes decisions on campus is important to address. Most student have little/no idea that faculty are not making decisions about these types of precautions independently (at all), but rather that some of these decisions (most) are being made by administration. Students need to be encouraged to separate their frustrations with class and frustrations with the learning environment. Faculty members should not be held accountable (in FCQs) for decisions the administration makes.

spreading the virus to my family

risk to students who need to protect family members at home who are at risk

people who don't believe in the virus

maintaining social distancing in the classroom without having to wear a mask.

liability issues if students get sick; health risks (due to my age); don't want to upend students again and send them home mid-semester

lack of temperature checks at the front door of the COB

lack of scientific knowledge of what does and does not stop the spread of the virus. Need: sanitizing of door knobs, hand rails, common areas etc as high priority

if all the above rules have to be into effect I can't see how can we teach effectively.

faculty meetings

dying

compliance in wearing masks (making this mandatory would be good!)

all of the above

Would students be required to wear a mask? What if they won't or don't have a mask? I'd prefer they would have a mask on.

With Communication courses, discussions/lectures and small group work are a significant part of class time. Therefore, if masks are required, this will not work and I would opt for remote classes.

Will masks be required for everyone? If a few students come to class without masks, do the professor turn them away? Can the campus provide a few free masks in each classroom?

Wearing Masks

We can't keep students from showing up in our classrooms with guns, how are we going to enforce compliance with masks and distancing?

Violence that has happened in this country in response to mask rules.

The time factor in groups of people erodes the effectiveness of social distancing if the virus is exhaled over one hour / two hours

The studio spaces are not large enough to allow for safe distancing with an enrollment of more than 6 people.

The refusal of some individuals in using PPE or adhering to social distancing recommendations.

The lack of tracing and tracking infected individuals' contacts

Students' anxiety or inattentiveness due to health worries. Poor attendance or course completion due to the health concerns and/or still in-flux work and home schedules.

Sick people coming into the classroom as they usually do; also I can't physically wear a mask that long because I can't breathe well with it on. maybe you can make something "lighter" for faculty that's more breathable.

Potential discrimination against students with underlying or compromised health conditions (disabilities) such that we segregated (an unequal) schooling for non-disabled vs disabled

Personal health concerns due to being immunocompromised. Teaching with a mask on. Requiring students to wear a mask every class period.

Overall exposure in the classroom setting.

Our culture of coming to work even when sick, a need for better absence policies for all campus members, students needing safe access to housing dining computers tutors

My concern about returning to campus is not a health concern. Rather, I'm concerned about the social landscape produced by social distancing, PPE, and symptom checking. None of these measures seem conducive to creating the relational space that's so central to teaching and learning.

Lab classroom concerns for students (using the computers in the classroom with only 10 minutes between classes). Will the computers be wiped down between classes? Will students be expected to do this themselves?

I'll also likely need to care for and handle remote learning for elementary school aged children. I'll likely need to be home.

Inability to secure childcare if public schools do not re-open.

In order for social distancing to work, the distancing must also happen over the time dimension. I mean that social distancing is useless if you are sitting in a desk that was occupied by a sick person one hour ago, or if you touch a doorknob that was touched by 200 people in the last 6 hours.

If instructors are going to have to wear PPE in the classroom then we should teach remotely. Wearing PPE whilst teaching would inhibit effective teaching more so that delivering online.

If a faculty member gets sick or is exposed and must stay home, who covers the course? They will likely be out 2-4 weeks from quarantine guidelines. They could have a family member contract the virus and still have to be quarantined. Coverage will be an issue. What about faculty that have preexisting conditions? How can they opt to stay safe and the university not violate HIPPA laws by requiring them to disclose?

I worry that students might be resentful of enforcement of distancing in the class and would react to professors in a hostile manner. I also worry about bringing the virus home to vulnerable family members

I personally don't have issues with much--would be grateful to just return in-person--but I selected all items to emphasize their importance for students' and students' parents' concerns.

I have no concerns about returning but am VERY CONCERNED about NOT returning. We need to move on and reopen our institution!

I care for 3 small grandchildren 3 days a week and I'd be concerned about infecting them

I am supporting my niece who is dealing with breast cancer so her health is very compromised and I don't want to jeopardize her health

I am ready and willing to go back to work as usual.

I am in contact with vulnerable populations and cannot risk infection

Given the possible 2nd-wave of the pandemic and the lack of testing and protections, it's very irresponsible to expose faculty and students to the unknown lethal risks.

General safety concerns for students and spreading of disease to families.

Fear of spreading to elderly parents when I leave work

Enforcement of social distancing policies on a conceal and carry campus, Lack of compliance by students, parents, faculty members, and staff, Difficulty of reliable sterilization of touchscreen computers, keyboards, mice and mouse pads, In-person conferences with students in small and/or shared offices, Workload effectively doubling if required to deliver class sessions in both in-person and remote form, Risk of having to send students home mid-semester again, Adequate protection of recorded lectures and course materials (academic freedom), Adequate time for preparation

Difficulty maintaining course schedule/assignments for presentations etc.

Difficulty for social distancing in student areas, tutoring, library, cafeteria, etc.

Death: us, our students, our students' families

Coordinating schedules if for my work and my children if they don't go back to school.

Contact Tracing Abilities

Confusion about social distancing requirements amongst students (coupled with lack of compliance); communications barriers in possibly needing to speak with face partially covered.

Can we trust sick students not to go to class? Also, students will use this as a way to skip class honestly, and it will be a mess. I am concerned about the political aspects of those who are hostile to social distancing taking it out on me. I am also concerned that students are the "carrier" age group and my family might get infected because of me. Finally, I don't know if my children will be attending public school so it is difficult to know if I can teach in person or not.

CDC guidelines for schools recommend that groups do not mix. How will classrooms and high touch areas (shared podiums, keyboards, erasers, chairs) be cleaned in the 10 minutes in between classes? What about bathrooms? Cleaning on campus has been lax to say the least historically.

By returning home, it is very likely that I will spread the virus to my family members.

Based on scientific data, viral particles are transmitted through breathing by prolonged exposure in confined spaces like classrooms even if you take all precautions including social distancing, wearing masks, etc. Until there is a vaccine, remote teaching is the only truly safe option.

Based on experience in other countries, it seems as though constant testing is what will enable people to congregate again, prior to a medical solution to the virus.

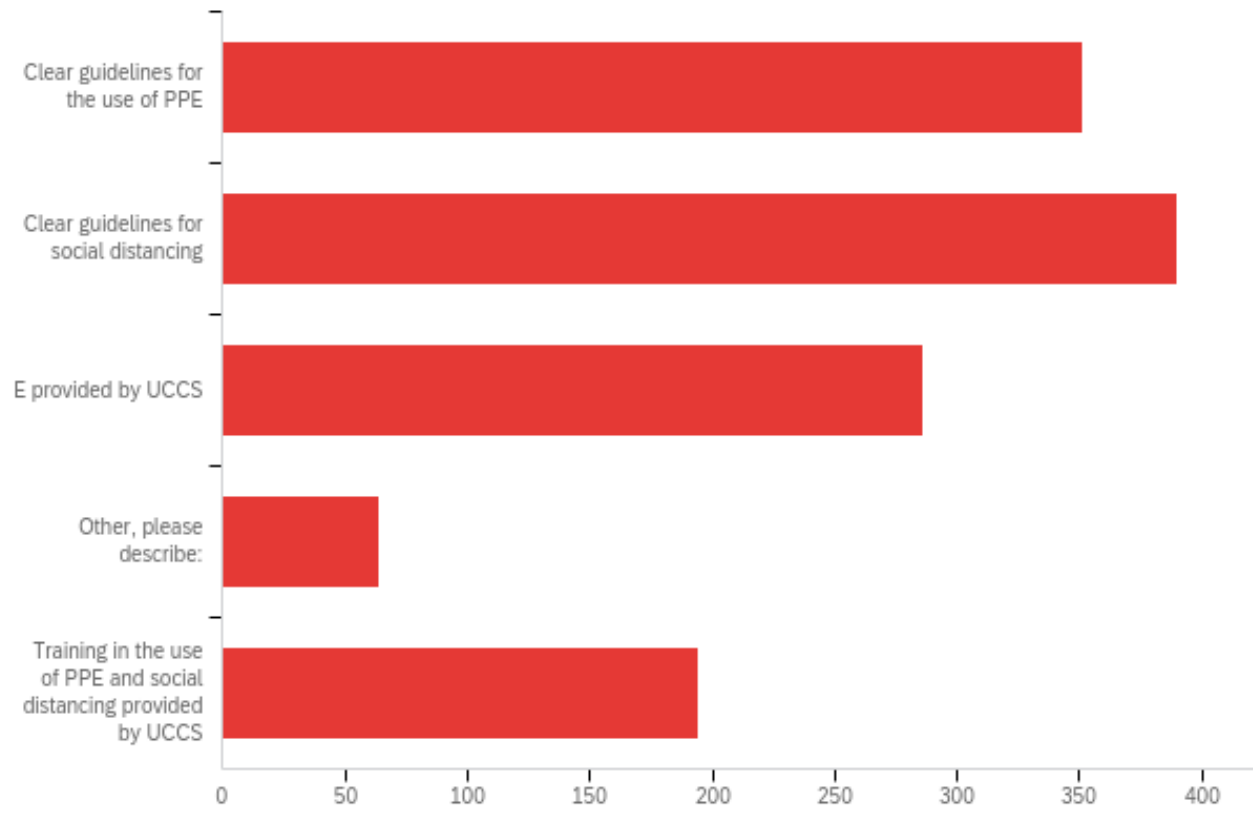
All of the above

Airflow in classrooms are terrible already using fans I would like staggered classroom usage not back to back full hot classrooms.

Again, I am in a higher risk category, so I need to be particularly careful.

6" apart being ineffective if students are in classroom for long periods of time

If public health allows a return to campus, I would need (check all that apply):



#	Answer	%	Count
1	Clear guidelines for the use of PPE	27.32%	351
2	Clear guidelines for social distancing	30.35%	390
3	PPE provided by UCCS	22.26%	286
5	Other, please describe:	4.98%	64

4	Training in the use of PPE and social distancing provided by UCCS	15.10%	194
	Total	100%	1285

Other, please describe:

Other, please describe: - Text

testing would need to be in place for all students and campus personnel

I would need a guarantee that instructional work will not increase without a commensurate increase in compensation. I would need a guarantee that we won't be required to teach in masks and gloves. I would need a guarantee that we (faculty and students) won't have to pass through symptom check stations on our way onto campus or into the classroom.

We need masks, sanitizing wipes and gloves.

N/A

None, I have PPE already

PPE for students who need it, lots of communications on guidelines and safety, reminders, support

Nothing - we are ready to go.

WHAT IS PPE???????? Define it before using it. See why students are not learning good habits?

I don't mind providing my own PPE, but I think UCCS should do everything possible to make this available to all faculty, staff, and students who need it.

I would not return.

Very clear policies for students and a process for dealing with sickness and violations (perhaps a dedicated admin for COVID issues)

all of the above

Will students be issued ppe? enforcement?

None

Nothing - Just let us go back to work

Ability to decide for myself whether or not to hold classes remotely

A clear policy for students and clear sets of consequences for students and faculty who do not follow the rules with a clear source of enforcement

nothing needed

Widely available and well-stocked hand sanitizer dispensers, similarly to what you see in doctors' offices and hospitals; face masks with UCCS logo, and strict enforcement everywhere on campus; plan on how we deal with students' mingling in the community (are they wearing ppe everywhere? are they allowed to visit home, that may involve travel? do they self-quarantine if they do? who checks that they do it properly?)

open it up-period

clear guidance to students and their families about our expectations; we allow conceal and carry on campus and that worries me

Enforcement to not become yet one more thing teachers have to do. I'm an English teacher and a college; I don't want to also become a public health enforcer.

Meetings to be held via Teams

Training in liability and enforcement

cleaning supplies for laboratory equipment

Testing should be made available to employees and students at no cost

Nothing

Mass testing and Vaccines

Guidelines in how to enforce social distancing in the classroom and clear guidance in what to do if a student refuses.

Some Public Safety enforcement the use of PPE by everyone on campus. Sanctions (fines? Escort off campus?) for non-compliance.

I would hope for the alternative allowance to still work online exclusively for the Fall 2020 semester until a vaccine is made available

Clear Guidance for clinical practicum

Covid testing standards and guidelines met, temperature checks,

All of the above

Testing for those who return to campus.

Exemptions for being more at risk than others.

I'm assuming PPE is personal protective equipment

If any of these are necessary, public health is not allowing a return to campus

backing to remove students who do not follow PPE and social distancing guidelines

Acknowledgement that there is some risk in life, but that the University is taking sensible steps to avoid an outbreak on campus.

None

None. Guidance has been provided by CDC

Just training in social distancing in the scenario that students are unwilling to social distance, how would that be enforced on campus?

Clorox wipes for office space

I do not believe social distancing will actually be sufficient over a long period

For campus to communicate expectations for PPE or social distancing to students, not faculty expected to convey these to students.

A clear and definite response by the University to students who do not follow guidelines.

None

Sanitizing classroom and computers regularly

None, cannot maintain social distancing in studio art classes

Testing of all faculty, staff and students

Based on expected outcomes for fall 2020, I do not feel comfortable returning even with all of these resources/practices

CDC guidelines for schools recommend that groups do not mix. How will classrooms and high touch areas (shared podiums, keyboards, erasers, chairs) be cleaned in the 10 minutes in between classes? What about bathrooms? Cleaning on campus has been lax to say the least historically.

Guidance on student attendance for lab courses

Policies that make sense and clear guidance on everything

an abundance of covid wipes and masks

Some way to enforce students doing all the right things.

Not just PPE - cleaning supplies, sanitation supplies.

testing and safety measures in place (temperature checks, regular cleaning, PPE use mandated)

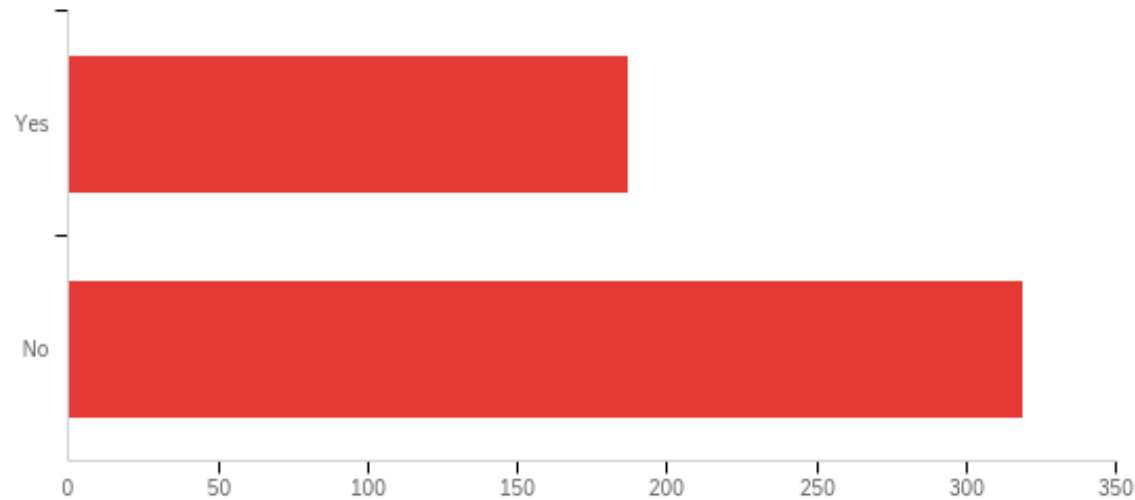
N/A

Clear understanding of requirements

none

to know what students are being told and how UCCS plans to enforce these rules

Based on age, health, or other conditions, would returning to campus in the Fall pose a disproportionate risk to your health or the health of a member of your household?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Based on age, health, or other conditions, would returning to campus in the Fall pose a disproportionate risk to your health or the health of a member of your household?	1.00	2.00	1.63	0.48	0.23	506

#	Answer	%	Count
1	Yes	36.96%	187
2	No	63.04%	319
	Total	100%	506

Based on your experiences this Spring and looking ahead to the Fall, what aspects of remote teaching work well compared to in-person teaching?

Based on your experiences this Spring and looking ahead to the Fall, what aspects of remote teaching work well compared to in-person teaching?

classroom conversations and one on one meetings were effective, although, the experience is alienating

There's really no difference. I simply teach using Webex instead of teaching in the classroom.

Implementing Microsoft teams into my curriculum was fairly easy once I was able to get trained and had help setting it up. I appreciate all the support I was given in the early days.

Teaching remotely certainly lent itself to a pleasant work-life integration. It allowed for more regular healthy meals and more daily walks. However, I'm not certain those constitute improvements to teaching itself.

Small student-peer review/reflection/project groups

I want to preface my responses by saying that I teach in a field where online teaching is possible. Also, I want to say that my experience is based on asynchronous teaching these last five weeks. I would say that two elements of remote teaching worked well 1. I was forced to break down theoretical concepts even more than I do in my regular classroom sessions. As I came up with several concrete examples to illustrate abstract ideas I gained greater clarity on the material I was teaching. Going forward I feel even better prepared to teach this theory-intensive class. 2. On a related note, asynchronous teaching gave me the time to provide reflective responses to students. In one of my classes, given the difficulty of the material, students were required to pose one-three queries on the reading which I responded to by the end of the day. As I did not have to respond in real time, I was able to look up multiple sources online and provide detailed answers. This deepened my understanding of the material. In most classes a few students tend to be more vocal than others. While group-work ensure better participation, it isn't possible to hear from everybody. After transitioning to remote teaching, the "quieter" ones felt more comfortable weighing in during online discussion activities.

Different avenues for discussion happening in real-time: video conferencing, chat box feature, etc. Engagement in discussion posts. More time for peer review. Little to no concerns about getting sick worked well. I felt comfortable to interact with students as much as possible online. The idea of wearing a mask in class and constantly working to keep a distance between myself and students, distance between students, seems incredibly daunting and unrealistic.

Recording of synchronous lectures allows students to view/use the lecture resource as they need it and when they need it permitting much more flexibility for students. Lecture recordings also allows students to review sections of the lecture if the need arises.

Lectures and in-class discussions will work fine. I just need to be sure I can show videos (both online and DVDs) through one of the video conferencing tools like Zoom or Teams or WebEx.

Flexibility in meeting with students.

Microsoft Teams was very helpful and the students seemed to use it easily

I teach online 100%

Organization of deadlines, materials, and class notes.

I am research only at UCCS, but I think in-person teaching is absolutely vital at any university.

None!

Asynchronous classes where flexible hours accommodate students

More flexibility for instructor and students

Students were flexible.

organize/send all assignments, tests, via email, or canvas plan to record class lectures to avoid synchronous delivery. enhanced syllabus for students to manage their reading /assignment dates on the subject taught

Not much.

More student engagement

I have been able to manage well due to my field (social sciences). My biggest obstacle has been that I am a single mom with two young kids at home.

I like the flexibility for the students to complete course work on their own time/schedule. I created video lessons and was able to chunk up the information into manageable amounts and students seemed to really appreciate that (I normally teach a math class once a week for 2 hours 35 minutes). I also like that fact that students could upload their work directly into Canvas and I could comment on it.

More people attended department meetings. Students communicated with me more frequently, and more informally (phone call, text.)

It is convenient for graduate students who teach all day because they can complete the assignments on their own time and they don't need to come to class.

Support from FRC

The ability to teach in person for about 6 - 7 weeks and get to know the students was invaluable for building the relationship that then carried through to the online portion of the semester. We knew and trusted each other. This helped greatly.

grading papers

I was still able to meet and communicate with students in the target language. I feel that remote teaching is an alternative to in-person teaching but it is not nearly as effective!

Because of the nature of my structured, asynchronous online course, I have met with students via Teams in a one-on-one format, small groups, and through uploaded, videotaped presentations. I have gotten to know them very well, and we have mutually supported one another. I think this has worked well, and their feedback has been very positive. Of course, they had signed up for an online course, so they knew what to expect. Teams works well, and new features will be rolled-out in June.

FRC resources allowed me to offer an online writing class that was as effective as in the classroom

Students can check on their own schedules and they can work at their own pace. Much of my course is discussion based. Once we moved to remote instruction, students were much more engaged in discussions than they were in my 8 am face to face class.

Recorded lectures worked well for a number of students

asynchronous learning

Assignments

I found teaching in this environment was actually better. The combination of videos that student watch in advance of class meeting time was far better than classroom.

ability to do one-on-one times with students; ability for students to go back and review notes, class sessions

The ability to have all student participation in activities.

Almost nothing.

I hated every minute of it. I love being with my students, gauging their responses, entertaining their questions, and listening to them in discussion. The only thing I can say worked was that I did not fall behind in lectures because there were no interruptions--and I am not sure I think that is a good thing.

I teach online as well as in person, so I have no issues moving to all online teaching. We have tools such as MS Teams to reach students one-on-one, and content for all my classes can be moved onto Canvas.

I was able to shift my in-class activities to the online format - I enjoy teaching in person much more, but I felt like we still were able to have discussions (on Canvas) and do other activities that were meaningful.

Communicating with engaged students went well. I was able to offer them a lot of personalized support.

The practicalities of not having my work space at home save time, help me to focus on work, and enable better quality breaks. I liked being able to hold office hours virtually and will continue to offer that option in the future. Some students seemed to thrive in online discussions, though not the majority, and there are several caveats: they had the chance to build excellent rapport in person first; the design of the course I teach in Spring is such that students are more autonomous in completing their projects; even those students who thrived might not be best served in the end by not having the experience of needing to work with the larger group in whole-class discussions.

None.

N/A

Increased flexibility and choices for working students.

In the arts nada

Asynchronous is most equitable to most students and makes the playing field most level. I think students are more comfortable with online formats than many faculty, but they are also very patient and willing to help if faculty are honest and forthright. I was very impressed by the adaptability of my students to online formats. Kanopy was a good resource and I used it a lot, although it is choppy for students at times

There was really nothing that worked well. A language class should be taught in person, there is a lot missing when it is taught online.

For those who have access to steady WiFi, computers, webcams and microphones- the students were able to create wonderful video final projects

None

Students feel safer away from campus. There is also a bit more flexibility with time management.

teaching/instructions work well

Student adaptability.

I think what worked well was being able to have synchronous classes over Teams. Students seemed to be able to adjust to this platform and were even able to present over Teams to complete projects.

None at all!!!!

Canvas, Microsoft Teams meetings and office hours

I teach hybrid already so not many aspects change for me. I have to adjust to fully online to establish working relationships with each student through ice breaker and small group online activities.

flexibility, saved commute time, NO Parking issues.

Very accommodating to working students schedules

Accountability was higher than expected.

Nothing worked well this spring

online small student-group projects

None. I am creating an OL course right now. I believe that a well-constructed OL course can achieve learning goals that f2f courses cannot and vice-versa. They complement each-other. F2f courses that transition to remote do not work well.

My classes had no challenges with the technology

Having a specific class meeting time, consistent to what is in the Course Information Center allows me and my students a way to manage our remote class and the required assignments, as students who work and have other classes depend on this to stay on schedule.

Some students seem very comfortable in that depersonalized space (i.e. not having to engage in front of a room full of people).

Discovery and use of web-based courses or tool for enhancing teaching and student learning.

No commute saves time. Can bring in guests from anywhere in the world.

Video lectures and Tutorials in Panopto were great. MS Teams is great for class discussions and presentations. Make sure that the registrar assigns a timeslot to classes if they are online so synchronous learning is possible

Instructors' freedom and authority to decide how they best see fit to conduct their classes -- whether synchronously or asynchronously, the use of technologies (e.g., we are confined to using Teams and WebX, when some folks feel far more comfortable with Zoom or even Skype -- can the university provide access to these other popular and familiar technologies)?

n/a

I did not have one part of my teaching that was more effective or enjoyable.

It all was smooth

remote learning diminishes the student learning experience and amount of information retained.

There are now high quality courses available through multiple sources. For example through text publishers.

Canvas

Delivering lectures and exams

All of it. My business writing class seamlessly transferred to online. I actually had more one-on-one contact via Teams than I normally do via office hours.

remote offered increased communication with graduate students

Students were very computer savvy so the impact was minimal.N/1

Even though I think in-person is a much more robust way of learning, especially with the content of my course, it's not worth the health risk (I'm over 60). Video and Teams allow lecture and content to be explained to the student.

Teaching crime analysis and mapping through video, real-time online chat, and remote computer assistance help my student easily follow the course material. Especially, these all became possible when OIT supported the virtual lab to my students.

No need to find a parking spot, no commute time

I teach languages so students.....: - Many students feel less nervous to participate if they don't show their faces - Many students kept each chapter assignments/work on time

Honestly, nothing, other than preventing the spread of the disease and protecting us against liability. There is little to desire about remote teaching. My students have voiced significant opposition to it as well, as did my college-aged kids (and nieces and nephews) attending other colleges.

i can't think of any

-The ability to let students work on their own schedules so that they can work, take care of family, etc., -Structure: Having some lectures be always available online make it easier for students to reference on a later date. -My courses already make extensive use of Canvas and contacting me by email. If you're an already available and communicative professor, that transition didn't seem so hard.

Use of Canvas, ability to record lectures

My online course proceeded without a hitch. Luckily, my seminar had enough time together to be able to meet online with some affection for each other and with respect for the presentations their classmates gave in a necessarily synchronous environment. In the end, my seminar became 9 independent studies, exhausting and not very effective.

Our clinical instruction was halted, but prior to that we had developed a plan that would give clinical instruction remotely, and that plan can still work. Regular work actually went pretty well while remote, and I found that I got more done.

There are some unexpected positives that have emerged - students seem MORE engaged in the assignments (though not so much in the lectures), I have learned to be more agile and comfortable with technologies I previously did not use, and I feel safer at home.

Asynchronous format, flexible assignments and due dates

I only teach fully remote classes so there was little change for me this spring in terms of course delivery once all classes shifted to a remote format, however, for me the online format makes it easier to provide flexibility for students and access to the course materials than in face-to-face classes.

My students are able to access the information/course material when convenient for their schedule.

Once we (the students and I) got the hang of it, it actually went well. I liked the freedom and flexibility to work from home.

For the museum studies minor internships, remote teaching only works well as relates to research elements of the course.

Debriefing of nursing simulations or other nursing experiences. Simulation of nurse management team meeting scenario role-play. Patient teaching role-play. Patient communication role-play Sim with actor. Communication role-play of report to physician.

Collaborative assignments, some types of self-paced learning; some types of discussions

It allows students to attend at their convenience and more importantly, does not put individuals at a health risk

Self-efficacy improved in some students. Video lectures allowed students to review classes multiple times to learn concepts.

Having synchronous opportunities to get close to the in-person experience.

I think the discussion via threaded discussion on Canvas was better than in the classroom.

A clear designation of asynchronous and synchronous class expectations so students and faculty are on the same page - both can be effective approaches with clear communication. I think students actually did better writing and focused activity online once we went remote as compared to in-class discussion which is often ambiguous in terms of actual academic learning

Classes do not have to be cancelled when weather is bad Every student has a chance to contribute to discussions

Canvas quizzes are good.

Keeping the class time the same and figuring out how to use the technology for teaching the class.

It was easy for students to log in instead of traveling to campus

It has forced me to take some new approaches to my teaching. I'm not sure that is best for the students, but I have discovered some things about my teaching and myself. I also find teaching with compassion is a good thing.

My weekly quizzes worked well b/c students already had practice with this technology (quizzes via Pearson online). My lectures (using Panopto Recordings) went well but looking at the stats, it appears as if only 1/2 or so of the students actually watched the lectures.

Gave the students a lot of flexibility to work around their lives and schedules and varying internet connections.

Tele-supervision seemed to work well with the clinical students in the spring. The Teams meetings also worked well once we got used to the platform.

Recorded lectures worked reasonably well, though not as well as in person lectures. But I view safety and health as more important than optimal educational experiences. It's "good enough" given the risks of large gatherings or small gatherings in small rooms.

Almost none. It is a positive in allowing students unable to attend in person to participate.

As a performance instructor in music and theatre, none.

Lecture format information

Some students have thrived in the online environment, some have collapsed and cannot cope. It seems bimodal. One-on-one communication is good, and it has caused me to focus on developing online alternatives for class discussion, which has been useful going forward regardless of what happens in the fall.

We do most pre-communication via computer already, only clinical experience is needed in person.

Students worked extremely well online. I ended up teaching 5 online classes -- and communication/test taking/video lectures/written lectures all went well. Not one student complained to me at any time.

none

I have worked with the FRC on many dimensions of online teaching, including narration of slide shows, online peer reviews and other enhancements that I have improved the course. All of these will work well in the class compared to in-person teaching.

Time management

Student interaction in small groups works well.

More individual meetings with students (students find me MORE available)

Remote teaching was adequate and students were able to finish the required elements of the course; however, in-person teaching is infinitely better. Nothing about remote teaching worked better than in-person.

Because I work in with UCCS students in elementary schools, working remotely has saved drive time for me. It's worked very well to meet with the teacher candidates as a group once a week like we do anyway.

Exams and grading

There is little that is better than in person teaching.

Tailored help based on feedback.

None

Used online material for remote learning class to eliminate need for in-class lecture/ used MS TEAMS for a one-hour "discussion/presentation" class where the students engaged and shared their "screen" to present to others their submission to an assignment. MS teams was used for small group discussions/work.

Not many. If there's more time to set up a class to teach remotely that might create aspects that work well but I'm not sure on what those are currently. Also a note above to the question on mode of delivery of fall: this depends based on whether spouse and children will still be home from work/school or not. Synchronous delivery of classes consistently is not feasible with children e-learning from home

Recording synchronous lectures so that students can access as needed, even after the virtual meeting (and it helped for students who had to miss the synchronous meeting for circumstances outside their control).

None

N/A

Canvas and Teams a great. You can have either a synchronous or asynchronous class.

Compared to in-person teaching? None. In-person teaching is absolutely preferable and superior to remote teaching in every way. Remote teaching isn't bad; it's just not as good as face to face teaching.

Availability of resources: recorded lectures, posted notes and more, which have assisted students when not able to view live lectures. This has been a valuable resource, unlike in a face-to-face setting, where recording lectures and more can be difficult.

Students taking quizzes online before we meet. However, it is a POOR substitute for in-person learning.

Inclass > remote for all aspects!

Students can watch recorded lectures at times more conveniently matched with their schedules. I saved a ton of paper giving entirely online exams and assignments. It will continue with the online assignments no matter what.

Students haven't really changed. Those that were attentive are still attentive. Those that were not, were not. I didn't have an issue moving to remote learning.

Using Panopto to record video lectures, then being flexible with synchronous and asynchronous teaching to fit the needs of my students

None. Honestly, this is not education. At best, it is information transfer, but in reality it is hardly even that. Students need direct face-to-face instruction to grapple with ideas in a functional environment that has dialogue with me and other students. I think it is fundamentally dishonest or naive (or self-serving convenience masquerading as "service for non-traditional students who can't come to a brick-and-mortar class") to claim that remote learning accomplishes anything near the same goal as in-person instruction, no matter how much remote learning may be in the fiscal interest of the university or convenient for the professor. It is not good for students if we wish to have any respectable concept of learning and education.

none

None. My courses are best implemented in-person.

None

I truly struggled with online teaching since all of my classes are field-based. My students did not get the same experience at all and we struggled with the alternatives.

Students really like pre-recorded lectures because they can play them back

None...My courses are hands-on based and requires students receive the repetitions necessary to adequately perform the tests.

More flexibility for the students: listening to recorded lectures, taking exams.

In no aspect is remote teaching superior to in-person teaching.

prefer in person teaching for maximum effectiveness, but not a the risk of ANYONE's health

The courses were hybrid, online lectures and group activities worked well.

Students can access material at times that fit their own schedules

Students can access instructional material at a schedule and pace that fits their other responsibilities. Providing real-time lectures at the regularly scheduled times allows for a more normal feel for students that chose in-person sections, and gives them a structured schedule.

Microsoft teams; asynchronous activities. Less drive time.

The convenience of working from home

While I can make everything work with technology, nothing is better in my coursework than teaching in-person.

Students were flexible and able to record lessons and participate in zoom for reviews

Very small groups (1-3) Small sprints of individual work (20-30 minutes) Table reads of student work

small class seminar discussions big class lectures student presentations - because they could share their ppt.

none

Nothing was horrible. Microsoft Teams as a platform for a synchronous class worked fine. It was awkward at first and I had to spend time shifting my lectures for the platform. I did not enjoy not seeing student faces, but 85% of my students appeared to have been there.

In person is more efficient. However, My students and I were able to make the move to distance teaching via webcam.

The students have more flexibility with their schedule

In-person teaching is definitely the most effective approach; however, given the limitations set by the pandemic, I appreciated feeling protected.

Providing lecture content that doesn't require/involve a lot of student interaction.

Save travel time, etc. But far too many administrative meetings and email messages. Only one administrator should send one message, perhaps weekly

update other than departmental needs.

MS Teams for working with students

Able to teach topics in depth and provides more flexibility for students. Students tend to ask one-on-one help.

Ability to make videos on my own schedule and students can watch them at any time that works for their schedules.

N/A

It didn't really work well. My class was supposed to include several experiential components that had to be cancelled.

More fair to vulnerable students; increased focus in students

not much. My classes are hands on, with lots of collaboration; Very hard to do so remotely.

none

The flexibility when appropriately using a mixed method of synchronous and asynchronous delivery of course content.

None, outside of flexibility of schedule

did not teach this spring yah

Flexibility for students and faculty, maximized use of existing technologies, efficiency of delivering course materials and evaluating students' work.

Students like to have access to recorded lectures.

Graduate discussions were strong in online format; in some ways better than in-room.

Relaxed atmosphere, (ironically) able to address more individual student needs

Class attendance was good, easily accessible via remote model.

The online synchronous classes provide a means to connect with students. However, being proficient enough to use all the features (I had to pay for an upgrade to Zoom) such as breakout rooms and doc sharing and polling, etc., requires some training...to do well.

Able to have deeper conversations after students are given time/resources to research the content individually.

Some students liked having more flexibility in their schedules to work. Good support from FRC.

Students felt they got to know certain conditions much better and in depth than would have been able to otherwise. A lot of time was not spent in making beds and helping patients to the bathroom - it was all learning about medical conditions.

More flexibility for students. Allows introverts to participate in online discussion fully.

Students learning on their own schedule

Lectures can be done, but much fewer students chose to participate. No incentive for them to participate in lectures beyond the classroom setting.

The option of asynchronous discussions. However, I have posted links to videos in my discussions; it would be helpful for me to know how to determine who and who has not watched the videos I have posted in CANVAS. I was uncertain about the need for synchronous web lecture/slideshows, and I had some students who didn't show up. The technology was a learning curve. But the students genuinely appreciated the continuity of "community," even if it was restricted.

Nothing.

Perusall has been amazing for the article discussions I usually do (I coincidentally started using it in Fall 2019). Panopto was great for recording lectures and editing them, very smooth creation, upload, etc.

Fully online, asynchronous teaching has many benefits, including flexibility for faculty and students. Microsoft Teams made synchronous teaching possible, but I do not consider it a long-term teaching option or solution.

Administering exams is easy and eco-friendly on Canvas.

I have experience teaching online, so most aspects were not new.

None.

practicing communication

Student Feedback is more likely through the Comments portion of Canvas Assignments. Virtual Office hours have shown increase over in-person office hours, though drop-in is less likely. In general the more avenues for students to establish less formal contact with the instructor the better. Thus I'm on the lookout for new approaches to feedback/conversations.

Students who are less inclined to speak up in class are able to express themselves more effectively on discussion boards (although that option is also available when we have in-person classes - just fewer topics). Students seem to be relatively comfortable asking questions on email.

Remote teaching's most beneficial component right now is keeping us all safe and healthy. That is the most important part. The remote environment for learning has worked well for almost all of my students and my courses have gone well overall.

None

Canvas and panopto

No impact. Used to blended learning and hybrid classes.

Students have plenty of flexibility re/ when to engage w/ course, complete work. and their assignments.

Organization of course, ability to stay on schedule (no snow days).

I moved more quickly through the material, recorded lectures allowed asynchronous for those that preferred it

All worked well in my small classes. In classes around 30, people quit talking and only put on video when required, so some interaction was lost.

Pre-recording lectures/discussions

Focus on essential course components

NA

It is relatively easy to assign homework.

I was able to find so many online resources (TED Talks, YouTube videos, simulations) that really complemented my already chosen reading assignments, prepared note packets, and podcast lectures. I will use these materials in future offerings of my in-person courses!

Flexibility with time and schedule

more flexible for students;

?

I held my normal class/lecture sessions online at the usual time as my in-person class. Probably like everyone, I consider my performance a work-in-progress. I will get better as I have more practice.

My students appreciated my efforts to keep it as much like face to face class as possible. I loved being able to invite my online section students in and record the class for them. Teams worked really well. I love the IXPLAIN whiteboard app that a colleague found. I will keep using this in the class in the fall as well. And with recording the class, the students can go back to revisit the examples.

We were able to accomplish everything remotely, however, in person is still better.

None!

I am switching to an OER textbook and looking forward to use of Perusall with it. Asynchronous lectures and work with optional synchronous help sessions make it so that nobody ever misses class for work or sickness.

We were able to have the class set-up and running rather quickly.

I teach advanced laboratory classes and laboratory research (biochemistry) which cannot be taught remotely. We managed for the Spring, but will not be successful if this continues into Fall.

Giving open-book, open-note exams during 24-hour "exam windows" via Canvas has worked better than giving in-class exams

I did not have to see the students looking at their phones

Office hours being virtual is convenient but not better

I did a standard lecture course with a tablet. Lots of mathematics was involved and this worked ok. This was reasonably close to the in-person experience where I write a lot on the board. Ho I want to emphasize this was a REMOTE class and not an official ON-LINE course. Following the guidelines for ON-LINE would be a serious difficulty, without adding any value to the course for the students.

I cannot think of any aspects that worked well compared to in-person teaching. Remote teaching is a very poor substitute

flexibility in time scheduled to meet my students.

Students did seem able to learn formal logic remotely (though I still think it was easier to learn in the classroom setting.)

It gives students more freedom to get assignments and activities done. There was better discussion because everyone was encouraged to participate because their participation was linked to their grade.

Already all online with courses. Meetings and planning were moved to virtual.

I've figured out how to provide students with better instruction on how to use programming tools than would have had the ability to do if they came to office hours and I can help several students at once. This was a big plus!

Being able to see students face to face when they have questions

None.

Most of my classes are flipped classrooms, and I think it worked fine having students complete their active learning activities on their own rather in the classroom

Flexibility in schedules - asynchronous teaching

Students had more time to digest content and complete their labs.

Canvas LMS works well -- my classes are already hybrid so a blend of F2F and asynchronous delivery. Developing more personal relationships with students via the duration of F2F really helps establish a student's needs.

Well at this point I have figured it out. It took a couple weeks to find the new normal. However, everything worked out well. The use of Teams was a savior.

Asynchronous is awesome for many students schedules, especially if out of work, caring for someone like a child etc

Video conferencing provides face to face interaction with standardized patients which made clinical interviews more predictable.

Individual or small group zoom meetings. Recorded video lectures. Lots of can as communication as well as twitter/teams/YouTube.

Flexibility with respect to time (when I could work on my classes).

Asynchronous nature allows for students to work when they are most prepared

NONE!! Not for statistics!!

prefer in-person teaching

None really. It was an avoidable forced option.

Students can access material at any time of day.

n/a - nothing worked well in comparison. studio classes are not designed to be taught online - the quality of learning is greatly compromised.

I can use the videos in the future.

Students can work at times when they feel most productive, not during a specified class time.

None

NA

Availability of resources via Internet. Congruence between workplace and online learning.

assignments

Cuts down on commute time and all courses met because classes not missed due to snow days.

The only advantage is saving the commute time and cost

Gives students working full time the flexibility to join a live lecture OR watch the recording

None

The students comment that they like having lectures recorded so they can go back and review material later. Even when classes were in-person I would get requests to record my lectures and I always said no because I couldn't figure out a good way to do it live in the classroom.

I used publisher of textbook online testing, this worked well because students were able to take the tests during a time frame of their own choosing but with a time limit, and lock down browser. The publisher test generated different numbers in the math problems, so each student had equivalent tests of equivalent difficulty. Class averages were higher than paper tests of previous semesters. The website also allowed students to see their answers and relate the missed problems to the appropriate section of the textbook.

Remote teaching can be more time / schedule flexible for me and my students. Also, it's much easier to record the entire lecture/lab. Students have another chance to learn at their own pace.

Education platforms Communication modalities

ZOOM, discussion links, anything that helped me connect.

use of webex with small groups of students, forced a new look at other interactive learning modalities such as virtual simulations and serious games

Tests done remotely

None

In many cases, students appreciate the flexibility.

Teams was easy to use and schedule meetings Support of FRC to provide a Surface Tablet so I could share notes live in Teams lecture

None.

ability for students (faculty) to work ahead on consumption (preparation) of some course materials

There can be more flexibility in doing assignments and tests because of open book.

More flexibility with time--activities can be conducted and work can be collected asynchronously.

Canvas is intuitive. Recording lectures in Panapto or similar programs work well. I typically use asynchronous meetings where students sign up for times and we meet in small teams. This works well for people's schedules. Teams video meetings work well. I am able to cover materials in an online setting without any major difficulties for my courses.

Flexibility for students to access learning materials at their convenience.

I have long taught on-line, usually classes of 30-35 students, but could not do so without a TA. I would have to cut back to 20 students. In addition, teaching a capstone flagged course online, with 30 students, is overwhelming. All online capstone classes over a certain size should receive a TA.

I teach technology-related Music courses, and sharing software procedures is an important part of the curriculum; this works well remotely, as I can share my screen and system audio.

Schedule flexibility for both myself and students.

Canvas worked well for posting assignments, collecting assignments, and keeping important announcements

If I have time to prepare for classes and develop them well, they would be much better classes. I rushed to get content online and it was not my best work.

ALL voices were heard equally--teaching remotely is a boon for shy, less-vocal students. I was pleased with the high-quality of the online discussions we had--students made real efforts and took assignments seriously.

Everything has worked in a satisfactory manner, but I have taught online previously and use Canvas even for on the ground classes.

I found some students were more engaged online. These students may not speak during a classroom based course, but were happy to engage in online discussions and chats.

Easier to pace delivery of course content.

I had small group of students therefore Microsoft Teams worked well.

Lots of creativity with digital content as in podcasts, exhibits etc...

I cannot think of even one benefit. However, some students need the flexibility of online courses (without an attendance policy). So we should not abandon all online courses to Arizona State U or U of Phoenix.

I don't need to make photocopies

I think moving to online teaching allowed students to avoid the additional stress they'd have had to attend classes while worrying about the virus.

Exams/Test went well with online exams, voice over powerpoints went well but need more training on the finer points

Nothing about the current unnecessary closure worked well.

Not many, but this is a result of experience and training. Most students who signed up for in-person classes dislike remote learning. So far, the most specific positive feedback I've received emphasizes the benefit of holding synchronous Teams meetings.

Immediate feedback from students; some seem more comfortable emailing a question than asking in class.

I have no idea; once we get student feedback, I'll be able to develop a more informed opinion.

I've been teaching online for 4 years. Online asynchronous can be very flexible. Students can work ahead more easily as well.

Flexibility

Pre-lab lectures, office hours, samples data for labs

Remote teaching allows for us to work with students schedules that may now be affected by job loss, lack of childcare, etc.

Students have more time for course work (my classes were less than an hour compared to 2 hours 40 minutes). Improved technology skills for faculty and students.

Efficient way to get out material and subject matter.

students have more flexibility

I pre-recorded a handful of lectures. It's a good way to ensure no student has to miss out on a lecture if they are busy whether due to work, family, or other obligations.

teams based meetings seem to have higher attendance when practicing remote teaching. Some students are doing better since the course work is more flexible.

I'm not sure I think any work well compared to in-person. However, I've decided to make increasing use of the "new" technologies in as many of my classes as I can. And, I'm going to try to make changes to my course structures at least partly because of my remote experience. I think the changes I want to try are encouraged because of the remote technologies I've learned a bit about during this remote teaching period.

Nothing works well for sculpture and 3D Design courses online. anything that does work, like posting videos or turning in papers I was already doing before going online anyway.

Assignment timeline flexibility based on students needs and difficulties coping during this difficult time.

I have taken the FRC teaching online course (TOCP) and that foundation helped make my transition to remote immensely. If not for that training, I am sure I would have struggled. Some of my colleagues consulted me about how to go remote and I was able to share with them principles and strategies I learned through TOCP.

I already teach on line

N/A

I recorded my workshops / software tutorials via Panopto and had those available for students throughout the semester.

It forces an intense form of hyper organization and lots of checking in with both individuals and the class to make sure all are on track. With the entire country on lockdown, finding special guest speakers and the like was very easy and useful for classes. Synchronous class times and lectures worked well on zoom, especially because I could record them and make the link available to those who could not attend the synchronous time; this made it so that no one had to miss any material or get behind in coursework, even if they missed the in-person portion of the class.

I teach mostly online. I teach one in-person graduate class that moved to synchronous and asynchronous formats. I think what worked well is that graduate students started to reach out more on a one-on-one basis to get individualized help with their projects. This has always been offered, but students would rely on class time to get general information when we were in-seat. Now, they seemed to be more comfortable communicating with me in a digital environment. I've had way more one-on-one meetings with students (and I'm really pleased with this!).

I don't have my 40 minute commute!

-I can't think of any positive but that I have more flexibility during the day to complete tasks.

Asynchronous learning is great for students with kids, jobs, etc.

WebEx platform, Microsoft teams platform

I generally teach everything online. What I have experienced with these students is increased stress, over and above the normal stress levels. Fortunately, we were able to work out acceptable alternatives to clinical time they needed, but it required much more time on my part to find them for many students.

GoReact to demonstrate assessment skills normally taught in the lab environment.

Flexibility/asynchronicity

ability to provide reflective assignments and materials for students; design materials so students can work on own or in small groups virtually; creative thinking and redesign to meet course learning objectives in an online formate

In person teaching is preferred

Opportunities to bring in guest speakers from around the country virtually.

In-person is better for me and my students, period.

Ability to share ancillary information, videos, etc.

Flexible schedule for the new demands placed on parents.

None

Nothing! student attendance at Teams lectures dropped to 1/4 of what I would see normally and from the start of the remote.

Consistent communication with students, collaborative learning, discussion-based lectures

In-person is always better for the kinds of classes I teach. Perusall was very helpful (luckily I had already started to use it before this began).

By creating Panopto videos, my students are able to re-watch the video for content review-something that is more difficult to do in a traditional classroom.

The ability to personalize instruction for students was facilitated by remote instruction.

I think remote learning is fine for some student learners. However, most of them already know that and would have signed up for online courses before coronavirus

I have been uploading lectures before class and then holding discussion sections when the class is scheduled to meet. This can make discussions more effective but only if the students have listened to the lecture beforehand.

Students have more flexibility to complete lectures/videos with asynchronous scheduling.

None of them. I do not like teaching remotely

Technology makes student meetings more frequent than in office

I was already teaching online.

None.

Based on your experiences this Spring and looking ahead to the Fall, what aspects of remote teaching do not work well compared to in-person teaching?

Based on your experiences this Spring and looking ahead to the Fall, what aspects of remote teaching do not work well compared to in-person teaching?

applied activities / group activities are hopeless

Getting to know the students better.

Lack of interaction with your students, on many occasions I felt I was talking to a blank screen. No student participation.

For me, teaching is fundamentally relational, and full relationship requires shared space. In the second half of the semester, it felt nearly impossible to cultivate relationships in the absence of shared space. For me, teaching is also fundamentally democratic, in the sense that students are meant to be participants in the construction of curriculum and classroom process. Teaching remotely forced a kind of teaching-through-executive-order, in which far more decisions were made by me, non-democratically, due to the difficulty of enacting democratic process in the absence of shared space.

Larger group projects that rely on site specificity

I enjoy public speaking and leading discussion. While I am able to clarify difficult ideas in writing, classroom teaching forces me to think on my feet. I like to use the classroom space to move around as I am speaking or orchestrating a conversation. This is not possible in an online teaching setup---synchronous or asynchronous. Few of my students did not have the technological capabilities even for an asynchronous teaching environment. One of my students who was turning in high-quality work fell off the radar, and another one dropped my courses saying that online teaching simply wasn't working for them. I believe that remote teaching takes the most away from the "intangible" and "non-quantifiable" benefits of a college education. We lose out on faculty-student interactions before or after classes, during office hours, in hallways, and in cafeterias. I valued these moments when I was an undergraduate, and I think our students do too.

Being able to easily check on students and their work. It's easier for students to fade into the background in online courses.

Since such a large percentage of human communication is non-verbal, online class lectures do not produce as much knowledge transfer and active learning. In class exercises are also more difficult as faculty can't gauge student involvement, interaction or progress.

Musical ensembles are very tough to teach online. I have been thinking about contingency plans to rethink what those classes can be online. It has to be a very different model that focuses on remote collaboration between students using technology. Music lessons can also be tough to teach, but we got better at it as we learned how to manage it. The quality of the lessons depends greatly on the reliability and speed of internet connections and the devices students use. Also, certain in-class activities for other courses need to be modified, but can be done.

For ASL, it is very important to be in classroom where we can interact as a group.

It's harder to determine student engagement

I teach online 100%

Lack of consensus about synchronous activities (student schedule or technology-related problems), lack of attentiveness to class shell and content (students going MIA), and difficulty and time-intensive nature of creating video content (editing, recording) as compared to an organic lecture.

I am research only. Lab-based research has been impossible.

In my ENTP-1000 class the major half semester project is business pitches to actual community business persons (money not necessarily involved). Making these team presentations not lose that real-time element of questions and thumbs up/down meant having investors come to a temporary studio in my basement to listen to the teams present on Microsoft Teams which was then projected on my big screen TV. This worked, but the experience is much easier in a classroom.

Lack of consistency in expectations across different classes

Supporting at-risk populations

Some students become significantly more disconnected. Some students described concerns with their internet speed, connectivity.

student lack of interest in the subject, student issues with family and work dynamics

Class participation - can't see who is engaged.

Developing interpersonal relationships with students. Responding to student non-verbal/non-written clues. Maintaining student enthusiasm.

Everything is working fine for me as far as teaching online. Time management has been an issue for the above-noted reasons.

Instruction suffers when you cannot meet face-to-face. It is more difficult to explain concepts, and it is harder to work with struggling students .

Student-teacher Interaction and active learning is much more limited, even while delivering synchronous lectures (that are recorded for later viewing).

I teach in the art department. Studio art classes are basically lab classes. It's all been a huge uphill battle since these are physical activities and a lot of the physicality is impossible to communicate digitally. I notice that students are more inhibited online. They don't seem open to giving constructive criticism for their classmates, and that's a huge loss. It's one of the most important ways students learn from each other. Colors are distorted by digital media.

Guest speakers and whole class interactive and collaborative activities.

Resistance from people who don't want to teach online.

I did not use synchronous methods because I was personally not familiar with the technology given the abrupt move to online learning. However, since I will be using synchronous methods teaching this summer for two other non-profit organizations, I hope to improve my skills in this area such that I can use both synchronous and asynchronous methods comfortably this fall.

everything else. Students "showed up" whenever they felt like it and then demanded that all late assignments be accepted; many demanded that some assignments be dropped. More complaints and demands by students too numerous to list here. The one complaint that I took seriously is this: they hated remoted learning because they paid for the classroom experience.

Some students did not have access to a camera. In the foreign language classroom, I often rely on body language to gauge student understanding. Furthermore, sometimes students "appeared" to be online but when called upon to provide an answer, they sometimes did not respond which leads me to believe that they were not following the lecture.

One of my fall courses is already online, and one is weekend-intensive. Intensives do not work well via a distance format. I will use the summer to convert my intensive class to online. Pivoting from online back to F2F is less challenging than what many faculty had to do (the reverse) this spring. If teaching on campus is allowed and preferred, I will then end up with an automatic hybrid, and much of the research indicates that students prefer hybrid courses overall.

none really

My class worked well because we watch a lot of media clips and discuss them. There were no time constraints on trying to get through these with lecture and discussion in the time limits of a 2 hr and 40 min class. What did not work well was trying to keep students on task. Some of my students were not as disciplined when we moved online.

Some labs can be taught, but not the vast majority.

clinical; we are using virtual simulation. It works fairly well, but not as well of course, as the real thing.

Figuring out where the students are having issues understanding the material.

much more time intensive for both faculty and students; hard to motivate students; some students who would come to class don't log in or do the work on their own

Attendance and turning in assignments on time; Difficult to teach dance when students do not have adequate dance space at home.

You can't have interactions with the student to make sure they are getting the content or if they need help. You have to have proactive students to ask for help otherwise they get lost.

Just about everything: lectures, office hours, exams, etc. The lack of face-to-face contact reduces the effectiveness of lectures and office hours. Also, I find that remote lectures take longer to prepare and without a home scanner or printer, it is difficult to conduct normal activities. Furthermore, I've had problems with students cheating during online exams and have seen my exam problems posted on online "tutoring" websites, like chegg.com. This is a big problem. Administering exams in class is one of the few ways that we can properly assess a student's learning and ensure the integrity of the academic process. I fear that too many of our students will take advantage of the lack of monitoring during online exams to cheat.

On line teaching is more difficult for I lack training in this mode of instruction. My Spanish class was tedious because it was mostly taught orally; my inability to see students diminished the quality of instruction. I would greatly welcome instruction designing new teaching methodology in this format.

Some students have difficulty with the online environment.

I was surprised by the lack of commitment and work of students. It was not every student, but I still saw a drop in engagement and completion of assignments. I know this is a difficult time, and I reached out to all students - many said they were dealing with other issues, but it was still a surprise to see such a difference in quality of work.

Getting students to engage and stay connected with the class. Most of my students checked out. I hope this wouldn't be the case if/when students have enrolled knowing what they are signing up for, rather than being thrown into something none of us were prepared for or expecting.

My courses depend heavily on whole-class and small-group discussions and interactive lectures, so I'm very concerned about building rapport to support this work in the first place, and being able to carry on these kinds of interactive discursive spaces in online environments. Additionally, many students need to be

in a classroom, or away from their home space, in order to concentrate and to learn, and others lack access to the necessary technology. Many of our students were simply unable to make or maintain the transition.

All of them.

Project work is difficult to supervise and critique as I'm unable to watch students work.

Technology is not always reliable.

Additional effort to create/understand assignment guidelines and connect/build relationships on the part of both the instructor and student.

I find in the arts it is problematic. I teach poetry and film and rely on engagement and coaching and learning technologies

I struggled with media as a large number of the on-demand videos in the library holdings by Alexander street do not really work, which was a frustration. . The students need very clear explanations of the VPN and how to ensure it is working, as well as Office 365.

Student-teacher interaction, the camaraderie that is created in the classroom environment as we learn, the little big things that come up in the classroom that create new teaching moments. The spark of teaching and learning is gone, it is not the same.

Dancing on inappropriate flooring, having inadequate space to move, many students don't have cameras

I need ability to see all students. Need to know if they are getting the concepts. In teams, Difficult to scroll through pictures. Need on page with students required to be videoed Equipment needed not listed multiple monitors.

Being at home with the whole family makes very challenging to make recordings. The administration assumes we have three floor homes and does not realize that we live in tiny apartments where I had to wake up my kid at 4 am to start recording.

The lack of personal interaction and engagement with Zoom or Teams conferencing.

Testing needs to be changes to take-home from in-class proctored.

Lack of hands on learning with community based programs.

Teams does not allow me to see all my students at once. This was the most difficult part of trying to keep all students engaged and to also monitor student participation. If we are remote in the fall and Teams has not adjusted the number of people we can see at one time then I would like to see UCCS endorse a different online platform that will allow us to see more than 4 students at a time.

Everything!!!!

Hard to connect or engage with students like we have to, students did not like remote learning on the whole and struggled with motivation, group learning and activities were much more challenging, quality of work declined.

The first week or two of face to face classes allows for easier getting to know to make and establish working relationships with students.

Seems as though there is no off time. People feel that access to you if 24/7. Difficult for work life balance. unclear as to what the expectations should be?

Lack of personal interactions with students

Need strategies to facilitate class engagement and interaction

There is no substitute yet for face-to-face human interactive learning in a collective setting of mutual exchange.

Everything went poorly. Closing campus was an inappropriate move based on bad science.

Research and tutoring

performance-based interactions

Please see above.

Taking attendance and ensuring student engagement during class time

Students who lack the required technology to fully engage with Microsoft Teams, Canvas, etc. Also, it would be wonderful to have a University supported platform other than Teams so that all students can be seen in virtual class meetings.

So many students dropped off the map--hard to know whether this was the disruption or the new context preventing certain students from being able to engage. Lots of students attempting to meet the class from the bathroom or only able to meet for a minute because someone else needs the one family computer.

Sharing my computer desktop is slower, not as effective as being able to use a white-board in-person. Not feasible to have all resources accessible to the desktop environment needed for teaching effectively. Not able to monitor student attentiveness in realtime remote environment. Lastly, the instructor workload has greatly increased sometimes doubled for teaching remote vs. in-person. Maybe some is due to learning-curve, not all.

Live interaction is essential to gain foreign language skills, but not all students were available for synchronous meetings and some participated on their phones, making access to documents (texte, video, etc.) during class time impossible or clunky. Paired and small group work was difficult, taking extra time to join meetings in channels, etc. Sharing a video often didn't work because there was no sound. And overall, students reported missing the interaction with their peers that is an integral part of a language class.

Students always hated written discussion boards in canvas... A hybrid format with online lectures and live projects/discussions is a better format anyway, and we should have been doing this long ago.

Can't tell, I've been teaching online for a long time, and my transition was smooth. However, I recognize that other faculty have had different experiences, and it is our job to listen with an open mind and willingness to help.

synchronous class discussion; synchronous team activities; use of whiteboard

Student engagement. Many of our freshmen/sophomores are not academically mature enough to take on the responsibility of asynchronous learning. Providing adequate assistance for minorities/first gen students. We pride ourselves on offering opportunities for these students, but much of that comes from the ability to interact in person, and be available to do so on short notice (open-door policy). Such availability is not possible with remote learning. Homework and tests - harder to grade online (taking twice as long on average). Labs - recorded labs or simulated labs do not offer an adequate lab experience, and the reports are harder to grade online. Lectures - it is impossible to build a rapport with a large class using asynchronous lectures (and they don't show up if you try live lectures). Lectures are where I get the chance to interact with the students, encourage them to come to office hours, and give personal attention by learning names...all of this helps them engage more with me and the course, which ultimately leads to greater success.

students' lack of technology

student discussion

Group projects

Teaching anatomy labs as a whole

Some students were not equipped to do this at home. It would have been better for them to be in the dorm away from household distractions or siblings using the family computer.

students in personal and financial difficulty had much lower success and fewer UCCS resources available

N/a

It's more difficult to get discussion and to emphasize points/do real-time question and answer, and to fully utilize in-class exercises. It's more difficult to get to know the students - many conversations occur before and after class; this can be used to tailor the discussions / content.

The only disadvantage was that we were not able to interact with one another in the classroom.

Students lacking technology Decreased student engagement Students' home environment uncondusive to learning Class prep time commitment doubled so leading to burn out

Sherlock Holmes was a highly functioning sociopath. Face to face teaching in an open group frees us from tunnel vision and enable us to teach language with a multiple success. Remote teaching might be OK for some subjects, but for languages and art it is mutilating. Remote teaching reduces the motivation to speak and strips and slows down the feedback. The synergy of open communication, in speaking, talking and non-verbal exchange, dies. - no way to simultaneously watch and react to the co-students' group - no possibility to observe the students' lip movements and body postures while pronouncing the new words - synergy effects when the group could engage in speaking and communicating. Observing the

I teach Spanish and students.... - used computer translators to do their assignments and tests. - some low proficiency students would turn in 100% exams... so the possibility of someone else doing the work for them was obvious - some forgot deadlines or assumed I would always give extensions - many students got depressed and gave up towards the end - some students just did not show up - showed up but did not have a mic - had slow internet access or no internet so they would not join the class consistently

Learning is a social act. Building rapport with students. We read and respond to each other's paralanguage. This doesn't translate well via the technology. Also, some students have to share computers, bandwidth, or office space with parents and family members, so synchronous is not always an option. (Many of my students complained about how challenging it was to keep up with their courses that were synchronously online.) Professors can't make eye contact and encourage engagement at all times. Students with vision or hearing impairments will be at a seriously disadvantage. Teaching remotely took about twice the amount of prep time. I got very little sleep and this meant my immune system has been weakened for weeks, so I don't leave the house out of concern of being more vulnerable to the virus. All of this is putting great strain on other family members.

inequality in access to education is increased many students expressed not wanting to take classes online, they want to meet in person and have the classroom experience increased number of students who choose not to engage (probably due to the point above) not all faculty have access to at home office space/high speed internet/ computing resources etc. faculty end up working much more for the same course and to deliver the same course content now have to supply our own office resources - an added expense

-GPS courses seem to struggle. -Department professional development/group meetings or activities.

Need education specific telecon tool. Teams didn't work great, but at least lectures were recorded. Features I want out of a telecon tool: (1) ability to take attendance, (2) automatic tool to break student into small groups and then merge back into large group (i.e., "talk in small groups for 10 minutes and then let's reconvene as a class"), (3) ability to see all attendees at once, (4) ability to see chat and attendees at the same time, (5) tools so a student can give a presentation and peers/instructor can provide live feedback (e.g., bonglearn.com)

"Remote teaching" is not in any way better than in-person teaching. Online teaching has its strengths and advantages, but what happened this spring was a disaster. Period. Online teaching requires preparation and planning and is good for courses that its good for. The seminar I was teaching face-to-face was offered necessarily in person. It ended up being 10 independent studies, and I felt that none of the students were able to achieve their maximum potential with the implementation as it was. I don't know if I'd ever offer a seminar capstone as an online course, but I know that I would never choose the "remote" option halfway through the semester. Whatever we do this fall, changing halfway through the term should not be an option.

Learning to use the equipment, such as Teams, in a quick manner was tough. Now that we know, it is better.

Examinations are harder to create and enforce, lack the experiential learning components that create community, some high impact learning practices unavailable, lack of community-building, inability to create meaningful group projects, fieldwork impossible.

Some of my classes are field based, so it is very difficult to simulate this experience for students. This aspect is contingent on K-12 districts, but worth mentioning and presents unique challenges.

Stimulating class discussion is more difficult in a remote format than in face-to-face classes.

Some students don't have the desire or drive to learn online.

Lab courses. We need face-to-face for that.

Writing Japanese text instead of typing it in to the computer.all the students didn't always turn their cameras on .

clinical courses, healthcare lab courses. online is not effective!

Hands-on work with artists and art in the gallery spaces, events training, and any museum training that requires in-person element.

Demonstration and return demo of hands-on nursing skills, typically done in a lab situation (examples: placing urinary catheter, placing fetal monitors, vaginal exam, programming IV pump, giving injections). Managing patient care, typically done in the hospital clinical environment (examples: planning cares/evaluating chosen interventions, head to toe physical assessment, prioritizing cares with multiple patients, managing multiple demands on time, developing a therapeutic relationship, dealing with difficult patient situations, navigating family issues, and so many more aspects of daily nursing work flow that are difficult to simulate even in a lab environment.

1. personal interaction - interview 2. access to physical collections

Teacher-student relationships; clarifying ambiguous/difficult material; hands-on learning

I did not experience any problems. I regularly teach online. I was able to use TEAMS for online discussions which worked well. I can also use it to divide the class into discussion rooms and participate in those discussion as I choose.

keeping the students engaged

Students lacked resources. Some did not have Internet connections, work space, or technology needed to complete requirements of class. Physical space is more effective for conversation and group interaction.

Keeping students (especially underclass students) on track and engaged

It was difficult to get a few students to engage with the class at all.

Students who were expected to do synchronous learning after the shift were disadvantaged if they had children home from school or changed work schedules. This disproportionately impacted women and people of color, and many faculty were not sympathetic and insisted they continue to log in at a specific time as if it was in-class. I think this was a clear failure on a wide level perpetuating institutional privileges.

CANVAS Support Line sometimes has a 20 minute wait to get into the Chat Room.

Group work and in-class activities.

There is no substitute for face-to-face learning. We need to get back to UCCS with our students so they can take lab courses. Lecture can be done online, but there are serious limitations

Too many meetings

Having clinical on line and group work for my classes.

Students are more easily distracted and you don't get to have great class discussions.

I do not really appreciate President Kennedy taking advantage of these conditions to push his online agenda. I really don't appreciate the idea that "ingenuity" = technology or online teaching. Please ask him to back off while we all try to adapt and keep his university functioning. There will be time later to address his fixation on turning uccs into trump university.

I converted / modified about 10 in-class exercises to online labs. This was time consuming (for me) and likely about 1/2 effective for the students as face/face interactive group work.

Proprietary software so would need to switch to open source. Also some students need access to computers to complete work and have varying internet connections so were unable to use the VPN option.

What did not work as well when teaching is that once you shared your PowerPoint presentation to the class, you could not see any of the class members, the chat feature, or yourself to allow for feedback, reading of the classroom, or tracking questions.

Discussion for seminars did not go well. Testing was problematic because doing this remotely meant exams needed to be open book, since many students would do that regardless of guidelines, making it unfair to students who did not.

While everyone made a tremendous effort, the basic discussion base and exchange upon which my classes are based is simply not the same. Nor can it be effectively modified to give the same results. Making sure that students are truly "present" not just logged-in is difficult. In language-based courses, the non-verbal aspects of communication are paramount. None of the web-based platforms accommodate this sufficiently. Student presentations are difficult and my classes always require this. Sharing video and film is difficult and often impossible.

With performance based classes, in-person performing takes one step. Online, it involves scanning music, sending it to an accompanist, waiting for a recording, downloading the recording and creating a video that then has to be uploaded and attached to canvas. Live performance on a conference app does not allow more than one sound to be present at a time. The research aspect however, can easily be done remotely.

Interactive activities and projects

There are some students who just are not good at the organizational thinking and scheduling required to get through online tasks. Some/many (about 40% of my upper div classes) are not self-starters, are not tech savvy, have cognitive or other mental health challenges, or have distracting personal or household challenges like childcare or financial concerns that they have trouble creating boundaries around when they do not have a physical classroom to go to and focus in.

Clinical experiences cannot be completed remotely, the students will not really get their full experience with patients.

There is nothing like the Socratic Method -- the energy of the students -- and the dedication and joy the instructor experiences with face to face teaching.

discussion, exams, lectures, one-on-one mentoring

Some interactive class activities will not be doable online.

Delivering content comprehensibly and fostering collaboration on classwork. Facilitating group discussions.

Due to limitations of teams I was only able to see 4 students at a time. Decreases the number of students actively participating.

Student involvement in discussions. Harder to get students involved. Lectures work fine but seminar/discussions don't work as well. I can't see chat when I am sharing slides

Translating my expertise, my knowledge to students through asynchronous postings to Canvas was time-consuming and could not convey the information the same way and in-person class does. MS Teams was adequate for synchronous meetings, but discussions were plagued by internet issues on my end and on the student's end. Peer to peer discussion was difficult. The overall collegiality of in-person education was missing.

The student teachers were not able to be in their schools which was hard on them. They did support with eLearning but not being with the students was difficult. Some had projects to complete and they had to do it online which was interesting (not knowing if parents helped.). Observing teacher candidates working with students would be difficult, but we could figure out online observations. Just not the same as being in a classroom.

Lecture and student engagement

Discussions

Security of graded events

1. Students are unable to present dialogues from plays. 2. Professor unable to see all students at once during physical work. (MTeams have only four windows; Zoom windows are too small to reliably assess the facial and upper body work necessary for acting and voice training.

Main difficulty is that students need to commit to a TIME that works every week (part of the class time) because many had extenuating circumstances such as children at home, working in healthcare at odd/different hours.

It's difficult to teach remotely, especially if my spouse and children are not able to be back to work and school in fall. Limits ability for synchronous teaching (experienced problems with internet this spring). Also have dated computer which runs slow, has no working camera, and does not hold a charge long. Would need new laptop/computer to effectively teach remotely.

Virtual synchronous discussions and presentations by students--this was primarily due to students who did not have the technology to participate well (and had not intended to be in an online environment).

The Digital Filmmaking Track in the Communication Dept. (106 majors) is a hands-on program. Students need to have access to cameras, lights, sound equipment, etc. and the use of the TV studio.

N/A

It's very hard to have 100 plus students show up to a class at a particular time.

I feel much less connected to my students and the relationship between me and my classes seems much more impersonal and content-driven.

Components of student interaction like peer reviews. Not all students have the same access nor time, so this has been difficult.

Class discussions and debates. It was terrible. I also could not do a simulation on one of my classes, so I had to revamp the syllabus during spring break.

There is a noticeable drop-off in quality and effectiveness of educational training with remote teaching.

Exams are very difficult to build that are not open book and open note (fairly, given resources available to students). This makes exams very easy. While out in the community with my mask on, I find myself having to pull it down when I talk to someone, to be heard clearly. I cannot imagine teaching in a classroom through a mask. The absolute best I was able to get was about 50% attendance with online/video lectures on MS Teams. And only 1 or 2 students actually attended via video (had their camera on). I was reluctant to impose requirements on attendance, under the circumstances, but would probably do so to some degree in the fall. Also, several students said they like my in-class drawings. I'd need a tablet of some sort to connect to my computer to provide these.

Student accountability. Quality of student work. Assistance on a one-one basis.

Our videoconferencing platforms are not user friendly.

In class discussions, touching base with each student, ensuring engagement through eye contact

Let me count the ways. Students do not engage with each other, confronting diverse ideas in an environment that forces them to think through those ideas critically and seriously. They don't get to know their professors well enough to make the class anything more than information transfer. They don't have the accountability of seeing their professor and classmates. They don't become active participants in the course material to the same extent. Lack of meaningful discussion doesn't pull out questions they and others have, leading to a flattened understanding of course material and its implications. They don't improve their verbal skills. The professor can't help them work through areas of content that they don't understand, since the professor doesn't have meaningful access to any of those areas. There is no class camaraderie and spirit of inquiry built up, which, in turn, makes the student see the course material as more utilitarian than good for its own sake. Comprehension of course material is objectively lower.

all

I think it is difficult to use the experience of this semester to project what works well and not well. I believe that remote/online learning can work very well. This semester was just unique in having to shift in-person courses and planned experiences/content to an online setting quickly, while concurrently being mindful of students social and mental well-being.

Most. The concepts taught in my courses require frequent comprehension checks, which is drastically reduced by distance implementation.

Group work/discussions are different when not in real time.

Greatly reduced interactions between students, less class attendance, students tend not to follow any deadlines.

All my courses are field-based, where my students receive experience in the field as well as class time. The class was modified (not well, but I sure tried), but the lack of access for my students to get that hands-on experience was the real challenge.

Very few students attend office hours remotely

Hands on courses....need classroom access.

Discussions

Everything else!

Extensive time in front of a computer (for students and instructors) make facilitation of classes very difficult. Limited technology provided does not align with needs of on-line instruction.

Lack of connection to students. Lack of engagement with some students. Students who prefer brick and mortar were at a disadvantage in remote format. Microsoft Teams only shows (4) individuals, would prefer to see more of students at one time. Seemed to work longer hours in preparation for remote teaching.

presentations, workshops, interactive activities

The loss of direct student feedback each week.

Lack of connection with students: -energy and enthusiasm gaps for students and myself when we do not get to connect in person. -inability to check in own students face-to-face who may be struggling or failing to engage with content online.

Spotty internet connectivity can interrupt recording of live lectures.

Substituting online learning for clinicals. Not as effective.

The time it takes to either write out or videorecord/upload everything I would have said in person

Extremely difficult to gauge student engagement/understanding, as my classes have 36 - 42 students in each class. The lack of time to transition to remote teaching was a formidable barrier

We can't look at dvd's together, and because of the nature of the courses I teach this is a major disadvantage.

Student teaching without children does not replicate the true situation and though video taping their lessons was helpful- it was not ideal

Balancing participation (mine and the students). Very hard to be socratic and experiential. Very hard to track engagement, draw out every student. Shared activities (watching a film, breaking it down) are virtually impossible Streaming / rebroadcasting content is very challenging due to digital rights management

large group discussion small group work. pairs work

field trips, class visits to collectors, visiting artists, demonstrations, workshops, experiential exercises in-class lectures & discussion sessions

Some students do not learn well remotely. It could be the accountability levels are higher when they have to look you in the eye. Some turned on Teams, but did not engage (and might not have even been there). I also found it harder to teach to a screen filled with initials. However, some students legitimately have WIFI/bandwidth limitations.

Interaction was a bit limited.

Many students were not able to access Canvas during class time, or were not able to complete their assignments. There was low participation and no way to keep them accountable.

Interaction with students. Also, some of the students didn't have the proper devices/tools for remote learning.

Student engagement, labs, student research.

no substitute for the face-to-face interaction with students (in person)

Need more training on enhancing student engagement and faculty presence online, in addition to technology training.

Disengagement Expectations and quality of assignments decreased dramatically Not able to have a normal conversation when your camera is at the lower left of your laptop rather than in the middle

Less student-student interaction. Needs more real time discussion, critical thinking generated in classroom.

Simulations to replace lab work do not work. It is absolutely critical that lab courses return to campus, even if there has to be more class offerings to fewer students at one time.

N/A

Last minute decisions; unclear explanations of guidelines

everything takes 3 times as long to prepare....

Students who took jobs and were unable to "attend" class thought that watching the recordings later would be an adequate substitute, but in the end they fell behind, felt more anxious, and were more likely to have trouble getting their assignments done. Loss of Structure - My students repeatedly told me that they found it hard to study and focus when they could not come to campus.

most

Sometimes students want you to be with them in a common space. I had several students without a laptop or hotspot. The library was great with checking technology out but ran out quickly.

Classroom discussion, lecture, accountability, personal impact

did not teach this spring

Students need to choose to enroll in an online class. I've taught purely online classes where students who choose to be there thrive. To dump them into an online class that isn't a good fit doesn't work well.

Keeping students motivated and engaged, managing students' perceptions that online education is somehow inferior to in-person education, managing

students' expectations that faculty are available 24/7 and should immediately respond to their emails and questions 24/7.

It is more difficult to have discussion, although with tools available to have conferences it is not impossible.

Some clinical courses I teach require substantial trust-building and strong discussion facilitation in the early sessions to build trust and set the tone for self-examination in appropriate ways. I cannot imagine doing that all online.

Helping the at-risk student stay engaged, collaborative classroom instruction and feel

Class (active) participation such as questions/comments was down a bit during remote instruction times.

In our field, we use a lot of collaborative learning activities, and this was a challenge with everyone being online. We did use breakout rooms for these, but it was tricky navigating the platform. Obviously, the human connection is harder to make in the online situation. While I knew most of my students when we went online, I would have to think carefully about how to get to know them virtually this fall.

Field work for my student teachers.

Difficulty in keeping students engaged, not able to "read" the students. Very challenging in nursing to evaluate performance in clinical or simulation settings when it is remote.

Getting to know the students, getting to know how they interact with patients and how well they work as a RN

Asynchronous learning is very difficult and not equitable in terms of access. Text-based discussion forums can take more time to manage and be cumbersome. Difficult to go deeper into topics and discussion items when meeting remotely.

Less motivated students falling behind/failing due to poor time management/attendance.

student teaching supervision was very challenging for early childhood as some students could not upload videos of themselves teaching

I taught Creative Writing and workshopping stories online is not a great option, but it's a do-able option. It doesn't allow for the creation of a writing community, which is a great benefit of these types of classes. It's not as strong to do it remotely, but it can translate.

Many students do not have or can not afford a laptop computer to do the required work. Even many students who do have a laptop, use Mac computers or software that many programs do not support.

The expectation of needing to deliver lectures via WebEx teams. I cannot teach Socratically if I am speaking into the camera. I need to monitor student facial engagement and know how to ask provocative questions and generate response and spontaneous dialogue and discussion. The book publishers were kind enough to make some of their texts available.

While technology helped, students in all five classes and myself hated remote learning. The students' lack of enthusiasm to completely disappearing from class and not respond to "check in" emails to outright blaming me for COVID and/or their failure to keep up with course work, even after I eliminated some assignments was the most stressful part of "triage teaching." The second most stressful aspect was the unhelpful training in Canvas, etc.

Canvas discussion boards are a pretty clunky way of checking that students are keeping up to date each week but I don't have a good alternative right now. I really would like some workshops on effectively online pedagogy and that wasn't even included in this survey so this clearly isn't being prioritised.

Meeting synchronously with students from our respective homes meant managing many distractions and interruptions including technological and familial. Synchronous meetings were a solution for me in the moment this spring, but I prefer to never have to do it again. It was extremely stressful.

Any sort of small group activity, such as a negotiation or "board work."

My online experience has been mostly asynchronous, so use of synchronous tools (e.g., Microsoft Teams) was only rudimentary. I did not feel comfortable using more than the most basic features.

Lack of socratic approach, interaction, clear expectations for students, ways for them to engage remotely, grading and time spent in prep were far higher

Psychomotor skills

The asynchronous lectures are not well attended. It would be better if somehow a small group of students at least could be involved in a recorded synchronous lecture. But the internet feasibility could be a problem if not in-person and on-campus.

Difficult to have small group discussions, difficult to have hands-on activities, conversations are more stilted. Since a few of my students lacked internet or the means to be on a web call, we determined early on that presentations and assignments would move to online delivery and submission. It did not work well to try to bring everyone together, which was important in this upper-division class that was focused on discussion.

The biggest shortcoming of remote learning is that some students do not do well in the remote learning environment. It seems that most students do just fine, but for a handful, this situation is not ideal. It is also much harder to check in on student progress and make sure that they are fully grasping materials prior to assessments.

Remote teaching is just not as good.

all

Dialog among students. Teaching discourse rules.

Loss of human touch--ability to view and react to student reaction--ability to maintain relationships w/ both students and colleagues.

Loss of classroom interaction/discussion. Students tend not to ask questions in a remote lecture vs in-person lecture. Lack of connection (facial expressions, body language, feedback, etc) to see if students "are getting it."

Teams is far from adequate. Breakout rooms? how to do whiteboard work, math, equations in a breakout room--a flip classroom seems much harder (well, not possible). teams' version of apps are poor compared to desktop, always have to share the app from my desktop. Resolution is poor in the videos. still struggling how to envision labs, but getting there

In class communication fell apart because no one turned on their cameras or unmuted unless called out (in class discussion) or asked (video for presentations). But then again, I had to do that in class too in many cases. It will be an adjustment knowing who naturally speaks up, who is paying attention but quiet, or not paying attention at all.

Student engagement/participation, students fulfilling additional requirements of class beyond scope of remote sessions

Less capable of offering direct student support.

Student interaction. Group work. Videos and multimedia presentations. Guest lecturers.

Student participation and engagement take a lot more effort.

I really felt that students were not as engaged in the course. I didn't have as much interaction with students, and I felt that they didn't interact with each other.

Teaching a full Semester Acting class is, in of itself, very difficult to teach Remotely.

My class requires substantial hands on practice, labs, simulations, and clinical. These would need to continue to take place to meet regulatory requirements if public health permits.

Lectures are not effective. students can only watch videos. some students don't have wifi to stay online. need to rewrite exams to fit online setting

personal interaction obviously; keeping a check on how everyone is doing; hard to know what conditions are at homes of students for learning and studying

In every one of my regular classes I have team exercises and presentations. I'm still figuring out how to do this in the time available. I'm considering giving the team their cas study as "homework"--where the team would work together prior to class via Google docs or Microsoft meetings. Then, the student (representing his/her team) could make their presentation online using the Webex tool before the entire class. I think this will work, but it will take a greater time investment (30-40 minutes) before class.

More difficult to engage students. It helped that we had a few weeks faceto face to know each other a bit. Would be more difficult and I'd need to figure out something different if started remote. Cant see their faces to see if they are getting it or not.

The ability of students to use the technology. Most had no ability beyond checking grades. They also needed help with some of the simply things like converting docs to pdf, use of online scanners etc. The emotional/social support of students.

Everything!

I teach labs and fields trips, so these are difficult. Still, as my other answers indicate, I am very concerned about the health of my students, other faculty and staff, and the broader community and would rather have sub-optimal labs than perfect labs that endanger lives.

-Student assignments and student drop-offs. Many students expressed that they were concerned because there was not a common LMS system that all faculty was using. They had to learn many systems all at once. -Workload, many students saw an increase in online related work in all of their classes and expressed that they were having difficult keeping up.

Working with research students in the laboratory and in classes is not possible remotely; we must be in the lab with access to instruments and materials.

My interaction with students has been so terribly minimized. Very few phone or Teams meetings have been requested by students, instead students send lots of emails. It is much easier to explain/clarify things in person than in emails.

presentations, lack of using white board, group discussions, can't look at students to determine if they understand

Most if not all

There is a reduced interaction and one has to work to get questions and comments from the students. In-class exams could be a problem - especially if one is doing closed-book exams. Finally - although I was not teaching any lab courses this year, lab courses need serious support if they are to remain remote. We spent many hours filming people doing labs and spent time on other work-arounds. This takes time and additional resources. And faculty and staff should be compensated for this huge extra effort.

Facilitating discussions. Evaluate student engagement. Utilizing technologies such as WebEX when it frequently freezes. Student-led presentations can be problematic. There is no class culture - the online environment is pretty sterile.

- Class activities / Team work - In class discussions. - Quizzes and Tests.

The value of dialogue for making progress in philosophy cannot be replicated remotely. Many of our students lack the time management skills required to learn with this level of independence.

A lot of technical difficulties for students and myself. I wasn't able to translate a lot of my activities that I would normally do in the classroom to an online format.

Work hours are blurred, working well into evenings

Giving exams. I'm really torn on how to give an exam - do I use lock down or not? What if some students have technical troubles, etc... Figuring out exams has been the hardest part so this is something I would consider how to change if we were remote in fall. Maybe go to smaller quizzes more often or use other ideas.

Field trips and hands on experiences that are done in the classrooms Voice over recordings take 2-3 times longer than in class teaching once you account for errors and editing. It would be nice if the pause button was found on the powerpoint screen when recording. not on another screen Respondus lock down is a joke. People have notes open and other electronics to check what they need. Online test taking is definitely compromised with more cheating. So be prepared for lots of A's. Only 1/3 of students are actually conducting themselves the way they should-- by being engaged. The rest...are completely disengaged--only 1/3 of my class view my powerpoints (which are needed to be viewed in order to "get" the material). I've been told they're too overwhelmed and too bored to be listening to me talk (I am a dynamic speaker not monotone by the way). The same people that tell me this are also those that have NOT even opened up the module. The ones that are engaged love the course itself and the powerpoints. I've stopped looking who is engaged and who isn't. I'm told I need to have discussion groups for participation points (I have discussion groups because I thought I am in an institution of higher learning where people come to school to be engaged in their education). At this point I'm working 3x times harder than my students so I can provide all these participation points. When you have a class of over 20 people with 3 exams, numerous quizzes, and NUMEROUS assignments that require a bit of time to grade, grading one more thing like discussion groups is asking for too much. Grading is heavier burden because it takes 3 times longer to keep clicking with all the screens to grade and record and write comments on one little laptop. I can grade much easier on paper--I just don't process well with so much screen time--I'm really mentally and physically exhausted more esp when I have 7 hours of video conferencing in a day. Yes I can grade right into Canvas, but I make mistakes/omissions, and I can't "save it" without publishing it-- it submits it right in the comment section. I want to grade first to see where I need to make adjustments overall. This is why I prefer my own rubrics on paper so I can go back as one final pass to make sure I graded everything accurately. Maybe I should let go of the idea of QUALITY and improve on speed. I don't feel I should be using my equipment and resources to pay for what I need for work My computer has a nose cam not a web cam making face to face interaction with my students a disaster. I requested a webcam in March. It is now May and it still "hasn't come in yet". And it was not allowed to be shipped to my house. Really? So how do we really know "it hasn't come in yet" if we're all working from home? This seems like a stupid rule. If people need something, it should be shipped to their homes. My grading scheme has become easier to accommodate the "stress" and because "everyone is so confused" when in reality, they don't even access the instructions in Canvas. People feel entitled to get more extra credits and review the material with me one on one because they're just so confused. To accommodate I've agreed to review material before it's handed in to guide better--now my workload is increased by reviewing/grading the same thing 2-3 times as much. This is definitely my issue that I will not institute again! I'm caring more about their education than they are about their own. They don't read my Canvas announcements and I get numerous emails asking the same thing over and over again--some HAVE read it and they email me "to confirm" literally repeating what I just stated in my announcement. Quality of work has gone down--it's like nobody cares and for college level upperclassmen, there have been homeworks I've gotten that have absolutely been mindboggling (not even complete sentences formed--just afterthoughts). I continue providing detailed comments which are very time consuming (more when the homework is crappy). I'm just exhausted with it all. The mental health challenges have increased--I either get complete disengagement, or people falling apart. Everyone keeps talking about let's make it reasonable for our students. I want more focus on mental health for

faculty while they're trying to do this.

Trying to engage students in engaged discussion with each other and each other's ideas; trying to hold students to the same learning standards as when we were in person; actually teaching content: my students are still reading and responding, but I'm no longer facilitating students' engagement with hands-on learning activities where they apply concepts they've read, and I'm no longer offering any lecture content; maintaining rapport with individual students and a sense of class community.

No significant issues for my classes

Hands-on experiences in labs Interaction with students Interaction among students MS Teams (if I never use it again, it will be too soon)

The lack of student interaction I believe played a large role in student success.

Accountability and one on one contact with students--they can drop away into the "black hole" of the web. Starfish and individual office hours and conferences help with this.

The rapid shift. Student participation in live lectures

In person group collabs are dead. Online virtual simulations of many things are not nearly as good (some can be amazing).

Individual clinical conferences were more forced and seemed potentially less helpful.

Classroom activities and group work

Interaction with students, guidance for students, student participation, student access to appropriate technology, faculty access to appropriate technology.

simulated lab experiences

Office hours - most students do not want to engage with me one-on-one via Teams

I teach statistics, which is already difficult as is to teach. Students take it face to face because they prefer to have the instructor on hand to answer questions in real time! Students started to disengage and some dropped the class as soon as we moved to online instruction. Several students have also expressed a disinterest in taking the course online. This is not optimal for this course.

lost track of students who might be struggling

Much is lost in translation. Students are overwhelmed and inundated by screen time. There are multiple distractions and interactive engagement is down.

Online teaching does not allow for the personal touches of in person teaching: i.e. asking questions in real time, drawing pictures to further illustrate topics, and getting to personally know your students.

Teaching students technical skills in painting, drawing, etc, really only works in person, so you can correct their work during class. It is a process oriented skill. The inability to work with students during class, greatly affected their progress.

Students had not signed up for online. Some resentment on their part.

It's harder for students to learn without in person instruction.

Average students need in person contact and support.

NA

Discussions

presentations

The face-to-face social interaction was missed by the students and me. Canvas and MS Teams do not support the type of exams I give. I had to rewrite all of them and put them into pdf format for the students either to print out, fill out, and photograph/scan to return via emails or to write out the answers in their notebooks and send photographs. The files were too large for Canvas, too. So, I put exams on announcements and they returned their responses via my email. This is cumbersome for them.

It has been incredibly challenging for my students and me. Students have checked out in many classes. My classes are organized mostly around student discussion and student leadership in discussion. They do not reduce well into 15-20 minute videos. Synchronous meetings do not work well for most of my students. They are especially challenging for student discussion leaders who are trying to learn how to lead an academic discussion in an unfamiliar environment not well-suited for the purpose of discussion.

The lack of human connection; inability to continue my research as designed

presentation of material in written formats. powerpoint doesn't work well for my discipline, and the whiteboard on touch screen is a) slow to react; b) unclear with all types of stylus that I tried.

there were a significant workload increase, making it difficult to spend time on research and papers which disrupt the tenure progress

Person-to-person interactions have suffered. Only the best students will utilize the resources I provide for help: attending live office hours, posting a question on the discussion board, or sending me emails. I used to spend a lot of one-on-one time with lower performing students, but now I never hear from them and instead of getting help they just fail. The students have said they miss having interactions with their peers. Students in advanced courses seek out study groups over Teams, but students in junior level courses are isolated. They don't have the physical classroom space to facilitate collaborations. Students don't have good environments to do work. They have internet issues, outdated computers, children and other distractions, and general lack of motivation. I don't mean to criticize them for lack of motivation, there have been many times that I myself have struggled with being productive without a routine and physical space to go to do work. I cannot mandate that students attend class during designated class time. This means that all in-class discussions are only attended by ~50-75% of students.

A few students didn't attend lecture time, of course, on campus class attendance also declines during the semester before holidays and for nice weather and on Fridays attendance is low.

Stata is not made available to students. If we can purchase a site license of Stata my teaching would be more effective.

Class discussions are a key part of how I teach, discussions are much less fluid and interactive when done remotely.

Some students have a hard time adjusting online.

Developing relationships with students. Student teaching observations. Peer interaction. I prefer classroom teaching and am willing to take whatever precautions to teach back in the classroom.

Can't teach psychomotor skills- taking a blood pressure

Working through QUAN problems.

None work well

Delivery of lecture material - it's just not the same online. Lack of f2f interaction.

I taught lab courses, so it did not work well. We adapted and the students were troopers, but it was impossible to meet learning objectives when hands-on experience was not available. Some students said they were struggling and I had no way to help them, so on a survey they said I did "fair" in the transition and the class was "fair" compared to their other classes. I asked lots of questions about how to best serve them and they never shared feedback for me to circumvent these issues. I lost communication with several students and I had no good way to connect with them. Some students did not have good internet access...I occasionally did not have good internet access.

Class discussion, lecturing, office hours, and administering exams.

student collaboration

No feedback for lectures. I feel that the communication between my students and myself is a lot less. I can't help them with small points they are not understanding - they don't bother to communicate, they don't seem to be looking at all the feedback they are being given on assignments. Many who were already irregular and more so. I think the grade inequality in the class will be exacerbated.

Robust group discussions and activities are very difficult to conduct. Students have a harder time staying focused. In my opinion teaching is fundamentally about making connections with other human beings. So remote teaching, for the most part, isn't really teaching, even if it is possible for highly-motivated students to learn that way.

It is harder to deal with the distractions that are existing on the students' end (i.e. kids, pets, background noise). Not getting to know students in person has disadvantages but I would rather everyone is safe and work harder to connect online (i.e. virtual office hours and class hangout study sessions) than come back to campus when projections indicate the virus will be bad. I also find it very disruptive to move online in the semester rather than just starting online and setting the expectations for the course from the start.

Collaboration

It is much more time consuming to actually do it well. That needs to be somehow taken into consideration, as well as the challenges of teaching certain compass courses on-line, that require even more attention, such as the capstone, and the writing intensive courses.

Maintaining attendance and keeping students from dis-engaging from the class is the biggest challenge to online teaching for the courses I teach.

Many students have challenges as part of their home lives that keep them from being able to focus on their academics which causes their grades and understanding to suffer.

Class discussions

Group work, presentations, and class discussions do not work as well.

Some weak and/or marginal students completely fell off the radar, those these were students who were in danger of failing before remote learning. Students express sadness about the loss of our in-person discussions. Remote learning for me as a faculty person was harder. Quizzes were harder to write given that closed-book could not be enforced; quizzes were offered in a format where students were encouraged to find answers and had lots of time, but not all took advantage of the opportunity. Some books that were on reserve for student research could not be accessed or were not available despite the efforts of the library. We must do something about copyright issues if books cannot be accessed. More robust databases through the library may be needed. How will that be funded with the new budget models?

The biggest drawback has been missing the campus community, especially in person contact with colleagues and students.

I prefer hands-on activities and group work in my classes. This is much more difficult to do online. I need a tool that allows me to easily break students into live small group discussions in an online format. This does not work well in Teams and to my knowledge, is not available in WebEx. Zoom has a great feature for this, but I do not have a license for Zoom.

Students spend less time with the material, have less familiarity with the information/content available, do not stay up with announcements (and I tried to limit posting announcements), and ask for much more assistance/more questions regarding information/content already provided.

If working with Teams would one be able to see a class of 30 students if done synchronously? I guess more training with that platform is needed.

Personal connection with students

Expert teaching and learning from an expert teacher is a pedagogical process over 3 million years old (it probably began with stone tool making) but mothers teaching their young is a process that's at least 60 million years old. Humans and their ancestors have a very long history of learning this way. Remote teaching will never fully replace the cognitive, social, and emotional advantages of teaching face-to-face. They are deeply ancestral and profound.

Time management, needing a new computer, interaction with students are challenging, students have more life challenges. Need to watch child and work

I just prefer F2F.

Synchronous learning was hard as many students did not have high speed wifi and as a result they had to go somewhere else to log on as a result I went to asynchronous learning

Draconian measures are unnecessary

Community-building in online learning, students' lack of access to technology and safe, quiet space in which to work, and teaching procedures. Again, much of this is due to the rapid shift to remote teaching. I taught online previously for two years, and with no training, it didn't go well. This transition began well but deteriorated quickly due to students' (and this faculty's) exhaustion.

Some of my Spring courses were nearly impossible to work online. They required musical training back and forth between instructor/students and use of pianos (most students don't have at home). Microsoft Teams/Zoom don't work well for musical instruction.

I have no idea; once we get student feedback, I'll be able to develop a more informed opinion.

Group work is really hard online, though I have succeeded in doing it. Discussions can be a real challenge, too.

More time intensive and harder to balance work/life balance.

Student get no hands-on experience with lab equipment. Data without context can be difficult for students to understand and analyze.

In-depth analytic discussions and graduate seminars do not translate well to the online environment. I teach PhD courses, and my students do not like taking their courses online.

Much harder to build and maintain personal relationships with students.

Collaboration, open discussions.

Person to person motivation and excitement for subject material was not possible and that is unfortunate.

even with e-mail and video office hours, there is much less interaction between faculty and students

Dance as a creative discipline can not be taught successfully through remote learning. These classes cannot be fully conducted online.

Experiential learning

Class discussion is dull and unengaging. I find discussion boards odious, shallow and tedious to grade. They are also vastly ineffective for engaging the weaker students in the class (which is how I like to utilize class discussion). There is no opportunity for the kind of dialogue that develops important critical thinking skills. I have tried video discussions in the hope it's more engaging, but I have not found that at all.

Students who have cognitive issues or disabilities have been having a difficult time. I have had several students, who are normally good students, have trouble with the shift to on-line. Students do not seem to show up for "remote office hours." Some students are having significant issues with technology, access to internet, lack of adequate research materials, etc.

Having any kind of real discussion and interaction was limited by virtual meetings.

Most have not worked well compared to my in-person teaching. But, as I note above, I intend to make changes to most of my courses to "adapt" to what I think is possible with these remote technologies.

We need to use the tools and messy materials in the Fine Arts Building. We need to see demos with tools and techniques in person. We need to critique work in person to see it properly and to have a collective conversation. It takes 12 hours online to do what takes 2 in the classroom. I spend the majority of my time maintaining the canvas page. The students are very limited in the materials and space they can use at home.

Student interaction when teaching large lectures

Office hours are an important aspect of the teaching experience.

I fumbled with instructing students on how to make/post videos of their presentations to Canvas. I set it up incorrectly in Canvas and had to scramble to correct the error the day presentations were due. Students also struggled with the technology on their end. I got multiple emails about problems recording, lengthy delays in uploading video speeds, etc.

I already teach on line

N/A

Giving lectures and showing video/film content remotely. I did this via web links, but it was not feasible to live stream my video and film screenings. I teach studio art classes, so not having access to labs, tools, and equipment made it impossible to achieve all of my SLOs. UCCS did extend software access to students off campus (Adobe Creative Cloud), however many did not have computers that were powerful enough to adequately run the software. Some did

not have functional computers at all. Others had inadequate internet access.

Group presentations, group work, there tends to be a need for at least 1-2 one-on-one sessions with all students in all classes for things to function smoothly and for me to ascertain their mastery and retention with material. That kind of intense one-on-one meeting is very time-intensive (outside of class or office hours) and draining.

Keeping students engaged

Of course it's different. Some of my students express that they'd rather be in the classroom. Others express that they wouldn't feel safe on campus now. Pedagogically, I do not think there are any aspects that "do not work well" in comparison. We've been able to adapt and make things work remotely.

The students are struggling! Things that would've affected them in a minor way are now huge and difficult for them. I teach about human connection and how we can help other people. That's pretty hard online.

-Students dropping out without any notice, no email, text zippo, no response at all from many messages -More work in terms of meeting individually with each student, dealing with high number of emails, keeping in touch while simultaneously trying to support students who can't get or don't have technology to get online or complete assignments.

Remote teaching seems perfectly fine to me compared to in-person. The big problem is with research productivity (conducting studies with my grad students, honors students, etc.)

Student interns are unable to get hands on experience

I do not think any faculty should be able to refuse to teach online. That increases the workload for the rest of us and creates disparities.

Student connection, announcements about class changes, or deadlines, details on assignments. Many students do not read e-mails or announcements fully as they feel inundated with information, therefore they miss tests, assignments, details, etc...

Remote teaching required 50% more additional teaching/evaluation time spent with each student.

Student access to internet, technology. Student stress about remote learning. Remote office hours.

experiential learning/hands-on activities

students need discipline by sitting in classroom seats

Lack of student contact and many student issues that were difficult to resolve from home

Community development of cohort programs.

Lack of community among students; lack of collaboration among students, something that is critical for my class; lack of interaction with me during class.

Timeliness of interaction with students.

Lab-based research is not possible right now, and that is threatening our research program and graduation requirements for graduate students. Weekly meetings with all students (one-on-one) is extremely draining over Teams. There is a significant time overhead required for online course delivery/management compared to in-person (recording lectures, meeting students separately, etc.)

My classes are very successful online.

Establishing relationships with students

Navigating the ambiguity of research questions at the research assistance desk (reference desk) at the library has been difficult. Patrons often do not know how to state their information needs at first. The reference interaction is a highly conversational process between patron and librarian, this has been difficult over chat for a number of reasons.

The technology was difficult for students.

Excessive emails

Students and I can adapt (especially as we had part of the semester in class together) but quieter students do not participate as well, many students were panicky/had additional issues with being remote, not all students had same access to technology making grading parameters more difficult, etc.

Harder to facilitate synchronous discussions. It's definitely a different dynamic in an online environment.

The course I instruct relies heavily on group projects that are experiential in nature.

Seminar discussions, student participation in synchronous meetings, discussion boards

It is impossible to replicate in person interaction and gauge whether students are understanding the material. Microsoft Teams needs to add functionality that is available with other video conferencing platforms. In particular, it needs the ability to see all participants simultaneously, not just four, and it needs a handraising feature. If it doesn't add these soon, UCCS should switch to a different platform.

Labs require hands on and partner work. Can not instruct this effectively remotely.

Many students do not do well without face-to-face/classroom/group motivation.

Everything, my class can be taught online, but it is not the most effective delivery method by far.

Need some updated equipment

The rapid shift made things VERY difficult, and made it impossible to develop the kind of course that I would like.

I was already teaching online.

No public presentations, guest speakers, class discussion

All.

Do you have suggestions on making a return to campus in the Fall safer for students, faculty, and staff?

Do you have suggestions on making a return to campus in the Fall safer for students, faculty, and staff?

work with the hospitals to determine good processes for evaluating people coming on campus. it will be difficult, but these are difficult times.

we need to return to campus for the fall term

wait until vaccine

testing for the virus and antibodies

some sort of Covid19 test; serious enforcement of distancing and PPE.

require temperature checks of everyone before they enter a building for the first time each day; require testing for those whose temperatures are higher than normal; cleaning supplies in every office and classroom.

providing plenty of safe masks and hand sanitizer for all; making sure all faculty, staff and students are strongly encourage to stay home if they need to, or don't feel well and that they feel supported and have accommodations for when/if they need to do this.

offer a mix of online and classroom, put classes that are primarily lecture and workshop (history, writing, etc.) online and then take classes that need a classroom (art, science, math, etc.) and break these up into the newly available classrooms so that there can be separation. Some of the large classes could be simulcast among 2, 3 or 4 classrooms with TAs in the other classrooms and technology so that students in the other classrooms could indicate the need for a question.

none

no

no

no

mandatory masks, physical distancing

invest in testing/temperature checks. Make fall in-person classes possible.

follow public health guidelines

a temporary remote learning structure for fall is acceptable if it keeps everyone safe moving online permanently or seeing this as an opportunity/mechanism to move classes online permanently and address the CU online initiative is not appropriate

Yes, providing multiple options for instruction with clear guidelines.

Work remotely until there is a solution to the covid problem

Wearing a mask is fine but should be optional.

Wear a mask, wash your hands, cover your mouth if you cough/sneeze, and stay home if you feel sick!! Monitor entering personnel for fever, etc.

We should plan for this to be over by fall and get back to teaching on campus. The science shows this is not much worse than the flu. If we try to go fully online we will bankrupt the campus and put everyone out of a job. I don't need the campus to provide me a mask, sanitizer, plexiglass barrier, daily testing, social distancing tape on the floor, and a contact tracing app. This is not needed for me.

We need to limit class sizes, while still being allowed to teach in the "large lecture-style" classrooms. If we are to go to remote teaching, we need to limit course sizes to the LAS/FAQ recommended course sizes of 20-25 capped.

We just need to return to the campus. I would be willing to wear my own mask if we have to.

We could make it so that for classes that meet twice a week, one day a week half the class would attend in person with the other half remote and on the other day the groups would switch. I think this would give students the connections that they need to their professors, classmates, the campus, and the structure they need to focus and study.

We are grownups and can handle this. This is being done everyday in work situations without any gains in COVID spreading. Time to go back to campus.

We are going to have to be flexible. It is clear that many courses will have to be remote, if there are any social distancing requirements or if there are health issues for the students or faculty. Why not let the individual faculty decide what is best for them and their students? I can not emphasize this enough. If the campus can find a room, and reasonable safety is assured, let the faculty member decide how the course should be delivered. I don't think we can make a one-size-fits-all policy....and we shouldn't be trying. If administrators are desperate to have something to do, maybe they could approve

Until we have better testing/vaccination measures implemented to ensure student, faculty, family, and community protections, it seems that utilizing remote and distance learning as much as possible makes practical sense.

Unless vaccine is there for Covid-19, it is risky to bring anyone of students/faculty back as even one person being lost would be not acceptable, please. Thanks.

Unless the virus threat is reduced to zero, continue the safe teaching practice that UCCS adopted Spring 2020.

UCCS should offer the right protective equipment, and reinforce social distancing requirements.

Training students before training faculty and teach them how to be responsible adults. This is in fact needed for both remote and on campus teaching. We have students who do not know basics of scanning and uploading assignments but refuse to learn. They need to learn how to READ. In several occasions they would email asking about something and you can tell that they do not read. Students do not check their email.

This will require a potentially substantial investment by the university to include PPE, providing many students with laptops, tablets, etc. and/or the IT infrastructure to conduct remote learning with equivalent capabilities to an on-campus environment. Those capabilities will require some critical thought for long-term adjustments, which university professors should be equipped to address. This may also serve as a valuable opportunity to evaluate and innovate "what" topics and "how" we teach those topics for the 21st Century global economy, particularly on the eve of the unfolding 4th industrial revolution...i.e., an opportunity to lead the state/nation in this area.

This survey is an excellent idea; Please confirm the results to all of us and how those data will be used to guide decision making. Not a long email, however.

This survey forces respondents to rank what they may feel is unacceptable options. It is also tone deaf to faculty that have struggled with accommodating students for Thai semester and expected to create multiple sections of courses for upcoming semesters. All the while, expecting a pay cut.

This is not a suggestion, but a concern that I might have mentioned with earlier question: I suppose the few in society who seem to flaunt the need for distancing, mask use, etc. could be a problem for the campus. Not sure how we will handle the issues that may arise with students (faculty/staff?) who might not believe in the restrictions.

This is a big question. I'm glad you're surveying faculty because I think you need widespread feedback across the campus and across ranks and TT/NTT rather than a few who might weigh in at Faculty Assembly. I think it's incredibly important to provide faculty with pedagogical training in online instruction. The focus of this survey and a lot of campus discussion has been on the logistics (e.g., computer, internet needs, etc.) and not on the quality of instruction. In my opinion, we absolutely need to put quality of instruction front and center as we continue to prepare for remote instruction.

There would be a huge value in allowing chemistry labs and other small-group hands on courses to resume. Overall the chemistry department is performing well in moving lectures online, but we've gotten poor feedback about how we've transitioned to labs online. I don't think we can do much better.

There are many reasons someone may prefer to stay online (fear, preexisting conditions, family member who is high risk, not wanting to make the switch mid-semester, etc.) and those should be honored. Having people need to come to campus despite not feeling safe could result in more problems. Should campus be able to have course in person (I am skeptical of this) small courses with social distancing measures in place seem like the best option. Given that this will create new challenges on space and time for course scheduling, keeping many courses online seems like a solution. Allowing faculty to opt in to teaching online now also seems like it gives faculty, students, and staff a lot of time to coordinate courses making the switch. Faculty are not on contract in the summer. Last year, Faculty Assembly was very concerned with faculty being asked to work over the summer without compensation. This will be work that will be uncompensated at the least that campus could do is give faculty a lot of time to plan for fall and reduce the stress and anxiety around a possible semester that is fully online or an online & hybrid model.

The safety of our students, staff, and faculty should trump everything, period. That should include financial concerns, which seem to drive the willingness to reopen campuses currently. UCCS should stand clear in the position that we do not trade health for revenue. Let's start treating our students as citizens who deserve respect and protection, rather than customers. In this case, they may not be getting what they pay for.

The only safe way to return to in campus class delivery will be is once a vaccine/cure is deployed, nationwide, and hope for the best. COVID tests should be administered weekly for faculty. Stakes are too high for anyone to contract the virus and face the possibility of hospitalization in the ICU and possible death. Enforce use of masks 100 % for all faculty, staff & students at all times while on campus/classroom/offices i..e. no mask no class admittance provide Clorox wipes/sanitizer to all faculty each classroom should be cleaned either by faculty/staff or students at the beginning of each session . We should gear up knowing in advance by the end of May for 100%remote classes for fall 2020

The need to maintain distancing and any other face to face required.

The health of our students, staff and faculty needs to be our first priority. However, if we can safely return to campus for instruction that is far and away my preference given the material I teach, the classes I teach, my students, and my teaching style. Students pay to have rigorous, in-depth discussion of complicated material. My students appreciated the efforts I made to continue the pedagogy under remote circumstances, but were depressed and despondent by it. I can accept temporary, remotes teaching for the safety of everyone, but it is a terrible mode of learning.

The hardest thing about this spring was the abrupt shift mid semester. Having a clear plan that everyone knows from the outset would be so much better. I think this means remote teaching in the fall, even though for most of us, it is not our favorite way of delivering instruction.

The biggest benefit of having students in classes is small group discussions and sharing. This will be difficult if not impossible if we have to stay six feet apart.

The same goes for talking individually to students. If any of the distancing guidelines are in place, I see no benefits of teaching in class. Also, it will be extremely difficult for families to plan around meeting in person (not just for faculty but for students as well).

Testing.

Teaching and learning (in my opinion) are about sharing knowledge in shared space. So my preference would be to return to teaching on campus in the Fall. However, I'm very worried about returning to a university that feels like an airport or a hospital, in which we all have to pass through various security checks and don PPE. I'm also very worried about the idea of "hybrid" classes, in which some students are in the classroom, and some students (in the same class) are remote. I'm concerned, first, about the additional uncompensated labor this would require from instructors. And I'm also concerned about the implications of classrooms being recorded or live-streamed. We already experience threats to academic freedom when students secretly record lectures and send those recordings to organizations like "Professor Watchlist". I'm worried that recording our classrooms would only have a more chilling effect on the speech of both teachers and students.

Teach students how to be students!!!!!! The rest we will take care of

Take away tables and space chairs further apart. Require masks. Provide hand sanitizer. Do not allow ill students or teachers to be on campus.

THERE ARE NONE IF ABOVE INFO (VACCINE, TESTING) = UNAVAILABLE

Students wear masks (instructors can enforce this easily). Janitorial staff and faculty sanitize rooms between classes (will require longer between class periods). Instructors teach back to back in same room, classes once a week. Smaller class sizes for upper-level so they can be done in conference rooms.

Students being accountable and do their part of the job is my ONLY concern

Strongly prefer to allow labs with 9 students, social distance under almost all scenarios, but recognize anybody sick (including instructor) can't be present; move classes >30 remote, smaller classes move into the vacated classrooms; need to enable some kind of on-campus testing system, preferably instructor drops off tests and students take tests at their leisure--desks in a gym?

Strong communication of guidelines and mandatory actions to be taken by faculty, students, and custodians.

Strict safety guidelines that must be enforced, not that some follow, some ignore.

Staying up front. Keeping us involved. THANK YOU!!!

Start labs and classes earlier so we can reduce class size. 700 am

Spread accurate information about the legitimate vs. the over-blown dangers of this virus. We must cultivate a sensible conception of "safety" in light of other, legitimate goods.

Smaller classes more sections. Larger classes that normally held 200+ students automatically assigned to remote learning.

Smaller classes in bigger rooms on campus. 5-10 students per lab class (not sure how that would work with available instructors, however). Having lots of Covid-19 testing available. Having requirements for PPE. If not safe, then have classes held off campus. Not sure about labs. Most labs need on campus access.

Smaller class sizes. Flowcharts to mark ways to enter/exit a building to reduce numbers of students in the hallway.

Smaller class size, requirements of mask wearing, campus wide testing.

Smaller class size and staggered schedules is all I can think of

Should be student and faculty choice whether or not to be on campus.

Schedule more online/remote/hybrid classes based on instructor input. Instructors have a better idea which mode of delivery is a better fit for the class. This will ease up room and space to schedule classes that need to be in person on campus.

Return students to the campus experience in order to teach responsible behaviors.

Require that we go online.

Require everyone to wear a haz mat suit.

Regular testing. Examine what is being done on campuses in South Korea and other places where people are returning to meeting in groups. We don't have to imagine how to make things work.

Reduce class sizes and follow CDC guidelines.

Quick and decisive and clear guidelines that don't leave it up to individual faculty members to make decisions on their own inconsistently across the campus

Providing training in the use of PPE and social distancing prior to the beginning of the semester would facilitate a safe return to campus for students, faculty and staff in the Fall.

Providing PPE would be fantastic and help keep exposure down. Wipes and cleaning material in all classrooms.

Provide testing. Make guidelines (e.g. for social distancing and masks) very clear. Make sure large classes are remote no matter what.

Provide sufficient testing services for all students and faculty. Mandatory PPE use, sanitize classroom between classes to reduce student to student transmission, for small classrooms - multiple course times to insure social distancing, reduce student wait times outside classroom door (to outside if possible) and training at all levels.

Provide accurate testing (virus and antibody), PPE, and enforce all social distancing guidelines.

Proactive intentionality where students, staff and faculty feel as though there is a clear direction on how to proceed and an idea on how interventions will be handled if a student or faculty member gets sick.

Prioritize safety not money. Make decisions now, not last minute - especially regarding the schedule. Make decisions and commit to them instead of the dithering of Spring 2020. The uncertainty is psychologically exhausting and students are eager for clarity - as well as faculty. Lower minimums in classes in to encourage small classes- if there is a cut off of 8 to run, then it defeats the purpose. I think 5 is more reasonable as a minimum for in-person and then cap at 15.

Pre-defined social distancing scale (SDS, a scale that is always set at 1,2,3,4,5, or 6, for example) so that the expectations/requirements are clearly outlined ahead of a return to campus and relevant questions/clarifications can be made ahead of that return. The, once we are back on campus, it is not necessary to communicate specific policies or requirements (as they constantly evolve), but rather, we just need to know where we currently stand on the pre-defined scale. Give weekly updates on SDS status over email, and post signs on doors to buildings stating current status, and send out SMS and email messages

when change-of-status occurs.

Practice SD when possible and for the faculty experiencing discomfort of returning - allow them to teach remote & hire permanent online instructors with the same merit as onsite faculty.

Practically speaking -- until there is a viable vaccine and available easy testing for the covid virus -- it seems nearly impossible to bring students and faculty together without the danger of infecting those innocent parties -- nor would it be possible to protect innocent parties at home who would be made vulnerable to infection from returning student or instructor.

Please gear up with hand sanitizers and antiseptic wipes Have the AVC systems in good condition and working, offer masks for free or for sale for a small amount in every building / room, If classes are bigger than approved, please split (don't cancel) them, ...

Please do it...for mental health

PPE required, not optional without a medical reason for exemption. Assurances that facilities is wiping all surfaces down well, and each faculty member will receive PPE and cleaning supplies if needed. The podium computers and student chairs/tables must be wiped down well.

PPE if still needed, delayed/shortened semester

PPE and clear guidelines for social distancing orientation.

Options are great - for those that don't feel comfortable let them work from home or take the class from home as much as possible. For those that are comfortable let them come in.

Optional for faculty to teach remote! Many classes will work fine as remote - make any classes that can be remote, remote

Open the doors and let us in. There is just as much risk in day to day life as there is on campus.

Open the college - we can handle social distance.

Only return if it is safe to do so - testing, PPE, tracking. Do not create by divisions by allowing some students in some classes to return, but not others in the same class (unless you do this on a rotational basis so that all students get opportunity to engage in class).

One possibility is to bring clinical-only students that need hours onto campus. Utilizing the SIM lab as much as possible and allowing flexibility in instruction. Continue with remote instruction for non-clinical classwork.

One idea I had was offering shorter face to face lectures, back to back, where a larger lecture is broken into shorter sessions of smaller groups of students. I would rather teach an abbreviated lecture twice in person than online.

One day at a time. Hand sanitizer everywhere, cleaning of door handles all of the time. Class size based on room capacity. I Typically have between 23 and 27 students in a room they can hold 75 which is plenty of space.

Offering hand sanitizer stations, gloves, or masks as needed. Classroom cleaning supplies or wipes.

Offer the classes on campus and online, and let students register for their preferred class and then offer that preferred class

Nothing beyond what is being considered above. Thank you.

Not that I can think of at this time. Thank you for allowing us to have a voice in this process.

Not right now.

Not really. Wish I did!

Not really.

Not really, I trust that UCCS will make the best decision. The thing is if /when we come back to in-person teaching, all will be different and with the compliance of the new PPE rules we will have to go through the transition of learning how to deal with the new learning/teaching environment and make the best of it in the name of our health and safety.

None. I put that in the hands of the experts. If public health officials declare it safe, then I'm ready to go with in-person classes. If not, I'll go with Plan B and deliver the course remotely.

None

No. Don't do it until we are sure it is safe to do so for everyone, not just some classes.

No. I am not qualified to haphazardly make a suggestion--this is an inappropriate and dangerous question to ask of people who have no medical training, especially no training in disease epidemiology or control.

No.

No, there isn't any. Recommendation is to stay completely remote in the Fall.

No, but we at least need access to our offices for materials.

No, but thank you for your hard work on this!

No, and I'm glad I don't have to make the final decision.

No, I trust the faculty assembly has considered this question much more than I have.

No! But I so appreciate all the communication from UCCS administration, even if it's just to say we don't know yet. This is all so crazy but I'm ready to develop new solutions to unexpected problems alongside you all. Thank you for all you are doing!

No vaccine, no return. DO NOT be wish-washy.

No

No

N/A

N/A

My typical class section has 40 students. I believe this would need to be cut in half for the classroom environment to be safe.

My thanks to the task force who is working on this very issue. So very important.

My suggestion is to wait and closely observe the development of this pandemic in the US and across the world before making any return-to-campus decision. So far, returning to campus is risky for faculty. Also, since students come from across the globe, it's more risky for students to go back to campus if we have no mandatory social distancing and testing solutions.

My suggestion is to really consider the nursing department's unique need to prepare our students to best work within this Covid19 environment. We cannot shelter them from it. In a few short months, the situation we would prefer to avoid is the very one they will be stepping into...with or without our guidance and support. We must teach them to use resources to their best advantage and have the confidence to know they ARE ready for their important role in health care. If the hospitals do allow students to do their clinical rotations on the hospital floors, please do allow our UCCS nursing students to take advantage of that powerfully important opportunity.

My suggestion is to continue to prioritize health and safety and to offer flexibility for faculty, staff, and students to make decisions based on their personal levels of comfort. Another suggestion is to communicate that faculty, staff, and students should be able to continue to do remote work/learning with "no questions asked" until this crisis is closer to resolution or is resolved (e.g., vaccine). Typically, people's health conditions or concerns regarding health have been private and this information is considered protected. In this new age of COVID where employers and employees have to make decisions about returning to a work place I think this privacy may be compromised. For instance, faculty shouldn't ask students "WHY" they aren't comfortable or if they have an underlying condition. One's health related concerns (or even just their personal feelings of discomfort) should be taken into consideration when we're making policy decisions, but ultimately considered an individual's private information. Thank you for this survey and for the work you are doing. The decision the campus has to make will be imperfect because everyone has different desires and needs.

My position is unique as I work in the elementary schools. All of this will depend on if the public schools actually open in the fall.

My only suggestion would be that classes that can function fully online be given the chance to do so. Some (not all) of my classes would function just as well online as in person. It would be great to identify those classes that can be online and keep them that way so other classes have a better chance of meeting on campus.

Must limit overall exposure times and exposure to viral loads. Big classrooms with few students.

Must have an option for student to come in remotely if they are ill. To hopefully prevent an outbreak and the need to go remote again midstream.

Most of us should not be returning to campus. Let's work on the majority going remote.

Meetings should remain virtual. Auditoriums, where students can distance, should be fully utilized. That may mean increasing evening courses.

Mass testing and vaccines along with PPE.

Masks. Hand sanitizer everywhere. Buildings cleaned overnight. Faculty meetings continue online.

Masks required for everyone.

Masks Available for those wanting to wear one More Hand Sanitizers available Check restrooms more frequently since the paper towels in some of the colleges are gone following lunch hour

Mask wearing mandatory

Make the decision sooner rather than later. Let departments lower their course caps where they're able (to help with social distancing and also help address temporarily lower enrollment).

Make sure all hand sanitizer pumps work and are full, install a foot plate/step so bathroom doors can be opened by a foot instead of a hand, provided reusable masks for those who need them, require temperature screening for everyone every day, hold classes in large rooms to increase distances

Make it happen. I dislike teaching "remotely". I don't think the students learn as much, in general. And I have no good way to assure that each individual is doing his/her own work.

Make health and safety top priority. Don't take chances with our health.

Make a decision and stick with it. Constantly changing plans and peppering students and faculty with an onslaught of information in multiple forms creates chaos. If there is a significant probability that we will need to teach online next semester then make that decision early, stick to it, and create the necessary support and information ahead of time.

Make 60 to 75% online with a few limited in person classes staggered in buildings. Limit students to one in person class only and make more online options. Decide NOW as students are already planning and registering!!

Lower size of classes to 10

Lots of testing for the virus, protective gear, clear guidelines, protocols for isolating infected individuals.

Limit the amount of students per classroom; adequate cleaning supplies and PPE. If I have 30 students, I can absolutely break them up into groups of 15 or 10 throughout the class time.

Let's get back to teaching and those who are scared and fearful can choose online courses. The best way to see where people are at is to give them the option of on campus or online--I'd wager 80% will pick on campus over the online learning.

Let us go back to work!

Let the students have the face-to-face experience they want, and if there is a vulnerable faculty member (vetted by HR), have a "remote professor" (e.g., Skype them into the classroom while they are safe in their office or at home). University of Arizona is taking this approach. Also, we could use UVC light to sanitize the classrooms between classes. It's fast and efficient. New York City is doing this now for their subway cars. Or, Could we install UVC light in the HVAC systems? Since the 1980's, National Jewish Health has used UVC light in HVAC systems to kill TB.

Lectures online, limited labs on campus (with all social distancing guidelines, etc.)

Leaning toward caution. If we upend students a second time, they won't return. Ever. We must be clear on setting rules (not options) for behaviors on campus. In stores and in my neighborhood, fellow citizens are taking risks with their health and mine. I simply cannot allow this on campus--and I need to know the university will not give in to zealots claiming their constitutional rights are at stake. (As if all of us don't have the right to remain healthy and learn.) I also think allowing weapons on campus, especially right now, is very dangerous. Leadership must listen to the concerns of our faculty!!!! Not just in symbolically, but really listen because faculty (especially those of teaching the most courses) are in trenches. Leadership doesn't want to send us to war with students, parents, and the virus. That's completely unethical. Setting clear rules will help protect students, faculty and staff. You can only create and maintain a learning environment in a safe environment. We know this and have stressed this for members of our community--LGBTQ, etc. The same needs to apply here. We need less individuals in classrooms, we need more facilities staff to clean classrooms and computer labs--which is where I see the virus spreading--via equipment that is hardly ever cleaned. I think we also need the campus police patrolling at all times, across campus, through halls, etc., so any concerned student, faculty or staff member can ask for assistance if needed.

Leadership setting clear guidelines for compliance by all on campus. PPE and sanitizer everywhere on campus. Less students on campus. Not requiring both in-person and remote for a single course, which doubles the work (unless paying for extra work load)

Keep up the great communication!

Keep social distancing and masks, if the virus is still present.

Just make it happen!!!!

Just let us go back to work.

Just keep communicating as clearly and reliably as possible.

It's good to plan, but it can't be the only plan (to return). Being over 60 puts me in a more 'at-risk' situation and if the campus opens, but the science / data shows there is a greater chance of infection by gathering large groups of people, I would be concerned to show up on campus. While I like the interaction with students (and many don't like remote learning / don't do well in it) and the content of the class lends itself to in-person, I won't put my health at risk if I don't feel it's safe to do so. The class can be taught remotely.

It would be helpful to make sure that students, staff, and faculty have the flexibility to accommodate missed work/class days if there's a need to stay home. For example, allowing staff to work from home as needed, and support for faculty to provide options for students to attend classes remotely if they need to stay home so they don't fall behind and aren't penalized for missing class. Making sure that online sections for required courses are offered in the fall would also allow students who aren't able or comfortable returning to in person classes to take the courses they need while staying safe and would help reduce the number of students on campus making it easier to maintain social distancing guidelines.

It seems like planning to be as online as we can be for the fall semester would be the best approach with hopes/plans for returning to campus in the spring.

It is hard to explain why restaurants and other social areas are available to individuals but educational institutions are not.

Increased lab space for nursing students. No more than 8-10 students per lab room and 4-6 in simulation lab.

In the library, we can provide many resources through ebooks and databases, but not everything is available, especially when other libraries are shut down. Faculty expectations need to shift in regards to availability of research sources.

In addition to consulting with public health/authorities, please also consult with legal. Regardless of the teaching approach(es) chosen (online vs. in-seat), rationales for these choices should be legally sound and articulated in such a way. I read this week that CU Boulder and a few other universities across the US are being sued by students because these universities went to online instruction in the midst of this pandemic. In these cases, attorneys argued that online instruction was somehow subpar, the online experience was not what the students expected or signed up for, and these students were therefore deserving of some tuition reimbursement-- even if the student still successfully completed the online course and was awarded credit for course completion. The article mentioned that some attorneys are seeking class action status for these suits. Please have the university legal dept. craft language that 'acts beyond university control (i.e. natural disasters, pandemics, etc.) may alter course delivery methods'. Such language must be communicated by the university to students prior to the beginning of class. In addition, please provide faculty standardized language to include in syllabus materials. In academia, we focus upon our students and the quality of education they receive. However, in academia, we also need to protect universities from lawsuits which lack merit and are frivolous. Thank you.

If we return to campus, allow faculty the flexibility to teach their classes remotely if desired.

If we do return, I hope there are clear and indisputable guidelines about public health safety protocols (such as wearing masks, etc.).

If we do not have contact tracing in place, and if numbers have not declined steadily for the proscribed amount of time by the CDC and WHO by the fall, I strongly feel we should not be meeting in person for face-to-face instruction. Also, students should not travel during spring/fall breaks and winter break returns need some guidance to be navigated safely for all members of the UCCS campus community. I don't want to get sick or die, or for my students to, or for my colleagues and peers.

If we can go back safely, then we should. But if it's not going to be safe, we absolutely should not do it.

If there are budget constraints, remember that NTTF are making very low salaries and should not be called on to make monetary sacrifices when admin and TTF are making 6 figures. There are NTTF living paycheck-to-paycheck and cannot afford a 5% or 10% reduction like TTF and admin can

If there are any health concerns - stay remote for the fall semester, but keep the university open for employees and grad students for work in labs keeping social distancing.

If the virus still is around, and it probably will be, ask students and instructors to wear masks when meeting for office hours. And emphasize the need to remain at least six feet apart when conversing in hallways.

If students and faculty adhere to guidelines for masks, social distancing, it will be fine.

If remote teaching is implemented we need help grading, because you can submit all the exam questions to chegg and get solutions within 30 minutes. Hence faculty and instructors need graders so that oral exams can be conducted when possible. Cheating is so much easier when remotely. We need to make sure students learn the material and that we can test at the right level

If public health permits a return, leave it up to individual faculty regarding mode of instruction for their classes.

If decision-makers have not seen this article, it's worth a look: Maloney, E. J. & Kim, J. (2020, April 22). 15 Fall scenarios. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/digital-learning/blogs/learning-innovation/15-fall-scenarios> I just attended a webinar this morning, delivered by the authors at Georgetown and Dartmouth.

I'm probably preaching to the choir, but offering training during the summer on backup remote teaching plans would be helpful. If we could assure interested, future students that we're establishing stability and security through flexibility and fore-planning, it may help alleviate some concerns. On a slightly different topic, we could use in-depth training in helping students maintain motivation, boundaries, and safety at home. Approximately 12/65 of my students have revealed complications with living situations that severely affected their ability to study. As I'm sure you're aware, making considerations of students living with k-12 family members and are consequently competing for internet access, not to mention the possibility of parents or roommates working from home as well, is also something worth considering.

I'm not certain, but I "feel" safer when I have to go to a store and people have a mask on. I know it doesn't stop the virus but I believe it will help a lot. Other things that I'd be concerned about is being in a class room where I would not be able to social distance, I've taught in some rooms where the front row is almost on top of the place we stand to write on the white board. Also I answered no to the question about if we return would it put anyone in my household at disproportionate risk. However, my mom had a heart attack in Jan and is still recovering and my husband's parents are in their 90's. If we returned, I would be concerned since we help both my mom and his parents even more than every because of this situation.

I'd like my classroom moved to one where students could be distanced. I would also entertain a hybrid course with only having half the students in class at any given time. Although this doubles the work for the instructor, and as such we should be compensated for teaching more sections of the course.

I would strongly suggest planning on not returning in the Fall with a contingency to smaller classes if feasible, but not the other way around.

I would love to be back on campus in some way. If we could broadcast from the classroom, we might be able to have a small number of students in the classroom, and others could simply tune in via the net. Also, for courses with smaller class sizes, using a larger classroom seems sensible. I am sure we can find creative solutions to allow for some "traditional learning" to occur while keeping folks safe.

I would like to work with UCCS OIT to develop an app that shows a real-time student density in campus-based on cellphone ID tower's info. If we could provide this and show a real-time ambient density relative to 6' social distancing density, students will be better guided not to approach to a high-density area on campus.

I would appreciate being allowed access to my office where I can work safely with my door closed. I recognize the need for careful cleaning of public spaces to support that. Supplies of hand sanitizer would be helpful.

I wish i did...

I wish I did. My only suggestion is to make sure no-one is forced to teach in-person, sp that it's an "opt-in" kind of thing.

I wish I did. Minimal testing (for example temperature taking) social distancing (reduced class size), and continual cleaning (by students faculty and staff) seems necessary.

I wish I did.

I will share the following with campus admin. Be bold and open up! 91% of deaths in CO are 60 and older (87% of deaths are 70 or older). Point to the numbers. We are educators! There is no difference in the probability of getting killed in an accident compare to COVID-19 for the MAJORITY of students we serve and employees. Viruses are always around – how do you justify not having remote learning for a flu virus outbreak? By law, there is no difference between SARS-CoV-2 and flu viruses. You are going down a slippery slope! You need to open up to secure revenue! People make choices! Let them make choices – serve the students.

I will NOT return to campus in the fall, or even in Spring 2021.

I trust our faculty assembly and administrators. Thank you for navigating these difficult waters.

I think we will need to be incredibly flexible and empathetic to the situations being faced by all of our students, their families and the UCCS community. I am not sure how to navigate all of the possible situations, but I know I will continue to side with students and compassion over retention and budgets.

I think we should try to return to campus. If not, as much notice as possible would be helpful so course materials can be adapted to an online model. Thanks for asking.

I think we should stay remote and students need to have a video to explain how remote learning works and that they need to be more self motivated and self accountable to succeed.

I think we need to plan on a minimum blended delivery model. The sooner Instructors and Professors know the plan, the better we'll be able to deliver instructional experiences. In my mind, it would be a disaster to plan on a full return to campus, only to have to rapidly switch to remote instruction again when a COVID spike occurs. Also, this article has some neat models to think about: <https://www.insidehighered.com/digital-learning/blogs/learning-innovation/15-fall-scenarios>

I think we need to give students options (just as we are being given options). If we return to campus and we have students who feel uncomfortable I think we need to give them the option to call/zoom in to class from the safety of their home.

I think that there will need to be both carrots and sticks to encourage compliance with PPE, and that only classes that cannot be offered remotely - and with low caps - should be offered on campus in fall.

I think that it would be important for staff and faculty to be comfortable with either being on campus or working or teaching online. If possible, it would be good if they had a choice that worked best for them.

I think courses should be capped at 15 for in-person and once a week. Students should be limited in each building. Each department should be responsible for making 50% of classes online, which would reduce students on campus proportionally. I also think faculty should be given a stipend for home work costs such as internet levels to meet the needs of teaching. I think online courses should be incentivized for students and faculty - faculty should get an online bonus and students should get a reduction of fees if not on campus. I think if a student or faculty member is on campus for classes they should be given virus testing on regular intervals.

I think all courses should be run in a Hybrid format. This would reduce contact and potentially the number of students on campus at any given time.

I think a staged start or limit numbers would be effective. Limiting numbers will be key and not sure that is doable.

I think "safer" is controllable with contact tracing, testing, hybrid online and in person courses....but I think more importantly is to teach our students about resilience, flexibility, creativity, and problem solving. We need to have a great plan to message about this is their chance to (for lack of a better term) grow up, practice the skill of facing challenges with positivity and support, practice the skill of perseverance and self-sufficiency

I suggest that we as a university make an executive decision ASAP for online only for fall. This would simplify the lives of all involved and will help everyone plan accordingly. I am certain that any type of partial campus opening (allowing students on campus) will create chaos because of non compliance to the public health items of concern listed above. I expect that, because students will violate regulations, some students will stop attending class, which will force faculty and staff to have to offer BOTH online and in-person options.

I suggest teaching hybrid courses,with in-person one day a week. The would help to distribute spacious classrooms. Thus certain smaller classrooms would be left to very small groups and any larger classes would share the larger rooms.

I like the idea of smaller classes and would be willing to teach smaller size classes multiple times throughout the week as I have a large section

I like the idea of small classes returning to campus - while my classes can be taught online, they are more meaningful in person.

I just don't see it happening. The second and third wave of the Spanish Flu in 1918 were deadlier than the first wave. As epidemiologists say, "If you've seen one pandemic, you've seen one pandemic." With a complete imbecile at the helm (our so-called President - Anus Orange), we're doomed.

I hear a lot of language in this survey that suggests students could return to small classes but not large ones. I don't think that is a reasonable assumption. Small classes typically are held in smaller rooms so there is no guarantee social distancing would be easier. Also, many of the smaller classes are held in computer classrooms, and some programs charge fees associated with the use of those computers, so moving it to stadium classroom is a hard sell. I would prefer an across the board policy that applies to classes of all sizes and types, with the exception of classes that need access to specific equipment like labs.

I have no idea; once we get student feedback, I'll be able to develop a more informed opinion.

I have no clue.

I feel that returning to campus is as much an economic concern as a health concern. The economic viability of the university depends on in-person classes or a dramatic re-branding of the UCCS educational experience that sells the online platform to incoming students. Otherwise, I feel that parents and students would not feel that the education is worth the costs, especially under these financially stressful times. If we were to return to campus in-person, we should adopt the same or similar protocols as hospitals in our use of masks and social distancing when possible.

I feel Freshman seminar courses really need to be in person!

I encourage the idea that individuals are responsible for themselves, and thus, if faculty decide it is personally best to be remote or some combination of all the alternatives, that this is fully supported by the campus. Also in this regard, it seems important to allow experimentation, rather than to provide disincentives to experiment because that cannot be accounted for in terms in annual merit review, and even in tenure and reappointment reviews.

I do not think we can make a return to campus in Fall safer for students, faculty and staff. Until there is a vaccination, I prefer to teach in a remote environment.

I do not see any situation unfolding in the next 3 months that would make a return to campus realistic in any way. Emerging research on COVID 19 is indicating that proximity in a closed space transfers the virus through sustained talking coupled with HVAC airflow. A classroom must certainly be one of the very best climates for transfer of the virus. I can't imagine UCCS can afford to equip everyone with necessary PPE, then enforce the use of such PPE on students, to make campus a safe environment.

I do believe that we will have a better understanding of the lack of danger this virus actually posed to young people and faculty who do not have underlying comorbidities.

I could see a scenario where students, if they show symptoms and/or are diagnosed with Covid-19, self-isolate at home while still participating in class if their symptoms aren't severe. Faculty could loosen attendance requirements so students could exercise health precautions when necessary without losing a whole semester of on-campus learning.

I believe that not only classes, but meetings, should allow participants to attend on-line. I have asthma and am over 50, and my doctor has made clear that I will have to continue to limit how often I go out in public. Additionally, a member of my family is a healthcare worker in a hospital, which could put others at greater risk.

I appreciate the concern and desire to capture this information. I don't have any other suggestions at this time, other than to thank the UCCS administration for their effective communication and support.

I am working on that since we have to up our learning skills and adapt and need to find platforms that work in film and poetry and writing.

I am not sure we have enough information, with regard to the virus, to make this decision, and it worries me that beginning fully in person while people are still feeling unsafe is a bad idea.

I am not an expert in this area, but my sense is that it is not wise to return to campus in the Fall, as much as I'd like to. I can't imagine an entire campus community adhering to safety guidelines for an entire semester. Maybe a week, but not a semester. I think the anxiety that would be present on campus would make it very difficult to continue with "work as usual" in face-to-face classes. I think the risk for infection is still too high, and I would never want to put my students, my colleagues, or myself in a position to infect themselves or others.

I STRONGLY support returning to campus but making equitable (hybrid) remote-delivery options available to all students/faculty who do not wish to return to campus for whatever reason. This way, no-one is left out and hopefully no-one is considered to be a "second-class citizen" depending on their choice.

Hybrid of online and in person, with smaller courses able to meet in person with social distancing. Using spaces for classrooms that are considered nontraditional such as gyms, theaters, etcetera.

How could it possibly be safe without a vaccine already widely available? Universities are the last possible thing that should reopen from lockdown. We bring in thousands of otherwise completely unrelated people from all over the country and put them in close physical proximity. Then we shuffle them from there into another room with another set of unrelated people. Forget six degrees of separation, by the end of week one the student body will have maximum 1.5 degrees of separation from every other person on campus. There is no way 6' spacing, a mask, or desk washing is going to be adequate to protect them.

How about instead of trying to figure out a way to make on-campus teaching safe, which it isn't, you provide workshops on online pedagogy and give us a small TAship budget to allow us to more effectively cover those online classes?

Hold classes on campus with an option for students to stay at home if they so choose, and make arrangements with professors for participation etc.

Having smaller classes (mine are all capped under 20) and clear guidelines for social distancing and appropriate protection would help. If full return to class is deemed problematic, it might work to split class attendance in remote and in-person meetings; for example: in a 3cr course which meets two days a week, 1/2 of the class could meet on day 1 and then attend to asynchronous material on Canvas (etc) on day 2. The second 1/2 of the class could do the opposite, asynchronous Day 1, in class day 2. Double blocks could alternate in this way each week; 1/2 class meets week 1, 2nd half meets week 2, asynchronous work is done in the intervening weeks for each 1/2. As the mother of an incoming freshman student as well as faculty, I fear that keeping classes remote through the fall will cause enrollment to plunge. Would I want my son, who has already missed out on his senior HS year and graduation, to also miss out on the experience traditional for college freshmen? Or, would I hold him back and have him enter in spring once in class education is in place again (assuming)? Given this and that my job is dependent on enrollment, I would urge that in class education resume in some shape and that ways to keep students, faculty, staff as safe as possible be adopted.

Having people vaccinated before returning if there is a vaccine. Having no one on campus with a fever, cough etc

Have plenty of training available on proper use of PPE and social distancing as well as a contingency plan in place at the beginning of term.

Have clear cut procedures for safety and social distancing. Make sure faculty have access to cleaning supplies in the classroom so they can disinfect instantly instead of having to report to an already overwhelmed custodial staff. There also needs to be a procedure in place that if a student or staff becomes ill there is no penalty for them missing work as they will help cut down on people who may come in ill. Faculty members do not need to be the police in the classroom how can I tell if someone is ill, what about asymptomatic people? Are we all going to go to class with masks on? Does the university provide the proper equipment? Are there going to be people who are trained to spot illness around campus? I think they need to have all of those questions and more answered in a clear and concise manner so that everyone knows the expectations and procedures.

Hand sanitizer mandatory on entry to every classroom. Facemasks required everywhere on campus.

Guidelines for staying safe need to be clear and ENFORCED

Glass 'wall' between instructors and students in classrooms.

Frankly, I don't feel like faculty are paid enough to be putting their lives at risk. Our jobs are not urgent enough to necessitate us being in person if there's a safer alternative. I don't see why, if we are able to offer courses online, we would risk the health of underpaid professionals and students. Beginning in person and moving online partway through ends up doubling the work for faculty and confusing students, who did not sign up for online learning. If there's any COVID-19 risk, I'd absolutely prefer the fall semester to begin and remain online.

For my classes, a blended approach where some students appear in person and others use remote learning would work.

For chemistry labs: No lab partners. Students come in 12 at a time for 60-70 minutes, then transition out (10 minutes), disinfect, then the other 12 students come in. (current cap is 24) Pre-lab lectures and lab instructions entirely online (recorded, asynchronous).

Follow Gov. Polis' and State of Colorado health guidance. Throughout COVID state and Polis have made solid decisions re/ balancing community health with the economy.

Follow CDC guidelines and ensure that the classroom is a safe environment.

Flexibility will be the most important thing. Some students really have not been impacted, while others and their families have experienced life-changing

effects--physically and emotionally.

Finding a way to stress the importance of PPE's and social distancing. I feel our community has already begun to be lax in following the CDC recommendations, especially with our young students.

Finding a way to stagger class start and end times so that fewer students are rushing to change classes all at once.

Extensive testing and contact tracing and options for those with higher risk to stay home.

Everything we can do to educate students, parents, faculty, and staff about taking social distancing and other precautions, and COVID-19 in general seriously, and then to strictly enforce those things, will help.

Everyone should wear a mask (so UCCS will need to provide masks for those who do not have one), hand sanitizer in every classroom, wipes available to clean computer keyboard and instructor area as well as student desks, and a system to allow students to leave their classroom without coming too close to students waiting to come in (designate assembly areas, require that classes end a few minutes early to allow students to leave because others arrive). Of course, temperature checks and testing for the virus would be ideal, but I am not optimistic that this can be implemented on the scale needed. I do think we will need to allow students to join the class remotely, which means equipment in the classroom to enable this.

Everyone is required to wear proper protective masks.

Even if classes are all but fully remote some access to campus / offices / small group meetings with students for limited amounts of time would make a huge difference.

Ensure that everyone has access to face masks and disinfectant for on campus classes.

Ensure everyone has and wears washable masks; temperature testing prior to building entry; lower caps to ensure social distancing is possible; block hallways with small classrooms/offices so they can only be used by those going to classes/offices in those hallways (i.e., not used as public thoroughfares); more hand sanitizer stations; more frequent cleaning of classrooms, door handles; office hours remote only

Enforcing proper social distancing will be a concern as there will always be that individual who will refuse to wear a mask or maintain proper safety conditions. I am 63 years old and take care of my elderly 94 yr old parent who is at high risk.

Effective covid testing, contact tracing, and a vaccine against covid-19. I don't think anything else w/could matter as much.

Don't do it

Do not have classes until scientists and medical personnel give the all clear to resume as normal.

Do not allow guns on campus. Do what you can to make mask-wearing mandatory and not a political statement. Lobby for increased testing. Faculty meetings should be held via Teams.

DECIDE SOON what the plan will be so faculty have enough time to prepare.

Consider lab classroom space and sanitation Provide resources for faculty to clean/sanitize their work space, and for students as well. Allow faculty to work in their offices, if they prefer, but to still follow social distancing guidelines.

Common sense and flexibility.

Clear guidelines and a commitment to having classes return.

Clear communication to all.

Clear and definitive direction. I want a decision with plenty of advanced notice so that I can plan accordingly.

Classroom cleaning Between classes. Otherwise we get the entire day of the potential virus. Classroom is hot and airless by evening classes even with fans.

Cap class sizes and try to utilize some of the larger meeting rooms for classes.

Can we just get back to work? Please? Pretty please? Extra pretty please? My largest concern is not COVID-19 but the mental health of myself and the students.

CLEAR training of students not to come in with colds, coughs etc. CLEAR training of students to be safer at home except when coming to class. Don't put all the burden on the faculty--we are adults. We get it. They do not. Just like stores, have plastic shields...maybe you can do that for faculty since we are breathing in all their germs coming at us.

CDC guidelines for schools recommend that groups do not mix. How will classrooms and high touch areas (shared podiums, keyboards, erasers, chairs, desks) be cleaned in the 10 minutes in between classes? What about bathrooms? Cleaning on campus has been lax to say the least historically. How will discussions happen if we are wearing masks? Who will provide masks, cleaners, etc.? How much cleaning will be up to individual faculty? Who will enforce social distancing? What about the classroom in which I am scheduled to teach which no windows, no fresh air circulation? Can in-person classes be switched to rooms with windows that open?

Buy zoom. People are investing money in alternate platforms because students struggle to use them.

Build screens, disinfect after every class, more education on healthy lifestyle, sleep and nutrition for everyone.

Aside from lecture classes, I teach musical theatre performance and choir. Choir has up to 40 students per semester. I would love to teach 35 minute sections of 10 students each, but that takes away the 40 in-person hour requirement. I think if that could be relaxed, we could still do performance classes.

As stated above: Put courses that can easily transfer online to being online (e.g., writing, philosophy, history, etc.) so that classrooms free up for student separation for those classes that need to be in-person

As much prior notice as possible.

As long as we follow health guidelines provided by the state we'll be OK.

As long as social distancing can be accomplished not only in the classroom, but in the dorms, and across campus, then it will be safe for everyone. Either that, or Covid-19 decides to take a holiday and stops killing people.

As long as a vaccine is not readily available, I would not holding in-person classes. It is not worth the risk and puts employees and students in a tough position.

As I stated earlier, based on scientific data, viral particles are transmitted through breathing by prolonged exposure in confined spaces like classrooms even if you take all precautions including social distancing, wearing masks, etc. Until there is a vaccine, remote teaching is the only truly safe option.

As I mentioned above, I think it would be worth considering staggering days where possible. I realize that would be more work to duplicate demos and lectures, but online education is very time consuming too, and I think in the case of art education, we should try hard to teach in person if it's safe to do.

Thank you for conducting this poll and good luck to all!

Any classes that function well online should be online. Others that need in person can be adapted to partial in person and whatever can be delivered online is done so. We can reduce enrollments for all in person courses to a safer size. Provide computers/software to students who do not have reliable online access.

Allow small class sizes (under 20) who need access to labs, studios, and facilities to meet in person either for the full semester or in some hybrid form. Without access to specialized facilities, tools, and equipment most of the VAPA curriculum is pedagogically compromised.

Allow labs, studio courses to meet on campus, as needed (i.e. perhaps each class does not to be in the lab) under strict PPE and social distancing guidelines and enforcement. Teachers will need readily available help with this. It should not just fall on them. Other classes can go remote. I think starting remote may be less confusing for everyone. Provide online training on using various platforms well in advance of start of classes. Provide online training for PPE, social distancing and any other considerations for those who will be on campus. Monitor attendance and grades even earlier in the semester.

Allow faculty to choose remote regardless of class size by July 1st.

All classes that are not effective remotely should return with restrictions and all courses that are feasible and effective online should be taught remotely.

After listening to Dr. Fauci and Dr. Redfield's testimonies at the senate hearing, I am convinced that it would be disastrous for all of us if we returned to campus in the Fall. The only way that can happen while maintaining social distancing is by making available 120-person capacity rooms for 20 students. We (or any other campus) do not have that kind of capacity. I cannot wait to get back to campus in a face-to-face learning environment. A successful classroom session gives me an indescribable sense of joy and accomplishment. Furthermore for all its positives, I don't believe that online teaching is a panacea for the woes of higher education. However, as far as I am concerned that's the only feasible option in the fall.

Adequate testing should be available before considering a return to campus, along with policies for admission to the building or classroom, including temperature checks and health questionnaires. Mandatory masks for everyone, and plexiglass shielding around the podium so instructors can deliver lectures without a mask, as breathing is difficult enough when speaking.

Acquire and use COVID check & antibody tests for faculty and staff. Hand sanitizer every where. Figure out how to schedule classes so that swarms of people aren't leaving classroom at same time. Have temperature checks at doors of every building. Either require facemasks with police enforcement or don't bother. (I won't teach on campus without a facemask requirement though. I'm not at huge risk, but I'm also not a martyr for higher ed.) No guns on campus at this time.

Accessibility needs for students with learning differences need to be addressed (and faculty need to be trained on how to support these students if that support looks different than it does in a face-to-face setting). 1. If we are able to have some classes on campus in Fall, and if our classrooms have the ability to live stream, we might consider an alternating model. I'll use ENGL 1310 as an example since it is a class with which I am familiar. A typical ENGL 1310 meets 2x per week for 75 minutes, say on Monday and Wednesday at 9:25. The course is capped at 19 students. If we still need to social distance in the Fall, we might try having 9 students come to class on Monday at 9:25 and the other 10 watch on livestream; on Wednesday, the 10 who had watched livestream could come to class and the 9 who attended on Monday would be expected to watch from outside the classroom. This model would not require faculty to teach remotely (though we'd have to be trained to learn how to use the livestream technology). It would also allow us to deliver our full, regular curriculum. It would give students a somewhat normal classroom experience. It would allow relationships between students and between faculty and students to develop. And, it could be easily pivoted if we needed to return to fully remote teaching or had immunocompromised students who couldn't be in the classroom. One other thought: 2. If the campus moves toward some classes fully remote and some classes fully on campus, parents will be facing a tough decision, especially for out-of-state/town students. As a parent of 3 college-aged students, I've been thinking a lot about this perspective. I seriously doubt that parents will be willing to pay/help their students pay for living in another city/state to only take 1 or 2 on-campus classes. As a parent, I'd ask them to

move around their class plans (taking some they'd planned for a future semester now and saving others for later semesters) so that they could be either fully at home or fully on campus. Especially in this time of economic uncertainty, it'd be hard for me to justify paying for my student to live elsewhere if they didn't need to and/or weren't getting the "full" college experience because of COVID related restrictions.

Absolute insistence on safety - masks, social distancing. Really thinking the use of spaces to allow distancing.

A smaller class, that would use Social Distancing.

A lot will depend on what the situation is, but when to wear a mask and when not to seems to be the most difficult ... Also we need to address the fear of catching the virus or being the one to spread it would need to be addressed with frequent and convenient testing. Clear guidelines on events are critical - when can we have a guest speaker? When can we serve a lunch for students, faculty and staff? Returning to campus is not just about classes.

A hybrid format where classes that meet twice a week are one day face-to-face and the other, online. This would help to reduce the number of people on campus and also provide campus more space on campus to spread these courses out, following social distancing protocols. For courses larger than 20, move to fully online, as proposed above.

A ZOOM account for departmental use (VAPA) would be mission critical to future online teaching and for holding class presentations.

1. Adequate testing 2. An actual decrease in cases being reported, not just flattening of the curve 3. Following CDC and NIH guidelines, not state or federal.

-Advance notice

- Keep social distancing. - Any university member feels sick, or has any symptoms should stay at home. - Impose visiting restrictions to the campus.

No...I just sincerely hope we can move back to in-person courses as soon as it is safe.

We need to consider the LENGTH of time that students will be sitting in ENCLOSED spaces, recirculating and breathing the same air-- even with masks. If someone is infected, that would be a dangerous situation even if students are seated apart since the longer that you are in a closed space together the more likely is it that you could be infected. Shorter classes as much as possible. Have classes outside as weather permits.