Fall 2020 Faculty Survey on Instruction Modes: Open-Ended Question Results

Contents

Introduction

In the Fall 2020 Instruction Mode Survey delivered to faculty, there were four open-ended questions. This report summarizes the results of the four open-ended questions in the Fall 2020 Instruction Mode Survey delivered to faculty in April of 2020.

Summaries

What Worked Well

Based on your experiences this spring and looking ahead to the fall, what aspects of remote teaching work well compared to in-person teaching?	(N)	(%)*
Increased Flexibility/Convenience	88	19.60%
Technology (increased use, added value, efficiency)	76	16.93%
Nothing Worked Well	64	14.25
Increased Accessibility of Course Materials (lectures, notes, and assignments)	40	8.91%
Content Delivery Was Easier/ More Efficient	29	6.46%
Improved Communication	28	6.24%
Increased or Improved Engagement/ Student Interaction/Discussions/Collaboration	26	5.79%
Nothing Changed/ I already taught online/Everything was Fine/No Benefit Identified	18	4.01%
Exam/Quiz Administration/Grading	16	3.56%
There was a Health Benefit/ Remote Learning was Safer	10	2.23%
Commute Time improved or Relief from Parking Issues	9	2.00%
Course pacing and/or Course Organization was Improved	9	2.00%
Improved Efficiency	8	1.78%
The Remote Environment Was More Inclusive	7	1.56%
Support from The Faculty Resource Center	6	1.34%
Efficiency of Evaluating Student learning Outcomes/ Accountability	5	1.11%
Improved Learning Outcomes	5	1.11%
Other*	5	1.11%

* Indicates the percentage of total responses not the percentage of respondents providing information in this open-ended question.

Technology Sub-themes

Of the 76 responses related to the use of technology, several sub-themes emerged. Faculty provided the names of several tools that helped them with content delivery, course management, and collaboration. There were 65 mentions of specific online programs or resources identified as helpful as faculty moved to remote instruction.

Technology Sub-themes (increased use, added value, efficiency)		(N)	(%)
Tools Identified	Microsoft Teams	20	30.77%
	Canvas	13	20.00%
	Panopto	6	9.23%
	Zoom	5	7.69%
	Cisco WEB EX	4	6.15%
	Simulation Programs/Digital Labs	4	6.15%
	Textbook Publisher Digital Resources	3	4.62%
	Public Sources (You Tube, TED Talks, Podcasts, Etc)	3	4.62%
	Perusall	2	3.08%
	Other Technology	5	7.69%

* Indicates the percentage of total responses not the percentage of respondents providing information in this open-ended question.

What Did Not Work Well

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	(N)	(%)
Limited Access to Technology (Computers, Internet, WebCams)/Technical Difficulties/Limitations of Available Technology	81	11.52%
Student Disengagement/Lack of Attendance/Withdrawal	66	9.39%
Course Content Does Not/Is Difficult to Translate to Remote Instruction	63	8.96%
Discussions	51	7.25%
Teamwork / Group Activities /Collaboration	44	6.26%
Workload/Personal Impact/Time Management	44	6.26%
Relationship-building/Mentoring/Community	43	6.12%
Limited Personal Interaction	36	5.12%
Everything/Preference for Face-to-face Instruction/Remote Instruction is Inferior	22	3.13%
Can't Gauge Engagement or Comprehension	20	2.84%
Communication Limitations	19	2.70%
Active learning/Applied Activities Are Difficult	18	2.56%
Limitations in Assessing Learning Outcomes	17	2.42%
Quizzes and Exams	16	2.28%
No Issues/I Already Teach Online/No Comment	16	2.28%
Student Morale/Motivation	14	1.99%
Office Hours (Providing or Attending)	13	1.85%
Is Not Inclusive	12	1.71%
Lack of Safe/Quiet/Appropriate Space for Students to Study/Work	12	1.71%
General Content Delivery Issues	11	1.56%
Lectures	11	1.56%
Need Financial/Technical Resources to Continue to Remote Instruction	11	1.56%
Remote Instruction/Synchronous Courses Lacked Flexibility	10	1.42%
Accountability/Managing Expectations	10	1.42%
Work/Home Commitments	9	1.28%
Lack of Training/ Need for Instruction	9	1.28%
Work Quality Decreased	8	1.14%
Lack of Guidelines/Instructions Related to Remote Instruction	6	0.85%
Research Productivity	6	0.85%
Concerns Over Cheating	5	0.71%

* Indicates the percentage of total responses not the percentage of respondents providing information in this open-ended question.

Needs for a Safe Return

If public health allows a return to campus, I will need:	(N)	(%)*
Clear and enforceable policies for violations of virus-related regulations	16	22.22%
Policies and/or guidelines for student/staff/faculty behavior	15	20.83%
Access to cleaning supplies and personal protective equipment (university provided)	14	19.44%
Comprehensive virus-testing, screening, or temperature checks performed by staff	7	9.72%
Nothing needed, just want to return to campus	6	8.33%
Not comfortable returning to campus under current circumstances	4	5.56%
Allowance or flexibility for faculty to change their mode of instruction	3	4.17%
Training for return to campus	2	2.78%
Complaints about survey construction	2	2.78%
Other	3	4.17%

* Indicates the percentage of total responses not the percentage of respondents providing information in this open-ended question.

Suggestions for Safe Return

Do you have suggestions on making a return to campus in the Fall safer for students, faculty, and staff?	(N)	(%)
Personal Protective Equipment/Sanitation Supplies/Improved Cleaning Processes	59	13.59%
Hybrid Model/ Shorter Classes/Alternative Schedule	47	10.83%
Continue with Remote Instruction	35	8.06%
Allow Flexibility	34	7.83%
Testing/Screening/Contact Tracing	32	7.37%
Maintain Social Distancing	29	6.68%
No Suggestions	29	6.68%
Smaller Classes	26	5.99%
Clear Enforceable Guidelines	24	5.53%
Other Comment	18	4.15%
Return to Campus without Concern	17	3.92%
Follow Public Health and Legal Guidelines	12	2.76%
Notice for Planning/Contingency Plan	12	2.76%
Training	11	2.53%
Need Additional Resources	10	2.30%
Campus Access for Predetermined Reasons	7	1.61%
Clear Communication Plan	7	1.61%
Designated Assembly Areas/ Map Foot-traffic Flows	4	0.92%
Complete Addl. Research on Options	4	0.92%
Choose and Commit	4	0.92%
Remote Faculty Meetings	4	0.92%
Increase Online Offerings	3	0.69%
Restrict Campus Open Carry	3	0.69%
Limit Travel/Impose Restrictions on Campus Visitors	2	0.46%

Original Responses

What Worked Well

"What Worked" Themes Responses (responses are provided as written and have not been adjusted or corrected).
Increased Flexibility/Convenience

- 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 and faculty, maximized use of existing technologies, efficiency of delivering course materials and evaluating students' work.
- 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.
- Microsoft teams; asynchronous acitivities. Less drive time.
- Ability to make videos on my own schedule and students can watch them at any time that works for their schedules.
- 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)?
- Students were flexible and able to record lessons and participate in zoom for reviews
- teams based meetings seem to have higher attendance when practicing remote teaching. Some students are doing better since the course work is more flexible.
- Using Panopto to record video lectures, then being flexible with synchronous and asynchronous teaching to fit the needs of my students
- None, outside of flexibility of schedule
- '-I can't think of any positive but that I have more flexibility during the day to complete tasks.
- 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.
- 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.
- 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.
- 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.
- Office hours being virtual is convenient but not better
- The convenience of working from home
- Time management
- "'-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."
- "Able to teach topics in depth and provides more flexibility for students.
- Students tend to ask one-on-one help. "
- More flexibility for students. Allows introverts to participate in online discussion fully.
- Flexibility for students to access learning materials at their convenience.
- ability to do one-on-one times with students; ability for students to go back and review notes, class sessions
- 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
- Availability of resources via Internet. Congruence between workplace and online learning.
- 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.
- My students are able to access the information/course material when convenient for their schedule.
- Students can access material at any time of day.
- Students can access material at times that fit their own schedules
- Students have more flexibility to complete lectures/videos with asynchronous scheduling.
- Asynchronous format, flexible assignments and due dates
- Assignment timeline flexibility based on students needs and difficulties coping during this difficult time.
- 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.
- "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."
- Giving open-book, open-note exams during 24-hour "exam windows" via Canvas has worked better than giving in-class exams
- More flexibility for the students: listening to recorded lectures, taking exams.
- There can be more flexibility in doing assignments and tests because of open book.
- 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.
- 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.
- flexibility, saved commute time, NO Parking issues.
- Cuts down on commute time and all courses met because classes not missed due to snow days.
- Asynchronous classes where flexible hours accommodate students
- Asynchronous is awesome for many students schedules, especially if out of work, caring for someone like a child etc
- Asynchronous learning is great for students with kids, jobs, etc.
- Asynchronous nature allows for students to work when they are most prepared
- Flexibility

- Flexibility in meeting with students.
- Flexibility in schedules - asynchronous teaching
- flexibility in time scheduled to meet my students.
- Flexibility with respect to time (when I could work on my classes).
- Flexibility/asynchronicity
- Flexible schedule for the new demands placed on parents.
- asynchronous learning
- "Classes do not have to be cancelled when weather is bad
- Every student has a chance to contribute to discussions "
- 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.
- Gave the students a lot of flexibility to work around their lives and schedules and varying internet connections.
- Gives students working full time the flexibility to join a live lecture OR watch the recording
- I moved more quickly through the material, recorded lectures allowed asynchronous for those that preferred it
- 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.
- 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.
- 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.
- In many cases, students appreciate the flexibility.
- Increased flexibility and choices for working students.
- It allows students to attend at their convenience and more importantly, does not put individuals at a health risk
- "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."
- 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.
- It was easy for students to log in instead of traveling to campus
- I've been teaching online for 4 years. Online asynchronous can be very flexible. Students can work ahead more easily as well.
- More flexibility for instructor and students
- More flexibility with time--activities can be conducted and work can be collected asynchronously.
- more flexible for students
- 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.

- 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.
- 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.
- 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).
- Remote teaching allows for us to work with students schedules that may now be affected by job loss, lack of childcare, etc.
- Schedule flexibility for both myself and students.
- Student adaptability.
- Students can work at times when they feel most productive, not during a specified class time.
- Students feel safer away from campus. There is also a bit more flexibility with time management.
- students have more flexibility
- Students have plenty of flexibility re/ when to engage w/ course, complete work. and their assignments.
- Students learning on their own schedule
- Students were flexible.
- The flexibility when appropriately using a mixed method of synchronous and asynchronous delivery of course content.
- "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."
- The students have more flexibility with their schedule
- Very accommodating to working students schedules

Technology (increased use, added value, efficiency)

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

- 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.
- GoReact to demonstrate assessment skills normally taught in the lab environment.
- In person is more efficient. However, My students and I were able to make the move to distance teaching via webcam.
- Lots of creativity with digital content as in podcasts, exhibits etc...
- 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.
- There are now high quality courses available through multiple sources. For example through text publishers.
- 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.
- Individual or small group zoom meetings. Recorded video lectures. Lots of can as communication as well as twitter/teams/YouTube.
- 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!
- 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).
- 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.
- Education platforms
  Communication modalities
- 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.
- I think the discussion via threaded discussion on Canvas was better than in the classroom.
- Administering exams is easy and eco-friendly on Canvas.
- Canvas
- Canvas and panopto
- Canvas and Teams a great. You can have either a synchronous or asynchronous class.
- 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.
- Canvas, Microsoft Teams meetings and office hours
- Everything has worked in a satisfactory manner, but I have taught online previously and use Canvas even for on the ground classes.
- 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.

- Use of Canvas, ability to record lectures
- 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.
- I had small group of students therefore MIcrosoft Teams worked well.
- Flexibility for students and faculty, maximized use of existing technologies, efficiency of delivering course materials and evaluating students' work.
- 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.
- 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.
- Keeping the class time the same and figuring out how to use the technology for teaching the class.
- 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.
- Exams/Test went well with online exams, voice over powerpoints went well but need more training on the finer points
- 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.
- Technology makes student meetings more frequent than in office
- 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.
- 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.
- use of webex with small groups of students, forced a new look at other interactive learning modalities such as virtual simulations and serious games
- I can use the videos in the future.
- Video conferencing provides face to face interaction with standardized patients which made clinical interviews more predictable.
- Microsoft teams; asynchronous acitivities. Less drive time.
- Asynchronous is most equitable to most students and makes the playing field most level. I think students are more comfortable with online formats that 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
- FRC resources allowed me to offer an online writing class that was as effective as in the classroom

- 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.
- 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
- Ability to make videos on my own schedule and students can watch them at any time that works for their schedules.
- Ability to share ancillary information, videos, etc.
- Being able to see students face to face when they have questions
- Discovery and use of web-based courses or tool for enhancing teaching and student learning.
- 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.
- For those who have access to steady WiFi, computers, webcams and microphones- the students were able to create wonderful video final projects
- 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.
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 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.
- I recorded my workshops / software tutorials via Panopto and had those available for students throughout the semester.
- 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.
- 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.
- I was able to use current UCCS software and publishers software extremely well. I could use more VIDEO training and examples of MS Teams.
- 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.
- 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.
- 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)?
- 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!

- 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.
- Microsoft Teams was very helpful and the students seemed to use it easily
- MS Teams for working with students
- 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.
- Students were flexible and able to record lessons and participate in zoom for reviews
- teams based meetings seem to have higher attendance when practicing remote teaching. Some students are doing better since the course work is more flexible.
- There's really no difference. I simply teach using Webex instead of teaching in the classroom.
- Using Panopto to record video lectures, then being flexible with synchronous and asynchronous teaching to fit the needs of my students
- 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
- WebEx platform, Microsoft teams platform
- 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.
- ZOOM, discussion links, anything that helped me connect.

Nothing Worked Well

- 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.
- I am research only at UCCS, but I think in-person teaching is absolutely vital at any university.
- In person teaching is preferred
- Inclass > remote for all aspects!
- In-person is better for me and my students, period.
- prefer in-person teaching
- remote learning diminishes the student learning experience and amount of information retained.
- There is little that is better than in person teaching.
- We were able to accomplish everything remotely, however, in person is still better.
- While I can make everything work with technology, nothing is better in my coursework than teaching in-person.

- Almost none. It is a positive in allowing students unable to attend in person to participate.
- 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
- There was really nothing that work well.
  A language class should be taught in person, there is a lot missing when is taught on line.
- Almost nothing.

- In the arts nada
- It didn't really work well. My class was supposed to include several experiential components that had to be cancelled.
- None
- None
- None
- None
- None
- none
- none
- None
- none
- None
- None
- none
- None
- None at all!!!!
- None of them. I do not like teaching remotely
- None really. It was an avoidable forced option.
- None!
- None!
- NONE!!   Not for statistics!!
- None, outside of flexibility of schedule
- None.
- None.
- None.
- None.
- None.
- 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. 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.
- None. My courses are best implemented in-person.
- None...My courses are hands-on based and requires students receive the repetitions necessary to adequately perform the tests.
- Not much.
- not much.   My classes are hands on, with lots of collaboration; Very hard to so remotely.
- Nothing about the current unnecessary closure worked well.
- Nothing worked well this spring

- 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.
- Nothing! student attendance at Teams lectures dropped to 1/4 of what I would see normally and from the start of the remote.
- Nothing.
- I cannot think of any aspects that worked well compared to in-person teaching. Remote teaching is a very poor substitute
- i can't think of any
- '-I can't think of any positive but that I have more flexibility during the day to complete tasks.
- 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.
- As a performance instructor in music and theatre, none.
- 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.
- 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 did not have one part of my teaching that was more effective or enjoyable.
- 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.
- In no aspect is remote teaching superior to in-person teaching.
- n/a - nothing worked well in comparison. studio classes are not designed to be taught online - the quality of learning is greatly compromised.
- 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.

Increased Accessibility of Course Materials (lectures, notes, special guest lectures, and assignments)

- Flexibility for students and faculty, maximized use of existing technologies, efficiency of delivering course materials and evaluating students' work.
- 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.
- '"-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."
- Flexibility for students to access learning materials at their convenience.
- ability to do one-on-one times with students; ability for students to go back and review notes, class sessions

- 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
- Availability of resources via Internet. Congruence between workplace and online learning.
- 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.
- My students are able to access the information/course material when convenient for their schedule.
- Students can access material at any time of day.
- Students can access material at times that fit their own schedules
- Students have more flexibility to complete lectures/videos with asynchronous scheduling.
- 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.
- 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.
- 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!
- 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.
- 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.
- 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.
- Canvas worked well for posting assignments, collecting assignments, and keeping important announcements
- Organization of deadlines, materials, and class notes.
- "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. II will continue with the online assignments no matter what.
- "Class attendance was good, easily accessible via remote model.
- ability for students (faculty) to work ahead on consumption (preparation) of some course materials
- 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.
- Focus on essential course components
- For the museum studies minor internships, remote teaching only works well as relates to research elements of the course.
- It is relatively easy to assign homework.

- "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"
- Pre-lab lectures, office hours, samples data for labs
- Pre-recording lectures/discussions
- Providing lecture content that doesnâ€™t require/involve a lot of student interaction.
- 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.
- Recorded lectures worked well for a number of students
- Self-efficacy improved in some students. Video lectures allowed students to review classes multiple times to learn concepts.
- Students like to have access to recorded lectures.
- Students really like pre-recorded lectures because they can play them back
- The courses were hybrid, online lectures and group activities worked well.
- 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.
- assignments
- Assignments

Content Delivery Was Easier/ More Efficient

- "Very small groups (1-3)
  Small sprints of individual work (20-30 minutes)
  Table reads of student work
- 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.
  "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
  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.
- 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.
- Efficient way to get out material and subject matter.
- No commute saves time. Can bring in guests from anywhere in the world.
- 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!

- It is relatively easy to assign homework.
- "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"
- Pre-recording lectures/discussions
- Providing lecture content that doesn't require/involve a lot of student interaction.
- 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.
- Recorded lectures worked well for a number of students
- It has forced me to take some new approaches to my teaching. Iâ€™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.
- Time management
- I moved more quickly through the material, recorded lectures allowed asynchronous for those that preferred it
- "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."
- 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).
- 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!
- I did not have to see the students looking at their phones
- 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
- Delivering lectures and exams
- 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.
- Having synchronous opportunities to get close to the in-person experience.
- 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.
- Lecture format information
- Opportunities to bring in guest speakers from around the country virtually.
- teaching/instructions work well
- The ability to personalize instruction for students was facilitated by remote instruction.
- We were able to have the class set-up and running rather quickly.

Improved Communication

- ALL voices were heard equally--teaching remotely is a boon for shyer, less-vocal students. I was pleased with the high-quality of the online discussions we had--students made real efforts and took assignments seriously.
- "Able to teach topics in depth and provides more flexibility for students.
- Students tend to ask one-on-one help. "
- "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 deiscussions
- Consistent communication with students, collaborative learning, discussion-based lectures
- 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/converstaions.
- 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.
- Tailored help based on feedback.
- "'-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."
- 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.
- 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.
- Canvas worked well for posting assignments, collecting assignments, and keeping important announcements
- More flexibility for students. Allows introverts to participate in online discussion fully.
- Individual or small group zoom meetings. Recorded video lectures. Lots of can as communication as well as twitter/teams/YouTube.
- "Education platforms
- Communication modalities "
- 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.
- I think the discussion via threaded discussion on Canvas was better than in the classroom.
- I had small group of students therefore MIcrosoft Teams worked well.
- "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.
- Student interaction in small groups works well.
- 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
- classroom conversations and one on one meetings were effective, although, the experience is alienating
- Communicating with engaged students went well. I was able to offer them a lot of personalized support.
- Immediate feedback from students; some seem more comfortable emailing a question than asking in class.
- practicing communication
- remote offered increased communication with graduate students
- 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.

Increased or Improved Engagement/ Student Interaction/Discussions/Collaboration

- Class attendance was good, easily accessible via remote model.
- ALL voices were heard equally--teaching remotely is a boon for shyer, less-vocal students. I was pleased with the high-quality of the online discussions we had--students made real efforts and took assignments seriously.
- 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.
- "Able to teach topics in depth and provides more flexibility for students.
- Students tend to ask one-on-one help. "
- 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.
- 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.
- "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.   "
- "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.
- Technology makes student meetings more frequent than in office
- 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.
- "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.
- use of webex with small groups of students, forced a new look at other interactive learning modalities such as virtual simulations and serious games
- Collaborative assignments, some types of self-paced learning; some types of deiscussions
- Consistent communication with students, collaborative learning, discussion-based lectures
- 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/converstaions.
- 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.
- Able to have deeper conversations after students are given time/resources to research the content individually.
- 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.
- Graduate discussions were strong in online format; in some ways better than in-room.
- 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.
- "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 "
- 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!).
- More individual meetings with students (students find me MORE available)
- "More people attended department meetings.
- Students communicated with me more frequently, and more informally (phone call, text.)
- More student engagement
- The ability to have all student participation in activities.

Nothing Changed/ I already taught online/Everything was Fine/No Benefit Identified

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

- 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.
- Already all online with courses. Meetings and planning were moved to virtual.
- 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 have experience teaching online, so most aspects were not new.
- 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 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.
- I teach online 100%
- I was already teaching online.
- 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!
- It all was smooth
- My classes had no challenges with the technology
- No impact. Used to blended learning and hybrid classes.
- Students did seem able to learn formal logic remotely (though I still think it was easier to learn in the classroom setting.)
- 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.
- 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.
- 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.
- 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.

Exam/Quiz Administration/Grading

- "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"
- Delivering lectures and exams
- 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.
- "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. II will continue with the online assignments no matter what.

- "Giving open-book, open-note exams during 24-hour "exam windows" via Canvas has worked better than giving in-class exams
- More flexibility for the students: listening to recorded lectures, taking exams.
- There can be more flexibility in doing assignments and tests because of open book.
- 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.
- 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.
- Administering exams is easy and eco-friendly on Canvas.
- Exams/Test went well with online exams, voice over powerpoints went well but need more training on the finer points
- Canvas quizzes are good.
- Exams and grading
- grading papers
- Students taking quizzes online before we meet. However, it is a POOR substitute for in-person learning.
- Tests done remotely

There was a Health Benefit/ Remote Learning was Safer

- 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.
- "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.
- 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.
- It allows students to attend at their convenience and more importantly, does not put individuals at a health risk
- Students feel safer away from campus. There is also a bit more flexibility with time management.
- 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.
- Relaxed atmosphere, (ironically) able to address more individual student needs
- In-person teaching is definitely the most effective approach; however, given the limitations set by the pandemic, I appreciated feeling protected.
- prefer in person teaching for maximum effectiveness, but not a the risk of ANYONE's health
- 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.

Commute Time improved or Relief from Parking Issues

- Microsoft teams; asynchronous acitivities. Less drive time.
- flexibility, saved commute time, NO Parking issues.

- Cuts down on commute time and all courses met because classes not missed due to snow days.
- 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.
- I don't have my 40 minute commute!
- No commute saves time. Can bring in guests from anywhere in the world.
- "No need to find a parking spot,
- no commute time"
- "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."
- The only advantage is saving the commute time and cost

Course pacing and/or Course Organization was Improved

- 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
- Organization of deadlines, materials, and class notes.
- 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.
- "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."
- Keeping the class time the same and figuring out how to use the technology for teaching the class.
- 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.
- Easier to pace delivery of course content.
- Organization of course, ability to stay on schedule (no snow days).
- Students had more time to digest content and complete their labs.

Improved Efficiency

- "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. II will continue with the online assignments no matter what.
- 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.
- "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.
- flexibility, saved commute time, NO Parking issues.
- I can use the videos in the future.

- Video conferencing provides face to face interaction with standardized patients which made clinical interviews more predictable.
- I don't need to make photocopies
- 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.

The Remote Environment Was More Inclusive

- Asynchronous is most equitable to most students and makes the playing field most level. I think students are more comfortable with online formats that 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
- Almost none. It is a positive in allowing students unable to attend in person to participate.
- ALL voices were heard equally--teaching remotely is a boon for shyer, less-vocal students. I was pleased with the high-quality of the online discussions we had--students made real efforts and took assignments seriously.
- More fair to vulnerable students; increased focus in students
- 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.
- 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.

Support from The Faculty Resource Center

- FRC resources allowed me to offer an online writing class that was as effective as in the classroom
- 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.
- "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"
- 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.
- Some students liked having more flexibility in their schedules to work. Good support from FRC.
- Support from FRC

Efficiency of Evaluating Student learning Outcomes/ Accountability

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

- 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.
- Tailored help based on feedback.
- Accountability was higher than expected.
- Efficient way to get out material and subject matter.

Improved Learning Outcomes

- 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
- 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
- online small student-group projects
- Small student-peer review/reflection/project groups
- 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.

Other*

- I have no idea; once we get student feedback, I'll be able to develop a more informed opinion.
- 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.
- 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
- 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.
- Lectures can be done, but much fewer students chose to participate. No incentive for them to participate in lectures beyond the classroom setting.

What Did Not Work Well

"What Did Not Work" Themes Responses (responses are provided as written and have not been adjusted or corrected).
Content Delivery
Course Content Does Not/Is Difficult to Translate to Remote Instruction
- 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   - 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.   - 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.   - 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.   - Hands-on experiences in labs Interaction with students Interaction among students MS Teams (if I never use it again, it will be too soon)   - 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.   - 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.
- We can't look at dvd's together, and because of the nature of the courses I teach this is a major disadvantage.

- Student engagement, labs, student research.
- 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.
- Most. The concepts taught in my courses require frequent comprehension checks, which is drastically reduced by distance implementation.
- 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.
- For ASL, it is very important to be in classroom where we can interact as a group.
- Having clinical on line and group work for my classes.

- performance-based interactions
- Attendance and turning in assignments on time;
Difficult to teach dance when students do not have adequate dance space at home.
- 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.
- 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.
- 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.
- field trips, class visits to collectors, visiting artists, demonstrations, workshops, experiential exercises
in-class lectures & discussion sessions
- 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
- 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.
- 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.

- Can't teach psychomotor skills- taking a blood pressure
- clinical courses,
  healthcare lab courses. online is not effective!
- Clinical experiences cannot be completed remotely, the students will not really get their full experience with patients.
- clinicals; we are using virtual simulation. It works fairly well, but not as well of course, as the real thing.
- Dance as a creative discipline can not be taught successfully through remote learning. These classes cannot be fully conducted online.
- Dancing on inappropriate flooring, having inadequate space to move, many students donâ€™t have cameras
- 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.

- Experiential learning
- experiential learning/hands-on activities
- Field work for my student teachers.
- Hands on courses....need classroom access.
- Hands-on work with artists and art in the gallery spaces, events training, and any museum training that requires in-person element.
- I am research only. Lab-based research has been impossible.
- I find in the arts it is problematic. I teach poetry and film and relay on engagement and coaching and learning technologies
- 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.

- 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.

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

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

- 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.)

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

- 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.

- Psychomotor skills

- simulated lab experiences

- 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.

- Some interactive class activities will not be doable online.

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

- 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.

- 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.

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

- Student interns are unable to get hands on experience

- Substituting online learning for clinicals. Not as effective.

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

- Teaching anatomy labs as a whole

- 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.

- 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.
- 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.
- 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.
- 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.
- 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.

Discussions

- 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.
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  - synergy effects when the group could engage in speaking and communicating.
  Observing the

- 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.
- 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.
- My courses depend heavily on whole-class and small-group discussions and interactive lectures, so I'm vey 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.
- 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.
- 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).
- 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.
- Delivering content comprehensibly and fostering collaboration on classwork. Facilitating group discussions.
- No public presentations, guest speakers, class discussion
- Class discussion, lecturing, office hours, and administering exams.
- '- Class activities / Team work
  - In class discussions.
  - Quizzes and Tests.
- Collaboration, open discussions.
- Group work is really hard online, though I have succeeded in doing it. Discussions can be a real challenge, too.
- Group work, presentations, and class discussions do not work as well.
- Group work/discussions are different when not in real time.
- 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.

- 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 enforces; 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?

- Student involvement in discussions. Harder to get students involved. Lectures work fine but seminar/discussions donâ€™t work as well. I canâ€™t see chat when I am sharing slides

- 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.

- 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.

- Seminar discussions, student participation in synchronous meetings, discussion boards

- 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.

- large group discussion
  small group work.
  pairs work

- 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.

- 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.

- Class discussions

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

- Classroom discussion, lecture, accountability, personal impact

- Dialog among students. Teaching discourse rules.

- 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.
- discussion, exams, lectures, one-on-one mentoring
- Discussions
- Discussions
- Discussions
- Harder to facilitate synchronous discussions. It's definitely a different dynamic in an online environment.
- Having any kind of real discussion and interaction was limited by virtual meetings.
- In class discussions, touching base with each student, ensuring engagement through eye contact
- 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.
- It is more difficult to have discussion, although with tools available to have conferences it is not impossible.
- Lack of socratic approach, interaction, clear expectations for students, ways for them to engage remotely, grading and time spent in prep were far higher
- Less student-student interaction. Needs more real time discussion, critical thinking generated in classroom.
- 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."
- Stimulating class discussion is more difficult in a remote format than in face-to-face classes.
- student discussion
- 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.
- Students are more easily distracted and you don't get to have great class disucssions.
- 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.

Teamwork / Group Activities /Collaboration

- 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.
- Delivering content comprehensibly and fostering collaboration on classwork. Facilitating group discussions.
- '- Class activities / Team work
  - In class discussions.
  - Quizzes and Tests.
- Collaboration, open discussions.

- Group work is really hard online, though I have succeeded in doing it. Discussions can be a real challenge, too.
- Group work, presentations, and class discussions do not work as well.
- Group work/discussions are different when not in real time.
- 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.
- 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
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  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.
- 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.
- For ASL, it is very important to be in classroom where we can interact as a group.
- Having clinical on line and group work for my classes.
- performance-based interactions
- 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.

- 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.

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

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

- Guest speakers and whole class interactive and collaborative activities.

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

- 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.

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

- applied activities / group activities are hopeless

- Classroom activities and group work

- Collaboration

- 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.

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

- Group projects

- Group work and in-class activities.

- 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.

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

- 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.

- 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.

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

- Interactive activities and projects
- Lack of community among students; lack of collaboration among students, something that is critical for my class; lack of interaction with me during class.
- Lack of hands on learning with community based programs.
- Larger group projects that rely on site specificity
- presentations
- presentations, workshops, interactive activities
- Project work is difficult to supervise and critique as Iâ€™m unable to watch students work.
- student collaboration
- synchronous class discussion; synchronous team activities; use of whiteboard
- The course I instruct relies heavily on group projects that are experiential in nature.

Active learning/Applied Activities Are Difficult

- 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.
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- 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.

- experiential learning/hands-on activities

- Some interactive class activities will not be doable online.

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

- 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.

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

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  - In class discussions.
  - Quizzes and Tests.

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

- 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 enforces; 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?

- 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.

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

- 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.

- 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.

- 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
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- 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

- 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

- 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.

- 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.

- 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 image 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 heir 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.

- Security of graded events

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

Office Hours

- Class discussion, lecturing, office hours, and administering exams.
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process. I fear that too many of our students will take advantage of the lack of monitoring during online exams to cheat.

- 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.
- 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.
- Student access to internet, technology. Student stress about remote learning. Remote office hours.
- 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.
- Very few students attend office hours remotely
- Office hours - most students do not want to engage with me one-on-one via Teams
- Office hours are an important aspect of the teaching experience.
- 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.

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

General
- Guest speakers and whole class interactive and collaborative activities.
- 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.
- Delivering content comprehensibly and fostering collaboration on classwork. Facilitating group discussions.
- Student interaction. Group work. Videos and multimedia presentations. Guest lecturers.
- No public presentations, guest speakers, class discussion
- 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.
- 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.
- 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 ass face/face interactive group work.
- 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 .

- 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.
- Working through QUAN problems.

Lectures

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- discussion, exams, lectures, one-on-one mentoring
- Lectures are not effective.students can only watch videos.
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- Classroom discussion, lecture, accountability, personal impact
- 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.
- The rapid shift. Student participation in live lectures
- Lecture and student engagement
- Student interaction when teaching large lectures
- Delivery of lecture material - it's just not the same online. Lack of f2f interaction.

Limited Access to Technology (Computers, Internet, WebCams)/Technical Difficulties/Limitations of Available Technology

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- 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.

- 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
- 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.
- 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.
- 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.
- presentations, lack of using white board, group discussions, can't look at students to determine if they understand
- 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.
- My courses depend heavily on whole-class and small-group discussions and interactive lectures, so I'm vey 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.
- 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.
- 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).
- Hands-on experiences in labs
  Interaction with students
  Interaction among students
  MS Teams (if I never use it again, it will be too soon)
- 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.

- 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.
- We can't look at dvd's together, and because of the nature of the courses I teach this is a major disadvantage.
- 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
- Due to limitations of teams I was only able to see 4 students at a time. Decreases the number of students actively participating.
- 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
- 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 worked longer hours in preparation for remote teaching.
- Some students become significantly more disconnected. Some students described concerns with their internet speed, connectivity.
- 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.
- Students lacking technology
  Decreased student engagement
  Students' home environment unconducive to learning
  Class prep time commitment doubled so leading to burn out

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

- 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.
- Interaction with students, guidance for students, student participation, student access to appropriate technology, faculty access to appropriate technology.
- Interaction with students. Also, some of the students didn't have the proper devices/tools for remote learning.
- 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.
- Learning to use the equipment, such as Teams, in a quick manner was tough. Now that we know, it is better.
- 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.
- 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.
- My personal laptop and personal internet speed are lacking for good foundational remote working with 40 connections at a time. The laptop I bought was purchased for the occasional remote working, email, WebEx. The workstation and the internet in my office are much better and reliable. I used to do all my "technology heaving lighting" in the office.

  I do not need a full workstation as I have a very good monitor I bought, but I would need a much faster and powerful laptop than the cheapest available. I need it to work in a professional manner.

  Also, my internet package is designed for personal use, not commercial demands like 40 connections. Quality starts to suffer at low bandwidths (which is all I can justify within my family's budget). Our family has light internet demands, with remote learning that has become significant internet demands and use up bandwidth quickly!
- 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)
- Our videoconferencing platforms are not user friendly.
- 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.
- 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.
- Some students have difficulty with the online environment.

- 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.
- 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.
- Spotty internet connectivity can interrupt recording of live lectures.
- Stata is not made available to students. If we can purchase a site license of Stata my teaching would be more effective.
- '-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.
- 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.
- students' lack of technology
- 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.
- 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.
- 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
- 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
- Technology is not always reliable.
- 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.
- 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.
- The technology was difficult for students.
- 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.

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

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they're just so confused.   To accomodate 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.

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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.

- 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.
- 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.
- 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.
- 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.
- In person group collabs are dead. Online virtual simulations of many things are not nearly as good (some can be amazing).
- 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.
- Writing Japanese text instead of typing it in to the computer.all the students didnâ€™t always turn their cameras on

Student Disengagement/Lack of Attendance/Withdrawal

- 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.

- 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.
- 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
- Due to limitations of teams I was only able to see 4 students at a time. Decreases the number of students actively participating.
- 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
- 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 worked longer hours in preparation for remote teaching.
- Some students become significantly more disconnected. Some students described concerns with their internet speed, connectivity.
- 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.
- Students lacking technology
  Decreased student engagement
  Students home environment unconducive to learning
  Class prep time commitment doubled so leading to burn out
- 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.

- 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.
- 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.
- 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.
- 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.
- The rapid shift. Student participation in live lectures
- Lecture and student engagement
- Student interaction when teaching large lectures
- Student interaction. Group work. Videos and multimedia presentations. Guest lecturers.
- 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.
- Very few students attend office hours remotely
- 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.
- 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.

- 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 enforces; 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?

- 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 image 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 heir 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.

- […] 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.

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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.

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- 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 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.
- 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.
- 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
- 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.
- Seminar discussions, student participation in synchronous meetings, discussion boards
- Student engagement, labs, student research.
- 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.
- Attendance and turning in assignments on time;
  Difficult to teach dance when students do not have adequate dance space at home.
- 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.
- 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.
- 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.

- 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.

- 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.

- Being able to easily check on students and their work.

  It's easier for students to fade into the background in online courses.

- 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.

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

- 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.

- 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.

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

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

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

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

- 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

- 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.

- 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.

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

- '-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.

- Taking attendance and ensuring student engagement during class time

- The lack of personal interaction and engagement with Zoom or Teams conferencing.
- 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.
- Class (active) participation such as questions/comments was down a bit during remote instruction times.
- Class participation - can't see who is engaged.
- 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.
- Keeping students (especially underclass students) on track and engaged
- Keeping students engaged
- keeping the students engaged
- Many students do not do well without face-to-face/classroom/group motivation.
- Need strategies to facilitate class engagement and interaction
- Student participation and engagement take a lot more effort.
- 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.

Workload/Personal Impact/Time Management

- 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.
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- 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.

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- 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.
- Much is lost in translation. Students are overwhelmed and inundated by screen time. There are multiple distractions and interactive engagement is down.
- 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
- Student engagement/participation, students fulfilling additional requirements of class beyond scope of remote sessions
- 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.
- 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
- 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.

- 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.

- 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.

- '-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.

- 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.

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

- 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.

- Classroom discussion, lecture, accountability, personal impact

- 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 ass face/face interactive group work.

- 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.

- 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.

- 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.

- 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.
- 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.
- Lack of socratic approach, interaction, clear expectations for students, ways for them to engage remotely, grading and time spent in prep were far higher
- 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.
- 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.)
- 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.
- More time intensive and harder to balance work/life balance.
- 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?
- Additional effort to create/understand assignment guidelines and connect/build relationships on the part of both the instructor and student.
- "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.
- Everything is working fine for me as far as teaching online. Time management has been an issue for the above-noted reasons.
- everything takes 3 times as long to prepare....
- 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
- 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.
- Remote teaching required 50% more additional teaching/evaluation time spent with each student.

• 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. • The time it takes to either write out or videorecord/upload everything I would have said in person • there were a significant workload increase, making it difficult to spend time on research and papers which disrupt the tenure progress • Too many meetings • 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.
Relationship-building/Mentoring/Community
• 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 worked longer hours in preparation for remote teaching. • 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. • 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. • Additional effort to create/understand assignment guidelines and connect/build relationships on the part of both the instructor and student. • 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.

- 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.

- 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 enforces; 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?

- 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.

- 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.

- 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.

- My courses depend heavily on whole-class and small-group discussions and interactive lectures, so I'm vey 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.

- 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.
- 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.

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

- Teacher-student relationships; clarifying ambiguous/difficult material; hands-on learning
- 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.
- 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.
- 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.
- Lack of community among students; lack of collaboration among students, something that is critical for my class; lack of interaction with me during class.
- 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.

- 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."
- 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...
- Community development of cohort programs.
- Developing interpersonal relationships with students. Responding to student non-verbal/non-written clues. Maintaining student enthusiasm.
- Establishing relationships with students
- Getting to know the students better.
- Getting to know the students, getting to know how they interact with patients and how well they work as a RN
- I feel much less connected to my students and the relationship between me and my classes seems much more impersonal and content-driven.
- Less capable of offering direct student support.
- Loss of human touch--ability to view and react to student reaction--ability to maintain relationships w/ both students and colleagues.
- Much harder to build and maintain personal relationships with students.
- 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.
- 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.
- Person to person motivation and excitement for subject material was not possible and that is unfortunate.
- Personal connection with students
- 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
- 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.
- Student accountability. Quality of student work. Assistance on a one-one basis.
- 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.
- The biggest drawback has been missing the campus community, especially in person contact with colleagues and students.
- The first week or two of face to face classes allows for easier getting to know to make and establish working relationships with students.
- The lack of human connection; inability to continue my research as designed

Limited Personal Interaction

- 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.
- Lack of community among students; lack of collaboration among students, something that is critical for my class; lack of interaction with me during class.
- Developing interpersonal relationships with students. Responding to student non-verbal/non-written clues. Maintaining student enthusiasm.
- 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.
- Time management , needing a new computer, interaction with students are challenging, students have more life challenges
Need to watch child and work
- 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.
- Lack of socratic approach, interaction, clear expectations for students, ways for them to engage remotely, grading and time spent in prep were far higher
- 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.Â Â

  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.Â Â Â

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

- 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.
- The lack of personal interaction and engagement with Zoom or Teams conferencing.
- Interaction with students, guidance for students, student participation, student access to appropriate technology, faculty access to appropriate technology.
- Interaction with students. Also, some of the students didn't have the proper devices/tools for remote learning.
- 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.
- Delivery of lecture material - it's just not the same online. Lack of f2f interaction.
- even with e-mail and video office hours, there is much less interaction between faculty and students
- 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.
- 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.
- Student-teacher Interaction and active learning is much more limited, even while delivering synchronous lectures (that are recorded for later viewing).
- Components of student interaction like peer reviews. Not all students have the same access nor time, so this has been difficult.
- 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.
- Having any kind of real discussion and interaction was limited by virtual meetings.
- Less student-student interaction. Needs more real time discussion, critical thinking generated in classroom.
- 1. personal interaction - interview
  2. access to physical collections
- 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.
- 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.

• Average students need in person contact and support.
• Interaction was a bit limited.
• 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.
• Lack of interaction with your students, on many occasions I felt I was talking to a blank screen. No student participation.
• Lack of personal interactions with students
• Lack of student contact and many student issues that were difficult to resolve from home
• The lack of student interaction I believe played a large role in student success.
• The only disadvantage was that we were not able to interact with one another in the classroom.
• Timeliness of interaction with students.

Everything/Preference for Face-to-face Instruction/Remote Instruction is Inferior

- Most. The concepts taught in my courses require frequent comprehension checks, which is drastically reduced by distance implementation.
- I do not really appreciate President Kennedy taking advantage of these conditions to push his online agenda. I really donâ€™t appreciate the idea that â€œingenuityâ€ = 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.
- Everything went poorly. Closing campus was an inappropriate move based on bad science.
- Draconian measures are unnecessary
- 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.
- There is no substitute yet for face-to-face human interactive learning in a collective setting of mutual exchange.
- I just prefer F2F.
- no substitute for the face-to-face interaction with students (in person)
- Remote teaching is just not as good.
- 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
- 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.
- all
- all
- All of them.

- All.
- Everything else!
- Everything!
- Everything!!!!
- Everything, my class can be taught online, but it is not the most effective delivery method by far.
- most
- 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.
- Most if not all

Cannot Gauge Engagement or Comprehension

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

- 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
- 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.
- Class participation - can't see who is engaged.
- presentations, lack of using white board, group discussions, can't look at students to determine if they understand
- 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.
- 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 .
- Classroom activities and group work
- 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.
- Helping the at-risk student stay engaged, collaborative classroom instruction and feel
- 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
- It's harder to determine student engagement
- 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.

Communication Limitations

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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Excessive emails
- 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 loss of direct student feedback each week.

Limitations in Assessing Learning Outcomes

- 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.

- 1. personal interaction - interview
  2. access to physical collections
- Getting to know the students, getting to know how they interact with patients and how well they work as a RN
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- Figuring out where the students are having issues understanding the material.
- It's harder for students to learn without in person instruction.
- lost track of students who might be struggling
- student teaching supervision was very challenging for early childhood as some students could not upload videos of themselves teaching
- Student teaching without children does not replicate the true situation and though video taping their lessons was helpful- it was not ideal

No Issues/I Already Teach Online/No Comment

- Everything is working fine for me as far as teaching online. Time management has been an issue for the above-noted reasons.
- 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.
- I already teach on line
- 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.
- I teach online 100%
- I was already teaching online.
- My classes are very successful online.
- N/A
- N/A
- N/A
- N/a
- NA
- No significant issues for my classes
- none really
- None work well
- 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.

Student Morale/Motivation

- Developing interpersonal relationships with students. Responding to student non-verbal/non-written clues. Maintaining student enthusiasm.
- Lack of student contact and many student issues that were difficult to resolve from home
- 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.

- Person to person motivation and excitement for subject material was not possible and that is unfortunate.
- 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
- 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.
- Student involvement in discussions. Harder to get students involved. Lectures work fine but seminar/discussions donâ€™t work as well. I canâ€™t see chat when I am sharing slides
- 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
- student lack of interest in the subject,
  student issues with family and work dynamics
- 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 students don't have the desire or drive to learn online.
- Some students have a hard time adjusting online.
- Students had not signed up for online. Some resentment on their part.
- students need discipline by sitting in classroom seats

Remote Instruction is Not Inclusive

- 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 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.
- 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.
- 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.
- 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.
- 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.
- 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
- 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.

- 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.
- Need strategies to facilitate class engagement and interaction
- 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.
- Supporting at-risk populations

Lack of Safe/Quiet/Appropriate Space for Students to Study/Work

- 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
- 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.
- My courses depend heavily on whole-class and small-group discussions and interactive lectures, so I'm vey 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.
- 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.
- Students lacking technology
  Decreased student engagement
  Students' home environment unconducive to learning
  Class prep time commitment doubled so leading to burn out
- 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.
- 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.
- 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.

- 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.   - 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 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.   - 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.

Need Financial/Technical Resources to Continue to Remote Instruction

- 1. personal interaction - interview
  2. access to physical collections
- 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 enforces; 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?
- 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.
- 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 accomodate 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 accomodate 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.
- 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 image 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 heir 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.

- 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.
- 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.
- My personal laptop and personal internet speed are lacking for good foundational remote working with 40 connections at a time. The laptop I bought was purchased for the occasional remote working, email, WebEx. The workstation and the internet in my office are much better and reliable. I used to do all my "technology heaving lighting" in the office.

  I do not need a full workstation as I have a very good monitor I bought, but I would need a much faster and powerful laptop than the cheapest available. I need it to work in a professional manner.

  Also, my internet package is designed for personal use, not commercial demands like 40 connections. Quality starts to suffer at low bandwidths (which is all I can justify within my family's budget). Our family has light internet demands, with remote learning that has become significant internet demands and use up bandwidth quickly!
- 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)
- 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.
- Need some updated equipment

Remote Instruction/Synchronous Courses Lacked Flexibility

- 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.

- 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.
- 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.
- 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.
- Components of student interaction like peer reviews. Not all students have the same access nor time, so this has been difficult.
- 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.
- 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
- synchronous class discussion; synchronous team activities; use of whiteboard
- Harder to facilitate synchronous discussions. It's definitely a different dynamic in an online environment.
- It's very hard to have 100 plus students show up to a class at a particular time.

Accountability/Managing Expectations

- 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.
- 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...

- Greatly reduced interactions between students, less class attendance, students tend not to follow any deadlines.
- 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.
- Student accountability. Quality of student work. Assistance on a one-one basis.
- Classroom discussion, lecture, accountability, personal impact
- Attendance and turning in assignments on time;
  Difficult to teach dance when students do not have adequate dance space at home.
- 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.
- Being able to easily check on students and their work.

  It's easier for students to fade into the background in online courses.
- Lack of consistency in expectations across different classes

Work/Home Commitments

- 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.
- 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.
- 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.
- student lack of interest in the subject,
  student issues with family and work dynamics
- More time intensive and harder to balance work/life balance.
- 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?

- 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.   - students in personal and financial difficulty had much lower success and fewer UCCS resources available   - Work hours are blurred, working well into evenings

Lack of Training/ Need for Instruction

- Need strategies to facilitate class engagement and interaction
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Need more training on enhancing student engagement and faculty presence online, in addition to technology training.
- 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.

Work Quality Decreased

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

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

Lack of Guidelines/Instructions Related to Remote Instruction

- 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?
- 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...
- '-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.
- The rapid shift. Student participation in live lectures

- Last minute decisions; unclear explanations of guidelines
- The rapid shift made things VERY difficult, and made it impossible to develop the kind of course that I would like.

Research Productivity

- 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 enforces; 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 lack of human connection; inability to continue my research as designed
- there were a significant workload increase, making it difficult to spend time on research and papers which disrupt the tenure progress

• Student engagement, labs, student research.
• 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.)
• Research and tutoring

Concerns Over Cheating

• […] 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. […] My grading scheme has become easier to accomodate 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 accomodate 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.
• 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
• 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.
• 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.
• 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.

Safer Return (responses are provided as written and have not been adjusted or corrected).
Personal Protective Equipment /Sanitation Supplies /Improved Cleaning Processes
- 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.   - 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.   - 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   - Absolute insistence on safety - masks, social distancing. Really thinking the use of spaces to allow distancing.   - 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.   - 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.   - If students and faculty adhere to guidelines for masks, social distancing, it will be fine.   - 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.

- 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.

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

- mandatory masks, physical distancing

- PPE and clear guidelines for social distancing orientation.

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

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

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

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

- 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.

- 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.

-   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.

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

- PPE if still needed, delayed/shortened semester

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

- Build screens, disinfect after every class, more education on healthy lifestyle, sleep and nutrition for everyone.
- 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?
- 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.
- 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.
- Ensure that everyone has access to face masks and disinfectant for on campus classes.
- Everyone is required to wear proper protective masks.
- Glass 'wall' between instructors and students in classrooms.
- Hand sanitizer mandatory on entry to every classroom. Facemasks required everywhere on campus.
- 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 proceedures.
- 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 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.
- 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.

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

- Mask wearing mandatory
- 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

- Masks required for everyone.
- Masks. Hand sanitizer everywhere. Buildings cleaned overnight. Faculty meetings continue online.

- Mass testing and vaccines along with PPE.
- Offering hand sanitizer stations, gloves, or masks as needed. Classroom cleaning supplies or wipes.
- 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.
- 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).
- 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.
- 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.
- 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.
- Providing PPE would be fantastic and help keep exposure down. Wipes and cleaning material in all classrooms.

- Require everyone to wear a haz mat suit.
- 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.
- 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 1oo%remote classes for fall 2020

Hybrid Model/ Shorter Classes/Alternative Schedule

- 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.

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- 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.

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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.

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  Shorter classes as much as possible.
  Have classes outside as weather permits.
- 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
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- 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)

- PPE if still needed, delayed/shortened semester
- 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 our, following social distancing protocols. For courses larger than 20, move to fully online, as proposed above.
- 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!!
- 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. Iâ€™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.

- All classes that are not effective remotely should return with restrictions and all courses that are feasible and effective online should be taught remotely.
- 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.
- 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.
- 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!
- 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
- 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).
- For my classes, a blended approach where some students appear in person and others use remote learning would work.
- 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.
- I like the idea of small classes returning to campus - while my classes can be taught online, they are more meaningful in person.

- 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 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.
- 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 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 think a staged start or limit numbers would be effective. Limiting numbers will be key and not sure that is doable.
- 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 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 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 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'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.
- Increased lab space for nursing students. No more than 8-10 students per lab room and 4-6 in simulation lab.

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

- Meetings should remain virtual.
  Auditoriums, where students can distance, should be fully utilized. That may mean increasing evening courses.
- 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.
- 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.
- 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 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.
- Provide testing. Make guidelines (e.g. for social distancing and masks) very clear. Make sure large classes are remote no matter what.
- Smaller class size and staggered schedules is all I can think of
- Start labs and classesearlier so we can reduce class size.700 am
- 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.
- 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 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.

Continue with Remote Instruction

- All classes that are not effective remotely should return with restrictions and all courses that are feasible and effective online should be taught remotely.
- 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.
- 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.Â

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.Â Â

- Allow faculty to choose remote regardless of class size by July 1st.
- 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 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.

- Don't do it

- Extensive testing and contact tracing and options for those with higher risk to stay home.
- 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.
- 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?
- 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 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 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 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 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 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 will NOT return to campus in the fall, or even in Spring 2021.
- 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.
- 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.
- 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'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.
- Most of us should not be returning to campus. Let's work on the majority going remote.
- No vaccine, no return. DO NOT be wish-washy.
- No, there isnâ€™t any. Recommendation is to stay completely remote in the Fall.
- No. Don't do it until we are sure it is safe to do so for everyone, not just some classes.
- Please do it...for mental health
- 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.
- Require that we go online.
- 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.
- THERE ARE NONE IF ABOVE INFO (VACCINE,TESTING) = UNAVAILABLE
- Unless the virus threat is reduced to zero, continue the safe teaching practice that UCCS adopted Spring 2020.
- 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.
- 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.
- wait until vaccine
- Work remotely until there is a solution to the covid problem

Allow Flexibility

- Allow faculty to choose remote regardless of class size by July 1st.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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?
- 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.

- As much prior notice as possible.
- 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.

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

- If we return to campus, allow faculty the flexibility to teach their classes remotely if desired.
- 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.
- 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.
- Must have am option for student to come in remotely if they are ill. To hopefully prevent an outbreak and the need to go remote again midstream.

- 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 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.
- Offer the classes on campus and online, and let students register for their preferred class and then offer that preferred class
- Optional for faculty to teach remote! Many classes will work fine as remote - make any classes that can be remote, remote
- 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.
- Should be student and faculty choice whether or not to be on campus.

Testing/Screening/Contact Tracing

- Extensive testing and contact tracing and options for those with higher risk to stay home.
- 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
- 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.
- 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
- 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.

- 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 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.

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

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

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

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

- 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.

- 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.

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

- Mass testing and vaccines along with PPE.

- 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).

- 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.

- 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.

- 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 1oo%remote classes for fall 2020

- 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.
- 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.
- 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.
- 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.
- 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.
- Effective covid testing, contact tracing, and a vaccine against covid-19. I don't think anything else w/could matter as much.
- Having people vaccinated before returning if there is a vaccine. Having no one on campus with a fever, cough etc
- invest in testing/temperature checks. Make fall in-person classes possible.
- 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.
- testing for the virus and antibodies
- Testing.
- 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.
- work with the hospitals to determine good processes for evaluating people coming on campus. it will be difficult, but these are difficult times.

Maintain Social Distancing

- 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

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- 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.
- 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.

- 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 our, following social distancing protocols. For courses larger than 20, move to fully online, as proposed above.

- Absolute insistence on safety - masks, social distancing.
  Really thinking the use of spaces to allow distancing.

- 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.

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

- 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.

- 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.

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

- mandatory masks, physical distancing

- PPE and clear guidelines for social distancing orientation.

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

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

- '- Keep social distancing.
  - Any university member feels sick, or has any symptoms should stay at home.
  - Impose visiting restrictions to the campus.

- A smaller class, that would use Social Distancing.

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

No Suggestions

- N/A
- N/A
- No
- No
- no
- no
- no
- No.
- none
- None
- Not really.
- Not really. Wish I did!
- Not right now.
- Not that I can think of at this time. Thank you for allowing us to have a voice in this process.
- Nothing beyond what is being considered above. Thank you.
- No...I just sincerely hope we can move back to in-person courses as soon as it is safe.
- 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 have no clue.
- I have no idea; once we get student feedback, I'll be able to develop a more informed opinion.
- I trust our faculty assembly and administrators. Thank you for navigating these difficult waters.
- I wish I did.

- I wish i did...
- 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, and I'm glad I don't have to make the finanl decision.
- No, but thank you for your hard work on this!
- No, I trust the faculty assembly has considered this question much more than I have.
- 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.
- 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.
- Seems like UCCS has thought this through. I do not have any significant contributions or advice (other than what has been shared in my comments)

Smaller Classes

- 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.
- 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.
- A smaller class, that would use Social Distancing.
- Reduce class sizes and follow CDC guidelines.
- 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.
- Smaller class size, requirements of mask wearing, campus wide testing.

- 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.
- 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.
- 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.
- I like the idea of small classes returning to campus - while my classes can be taught online, they are more meaningful in person.
- 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 think a staged start or limit numbers would be effective. Limiting numbers will be key and not sure that is doable.
- 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.

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

- Start labs and classesearlier so we can reduce class size.700 am
- 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.
- 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.
- Please gear up with hand sanitizers and antiseptic wipes
  Have the AVC systems in good condition and working,
  offer masks for free of for sale for a small amount in every building / room,
  If classes are bigger than approved, please split (don't cancel) them, ...

- 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.

- Cap class sizes and try to utilize some of the larger meeting rooms for classes.
- Lower size of classes to 10
- Must limit overall exposure times and exposure to viral loads. Big classrooms with few students.
- My typical class section has 40 students. I believe this would need to be cut in half for the classroom environment to be safe.
- 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.
- Smaller class sizes. Flowcharts to mark ways to enter/exit a building to reduce numbers of students in the hallway.
- Smaller classes more sections. Larger classes that normally held 200+ students automatically assigned to remote learning.

Clear Enforceable Guidelines

- some sort of Covid19 test; serious enforcement of distancing and PPE.
- 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.
- 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?
- If students and faculty adhere to guidelines for masks, social distancing, it will be fine.
- 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.
- Provide testing. Make guidelines (e.g. for social distancing and masks) very clear. Make sure large classes are remote no matter what.
- Lots of testing for the virus, protective gear, clear guidelines, protocols for isolating infected individuals.
- 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 1oo%remote classes for fall 2020

- Yes, providing multiple options for instruction with clear guidelines.
- 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.
- 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)
- 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 proceedures.
- Clear and definitive direction. I want a decision with plenty of advanced notice so that I can plan accordingly.
- Clear guidelines and a commitment to having classes return.
- 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.
- Guidelines for staying safe need to be clear and ENFORCED

- 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.
- If we do return, I hope there are clear and indisputable guidelines about public health safety protocols (such as wearing masks, etc.).
- 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.
- Quick and decisive and clear guidelines that donâ€™t leave it up to individual faculty members to make decisions on their own inconsistently across the campus

- Strict safety guidelines that must be enforced, not that some follow, some ignore.
- Strong communication of guidelines and mandatory actions to be taken by faculty, students, and custodians.
- 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.

Return to Campus without Concern

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

- I feel Freshman seminar courses really need to be in person!
- 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 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 â€' 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 â€' serve the students.

- Just let us go back to work.

- Just make it happen!!!!

- Let us go back to work!

- 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.

- Open the college - we can handle social distance.
- Open the doors and let us in. There is just as much risk in day to day life as there is on campus.

- Return students to the campus experience in order to teach responsible behaviors.
- 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 just need to return to the campus. I would be willing to wear my own mask if we have to.

- we need to return to campus for the fall term
- 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.

Follow Public Health Guidelines

- Reduce class sizes and follow CDC guidelines.
- 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.
- 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.
- 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 want the students expected or signed up for, and these students were therefor 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.
- 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.

- As long as we follow health guidelines provided by the state we'll be OK.
- Do not have classes until scientists and medical personnel give the all clear to resume as normal.
- Follow CDC guidelines and ensure that the classroom is a safe environment.
- 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 public health guidelines
- Make health and safety top priority. Don't take chances with our health.
- 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.

Notice for Planning/Contingency Plan

- 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.
- 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 1oo%remote classes for fall 2020
- Clear and definitive direction. I want a decision with plenty of advanced notice so that I can plan accordingly.
- 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.
- 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 would strongly suggest planning on not returning in the Fall with a contingency to smaller classes if feasible, but not the other way around.
- 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!!

- 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

- Clear communication to all.

- DECIDE SOON what the plan will be so faculty have enough time to prepare.
- 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.
- 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.

Training

- 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.
- 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.
- 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.
- 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?
- 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.
- 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. Iâ€™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.

- 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.
- 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.
- 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.
- 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.
- 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.
Need Additional Resources
- 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 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. - 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. - 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. - 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. - A ZOOM account for departmental use (VAPA) would be mission critical to future online teaching and for holding class presentations. - Buy zoom. People are investing money in alternate platforms because students struggle to use them. - 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. - 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 ehen remotely. We need to make sure students learn the material and that we can test at the right level

- 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

Campus Access for Predetermined Reasons

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

Clear Communication Plan

- 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 want the students expected or signed up for, and these students were therefor 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.
- 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.

- 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.
- Strong communication of guidelines and mandatory actions to be taken by faculty, students, and custodians.
- 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
- Just keep communicating as clearly and reliably as possible.
- Keep up the great communication!

Designated Assembly Areas/ Map Foot-traffic Flows

- 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.
- Smaller class sizes. Flowcharts to mark ways to enter/exit a building to reduce numbers of students in the hallway.
- 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.
- 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
- 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.
- Finding a way to stagger class start and end times so that fewer students are rushing to change classes all at once.

Complete Addl. Research on Options

- 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

• 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.
• 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.
• 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.

Choose and Commit

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

Remote Faculty Meetings

• 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.
• 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.
• Meetings should remain virtual. Auditoriums, where students can distance, should be fully utilized. That may mean increasing evening courses.
• Masks. Hand sanitizer everywhere. Buildings cleaned overnight. Faculty meetings continue online.

Increase Online Offerings

- 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!!
- 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.
- 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.

Restrict Campus Open Carry

- 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.
- 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.
- 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.

Limit Travel/Impose Restrictions on Campus Visitors

- 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.

- '- Keep social distancing.
  - Any university member feels sick, or has any symptoms should stay at home.
  - Impose visiting restrictions to the campus.

Other Comments

- 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.
- 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

- '-Advance notice
- 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.
- If we can go back safely, then we should. But if it's not going to be safe, we absolutely should not do it.
- It is hard to explain why restaurants and other social areas are available to individuals but educational institutions are not.
- 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 thanks to the task force who is working on this very issue. So very important.
- 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.

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

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

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

- 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 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.

- Wearing a mask is fine but should be optional.