Faculty Survey Results

Sept 2020

Executive Summary

- Faculty are stressed, with more than three-quarters of the faculty experiencing more stress than in past semesters.
- Faculty most impacted by stress include full-time, non-tenure track faculty, faculty teaching a mix of face-to-face and online classes, and faculty in the College of Arts & Sciences and the Library.
- For the most part, faculty feel supported by their departments and college, although faculty in the library do not feel supported by their departments or college.
- The majority of faculty do not feel supported by upper administration.
- Faculty would feel more supported if they were given a choice in teaching modality, received more instructional support, had a larger role in shared governance, and had childcare and mental health support.
- Faculty would feel more supported if administration recognized the increased workload being carried by faculty; was more transparent and effective at communicating; and demonstrated a better understanding of the demands on, and challenges faced, by faculty and by the university.
- The majority of faculty report that people around them at UTC are regularly taking necessary steps to protect themselves against COVID, with more than 70% of faculty teaching at least on face-to-face class reporting people protecting themselves against COVID.
- Nearly a third of all faculty report they would feel safe teaching face-to-face classes in Spring 2021. Among faculty who are currently teaching at least one face-to-face class, nearly half faculty report they would feel safe teaching face-to-face classes in Spring 2021.
- Faculty would feel safe teaching face-to-face classes in Spring 2021 if there is a vaccine, more testing, better compliance with existing COVID policies, changes to our existing classrooms, better cleaning of classrooms, new COVID policies and procedures, the continuance of existing COVID policies and procedures, and better communication.
- Less than half of the faculty agree that they would be able to teach more synchronous online classes in Spring 2021.
- Faculty who are teaching face-to-face classes are experiencing a variety of challenges including a lack of appropriate and reliable technology, low attendance in face-to-face sessions, limited face-to-face instruction time due to of rotating attendance schedules, juggling teaching face-to-face and online simultaneously, making class adjustments necessitated by COVID policies, and teaching while wearing a facemask.
- Faculty are currently spending more time teaching than in previous semesters. In turn, faculty are spending less time doing research than in previous semesters.

- Over the summer, faculty spent more hours over the summer preparing to teach fall classes than in previous summers. In turn faculty spent fewer hours doing research over the summer.
- Faculty are spending less time on campus than in pre-COVID semesters. The majority of faculty are spending less than 10 hours a week on campus.

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Stress Levels

Overall Summary:

- Faculty are stressed, with more than three-quarters of the faculty experiencing more stress than in past semesters.
- Full-time, non-tenure track faculty are the most stressed while adjunct faculty are the least stressed.
- Faculty who are teaching a mix of face-to-face and online classes are the most stressed while faculty teaching all online are the least stressed.
- CAS & LIB faculty are the most stressed while CECS faculty are the lease stressed.

Q1: Overall, how is your Fall 2020 semester going?

353 responses

Summary of question results:

- The majority of faculty are having a good semester while a fifth of faculty are having a bad semester.
- Adjunct faculty are having better semesters then other faculty. Full-time, non-tenure track faculty are having the worst semesters.
- Faculty who are teaching fully online are having better semesters then other faculty. Faculty who are teaching a mix on F2F and online classes are having worst semesters.
- CHEPS faculty are having better semesters then other faculty. CAS faculty are having the worst semesters.

Overall Results

	Overall Responses
Extremely good	13.6%
Somewhat good	43.1%
Neither good or bad	23.2%
Somewhat bad	17.3%
Extremely bad	2.8%

	Overall
Extremely or somewhat good	56.7%
Neither good or bad	23.2%
Extremely or somewhat bad	20.1%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Extremely good	12.5%	11.8%	8.3%	22.5%
Somewhat good	41.4%	40.8%	37.5%	54.9%
Neither good or bad	27.3%	22.4%	27.8%	12.7%
Somewhat bad	16.4%	21.1%	20.8%	9.9%
Extremely bad	2.3%	3.9%	5.6%	0%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Extremely or somewhat good	53.9%	52.6%	45.8%	77.4%
Neither good or bad	27.3%	22.4%	27.8%	12.7%
Extremely or somewhat bad	18.7%	25%	26.4%	9.9%

Results by Teaching Modality

	All Online	Mix	All F2F
Extremely good	20.4%	7.6%	14%
Somewhat good	42.8%	46.5%	39.5%
Neither good or bad	23%	22.9%	20.9%
Somewhat bad	13.8%	18.8%	18.6%
Extremely bad	0%	4.2%	7%

	All Online	Mix	All F2F
Extremely or somewhat good	63.2%	47.1%	53.5%
Neither good or bad	23%	22.9%	20.9%
Extremely or somewhat bad	13.8%	23%	25.6%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree	9%	31.8%	24.4%	10%	13.8%
Agree	41.6%	36.4%	46.2%	48%	43.1%
Neither agree nor disagree	22.5%	27.3%	19.2%	30%	23.2%
Disagree	22.5%	4.5%	10.3%	10%	17%
Strongly disagree	4.5%	0%	0%	2%	2.9%

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree & agree	50.6%	68.2%	70.6%	58%	56.9%
Neither good or bad	22.5%	27.3%	19.2%	30%	23.2%
Strongly disagree & disagree	27%	4.5%	10.3%	12%	19.9%

Q6: I feel more stressed than past semesters.

347 responses

Summary of question results:

- More than three-quarters of the faculty are experiencing more stress than in past semesters.
- Full-time, non-tenure track faculty are experiencing the highest levels of stress, in comparison to past levels of stress, while adjunct faculty are experiencing the lowest levels of stress.
- Faculty who are teaching a mix of face-to-face and online classes are experiencing the highest levels of stress, in comparison to past levels of stress, while faculty teaching all online are experiences the lowest levels of stress.
- CAS & LIB faculty are experiencing the highest levels of stress, in comparison to past levels of stress, while CECS faculty are experiencing the lowest levels of stress.

Overall Results

	Overall Responses
Strongly agree	48.2%
Agree	31.2%
Neither agree nor disagree	9.3%
Disagree	6.2%
Strongly disagree	2.8%
Does not apply	2.3%

	Overall Responses
Strongly agree / agree	79.4%
Neither agree nor disagree	9.3%
Strongly disagree / disagree	9%
Does not apply	2.3%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree	53.1%	56.6%	54.2%	25.4%

Agree	28.9%	22.4%	36.1%	39.4%
Neither agree nor disagree	12.5%	2.6%	4.2%	14.1%
Disagree	3.1%	10.5%	2.8%	11.3%
Strongly disagree	2.3%	2.6%	2.8%	4.2%
Does not apply	0%	5.3%	0%	5.6%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree & agree	82%	79%	90.3%	64.8%
Neither agree nor disagree	12.5%	2.6%	4.2%	14.1%
Strongly disagree & disagree	5.4%	7.9%	5.6%	15.5%

Results By Teaching Modality

	All Online	Mix	All F2F
Strongly agree	40.8%	53.5%	51.2%
Agree	28.9%	34%	30.2%
Neither agree nor disagree	13.2%	4.9%	11.6%
Disagree	7.9%	5.6%	4.7%
Strongly disagree	5.3%	1.4%	0%
Does not apply	3.9%	0.7%	2.3%

	All Online	Mix	All F2F
Strongly agree & agree	69.7%	87.5%	81.4%
Neither agree nor disagree	13.2%	4.9%	11.6%
Strongly disagree & disagree	9.2%	2.1%	4.7%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree	53.4%	18.2%	42.3%	50%	76.9%
Agree	32%	36.4%	32.1%	26%	7.7%
Neither agree nor disagree	7.3%	27.3%	5.1%	14%	15.4%
Disagree	3.9%	9.1%	11.5%	4%	0%
Strongly disagree	1.1%	4.5%	5.1%	6%	0%
Does not apply	2.2%	4.5%	3.8%	0%	0%

	CAS	CECS	CHEPS	RCOB	LIB

Strongly agree & agree	85.4%	54.6%	74.4%	76%	84.6%
Neither agree nor disagree	7.3%	27.3%	5.1%	14%	15.4%
Strongly disagree & disagree	3.3%	9%	8.9%	6%	0%

Perceptions of Support

Overall Summary:

- Over 80% of faculty feel supported by their departments.
- Slightly more than half of faculty feel supported by their colleges.
- Less than half the faculty feel supported by upper administration.
- Faculty in the library report the lowest levels of support at the department and college levels, while faculty in CAS report the lowest level of support by upper administration.
- Faculty in CHEPS report the highest level of support at all levels.
- Non-tenure-track faculty feel the most supported by their departments while adjunct faculty feel the most supported by their colleges and upper administration.
- Faculty teaching a mix of face-to-face and online courses report the lowest levels of support by their departments and upper administration.

Q2: I feel supported by my department.

346 responses

Summary of question results:

- Over 80% of faculty feel supported by their departments.
- Faculty in CECS and CHEPS feel the most supported by their departments. Faculty in the library feel the least supported, with only 54% of library faculty feeling supported by their departments.
- Non-tenure-track faculty feel the most supported by their departments while tenured faculty feel the least supported.
- Faculty teaching a mix of face-to-face and online classes feel less supported by their departments than faculty teaching in one modality, whether that be fully online or fully face-to-face.

Overall Results

	Overall Responses
Strongly agree	49.6%
Agree	30.9%
Neither agree nor disagree	11.3%
Disagree	5.9%

Strongly disagree	2%

	Overall Responses
Strongly agree / agree	80.5%
Neither agree nor disagree	11.3%
Strongly disagree / disagree	7.9%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree	44.1%	53.9%	51.4%	54.9%
Agree	30.7%	27.6%	34.7%	31%
Neither agree nor disagree	15%	10.5%	6.9%	9.9%
Disagree	7.9%	6.6%	4.2%	2.8%
Strongly disagree	2.4%	1.3%	2.8%	1.4%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree & agree	74.1%	81.5%	86.1%	85.9%
Neither agree nor disagree	15%	10.5%	6.9%	9.9%
Strongly disagree & disagree	10.3%	7.9%	7%	4.2%

Results by Teaching Modality

	All Online	Mix	All F2F
Strongly agree	52.3%	45.1%	60.5%
Agree	31.1%	32.6%	23.3%
Neither agree nor disagree	9.9%	13.9%	7%
Disagree	5.3%	5.6%	7%
Strongly disagree	1.3%	2.8%	2.3%

	All Online	Mix	All F2F
Strongly agree / agree	83.4%	77.7%	83.8%
Neither agree nor disagree	9.9%	13.9%	7%
Strongly disagree / disagree	6.6%	8.4%	10.3%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree	49.4%	68.2%	51.9%	50%	23.1%
Agree	29.8%	18.2%	35.1%	30%	30.8%
Neither agree nor disagree	12.4%	13.6%	10.4%	4%	23.1%
Disagree	5.6%	0%	1.3%	14%	23.1%
Strongly disagree	2.8%	0%	1.3%	2%	0%

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree / agree	79.2%	86.4%	87%	80%	53.9%
Neither agree nor disagree	12.4%	13.6%	10.4%	4%	23.1%
Strongly disagree / disagree	8.4%	0%	2.6%	16%	23.1%

Q3: I feel supported by my college.

347 responses

Summary of question results:

- Slightly more than half of faculty feel supported by their colleges.
- Adjunct faculty feel the most supported by their colleges, while others ranks report similar levels of support from their colleges.
- Faculty teaching different modalities report similar levels of support by their colleges.
- Faculty in CHEPS and RCOB feel the most supported by their colleges, while faculty in the library feel the least supported.

Overall Results

	Overall Responses
Strongly agree	27.2%
Agree	30.3%
Neither agree nor disagree	24.6%
Disagree	12.5%
Strongly disagree	5.4%

	Overall Responses
Strongly agree / agree	57.5%
Neither agree nor disagree	24.6%
Strongly disagree / disagree	17.9%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree	24.2%	27.2%	23.6%	36.6%
Agree	33.6%	26.3%	30.6%	31%
Neither agree nor disagree	21.1%	26.3%	29.2%	23.9%
Disagree	13.3%	14.5%	12.5%	7%
Strongly disagree	7.8%	5.3%	4.2%	1.4%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree & agree	57.8%	53.5%	54.2%	67.6%
Neither agree nor disagree	21.1%	26.3%	29.2%	23.9%
Strongly disagree & disagree	21.1%	19.8%	16.7%	8.4%

Results by Teaching Modality

	All Online	Mix	All F2F
Strongly agree	30.9%	23.6%	27.9%
Agree	27%	34%	27.9%
Neither agree nor disagree	25%	23.6%	27.9%
Disagree	13.2%	13.2%	7%
Strongly disagree	3.9%	5.6%	9.3%

	All Online	Mix	All F2F
Strongly agree & agree	57.9%	57.6%	55.8%
Neither agree nor disagree	25%	23.6%	27.9%
Strongly disagree & disagree	17.1%	18.8%	16.3%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree	16.9%	36.4%	44.9%	42%	7.7%
Agree	33.1%	27.3%	23.1%	26%	38.5%
Neither agree nor disagree	31.5%	13.6%	24.4%	10%	23.1%
Disagree	11.8%	9.1%	6.4%	18%	23.1%
Strongly disagree	6.7%	13.6%	1.3%	4%	7.7%

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree & agree	50%	63.7%	68%	68%	46.2%
Neither agree nor disagree	31.5%	13.6%	24.4%	10%	23.1%
Strongly disagree & disagree	18.5%	22.7%	7.7%	22%	30.8%

Q4: I feel supported by upper administration.

347 responses

- Less than half the faculty feel supported by upper administration.
- Faculty in CHEPS feel the most supported by upper administration while faculty in CAS feel the least supported.
- Adjunct faculty feel the most supported by upper administration while tenure-track faculty feel the least supported by upper administration.
- Faculty teaching all face-to-face classes feel the most supported by upper administration, while faculty teaching a mix of face-to-face and online courses feel the least supported by upper administration.

Overall Results

	Overall Responses
Strongly agree	16.1%
Agree	28%
Neither agree nor disagree	29.2%
Disagree	14.2%
Strongly disagree	14.5%

	Overall Responses
Strongly agree / agree	44.1%
Neither agree nor disagree	29.2%
Strongly disagree / disagree	28.7%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree	12.5%	17.1%	13.9%	23.9%

Agree	28.1%	19.7%	30.6%	33.8%
Neither agree nor disagree	31.3%	32.9%	19.4%	32.4%
Disagree	15.6%	14.5%	18.1%	7%
Strongly disagree	12.5%	15.8%	18.1%	2.8%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree & agree	40.6%	36.8%	44.5%	57.7%
Neither agree nor disagree	31.3%	32.9%	19.4%	32.4%
Strongly disagree & disagree	28.1%	30.3%	36.2%	9.8%

Results by Teaching Modality

	All Online	Mix	All F2F
Strongly agree	17.8%	14.6%	18.6%
Agree	26.3%	25.7%	34.9%
Neither agree nor disagree	32.2%	31.3%	14%
Disagree	15.1%	13.2%	16.3%
Strongly disagree	8.6%	15.3%	16.3%

	All Online	Mix	All F2F
Strongly agree / agree	44.1%	40.3%	53.5%
Neither agree nor disagree	32.2%	31.3%	14%
Strongly disagree / disagree	23.7%	28.5%	32.6%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree	10.7%	31.8%	26.9%	18%	7.7%
Agree	19.1%	27.3%	38.5%	36%	38.5%
Neither agree nor disagree	33.1%	36.4%	24.4%	20%	30.8%
Disagree	18.5%	4.5%	7.7%	16%	15.4%
Strongly disagree	18.5%	0%	2.6%	10%	7.7%

	CAS	CECS	CHEPS	RCOB	LIB

Strongly agree / agree	29.8%	59.1%	65.4%	54%	46.2%
Neither agree nor disagree	33.1%	36.4%	24.4%	20%	30.8%
Strongly disagree / disagree	37%	4.5%	10.3%	26%	23.1%

Q5: What do you need to feel more supported?

Faculty would feel more supported by administration at all levels if:

- Faculty were given a choice in teaching modality
- Administration recognized the increased workload being carried by faculty and took action according, including reducing workloads, compensating for additional work, and hiring more faculty.
- Administration was more transparent and effective at communicating, including providing more COVID information, providing more information on the budget and enrollment, and more effectively communicating important information across campus and at the college level.
- Administration demonstrated a better understanding of the demands on, and challenges faced, by faculty and by the university.
- Faculty were provided with more instructional support, including better technology in classrooms, more reliable and improved technology, and better tech support.
- The faculty were provided with more opportunities to participate in shared governance.
- The university emphasized safety, including providing more testing, providing more supplies for classrooms, and better compliance with COVID policies.
- Faculty were provided with childcare and mental health support.

Full results are available in Appendix A.

COVID & Safety

Overall Summary

- The majority of people report that people around them at UTC are regularly taking necessary steps to protect themselves against COVID, with more than 70% of faculty teaching at least on face-to-face class reporting people protecting themselves against COVID.
- The majority of faculty teaching at least one class face-to-face class feel safe teaching face-to-face classes this semester, while 32% of all faculty feel safe teaching face-to-face classes this semester.

Q7: People around me at UTC are regularly taking the necessary steps to protect themselves against COVID.

351 responses

Summary of question results:

- The majority of people report that people around them at UTC are regularly taking necessary steps to protect themselves against COVID.
- More than 70% of faculty teaching at least on face-to-face class report people protecting themselves against COVID, while less than half of faculty teaching only online report people protecting themselves.
- Faculty spending more time on campus report people protecting themselves against COVID at higher levels than faculty spending less time on campus.
- Faculty in CHEPS report people protecting themselves against COVID at higher levels than faculty in other colleges.

Overall Results

	Overall Responses
Strongly agree	22.1%
Agree	38.5%
Neither agree nor disagree	12.2%
Disagree	9.9%
Strongly disagree	3.4%
Does not apply	13.6%

	Overall Responses
Strongly agree / agree	60.6%
Neither agree nor disagree	12.2%
Strongly disagree / disagree	13.3%
Does not apply	13.6%

Results by Teaching Modality

	All Online	Mix	All F2F
Strongly agree	15.1%	29.4%	25.6%
Agree	29.6%	45.5%	46.5%
Neither agree nor disagree	14.5%	9.1%	11.6%
Disagree	7.9%	10.5%	14%
Strongly disagree	3.3%	4.9%	0%
Does not apply	29.6%	0.7%	2.3%

	All Online	Mix	All F2F
Strongly agree / agree	44.7%	74.9%	72.1%
Neither agree nor disagree	14.5%	9.1%	11.6%
Strongly disagree / disagree	11.2%	15.4%	14%
Does not apply	29.6%	0.7%	2.3%

Results By Number of Hours Spent on Campus each Week

	0	1-10	11-20	21-30	31-40	40+
Strongly agree	10.5%	23%	20%	37.8%	25%	30.6%
Agree	17.1%	32.7%	51.7%	43.2%	67.9%	52.8%
Neither agree nor disagree	15.8%	14.2%	15%	5.4%	7.1%	5.6%
Disagree	3.9%	16.8%	11.7%	8.1%	0%	8.3%
Strongly disagree	3.9%	5.3%	1.7%	5.4%	0%	0%
Does not apply	48.7%	8%	0%	0%	0%	2.8%

	0	1-10	11-20	21-30	31-40	40+
Strongly agree / agree	27.6%	55.7%	71.7%	81%	81%	83.4%
Neither agree nor disagree	15.8%	14.2%	15%	5.4%	7.1%	5.6%
Strongly disagree / disagree	7.8%	22.1%	13.4%	13.5%	0%	8.3%
Does not apply	48.7%	8%	0%	0%	0%	2.8%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree	21.5%	22.7%	29.5%	20%	0%
Agree	34.5%	40.9%	41%	40%	61.5%
Neither agree nor disagree	15.8%	9.1%	7.7%	8%	15.4%
Disagree	12.4%	0%	6.4%	8%	15.4%
Strongly disagree	2.8%	4.5%	1.3%	8%	7.7%
Does not apply	13%	22.7%	14.4%	16%	0%

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree / agree	56%	63.6%	70.5%	60%	61.5%
Neither agree nor disagree	15.8%	9.1%	7.7%	8%	15.4%

Strongly disagree / disagree	15.2%	4.5%	7.7%	16%	23.1%
Does not apply	13%	22.7%	14.4%	16%	0%

Q8: I feel safe teaching face-to-face classes this semester.

353 responses

Summary of question results:

- 32% of faculty feel safe teaching face-to-face classes this semester.
- The majority of faculty teaching at least one class face-to-face class feel safe teaching face-to-face classes this semester.
- Faculty in CECS report the highest levels of feeling safe teaching face-to-face classes.

Overall Results

	Overall Responses
Strongly agree	7.4%
Agree	24.6%
Neither agree nor disagree	8.5%
Disagree	15.3%
Strongly disagree	17%
Does not apply	27.2%

	Overall Responses
Strongly agree / agree	32%
Neither agree nor disagree	8.5%
Strongly disagree / disagree	32.3%
Does not apply	27.2%

Results by Teaching Modality

	All Online	**Mix**	**All F2F**
Strongly agree	2%	11.8%	14%
Agree	3.3%	40.3%	48.8%
Neither agree nor disagree	3.9%	12.5%	11.6%
Disagree	9.9%	20.8%	16.3%
Strongly disagree	22.4%	14.6%	9.3%
Does not apply	58.6%	0%	0%

	All Online	**Mix**	**All F2F**
Strongly agree / agree	5.3%	52.1%	62.8%
Neither agree nor disagree	3.9%	12.5%	11.6%

Strongly disagree / disagree	32.3%	35.4%	25.6%
Does not apply	58.6%	0%	0%

Results By Number of Hours Spent on Campus each Week

	0	1-10	11-20	21-30	31-40	40+
Strongly agree	0%	7.1%	3.3%	18.9%	14.3%	13.5%
Agree	2.6%	21.2%	26.7%	35.1%	50%	45.9%
Neither agree nor disagree	1.3%	8%	16.7%	5.4%	10.7%	13.5%
Disagree	11.8%	18.6%	20%	16.2%	7.1%	10.8%
Strongly disagree	28.9%	21.2%	13..3%	8.1%	7.1%	2.7%
Does not apply	55.3%	23.9%	20%	16.2%	10.7%	13.5%

	0	1-10	11-20	21-30	31-40	40+
Strongly agree / agree	2.6%	28.3%	30%	54%	34.3%	59.4%
Neither agree nor disagree	1.3%	8%	16.7%	5.4%	10.7%	13.5%
Strongly disagree / disagree	40.7%					
Does not apply	55.3%	23.9%	20%	16.2%	10.7%	13.5%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree	6.2%	13.6%	7.7%	8%	0%
Agree	21.3%	36.4%	30.8%	26%	15.4%
Neither agree nor disagree	11.2%	4.5%	5.1%	4%	23.1%
Disagree	18%	13.6%	10.3%	10%	15.4%
Strongly disagree	21.3%	9.1%	7.7%	18%	15.4%
Does not apply	21.9%	22.7%	38.5%	34%	30.8%

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree / agree	27.5%	50%	38.5%	34%	15.4%
Neither agree nor disagree	11.2%	4.5%	5.1%	4%	23.1%
Strongly disagree / disagree	39.3%	22.7%	18%	28%	30.8%
Does not apply	21.9%	22.7%	38.5%	34%	30.8%

Spring Teaching Modalities

Overall Summary

- Nearly a third of all faculty report they would feel safe teaching face-to-face classes in Spring 2021. Among faculty who are currently teaching at least one face-to-face class, nearly half faculty report they would feel safe teaching face-to-face classes in Spring 2021.
- Adjunct faculty, faculty in CECS, and faculty who are currently teaching all face-to-face classes report the highest levels of feeling safe teaching face-to-face classes in Spring. Tenure-track faculty, faculty in CAS, and faculty who teach all online classes report the lowest levels of feeling safe.
- Less than half of the faculty agree that they would be able to teach more synchronous online classes in Spring 2021.

Q9: I would be able to teach more synchronous online classes in Spring 20201.

352 responses

Summary of question results:

- Less than half of the faculty agree that they would be able to teach more synchronous online classes in Spring 2021.
- Tenure track and non-tenure track report the highest level of being able to teach more synchronous online classes in the spring. Tenured faculty report the lowest level of being able to teach more synchronous online classes in the spring.
- Faculty currently teaching all face-to-face classes report the lowest level of being able to teach more synchronous online classes in the spring.
- Faculty in CECS report the lowest level of being able to teach more synchronous online classes in the spring.

Overall Results

	Overall Responses
Strongly agree	20.%%
Agree	26.1%
Neither agree nor disagree	19.6%
Disagree	13.4%
Strongly disagree	8%
Does not apply	12.5%

	Overall Responses
Strongly agree / agree	46.1%

Neither agree nor disagree	19.6%
Strongly disagree / disagree	21.4%
Does not apply	12.5%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree	16.4%	28%	19.4%	22.5%
Agree	21.1%	32%	31.9%	22.5%
Neither agree nor disagree	22.7%	16%	19.4%	16.9%
Disagree	15.6%	6.7%	16.7%	14.1%
Strongly disagree	12.5%	4%	8.3%	4.2%
Does not apply	11.7%	13.3%	4.2%	19.7%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree & agree	37.5%	60%	51.3%	45%
Neither agree nor disagree	22.7%	16%	19.4%	16.9%
Strongly disagree & disagree	28.1%	10.7%	25%	18.3%
Does not apply	11.7%	13.3%	4.2%	19.7%

Results by Teaching Modality

	All Online	Mix	All F2F
Strongly agree	23.8%	19.4%	18.6%
Agree	25.8%	29.9%	20.9%
Neither agree nor disagree	17.9%	22.2%	18.6%
Disagree	12.6%	15.3%	14%
Strongly disagree	8.6%	6.3%	11.6%
Does not apply	11.3%	6.9%	16.3%

	All Online	Mix	All F2F
Strongly agree / agree	49.6%	49.3%	39.5%
Neither agree nor disagree	17.9%	22.2%	18.6%
Strongly disagree / disagree	21.2%	21.6%	25.6%

		11.3%	6.9%	16.3%
Does not apply				

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree	20.8%	18.2%	25.6%	20%	0%
Agree	25.8%	13.6%	25.6%	32%	23.1%
Neither agree nor disagree	22.5%	31.8%	14.1%	14%	7.7%
Disagree	12.9%	22.7%	10.3%	20%	0%
Strongly disagree	10.7%	4.5%	3.8%	10%	0%
Does not apply	7.3%	9.1%	20.5%	4%	69.2%

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree / agree	46.6%	31.8%	51.2%	52%	23.1%
Neither agree nor disagree	22.5%	31.8%	14.1%	14%	7.7%
Strongly disagree / disagree	23.6%	13.6%	14.1%	30%	0%
Does not apply	7.3%	9.1%	20.5%	4%	69.2%

Q10: I would feel safe teaching face-to-face classes in Spring 2021.

353 responses

Summary of question results:

- Nearly a third of all faculty report they would feel safe teaching face-to-face classes in Spring 2021.
- Among faculty who are currently teaching at least one face-to-face class, nearly half faculty report they would feel safe teaching face-to-face classes in Spring 2021.
- Adjunct faculty report the highest levels of feeling safe teaching face-to-face classes in Spring, while tenure-track faculty report the lowest levels of feeling safe.

- Faculty who are currently teaching all face-to-face classes report the highest levels of feeling safe teaching face-to-face classes in Spring, while faculty who teach all online classes report the lowest levels of feeling safe.
- Faculty in CECS report the highest levels of feeling safe teaching face-to-face classes in Spring, while faculty in CAS report the lowest levels of feeling safe.

Overall Results

	Overall Responses
Strongly agree	11.3%
Agree	21.5%
Neither agree nor disagree	17%
Disagree	18.1%
Strongly disagree	25.8%
Does not apply	6.2%

	Overall Responses
Strongly agree / agree	32.8%
Neither agree nor disagree	17%
Strongly disagree / disagree	35.1%
Does not apply	6.2%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree	7%	10.5%	12.5%	19.7%
Agree	24.2%	14.5%	22.2%	23.9%
Neither agree nor disagree	18.8%	19.7%	13.9%	11.3%
Disagree	17.2%	19.7%	25%	12.7%
Strongly disagree	28.1%	32.9%	25%	15.5%
Does not apply	4.7%	2.6%	1.4%	16.9%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Strongly agree & agree	31.2%	25%	34.7%	43.6%
Neither agree nor disagree	18.8%	19.7%	13.9%	11.3%
Strongly disagree & disagree	45.3%	52.6%	50%	28.2%
Does not apply	4.7%	2.6%	1.4%	16.9%

Results by Teaching Modality

	All Online	Mix	All F2F
Strongly agree	6.6%	14.6%	18.6%
Agree	6.6%	31.9%	41.9%
Neither agree nor disagree	11.2%	24.3%	14%
Disagree	23.7%	11.8%	16.3%
Strongly disagree	41.%	17.4%	7%
Does not apply	10.5%	0%	2.3%

	All Online	Mix	All F2F
Strongly agree / agree	13.2%	46.5%	60.5%
Neither agree nor disagree	11.2%	24.3%	14%
Strongly disagree / disagree	34.9%	29.2%	23.3%
Does not apply	10.5%	0%	2.3%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree	7.3%	18.2%	14.1%	22%	0%
Agree	18.5%	31.8%	26.9%	18%	23.1%
Neither agree nor disagree	19.7%	13.6%	15.4%	10%	15.4%
Disagree	19.1%	9.1%	16.7%	18%	30.8%
Strongly disagree	32%	13.6%	15.4%	32%	0%
Does not apply	3.4%	13.6%	11.5%	0%	30.8%

	CAS	CECS	CHEPS	RCOB	LIB
Strongly agree / agree	25.8%	50%	41%	40%	23.1%
Neither agree nor disagree	19.7%	13.6%	15.4%	10%	15.4%
Strongly disagree / disagree	51.1%	22.7%	32.1%	50%	30.8%
Does not apply	3.4%	13.6%	11.5%	0%	30.8%

Q11: What do you need to feel safe teaching face-to-face classes in Spring 2021?

To feel safe teaching face-to-face classes in Spring 2021, faculty would need:

- An end to the pandemic through a vaccine or treatment.
- A decline in COVID cases.
- Widespread COVID testing on campus.
- Better compliance with existing COVID policies.
- Changes to classrooms, including larger classrooms, small classes, the installation of plexi-glass, and the use of outside classrooms.
- Better cleaning of classrooms.
- New COVID policies or procedures, including more time between classes, temperature checks, and shorter class times.
- The continuance of existing COVID policies and procedures.
- Better communication, including a better system for notifying faculty about students in quarantine and isolation.

Full results are available in Appendix B.

F2F Challenges

Q12: If you are currently teaching face-to-face classes, what challenges are you facing teaching these face-to-face classes?

Faculty are experiencing challenges teaching face-to-face classes, including:

- A lack of appropriate technology installed in the classrooms
- Reliability with technology, including Kaltura and Zoom.
- Operating issues, with and limitations, of existing classroom technology.
- Low attendance in face-to-face classes. Many students are opting for online participation.
- Managing students who are in quarantine.
- A lack of student engagement.
- A lack of student accountability.
- Rotating face-to-face classes have limited face-to-faces sessions, resulting in limited time for instruction requiring face-to-face interactions.
- Managing student attendance, participation, schedules, and assessments in classes that are rotating.
- Class size limitations forcing rotating classes.
- Increased workload of rotating classes.

- Having to teach face-to-face and online simultaneously has made student engagement difficult.
- Having to teach face-to-face and online simultaneously is a juggling act.
- Having to teach face-to-face and online simultaneously has led to an increased workload.
- COVID protocols have forced pedagogical changes in face-to-face classes.
- COVID protocols make student engagement difficult.
- Managing social distancing in some face-to-face classes, like labs and clinicals, is difficult.
- Teaching face-to-face classes has led to an increased workload.
- Face masks limit engagement and make lecturing difficulty.
- Increased stress for faculty and students. Concerns related to student mental health.
- Problems with students complying with COVID polities, like cleaning workspaces.
- Continued safety concerns related to teaching face-to-face.

Full results are available in Appendix C.

Workload Changes

Overall Summary:

- Faculty are currently spending more time teaching than in previous semesters. In turn, faculty are spending less time doing research than in previous semesters.
- Over the summer, faculty spent more hours over the summer preparing to teach fall classes than in previous summers. In turn faculty spent fewer hours doing research over the summer.

Q13: I am currently spending _____ hours teaching than I did in pre-COVID semesters.

347 responses

Summary of question results:

- Over 70% of faculty report currently spending more hours teaching than in pre-COVID semesters.
- Non-tenured faculty report the highest levels of spending more hours teaching than in pre-COVID semesters, while adjuncts report the lowest levels.
- Faculty teaching a mix of face-to-face and online courses report the highest levels of spending more hours teaching than in pre-COVID semesters, while faculty teaching all online courses report the lowest levels.
- Faculty in RCOB and CAS report the highest levels of spending more hours teaching than in pre-COVID semesters, while faculty in CECS report the lowest levels.

Overall Results

Overall Responses

Significantly more	39.1%
More	31.4%
The same	21.5%
Less	2.8%
Significantly less	0.3%
Does not apply	4.8%

	Overall Responses
Strongly agree / agree	70.8%
Neither agree nor disagree	21.5%
Strongly disagree / disagree	3.1%
Does not apply	4.8%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more	46.1%	42.1%	40.3%	22.5%
More	28.1%	30.3%	37.5%	32.4%
The same	21.9%	21.2%	13.9%	31%
Less	0%	2.6%	6.9%	4.2%
Significantly less	0%	0%	1.4%	0%
Does not apply	3.9%	3.9%	0%	9.9%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more / more	74.2%	72.4%	77.8%	54.9%
The same	21.9%	21.2%	13.9%	31%
Significantly less / less	0%	2.6%	8.3%	4.2%
Does not apply	3.9%	3.9%	0%	9.9%

Results by Teaching Modality

	All Online	Mix	All F2F
Significantly more	36.2%	46.5%	30.2%
More	27.6%	32.6%	46.5%
The same	30.9%	16%	14%
Less	2%	3.5%	2.3%
Significantly less	0%	0.7%	0%
Does not apply	3.3%	0.7%	7%

	All Online	Mix	All F2F

Significantly more / more	63.8%	79.1%	76.7%
The same	30.9%	16%	14%
Significantly less / less	2%	4.2%	2.3%
Does not apply	3.3%	0.7%	7%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more	46.6%	27.3%	26.9%	44%	15.4%
More	28.7%	31.8%	41%	32%	15.4%
The same	18.5%	36.4%	25.6%	20%	23.1%
Less	2.2%	4.5%	1.3%	2%	15.4%
Significantly less	0.6%	0%	0%	0%	0%
Does not apply	3.4%	0%	5.1%	2%	30.8%

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more / more	75.3%	59.1%	67.9%	76%	30.8%
The same	18.5%	36.4%	25.6%	20%	23.1%
Significantly less / less	2.8%	4.5%	1.3%	2%	15.4%
Does not apply	3.4%	0%	5.1%	2%	30.8%

Q14: I am currently spending _____ hours doing research than I did in pre-COVID semesters.

290 responses [The survey sent to adjunct faculty did not include this question. Several faculty in the full faculty group did self-identify as part-time/adjunct faculty.]

Summary of question results:

- Over 63% of faculty report currently spending less hours doing research than in pre-COVID semesters.
- Tenured faculty report the highest levels of spending less hours doing research than in pre-COVID semesters.
- Faculty teaching all face-to-face classes report the highest levels of spending more hours teaching than in pre-COVID semesters.
- Faculty in CAS report the highest levels of spending more hours teaching than in pre-COVID semesters, while faculty in CHEPS report the lowest levels.

Overall Results

	Overall Responses
Significantly more	4.5%
More	7.2%
The same	14.5%
Less	28.6%
Significantly less	34.8%
Does not apply	10.3%

	Overall Responses
Significantly more / more	11.7%
The same	14.5%
Significantly less / less	63.4%
Does not apply	10.3%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more	3.9%	6.6%	2.8%	10%
More	6.3%	11.8%	2.8%	10%
The same	10.9%	17.1%	16.9%	20%
Less	40.6%	25%	14.1%	10%
Significantly less	38.3%	36.8%	29.6%	10%
Does not apply	0%	2.6%	33.8%	40%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more / more	10.2%	18.4%	5.6%	20%
The same	10.9%	17.1%	16.9%	20%
Significantly less / less	78.9%	61.8%	43.7%	20%
Does not apply	0%	2.6%	33.8%	40%

Results by Teaching Modality

	All Online	Mix	All F2F
Significantly more	5%	5.7%	0%

More	9.9%	4.9%	9.1%
The same	17.4%	14.6%	9.1%
Less	32.2%	22%	36.4%
Significantly less	29.8%	39%	30.3%
Does not apply	5.8%	13.8%	15.2%

	All Online	Mix	All F2F
Significantly more / more	14.9%	10.6%	9.1%
The same	17.4%	14.6%	9.1%
Significantly less / less	62%	61%	66.7%
Does not apply	5.8%	13.8%	15.2%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more	2.1%	6.7%	7.6%	4.5%	0%
More	5.5%	6.7%	10.6%	4.5%	15.4%
The same	11.7%	26.7%	19.7%	13.6%	7.7%
Less	26.2%	46.7%	28.8%	31.8%	30.8%
Significantly less	42.1%	13.3%	27.3%	27.3%	46.2%
Does not apply	12.4%	0%	6.1%	18.2%	0%

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more / more	7.6%	13.4%	18.2%	9%	15.4%
The same	11.7%	26.7%	19.7%	13.6%	7.7%
Significantly less / less	68.3%	60%	56.1%	59.1%	77%
Does not apply	12.4%	0%	6.1%	18.2%	0%

Q15: I am currently spending _____ hours dedicated to service than I did in pre-COVID semesters.

290 responses [The survey sent to adjunct faculty did not include this question. Several faculty in the full faculty group did self-identify as part-time/adjunct faculty.]

Summary of question results:

- Slightly more than 35% of faculty report currently spending more hours doing service work than in pre-COVID semesters.
- Tenured track faculty report the highest levels of currently spending more hours doing service work than in pre-COVID semester, while non-tenure track faculty report the lowest levels.
- Faculty in CAS the highest levels of currently spending more hours doing service work than in pre-COVID semester, while faculty in RCOB report the lowest levels.

Overall Results

	Overall Responses
Significantly more	13.1%
More	22.8%
The same	39.3%
Less	17.2%
Significantly less	3.8%
Does not apply	3.8%

	Overall Responses
Significantly more / more	35.9%
The same	39.3%
Significantly less / less	21%
Does not apply	3.8%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more	11.7%	15.8%	14.1%	0%
More	25%	22.4%	19.7%	10%
The same	40.6%	39.5%	43.7%	10%
Less	19.5%	14.5%	14.1%	30%
Significantly less	3.1%	3.9%	2.8%	10%
Does not apply	0%	3.9%	5.6%	40%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more / more	36.7%	38.2%	33.8%	10%

The same	40.6%	39.5%	43.7%	10%
Significantly less / less	22.6%	18.4%	16.9%	40%
Does not apply	0%	3.9%	5.6%	40%

Results by Teaching Modality

	All Online	Mix	All F2F
Significantly more	12.4%	13%	15.4%
More	19%	22.8%	15.4%
The same	37.2%	43.1%	46.2%
Less	23.1%	14.6%	7.7%
Significantly less	5%	2.4%	15.4%
Does not apply	3.3%	4.1%	0%

	All Online	Mix	All F2F
Significantly more / more	31.4%	35.8%	30.8%
The same	37.2%	43.1%	46.2%
Significantly less / less	28.1%	17%	23.1%
Does not apply	3.3%	4.1%	0%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more	18.6%	0%	9.1%	4.5%	7.7%
More	30.3%	33.3%	10.3%	13.6%	15.4%
The same	30.3%	33.3%	47%	59.1%	53.8%
Less	14.5%	33.3%	24.2%	13.6%	7.7%
Significantly less	2.8%	0%	6.1%	0%	15.4%
Does not apply	3.4%	0%	3%	9.1%	0%

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more / more	48.9%	33.3%	19.4%	18.1%	23.1%
The same	30.3%	33.3%	47%	59.1%	53.8%

Significantly less / less	17.3%	33.3%	30.3%	13.6%	23.1%
Does not apply	3.4%	0%	3%	9.1%	0%

Q16: Over the summer I spent _____ time preparing to teach in Fall 2020 then I spent in previous summers.

352 responses

Summary of question results:

- Roughly 80% of faculty report currently spending more hours over the summer preparing to teach fall classes than in previous summers.
- Full time faculty of all types report the highest levels of spending more hours preparing to teach fall classes than in previous summers, while adjuncts report the lowest levels.
- Faculty teaching a mix of face-to-face and online courses report the highest levels of spending more hours preparing to teach fall classes than in previous summers, while faculty teaching all fall face-to-face classes report the lowest levels.
- Faculty in RCOB and CAS report the highest levels of spending more hours preparing to teach fall classes than in previous summers, while faculty in CECS report the lowest levels.

Overall Results

	Overall Responses
Significantly more	52.6%
More	27.3%
The same	12.5%
Less	1.4%
Significantly less	0.6%
Does not apply	5.7%

	Overall Responses
Significantly more / more	79.9%
The same	12.5%
Significantly less / less	2%
Does not apply	5.7%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more	56.3%	59.2%	52.1%	39.4%
More	27.3%	22.4%	31%	28.2%
The same	11.7%	11.8%	12.7%	15.5%
Less	0.8%	0%	0%	5.6%
Significantly less	0%	0%	1.4%	1.4%
Does not apply	3.9%	6.6%	2.8%	9.9%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more / more	83.6%	81.6%	83.1%	67.6%
The same	11.7%	11.8%	12.7%	15.5%
Significantly less / less	0.8%	0%	1.4%	7%
Does not apply	3.9%	6.6%	2.8%	9.9%

Results by Teaching Modality

	All Online	Mix	All F2F
Significantly more	51.3%	57.6%	47.6%
More	28.3%	26.4%	26.2%
The same	13.2%	12.5%	14.3%
Less	2%	0.7%	2.4%
Significantly less	0%	0.7%	2.4%
Does not apply	5.3%	2.1%	7.1%

	All Online	Mix	All F2F
Significantly more / more	79.6%	84%	73.8%
The same	13.2%	12.5%	14.3%
Significantly less / less	2%	1.4%	4.8%
Does not apply	5.3%	2.1%	7.1%

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more	59.3%	22.7%	44.9%	60%	46.2%
More	26%	18.2%	32.1%	26%	30.8%
The same	8.5%	40.9%	15.4%	12%	0%
Less	1.1%	4.5%	1.3%	0%	0%
Significantly less	0.6%	0%	1.3%	0%	0%
Does not apply	4.5%	13.6%	5.1%	2%	23.1%

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more / more	85.3%	40.9%	77%	86%	77%
The same	8.5%	40.9%	15.4%	12%	0%
Significantly less / less	1.7%	4.5%	2.6%	0%	0%
Does not apply	4.5%	13.6%	5.1%	2%	23.1%

Q17: Over the summer I spent _____ time conducting research then I spent in previous summers.

290 responses [The survey sent to adjunct faculty did not include this question. Several faculty in the full faculty group did self-identify as part-time/adjunct faculty.]

Summary of question results:

- Slightly more than 50% of faculty report spending fewer hours doing research over the summer than in previous summers.
- Over 60% of tenured faculty and 52% of tenure-track faculty report spending fewer hours doing research over than summer than in previous summers.
- Faculty teaching a mix of face-to-face and online courses report the highest levels of spending doing less research over the summer.
- Faculty in CAS, RCOB, and LIB report the highest levels of spending fewer hours doing research over than summer than in previous summers, while faculty in CHEPS report the lowest levels.

Overall Results

	Overall Responses
Significantly more	6.2%
More	8.6%

The same	19.3%
Less	24.1%
Significantly less	26.6%
Does not apply	15.2%

	Overall Responses
Significantly more / more	15%
The same	19.3%
Significantly less / less	50.7%
Does not apply	15.2%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more	5.5%	10.5%	4.2%	0%
More	7.8%	10.5%	5.6%	20%
The same	25%	14.5%	15.5%	10%
Less	32.8%	22.4%	14.1%	0%
Significantly less	28.1%	30.3%	21.1%	10%
Does not apply	0.8%	11.8%	39.4%	60%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more / more	13.3%	21%	9.8%	20%
The same	25%	14.5%	15.5%	10%
Significantly less / less	60.9%	52.7%	35.2%	10%
Does not apply	0.8%	11.8%	39.4%	60%

Results by Teaching Modality

	All Online	Mix	All F2F
Significantly more	6.6%	6.5%	6.1%
More	12.4%	5.7%	9.1%
The same	24.8%	15.4%	21.2%
Less	24.8%	23.6%	15.2%
Significantly less	19%	31.7%	30.3%
Does not apply	12.4%	17.1%	18.2%

	All Online	Mix	All F2F

Significantly more / more	19%	12.2%	15.2%
The same	24.8%	15.4%	21.2%
Significantly less / less	53.8%	55.3%	45.5%
Does not apply	12.4%	17.1%	18.2%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more	6.2%	6.7%	4.5%	6.8%	5.7%
More	9%	20%	10.6%	2.3%	8.5%
The same	17.2%	20%	27.3%	18.2%	19.4%
Less	19.3%	40%	30.3%	22.7%	24%
Significantly less	33.1%	6.7%	13.6%	27.3%	26.9%
Does not apply	15.2%	6.7%	13.6%	22.7%	15.5%

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more / more	15.2%	26.7%	15.1%	9.1%	14.2%
The same	17.2%	20%	27.3%	18.2%	19.4%
Significantly less / less	52.4%	46.7%	43.9%	50%	50.9%
Does not apply	15.2%	6.7%	13.6%	22.7%	15.5%

Q18: Over the summer I spent _____ time dedicated to service work then I spent in previous summers.

290 responses [The survey sent to adjunct faculty did not include this question. Several faculty in the full faculty group did self-identify as part-time/adjunct faculty.]

Summary of question results:

- 41% of faculty report doing the same amount of service work over the summer as previous summers.
- Tenured and tenure-track faculty report the highest levels of spending more time doing service over the summer than previous summers.
- Faculty in CAS report the highest levels of spending more time doing service over the summer than previous summers, while faculty in LIB report the lowest levels.

Overall Results

	Overall Responses
Significantly more	9.7%
More	14.8%
The same	41%

Less	14.8%
Significantly less	4.8%
Does not apply	14.8%

	Overall Responses
Significantly more / more	24.5%
The same	41%
Significantly less / less	19.6%
Does not apply	14.8%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more	8.6%	14.5%	5.6%	10%
More	14.8%	21.1%	9.9%	0%
The same	50%	25%	46.5%	20%
Less	14.8%	15.8%	11.3%	30%
Significantly less	4.7%	5.3%	4.2%	0%
Does not apply	7%	18.4%	22.5%	40%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more / more	33.4%	35.6%	15.5%	10%
The same	50%	25%	46.5%	20%
Significantly less / less	19.5%	21.1%	15.5%	30%
Does not apply	7%	18.4%	22.5%	40%

Results by Teaching Modality

	All Online	Mix	All F2F
Significantly more	6.6%	10.6%	15.2%
More	14%	17.1%	12.1%
The same	45.5%	37.4%	36.4%
Less	17.4%	16.3%	6.1%
Significantly less	5.8%	2.4%	3%
Does not apply	10.7%	16.3%	27.3%

	All Online	Mix	All F2F

Significantly more / more	20.4%	27.7%	27.3%
The same	45.5%	37.4%	36.4%
Significantly less / less	23.2%	18.7%	9.1%
Does not apply	10.7%	16.3%	27.3%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more	12.4%	6.7%	7.6%	4.5%	7.7%
More	17.2%	13.3%	10.6%	15.9%	7.7%
The same	37.2%	40%	47%	40.9%	61.5%
Less	13.1%	26.7%	18.2%	13.6%	0%
Significantly less	5.5%	0%	3%	2.3%	15.4%
Does not apply	14.5%	13.3%	13.6%	22.7%	7.7%

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more / more	29.6%	20%	18.2%	20.4%	15.4%
The same	37.2%	40%	47%	40.9%	61.5%
Significantly less / less	18.6%	26.7%	21.2%	15.9%	15.4%
Does not apply	14.5%	13.3%	13.6%	22.7%	7.7%

Time Spent on Campus

Overall Summary

- Faculty are spending less time on campus than in pre-COVID semesters. The majority of faculty are spending less than 10 hours a week on campus.

Q20: On average, how many hours per week are you currently spending on UTC's campus:

351 responses

Summary of question results:

- The majority of faculty are spending less than 10 hours a week on campus.

Overall Results

	Overall Responses
0 hours	21.7%
1-10 hours	32.2%
11-20 hours	17.1%
21-30 hours	11.1%
31-40 hours	7.4%
40+ hours	10.5%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
0 hours	18.1%	13.2%	22.2%	38.6%
1-10 hours	25.2%	36.8%	33.3%	40%
11-20 hours	17.3%	17.1%	26.4%	7.1%
21-30 hours	11.8%	9.2%	13.9%	7.1%
31-40 hours	10.2%	13.2%	1.4%	1.4%
40+ hours	17.3%	10.5%	2.8%	5.7%

Results by Teaching Modality

	All Online	Mix	All F2F
0 hours	48.7%	0.7%	0%
1-10 hours	29.6%	38.9%	20.9%
11-20 hours	10.5%	19.4%	32.6%
21-30 hours	4.6%	18.1%	11.6%
31-40 hours	1.3%	10.4%	16.3%
40+ hours	5.3%	12.5%	18.6%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
0 hours	23.6%	22.7%	19.2%	22%	8.3%
1-10 hours	37.1%	22.7%	23.1%	36%	16.7%
11-20 hours	16.9%	13.6%	20.5%	16%	25%
21-30 hours	9.6%	9.1%	12.8%	10%	16.7%
31-40 hours	5.1%	22.7%	10.3%	4%	8.3%
40+ hours	7.9%	9.1%	14.1%	12%	25%

Q21: Is the weekly average amount of time you are currently spending on campus significantly more, more, the same, less, or significantly less than then weekly average amount of time you spend on campus during pre-COVID semester?

353 responses

Summary of question results:

- The majority of faculty are spending less time on campus than in pre-COVID semesters.

Overall Results

	Overall Responses
Significantly more	2.8%
More	2.5%
The same	21%
Less	21.8%
Significantly less	43.9%
Does not apply	7.9%

	Overall Responses
Significantly more / more	5.3%
The same	21%
Significantly less / less	65.7%
Does not apply	7.9%

Results By Faculty Type

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more	3.1%	2.6%	4.2%	1.4%
More	2.3%	1.3%	0%	5.6%
The same	23.4%	18.4%	16.7%	25.4%
Less	25%	17.1%	25%	16.9%
Significantly less	43.8%	51.3%	50%	29.6%
Does not apply	2.3%	9.2%	4.2%	21.1%

	Tenured	Tenure Track	Non-Tenure	Adjunct
Significantly more / more	5.4%	3.9%	4.2%	7%

The same	23.4%	18.4%	16.7%	25.4%
Significantly less / less	68.8%	68.4%	75%	46.5%
Does not apply	2.3%	9.2%	4.2%	21.1%

Results by Teaching Modality

	All Online	Mix	All F2F
Significantly more	1.3%	4.9%	2.3%
More	1.3%	2.8%	7%
The same	7.2%	27.8%	41.9%
Less	13.8%	26.4%	34.9%
Significantly less	61.8%	35.4%	9.3%
Does not apply	14.5%	2.8%	4.7%

	All Online	Mix	All F2F
Significantly more / more	2.6%	7.7%	10.3%
The same	7.2%	27.8%	41.9%
Significantly less / less	75.6%	61.8%	44.2%
Does not apply	14.5%	2.8%	4.7%

Results by College

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more	1.1%	0%	7.7%	4%	0%
More	1.7%	4.5%	5.1%	0%	0%
The same	16.9%	40.9%	20.5%	26%	30.8%
Less	22.5%	18.2%	23.1%	24%	0%
Significantly less	49.4%	27.3%	35.9%	40%	69.2%
Does not apply	8.4%	9.1%	7.7%	6%	0%

	CAS	CECS	CHEPS	RCOB	LIB
Significantly more / more	2.8%	4.5%	12.8%	4%	0%
The same	16.9%	40.9%	20.5%	26%	30.8%
Significantly less / less	71.9%	45.5%	59%	64%	69.2%
Does not apply	8.4%	9.1%	7.7%	6%	0%

Demographic Information

Survey Participants by Rank

	Overall Responses
Tenured	128 (36.3%
Tenure track	76 (21.5%)
Full-time non-tenure track	72 (20.4%)
Adjunct	71 (20.1%)
Did not identify	6 (1.7%)
Total	**353**

Survey Participants by College

	Overall Responses
CAS	178 (50.4%)
CECS	22 (6.2%)
CHEPS	78 (22.1%)
RCOB	50 (14.2%)
LIB	13 (3.7%)
Did not identify	12 (3.4%)
Total	**353**

Survey Participants by Teaching Modality

	Overall Responses
All online classes	152 (43.1%)
A mix of face-to-face & online classes	144 (40.8%)
All face-to-face classes	43 (12.2%)
Does not apply	13 (3.7%)
Did not identify	1 (0.3%
Total	**353**

Appendix A

Q5: What do you need to feel more supported?

Faculty Choice in Modality

I believe individual faculty should have the power to determine their own mode of teaching. I believe the upper administration is taking risks with the lives of students, faculty, and staff because of its decision to limit testing. I believe all students, faculty, and staff who are coming on campus should be tested regularly. This is the practice of many great universities.

Allow any faculty member that wants to teach online to do so (if the course material permits) but require that instructor to follow best practices for online delivery.

The autonomy to select the teaching modality that is best for my students. 100% of the students in our graduate program chose to attend remotely instead of the scheduled face-to-face class meetings. It seems very silly for us to schedule face-to-face classes for spring semester knowing that we'll be showing up to teach empty rooms. It would be nearly impossible, with masks and distancing, to do the type of intense group work that is at the center of my pedagogy.

There is something deeply problematic about asking faculty to be flexible, to teach face-to-face and allow students to Zoom in remotely and then dictate the terms of instruction. If faculty find that moving from f2f to online synchronous is actually better for the class and the course's learning outcomes, they ought to be able to make that decision. Students and parents should not dictate our teaching.

The reasons for the push for synchronous online classes in the spring need to be clearly communicated to faculty. We have been given NO data supporting this push for synchronous online for the spring. Online synchronous seriously limits our students and we have been given no evidence that synchronous online learning has higher educational or engagement related outcomes. It goes against everything the WCTL has been training us on for years with regard to online teaching and course design. The assumption that those teaching asynchronous online are not engaging our students is insulting. I am spending significantly more time with students that I do in a normal F2F class/semester. Faculty work load has increased dramatically and yet it seems administration thinks we are doing less because we are teaching online.

To start, an upper administration that does not shame faculty for teaching online. An upper administration that does not pressure faculty to teach face-to-face in the midst of a deadly global pandemic. An upper administration that does everything to AVOID the spread of the COVID-19 virus instead of LIMITING its spread.

All of my reactions were neither agree nor disagree, because I don't know where the problem is coming from. We have had a lot of pressure to teach face to face and synchronously if we are not. This looks at face value to be from the department, but honestly could be coming from

above. My students don't want to be face to face. They took my class to not be. I asked them the first day. I had emails before class started to be sure my classes were not face to face.

I teach 2 of my 4 class synchronously. Because there is no other way to teach that course, it is discussion based, so the students have to interact for the class to work. Its socratic and lively, and my attendance is near perfect. And I am fine doing that. My other 2 classes are blended, because sitting for a 2 hour lecture on zoom is not engaging. Our synch day is about ironing out issues and discussing the lecture they covered. But the other day is about going through videos, and material that took me months to write and colleate. Normally, I would lecture this in the classroom, where i could read the room. I can't read a room on Zoom, videos are off to save privacy and band with as they should be. Again my attendance is near perfect, I am getting emails and class discussion so they are engaged, and the students seem to be getting what they want.

I have colleagues who teach asynchronously entirely, and it is because that is the best way for the students to absorb the information. And that is good too. Trying to push for everyone to fit the mold or to return face to face is to not think about the audience that we build these classes for. Not every subject fits every mode of delivery, and our students are scared. They aren't ready to return face to face yet. Heck some of the faculty is scared and not ready to go back face to face yet. I need latitude to feel supported. I need to feel like I am the expert at my subject and my class to continue to teach effectively and supportively for my students. We all do.

Based on what I'm hearing from colleagues, attendance in F2F classes is very low with most students choosing to attend virtually. Anecdotally, this seems to indicate there isn't as much demand for F2F instruction as administration seemed to think. I would like to see this really discussed before the spring schedule is finalized because I think one way to support faculty would be to not force them to teach F2F if they don't feel comfortable doing so, especially if there isn't a real demand/need for it.

It's very challenging working from home with small children but it's what I feel as though I should be doing to preserve the safety of my family. I also feel as though there is a push for face to face from upper administration and that online offerings have been viewed as less favorable.

I would feel more supported by more transparency in the messages we receive from university administration. I understand that the university would have us all teach in person this Spring 2021. But I don't understand from the university how this is safe or practical. I would also feel more supported by more consistent messaging from university administration. For the last few years, I've been encouraged to teach online. For the last few years, then, I've trained in distance learning best practices via QM trainings and certifications, and via the Walker Center. Now, I'm told online teaching is not what the university wants from me.

Also please stop listening to the handful of students and parents who are contacting the admin offices. These are no doubt the very happy and very unhappy people. Not the majority who are okay. The inclusion of the % of F2F is not helpful. We need admin to recognize that some of us have worked all summer to make amazing online classes using the best pedagogical research available - support us instead of acquiescing to a vocal minority and playing into their

complaints. Support us verbally, loudly, and publicly. Online education can be good, it has been developed and is used globally by companies. These students are going to work in an increasingly online world where they will need to be able to learn and work independently online and remote.

The pressure to teach F2F in the spring - without knowing how the cases will go this term - or solid quantitative evidence it is what students want.

No pressure to teach F2F in a time of a pandemic.

Stop pressuring faculty to teach F2F. Make modality a faculty choice!

The availability to construct classes on my own terms rather than receiving pressure to do them a certain way.

Faculty should be given choice of modality and synchronous/asynchronous modality for spring/summer to accommodate their personal needs as well as options that best fit their pedagogical approach.

Faculty should be able to make their own decisions on whether to teach in person or not.

More flexibility for faculty who do not want to teach in person

Not being forced to teach various teaching modalities

More online classes.

Discretion to adapt classes freely depending on specified modality.

Allowance to teach synchronously online as needed.

More online teaching, teaching face-to-face is just too risky right now.

The focus on how much we are doing f2f instruction feels misplaced and overly-aggressive. While I usually do a hybrid structure (it's best for writing pedagogy) the constant assertions that my synchronous classes need to be f2f seems misplaced and ill-advised. Several of my students have indicated 1) they feel uncomfortable wearing masks in class, so meeting virtually is sometimes more comfortable, 2) they dislike trying to have discussions while shouting over masks and sitting six feet apart. I have students in isolation/quarantine for whom a synchronous online class is preferable, and despite the best intentions of the university, the tech in my assigned classroom is unreliable. If I cannot easily include students who can't attend those f2f sessions or reliably be able to record sound/video of those f2f discussions, it makes no sense to force the f2f engagement. An online session can stream to everyone equitably and be recorded. It would be nice if administrators would trust those of us in the classroom to manage this odd time in a way that works best for ourselves and our students' learning.

I am in a high risk category because of my immunocompromised system and my past health issues. I am teaching a face to face class in the Fall and upcoming spring semester. I feel more safe teaching my classes online and I wish my department could accommodate my request in teaching all my classes online.

I need to feel like the administration trusts me to make my own pedagogical decisions. My efforts to teach hybrid F2F have been a disaster, in great part due to technological failings on campus. I don't want to feel as if I am breaking rules by holding most of my sessions online, particularly when I know that the students are learning so much more this way than if I were to continue fighting with broken classroom technology on a daily basis. It would be nice to feel as if faculty were valued for all of the work that we're putting in (instead of feeling like sources of disappointment for not catering to unrealistic parental desires expressed on social media).

Honestly, many of us who have worked hard and sacrificed to teach in-person (meaning we can't visit or see family members who are high risk) while some of our colleagues work from home because they have family members at high risk that live there. Either we should be able to have a semester to do exactly the same to make up for lost time with our family members or at a bare minimum we should get some sort of additional hazard/hardship pay. Absent such policies, every faculty member should be able to decide whether to teach online or in person, regardless of any department request.

Nothing. Just need to get back to full face to face instruction in spring if possible. Very difficult to handle splitting the class with half in the seats and half joining online. Not the best experience for the student.

I don't feel like upper administration trusts us to do our jobs. I understand that some departments and colleges aren't succeeding regarding the f2f/hybrid pedagogy, but to force disciplines that have long histories of successful, engaged online instruction to move to f2f rotating because that's what students want makes no sense. I also want fewer decisions made because squeaky wheel parents and students are emailing the Chancellor and the Provost. Students want this to not be happening: we all want that. But the reality is that it is and it's going to affect instruction. If faculty or departments aren't getting it right, work with them--don't make broad overreaching statements that affect all departments.

Acknowledge & Compensate Changes in Workload

Recognize Increased Workloads
I believe there should be recognition that switching to an all virtual delivery model (as many programs have done as a result of higher administration guidance) requires faculty to basically redevelop each course being taught from the ground up, which is very labor intensive. Faculty understand the necessity of this work increase and also understand that significantly more time needs to be spent in class preparations and student feedback. Such increases need to be acknowledged and valued by administration. Attempting to apply traditional course load models during this nontraditional time seems inappropriate and invalid for providing accurate estimates of true faculty workloads. While individual class enrollment may be down due to pandemic related issues, the faculty workload has drastically increased due to necessary course redevelopment and online delivery requirements. Requiring faculty to taken on more courses than they typically have taught in previous semesters simply to meet a traditional load model stretches faculty beyond their capacity and in turn will inevitably lessen the quality of resulting instruction. Please acknowledge the work faculty are doing; now is not the time to add more to

already overflowing plates. Obviously, all universities are struggling as a result of the COVID-19 financial impact, but your faculty are working harder than ever before without complaint. However, attempting to add more to their load and increase their responsibilities could leave them feeling under appreciated, burned out, and dissatisfied. Faculty give of themselves on a regular basis and make great sacrifices in the name of the job and in order to provide high quality instruction to students. Don't forget that they are living during unusual times too. Setting unreasonable expectations and increasing the number of courses to be taught (as compared to previous semesters) could have unintended consequences to faculty attrition, satisfaction, and mental health. Maintaining pre-COVID standards for research and service also should be reconsidered as instruction is the priority in these unprecedented times.

It was also be nice to see more official acknowledgement that most faculty are doing WAY more work than normal right now. The Provost mentions it in his weekly Q&A, but it doesn't feel acknowledged from many other places.

It takes so much more investment, time and energy to teach synchronously than in person. All of the online test prep and follow up even with proctoring etc takes so much more time than normal.

I really appreciate the considerations about extending tenure, for example, and the trainings offered by the Walker Center over the summer. But these things all happened early on, and now that we are committed to this semester I just don't think the transition to online classes has been realistically acknowledged as adding significantly to the workload - or maybe I should say cognitive load, since I have to think through about 5,000 decisions with what to click in Canvas and Zoom just to make class work much less follow student questions, monitor the chat, and remember what content we're working through! The students need more attention, too. Everything is just so much harder. We are going through this semester without a break, for good reason, but I'm honestly scared that if we don't get some directives from the top to minimize service expectations, take a day off every now and then even if it means something is left pending, that I'll be seriously depleted by Thanksgiving.

There is no appreciation for all the extra work going required this year, not to mention the loss of summer to prep. I am exhausted!

With the expanded teaching load, it is almost impossible to meet research goals. In addition, GA support has been taken away.

Keeping up with rotating face-to-face makes the workload seems more like 8 classes rather than 4. (Lowering student numbers in each course would have been helpful and practical.) I know we need to support our students to keep them on campus; however, they need to understand that even in this challenging environment, they must meet the basic requirements of the course. I want to be supportive, yet I want them to gain the knowledge they need from the course to be successive in their future collegiate courses.

Realistic expectations for what we can accomplish; actions that follow through

In addition to an already heavy teaching load, I'm expected to support new faculty/adjuncts by doing MORE work - work that was previously each individual's job. Keeping track of Covid

cases, so those students don't get negatively affected. When you have 4 courses, 3 of which are divided into 2 groups (so, essentially, 7 courses), things like that are nearly impossible - and yet, you're still expected to do that. There's no database, there are no instructions on how to keep track of them - the word is ""just keep track of them"" and be flexible. Flexible?

Because of students being quarantined and other Covid19 issues, I generally am working 11-12 hour days--sometimes more. We are only in September, and I am exhausted, and many of my colleagues say they are exhausted.

I feel overwhelmed with the workload and trying to rearrange things to address the current situation.

Some acknowledgement from upper administration of the enormous workload that faculty teaching online put forth this past summer (while they are unpaid as 9-month employees). While working extremely hard (i.e., full time) throughout the summer to develop quality online courses, I have heard time and time again how hard faculty teaching face-to-face have it this fall. I've even heard questions asked about these faculty deserving some kind of extra pay for being on the 'frontlines'. In the face of a global pandemic, I chose to teach online in the health interests of me, my family, and my students. I have found so far that my students seem very appreciative that they have been able to take my classes online during this global health crisis. However, I have gotten the message (including from the Task Force, Academic Affairs, citations about what students want despite the fact that we haven't actually conducted any sort of broad survey of students to determine what they want) that faculty teaching online are somehow performing less. Anyone who thinks this is welcome to come and take a look at the well prepared, organized, thoughtful, and engaging online courses that I spent the better part of my summer preparing.

While I have also heard about the enormous work that our administrators and other 12-month employees were engaged in during the summer, I have yet to see administrators fully acknowledge that many faculty were working full-time this summer without pay - especially those planning to teach fully online.

While I am spending less time on campus, I am routinely working hours and hours at home (considerably more than in past). I feel I am able to keep up with teaching only because I spent the entire summer planning. This will be harder in the spring because of the shorter break, so less time to complete the same number of preps (essentially all new classes because of the change in modality and the specifics of our discipline). An awareness of this would be helpful.

More than just "I understand and thank you". Realization that we are working about 80 hour weeks and hear how the students are disappointed....this is exhausting. I am not sure how things could change but really just not sure if we are heard...this has been happening all summer.

To be validated and appreciated. The workload has tripled and the administration does not recognized that from the department up.

Asking faculty to prepare for all scenarios over the summer has doubled or even tripled the prep work. Instead of prepping 3 courses, this becomes prep for at least 6 courses, as new modalities

means modified assignments and structures. Making the call to just move online, as other universities have done, would've eliminated this.

Having face to face classes as hybrids and having to split up the classes up in small sizes has been very stressful. I feel as if I am teaching online and face to face classes. I have two identical classes one that had to meet 3 days a week and so I teach the same thing 5 days a week. Not to mention my totally online and other class I have. So there is a lot of stress.

Not sure it is possible within confines of budget and red-state covid response. Obvious but impossible answers are switching to fully online, smaller classes, etc. But since everything ends up taking far longer with all the multiple modalities within each individual course, it would be helpful to have more GAs that could help. And some overall attention to the faculty stress. We seem to be putting a ton of effort into checking on students and their well-being, perhaps we should do the same with faculty and staff.

I think everyone is trying to do their best in a tough situation. However, it is important to recognize the additional load being placed on faculty. Extra assistance (for instance, in the form of GAs) would be helpful. However, rather than being given more assistance, we seem to be given less this year. Also, we're not being given the proper technology in most classrooms to teach classes in the hybrid format (half class online, half in classroom) or face-to-face with proper social distancing.

There has been a lot of extra work all faculty/staff has had to complete for a successful semester.

There seems to be no end in sight and the workload is increasing overall. stressful, exhausting and no work/life balance.

A manageable workload. I have several years of experience successfully teaching online courses. Teaching hundreds of students online, however, while also shouldering a higher than normal committee load, is taking its toll. I am working about 60 hrs a week this semester, and I am simply treading water.

We need to quit operating like things are normal. Online preparation of courses and dealing with student on a 24 hour cycle is exhausting. All while trying to complete the demands of everything that is due in October. I am reaching a breaking point on what I can do as 1 person, while trying to meet all of these demands. We need more lead time when having to deal with changes that take place up the line. Also, something that has consistently gotten worse is the multi-level review of everything (now with new college level reviews) that require less time for faculty members to pull things together. It. Is. Exhausting!

Time to complete tasks and for a moratorium on certain tasks, such as ongoing assessment deadlines, training deadlines, etc. This semester and year is requiring more work, with fewer resources and less support. Streamlining institutional needs from faculty to the absolute basics would help in this process. Frankly, the current needs are overwhelming, have been since March 2020 and there is no end in site.

My workload has significantly increased since March with no end in sight. I am tired.

The workload is just a lot, but I'm not sure there's a lot that can be done about that right now.

To think we can have the normal expectations of extra service right now is not accurate. I have more on my to do list than I can possibly accomplish considering the amount of work that is going in switching modalities in my teaching, especially when the technology isn't sufficient to do my discipline remotely.

A better understanding and acknowledgement of the demands being placed on professors who seem to be expected to accommodate all preferences of all students at all times (not COVID related). As a result, my workload has increased dramatically. It is not unusual for me to put in 12-14 hour days five or more days per week -- since July -- trying to create a class that can be offered (with a meaningful experience) face-to-face, while also being equitable for those who can't attend face-to-face while accommodating for those unfamiliar with the technology required to complete the course. I'm being asked to teach 30% face-to-face and 100% online.

My college provides menial support, incrementally increases work-load without providing a structure to help faculty, and is opaque in their decisions. I do well with my international research community, however, despite providing substantial funds back into the college, my department benefits very little and has no incentives for relieving me of teaching duties (even when I provide salary course release). So, I most often teach a full load and bring in research dollars. This is true for other faculty, and newer faculty appear to be discouraged from pursuing a substantial research career. As long as the college forces faculty to write small grants, they are happy (but don't provide support, or at least significant support, back to the faculty to sustain the efforts). During the pandemic, this issue is exacerbated, as teaching loads have been increased, new hires frozen, and additional online requirements needed to be met. As a consequence, running a research lab, and satisfying external funding agencies has required 200% effort as a whole.

A bit more certainty in how we will be reviewed during this timeframe. It is just not possible for me to do my best when I am having to balance so many competing demands outside of and during the work day. In particular, alternate schedules, new work models, and virtual schooling children. Also having to balance all these with the competing demands placed on my spouse. Finally, this is all happening because of a pandemic that forces me to make decisions because of personal "invisible" health conditions and a child's immune compromised state. I feel like at times that I have to continually justify my decisions to remain home--when the world seems to be opening up more for individuals who aren't vulnerable. It is not easy to have a disease where you appear to be perfectly healthy, but know that might change at any minute. This pandemic has brought out anxieties about how I am being judged by my peers and managers to a whole new level.

Reduce Workloads
Equity in workload.

An end to the extra work being assigned

Reasonable number of preps and modalities since it all requires online conversions.

Written, contractual reduction of usual other responsibilities if teaching demands continue at this threshold

Reasonable expectations. I hear from colleagues in other areas of the university who feel like their department chairs have been pretty sympathetic to the work load challenges, and I feel like my college is continuing to ask more of us while also doing our normal work at the same level. I've never been so exhausted this early in a semester in my decade in higher education.

Adjust the teaching load. Online teaching demands so much mental and emotional energy than teaching in class. It is very challenging to make students study and submit assignments on time.

Reduced research load and service load. F2F classes with rotating attendance and online classes have proven to be more time consuming especially when there seems to be more pressure responding to students asap. providing feedback to students takes twice as long now as it did when social distancing was not in place.

Compensate for Extra Work
Being paid for the extra labor that everyone is putting in to make this re-opening work. It is not enough for upper administration to say ""thanks"" and ""great job."" We don't need praise, we need a raise.

Some incentives that recognize the effort of:

1-having to teach in person because the adm wants to

2-having to teach hybrid with multiple sessions because the adm wants to

3- having to suddenly learn how to teach online

A premium in the salary or a course release would be nice. Mostly, students will complain and their evaluations will be accepted as factual and used against me.

A reasonable expectation for workload, reasonable compensation to increased workload, and extensive measures taken for safety.

Additionally, find a way to compensate those who are teaching FTF - it is MORE work than someone teaching online asynchronously.

Compensation. This semester has required 10+ more hours per week.

Compensation and/or a feeling of security that it is okay right now if scholarly activity slows down.

Pay supplement for the enormous amount of time and effort it takes to teach synchronously, F2F, and prepare online learning modules to meet the needs of students. We are easily doing double the work, if not more. Ensure that non-College of Business faculty are compensated at the same rate as COB for F2F courses, etc.

A raise.

It's also a bit demoralizing to be asked to teach F2F, asynchronous, and synchronous all at the same time and not receive any pay increase. I certainly understand why we didn't get raises this year, but I'm being asked to do significantly more work for no benefit.

It would be great if those same administrators didn't emphasize how much more work we are asked to do and that we will not be financially compensated for the extra work. It's insulting considering how many more administrators were hired to "deal with the pandemic" while placing a hiring freeze on faculty, the people actually doing the work. Sales associates got a dollar increase an hour for hazard pay and yet the university made it a priority to inform faculty that they were expected to work more for the same wage, despite the extraordinary circumstances. It feels as though administrators don't value the quality of education provided by faculty and instead see students as monetary units in a corporate machine.

Money for additional workload.

More pay for the additional duties laid upon us already underpaid adjuncts.

To hear that the teachers who agreed to teach f2f are shouldering an immense burden and that there will be significant future compensation for the extra work and risk they are taking.

Hazard pay; compensation for the hours and hours and hours that go into preparing for multiple modalities at once. Much of what could have been done should have been done over summer. Last minutes changes (e.g. the sudden requirement for HyFlex model three weeks before the beginning of the semester was absurd. Making faculty pay for COVID-19 tests from the health center is also problematic.

We (in the CAS at least) are also not receiving any kind of financial compensation for the massive amount of extra work we're doing. Faculty in the Business School and perhaps other schools are receiving as much as $5,000 in bonus (hazard) pay for teaching in-person classes, while faculty in CAS were told they had to offer classes in person. This is insane and offensive.

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Hire More Faculty
F2F overload with no or minimal extra pay, not tenable . Hire more adjuncts and get creative For teaching spaces on and off campus

Replace the faculty we have lost. A faculty member in my program retired after the 2019-2020 academic year. We were not allowed to hire any kind of replacement. (Tenure-track or lecturer.)

The remaining faculty are somehow supposed to continue offering the same classes we have in past years, even though we have lost staffing. Our student credit hour production per faculty member has ballooned this semester as a result, and we are also forced to adapt to new course modalities at the same time due to the pandemic. We have not had a new tenure-track hire in over 10 years for that matter. How is this sustainable? We are all very stressed.

Hire more instructors and reduce the workload

I feel adequately supported currently, but like all the departments (I'm sure) we could use more faculty lines, particularly tenure-track lines, to keep pace with courses and the increased amount of time we must spend per course due to the pandemic.

Stability and responsible pay for adjunct teaching

More adjunct budget to cover when faculty gets sick.

Tenure-Track Concerns
I appreciate the extension of the pre-tenure clock as acknowledgement of one's research that has been delayed, but faculty who utilize this option are still taking a hit. This means delaying the raise that comes with promotion and tenure. It means another year of anxiety for being pre-tenure. This year has been an immense amount of work. As a response to this, could service and teaching be weighed more heavily this year than research instead of just extending the clock?

On the surface the tenure extension seems like a nice offering to ensure us that we will be okay. I know to many it seems equitable to offer this 1-2 year extension at no penalty. I would like to propose that the very idea of this extension is not equitable at all. What would be equitable would be to acknowledge and recognize that sticking to the status quo (i.e., the current standards that our RTP committees use to measure tenure) may no longer be appropriate in this current moment. Giving me more time to reach publication goals doesn't address some of the other issues that the pandemic has caused, exacerbated, or made visible. For those of us whose workload has dramatically increased, will we have the stamina and bandwidth to conduct research when (or if) this increased workload subsides? What about faculty members who are primary care givers? And what about faculty who take extra time to do research but their field is prioritizing covid-related publications and thus there are suddenly fewer and fewer opportunities? I would like to suggest that the tenure extension doesn't level the playing field. It allows administration to make an offering that seems helpful, but in fact is just working to maintain the status quo (which, let's be honest, is just reifiying toxic overwork and ""since I had to suffer so should you"" culture that has plagued academia for far too long.).

I hope we can have more fruitful conversations about the different ways UTC can think about recognizing the hard work of our tenure-track faculty. Rather than give us more time to reach tenure (and our 10 percent increase), can we please discuss addressing how we value teaching and covid-related efforts during this ""unusual time""? "

Solutions for Dealing with Sick Faculty

I would like a clearer plan for how administration will support faculty who become sick. Right now the burden is on already over-worked colleagues to cover these classes for an indeterminate amount of time, which is not sustainable.

Faculty should not have work extra to cover for ill employees without additional compensation. A friend of mine in another department is currently teaching SIX classes, and he is not receiving extra pay. He is covering for one adjunct who quit and another who is hospitalized with Covid. This is not acceptable. Even though I am not in this situation, it is upsetting to know that some individuals are.

The university needs to develop plans for how to accommodate situations in which faculty get sick and cannot teach their course. These plans should be consistent across the university, provide compensation for those who take on the sick faculty member's workload, and not penalize those opt out of covering additional workloads.

Other

I am in the English dept and I feel very supported by my department head, Andrew McCarthy. He has been endlessly helpful and transparent throughout this crisis. That said, I would feel more supported by the university at large if it acknowledged the extreme stress faculty are under and offered tangible ways to help. For example, stress management workshops, student tutoring for children who are learning online, etc.

Better Communication / More Transparency

More COVID Information / Transparency

Protocol concerning COVID and other student illness: who do we report these things to? I have had to bumble around to find the answers to things that I feel should be in a handbook or something. For instance, I have several students who are MIA. To whom do I report them? And when I do find the answers, they are not exactly cut and dry. Why not? I don't have the bandwidth to deal with problem students.

Honestly addressing all of the COVID information (correctly updating the website, telling the faculty/staff promptly when someone has been exposed, setting up a standard for open/closed campus). I stopped watching all of the updates via zoom because no real questions were being answered. I understand that everyone in upper admin is working hard but that doesn't necessarily make me feel safer or my students cared for.

I am concerned by how out of touch some upper administrators seem to be with their faculty/staff and even with the students. The new weekly briefing format seems to underscore their disinterest in hearing from faculty, as they have gone from an open forum to a panel where others are not invited to respond, ask questions, etc. I think the first step in supporting faculty would be not only listening to them, but really hearing them.

To feel more supported beyond my department, I think greater transparency around how COVID is affecting campus would be helpful. How many people are we testing? What are the rates like?

What are we doing to ensure that students respond to contact tracing calls? I feel like there are major holes in our knowledge of exactly what upper admin are doing to ensure the safety of everyone in the UTC community and those we come into contact beyond our community, and knowing more answers to this would make me feel more secure.

Weekly written communication about the Covid-spread on campus instead of announcing weekly Zoom meeting for all to attend. Faculty and staff are overwhelmed with the increase amount of work and stress. There is not enough time to attend and sit through weekly zoom meetings. Instead, weekly written briefs could be communicated to the UTC community.

The dashboard reporting feels like some sort of bone casting. We have no idea where the numbers come from. How is it even possible for three athletic teams to test positive and isolate and our overall numbers go down? There's a level of transparency missing there. Please share the decision grid. Even if the details are too much, share the "signs" red/yellow/green or something.

Transparent information... the lack of information breeds distrust in intentions or competency to deal with covid issues.

Transparency in safety on campus: how much testing is happening percentage wise daily; positive rates of those tests; percentage rates of quarantining; etc. It was unnerving going into this in the summer, but seeing how it's being handled now, it feels flat out unsafe since none of the information appears to give a full picture. We never see ""new cases"" daily, simply total active cases, and in some ways that makes it appear as though it's gone down when in truth, new cases were still added. It's a misleading representation of the data and it's not a good faith gesture.

More transparency. Hearing that only about 600 students are taking the self check out of the thousands on campus means students could be coming to my class after being exposed or positive for COVID. I didn't realize this. I teach a face to face class so that makes me very nervous.

Continued transparency and updates on overall health picture and response, financial impacts, information on how our students are faring. In addition to support in terms of resources, I think we can use help staying motivated beyond getting through the day/week or keeping our jobs.

When faculty and staff voice concerns, often times we are told "we'll look into that," or "I'll talk to the administration about that," or something along those lines. But in many cases, there is no follow through. For example, may faculty and staff have asked for better information on the Covid dashboard, but we have not seen any changes.

I would love better communication about cases (what percentage will suggest we close for a while), and we seem to get mixed messages about teaching f2f--who should be teaching, how many classrooms are available, what percent from each department do they want f2f? Also, don't expect us to teach when the technology still isn't installed or the buildings are still under construction (which was the case with Lupton the first two weeks).

More Transparency in Decision-Making / More Timely Decisions
Greater transparency in decision-making, particularly in regards to COVID-19-related decision-making.

More honesty and more timely decision making. We need to know about what will be expected for the spring if we are being asked to build schedules and course plans for the spring. Without communication around the benchmarks we cannot meet them. And if the benchmarks change it feels disrespectful of the time that was invested in planning under the early "rules".

The upper administration and dean of the college could provide actual help and instructions with enough time to implement the plans, instead of waiting until the very last minute as they did this summer.

More Information About the Budget/Enrollment
Provide constant updates on the budget situation as related to personnel and/or salary/wages.

More transparency with respect to enrollment data. How many students have actually returned to campus? How many are taking a fully online set of courses this semester?

Give a full and detailed review of our true financial condition.

Honesty and upfront communications. I have heard that our Chancellor wants to implement a pay reduction of up to 2% for all faculty and administration as a means of implementing UT System directed austerity measures. However, this is in contradiction to President Boyd's recommendation, which is to cut administration pay/positions only, because President Boyd does not want to negatively impact the faculty. Why would the Chancellor do something opposite to that? What guarantee does the faculty have that if their pay is reduced that it will be restored to them once the economic challenges pass? What about the long term impacts? Reducing someone's salary is a loss of monies and monies those can make. There is no way to recoup that. Personally, if the Chancellor chooses to reduce faculty salaries, then he will loss top faculty. Why would they work for less at UTC? The Chancellor needs to communicate his intentions and have an open discussion with the faculty. He needs to be a leader in shared governance in his actions and not just his words. [NOTE: This is based on an unfounded rumor and has been dispelled – the comments has been kept in the results, but the information is incorrect.]

Far more transparency, particularly in regards to student demands for modalities. The administration cited a spring student ""survey"" (not sure we've ever seen the results) showing that they wanted a majority of classes in-person. Now, this is anecdotal, but I have had far more students tell me that they want to be online.

Better Overall Communication
I know a lot of information is being communicated via email. But holy cow...can we scale that down a bit? Create a syllabus of sorts for us for the start of the semester that communicates the above issues (i.e. classroom technology, protocol for student illness/absences (in the time of COVID), who to report MIA students to, etc...) I know things change, so perhaps there is a living syllabus on a platform like Google docs and we simply receive an alert that something has been added/changed instead of repeating emails.

Clearer communication with both faculty and students. It has been up to individual faculty to seek out pertinent information instead of there being a clear flow of any distilled information from the weekly provost/chancellor meetings going out to everyone.

More information about how the university plans to deal with ongoing crisis.

More information.

Perhaps more faculty zoom meetings on important issues.

Communication would be helpful. I don't feel like I hear from the administration in my Dept. unless they want me to do something, which is far too frequently, and I don't hear from College administration at all. I would like to feel appreciated during this season. I and my colleagues have worked long and hard to help students navigate this season but it is taking a toll on us.

Communication! I know that in the early days of all this there was concern about communicating too much because things were changing rapidly, but I don't think that's the case anymore. The Wednesday webinar should not be the main way to get information to the campus - some of us are teaching or meeting with students at that time.

Better Communication at the College Level
No communication at college level. Suggest a bi weekly ""drop in"" may be helpful.

More personal contact in the college

I have not heard from my department or college yet this term.

Messages from the Dean. I have not received any messages this semester.

There is lack of communication in the college.   The Dean does not communicate University or college news, decisions, happenings. In addition there is a proposal for a new degree program in the college (in another department) that states it can use space that our department just moved into this fall. Appears the proposal has been in development for over a year.

My College, arts and sciences, is in transition. There has been little to know communication.

Other
Any feedback on how well ELT regards the current semester's level of success down through colleges would be helpful. Are we actually doing well? What are actions we can take to improve as individual units or as a campus? Is there a handful of things we can focus on to improve our quality of education, our student experience, our collegial relationships, etc.?

I'm not convinced the push for face to face classes is based on sound evidence of what students want. Data broken down by college is needed.

There has been no check-in really of any kind. I am teaching entirely online and working from home, so I understand there is a natural disconnect from not being on campus, but it feels especially distant during this time.

The truth!

Open, honest conversations.

More Understanding of Demands & Challenges Facing Faculty & University

Ease up on the demands. Recognize we are all exhausted and walking zombies after 6+ months of this. From the very top down, I would appreciate hearing the message that it is absolutely ok to be burned out right now, to need some time and some space to adapt and cope with what we are all going through, at home, at work, in all aspects of our lives. Instead of the constant refrain of "we have to do more more more" I'd love to hear from our executive leadership that it is okay for faculty and staff to ease up on themselves, to slow down if needed. That it is okay to take things one day at a time and that sometimes we won't be able to do stellar work or be super productive when we are under so much constant strain. We have been on high alert, in panic mode, for months on end. It is not sustainable. I don't want to feel like my completely understandable burnout, sadness, fear and fatigue are frowned upon or that I am not working "hard enough" because I don't knock out 15 tasks on a daily work from home report.

More transparency. More respect for the expertise of faculty as it relates to the challenges of the current moment. More compassion for the anxiety faculty, staff, and students feel about the pandemic. Less assurance that the upper administration isn't worried.

Be understanding to how much we have needed to shift our teaching styles. It has been hard on us and the students. I am currently on an overload of 5 online courses. It has taken a significant amount of time to develop and implement. My research and professional development has suffered. Which is understandable. However, I hope it is taken into consideration in the future.

Realize that I have not been going to the grocery store, I've suspended my cleaning service, I've had no social outings, so while UTC is taking all precautions that can be had, I am still anxious.

At least care about our concerns to the same degree the upper administration cares about the students' and parents'.

I realize the stresses the administration feels, but initiatives like mid-term course evaluations and monitoring of canvas logins seem threatening on the face of it.

At times, it seems as if upper administration is out of touch with the struggles faculty are currently facing. The expectation that faculty would be doing "more work with no commensurate compensation" came across poorly considering we are all weathering a pandemic (the students are not alone in this experience).

Listen to faculty. Help us when we ask for it, especially when we make reasonable requests aimed at improving instruction. We're asked to be everything to our students at once, and upper administration is out of touch with what actually happens on campus. I have students in quarantine and still don't have working technology in my classroom. Admin makes decisions and misrepresent what's actually possible when they promise f2f then expect faculty to make it

happen with zero support other than trainings I don't have time to attend because I'm working so much. I'm exhausted.

I need the administration to start listening to faculty, to really hear and understand what they've asked of us. They've asked us to spend our summer--for which we do not get paid--creating three modalities for our classes, which is only the basic workload associated with opening up the campus for students, faculty, and staff in which we are going to have to face not only our students potentially getting sick and dying, but our colleagues as well. To hear that we're being forced back into a classroom even if our students do not want it is incredibly demoralizing. I'm frustrated to hear that the poor online teaching of a few is leading to campus-wide crackdowns on asynchronous teaching, rather than remedial pedagogy of those professors. We're asked to be flexible and extend grace to our students, but this is not being extended to faculty. I am frustrated that the burden of creating the bulk of f2f classes lands on our most vulnerable faculty, adjuncts and NTTF, without any measurable and actionable acknowledgment of that risk.

We've spent the last six months being ignored and it's an incredibly heavy thing to carry. The chancellor and provost forums this summer were deeply unhelpful as we tried to navigate this new reality, with ""we're working on it"" the mantra all summer, until it was clear that UTC had no plans, or had no plans it was willing to share, and that resulted in a message from the administration was either deeply unprepared for the situation or approaching the semester from a place of dangerous wishful thinking. In particular, one moment from one of the chancellor's forums in which there was a question about ""what happens if faculty get sick?"" resulted in the chancellor answering that he cared about all positions on campus, and what happens if the plumber gets sick? It wasn't my question, but I felt deeply dismissed by his answer. The question was about faculty, on whom it seems like the entire foundation of the university is resting--and it was at that point I stopped attending those forums because I left more stressed about our situation than informed. I fear that spring 2021 will be much of the same.

Acknowledgement from upper administration the lengths we have gone to to ensure success this semester for our students. The weekly briefings serve to praise upper administration but not the people actually on the ground doing the work.

An ounce of empathy and more of a relational focus versus barrage of task oriented check-off-my-list emails from dept head. She's indifferent to faculty morale and bulldozes thru leaving several walking wounded behind. Tough job for sure but it's hard to see.

Responsiveness to the fact that most students (in our department at least) seem ambivalent at best about having face-to-face classes; most seem to prefer having a remote option, given the circumstances. The upper administration seems to think this is something students are ""demanding"" and that we are obligated to meet that demand. Our department has not found that to be the case (anecdotally).

Recognition that NTT factulty are being unduly burdened with ""delivering"" face-to-face instruction, since the pressure is being placed on Gen Ed courses to be face-to-face, which NTT faculty often teach.

Not having a Dean who has no grasp of how departments in the humanities operate.

Now after spending so many hours developing one of my courses for asynchronous online instruction, I am told that next semester it will have to be synchronous. This doesn't make pedagogical sense for the class and is insult to injury after spending all summer (unremunerated) designing and transforming what was a face to face class to online.

I need upper administration to stop pretending that everything is going rosy. I want honesty. We are in a pandemic, and that is scary. It could affect our jobs. I understand the fiscal realities of keeping f2f instruction going, of having students in the dorms, of maintaining the status quo. I know that we are doing better than other institutions and I'm grateful for that, but that doesn't mean we're doing well. We are not doing well. We're scared and tired and stretched so very thin.

For the upper admin to stop acting like everything is fine (the gif of the dog sitting in the room on fire comes to mind) and to stop making delusional demands of faculty. For the upper admins to TRULY acknowledge how much more stressful this semester is and has been instead of merely paying lip service to that. And for the upper admins to be more truthful about contact tracing, the covid case numbers, and about how much students really aren't adhering to mask wearing and social distancing. Honestly, for their to be more transparency and honesty overall.

I need administrators to give a damn. I need administrators to quit expressing one message in Zoom meetings while pushing Deans and Departments to demand that faculty engage in activities that are in direct conflict with the messaging that the administrators are pushing in the Zoom meetings. I need UTC to use some of the brainpower at its disposal to find innovative ways to generate income from its auxiliary services like housing and dining other than forcing faculty to teach more F2F classes for the sole purpose of increasing traffic on campus for income generation. I need the administration to quit being dishonest and begin cost-cutting NOT by making faculty do all the heavy lifting but by cutting a few administrative positions.

An understanding within the leadership of the division that doing things as normal during a pandemic and a move is not the best idea even if it looks good to the upper administration.

Actual understanding of how difficult instructing, dealing with students, over working to engage disinterested or overwhelmed students, managing technology, etc is while constantly being asked to do more by the administration.

Any kind of support ... and some genuine appreciation. Not a blanket: ""we're all in this together!"".... ""You're doing a good job. "" ""The faculty are going above and beyond.""   I'm going to gag if I hear ""The faculty are going above and beyond"" one more time. Seriously? Who says that? And what are you basing it on?

Fewer lies. Less false optimism. We are in the middle of a global pandemic and I think that many of us would feel more committed to the fight if we didn't feel like our employers were being dishonest about their motivations for reopening and the general state of affairs on campus. It's demoralizing and infantilizing.

More recognition that this is a trying time and working with faculty the way faculty are expected to work with students.

It would be great if the central administration were less hyper focused on just students, and by proxy, really the money that the students pay, and focus more on people. That's the faculty, staff and students. The focus has all been on the students. And it shows.

Just literally any support for faculty at the campus level would help. I feel like Dr. Potts said it extremely well a couple of weeks ago in a Provost Q&A: we have been asked to treat students with grace since the beginning of the pandemic, but where is our grace? Campus administration acts like we should just be grateful to have jobs, while we are being held to at least the same standards we have been in pre-pandemic times and no acknowledgement of the extra work that we have to do because of the pandemic. I felt that the change from a Q&A Zoom meeting with the Chancellor and ELT to a Zoom Webinar where questions need to be submitted in advance was extremely disrespectful. It tells us that we are not allowed to question upper administration.

I think the expectations for this semester are unrealistic. I'm struggling to control students in large intro synchronous sessions and maintain cohesion in the mixed platform of f2f rotating. I'm teaching each class four different ways and spend my time in student customer service- Dealing with student's technology issues and managing excuses after excuses. And all I can do is sacrifice the integrity and rigor of my course to keep them pleased and enrolled. The pressure to be on campus is too much for me and I can't subject myself and my family to the potential of a deadly virus. Until we can assure that every student and every faculty members has brand new computers with the fastest and uninterrupted internet, it's never going to be equitable.

I feel that we were never given good reasons for reopening this fall or for having so many faculty and staff on campus. Instead our leadership has approached this as an engineering problem to be solved without ever explaining why we have to be open in the first place. Is it due to financial concerns? Pressure from the UT system or state government? Why not come clean with the campus community? I understand that our leadership is probably trying to keep morale up by staying upbeat, but these are not normal times. I would rather be told honestly what is going on, and then we'll deal with that together as a community. Frankly, I have lost some respect for our upper administration in the last few months. They seem to be evasive about the real reasons for being so gung-ho about re-opening this fall. The idea that this is something students overwhelmingly want is not convincing. What is this based on? A survey done several months ago? A few emails? The attendance in my face-to-face sessions this fall does not reflect any massive desire on the part of students to attend face-to-face classes right now. And besides, are we in the business of customer service, or are we an educational institution entrusted to act in the best interests of everyone in our campus community? All of this affects my morale this semester, and I am not the only one. We're all doing the best we can with what we've got, but the low morale makes this difficult situation even more difficult. Honestly, I think the damage has been done, and we'll just have to muddle through this semester. I'm afraid I don't have much constructive feedback for this answer.

More Instructional Support

Classroom Technology
More in class technology. Good quality cameras and microphones.

Lapel microphones for every classroom.

Have microphones in the classroom so remote students can hear students in the classroom.

Technology in the classroom to teach rotationally as we were promised

There have been numerous occasions were the technology needs of the classroom are not met by the technology available, leading to either needing to abandon planned technological elements or come up with complex workarounds that ultimately undermine the student experience. This is especially apparent in absent recording tech, software, mics, etc.

A better plan to address F2F Rotation classes. I teach in one of the better equipped rooms but online students can't hear students in the classroom and my mic is constantly malfunctioning. As far as I can tell Zoom breakout rooms don't let you share your screen with the breakout room.

We need better equipment. Also, just having to throw everything together at the last minute, and teaching rotating f2f has been quite difficult, especially with all of the students who want to be online, and who expect classes to all be hyflex.

Fully functional lecture capture systems for online recording, not hoping PA systems are caught on webcam microphones.

Technology installed in classrooms. Technology in classrooms that works. Transparency from the upper administration. The administration needs to actually listen to the faculty when they detail the difficulties on in-class instruction.

Technology in the classroom that actually supports online learning and not just a 100-year old monitor where I am forced to stand in one place the entire class period for the sake of Kaltura/Zoom. Being told the room is online learning compatible when it really isn't is frustrating.

My classrooms are not set up for zoom. I am wasting 15-20 minutes per class each day setting up the technology to work. The podiums (computers) in my classrooms are SO OLD that I have problems pulling up basic things like Canvas.

We need to make sure that the technology required for the classrooms are in place. We're supposed to have Kaltura capture hardware in place at the beginning of the semester, then it was supposed to be the middle of September, and it is still not in place. This kind of schedule slippage is not acceptable especially given the fact that they have known for a while that we would need this at the beginning of the Fall term. We've come up with our own solutions to work around these things and had we known that we would have to do that, we would have prepared for it much earlier than having to wing it.

Technology in all the classrooms.

Outfitting more than one classroom per building with a camera for hyflex would be nice. If we must teach in multiple modalities, pay for the equipment and the additional labor required to do it. Don't just offer online training and expect faculty to figure it out.

The software UTC promised to provide for classrooms.

The hardware UTC promised to provide for classrooms.

In the classroom, we need microphones that not only project to students in the room, we need it to be integrated into Zoom and/or Kaltura for the students who we are trying to accommodate virtually.

Get the classroom technology to work so that FTF teaching can be effective. Currently, it is a burden and EXTRA work to teach FTF even though we are being pushed to do more of it.

I'm fine, but my colleagues report computer classrooms that they were told would have new tech, still don't have the new tech, so they're teaching from home.

Appropriate technology for the classroom... I understand that several pieces of equipment necessary for this to happen have been ordered, but are on back-order (e.g. bridge for classroom camera to allow audio and video capturing for students who cannot attend class due to quarantine/isolation)

Classrooms to be updated with the A/V equipment to stream the lecture. Most of my issues have been from errors with the bookstore (instant access was not applied for my eBook, and fees were not charged directly to students) creating a stressful situation for many students and myself.

I've asked for help from fellow colleagues (regarding material for a course I'm teaching that already has an online component) and gotten no response. I've needed additional equipment in my classroom in order to be able to deal with a hybrid class where half the students are in class and half are at home. The software and technology are still NOT installed in the classroom. My department head had planned to have a faculty meeting at some point where faculty members shared how their online courses were going, some of the challenges other faculty faced, and how they had managed the technological requirements of being online last spring and this past summer. That has not happened.

Just need technology in place for easy in class lecture capture

I need timelines for the classroom tech that will allow for students to attend in person classes via Kaltura and clear direction on how to navigate the requirement to return to the classroom before we have it. I need an understanding of how I'm supposed to commit to teaching full face to face classes in the fall, rather than rotating ones, when I cannot know what room I will be assigned. This feels entirely out of my control, and yet I'm being asked now, before we even have the necessary tech installed to allow for remote attendance, to commit to full, rather than rotating, face to face classes. I need someone to address the complete breakdown of contact tracing. A student in three of my classes, one of them face to face, is one of the football team's equipment manager. If he hadn't volunteered that information, I would not have known it, in spite of the fact that everyone in close contact with the football team was supposed to quarantine until tested.

I need to know how the university is checking whether or not students are using the check-in tool. In my face to face class, at no time has every student who shows up already done this, and most only do it when I remind them after they are already in the classroom.

Reliable & Improved Technology
Better software.

I think we are all doing the best we can, under the circumstances. I am teaching a rotating face-to-face course, which is challenging and stressful. I think I'm improving as I go along, but not having reliable or complete technology is exacerbating the challenge.

Improvements to wifi and Kaltura reliability, installation of lecture capture technology, and restoration of brief breaks (i.e., 3-day weekends).

Better technology both at home and in the classroom. My laptop is 4 years old and randomly powers off. Websites are slow, programs are slow, and when you're doing a Zoom meeting with students and your computer randomly turns off, it's really hard to maintain an environment conducive to learning.

More investment in tools for online learning - software licenses for adding engagement in synchronous class sessions.

I need a LMS that students can use for chemistry structure. Our LMS doesn't even have a plugin, forget about the ability for students to add structures. So, for exams, they write it on a piece of paper and upload it. In these technological advanced times, this is seriously hokey. The instructor can't expect students to print an exam because some don't have a printer. Some students don't have phones with cameras, or their cameras are broken. Or their scanner dies.

I can handle the pandemic, I can handle the Zoom classes, and I can handle wearing a mask while teaching class. The one thing I can't handle is Canvas. It is terrible, terrible, terrible software.   It takes 38 steps to upload something that should take two. As an adjunct who has a full time job in the private sector, I don't have the time to sit through hours of tutorials on how to use Canvas, and I am amazed a program this clunky is used this widely.

I am sure IT is overwhelmed, but I need better tech in my classrooms. Of all semesters, this is not one where I should show up to teach in a classroom that has been used by multiple instructors before me and the projector does not work. And still does not work well after they came to "fix" it.

Improved technology in order to teach with social distancing in place

Tech Support
Responsive Tech support.

More technology support from my college.

For online, we need effective support that is instant and competent. Though we have excellent people, they are not sufficiently available. In the time-frame of courses, support should be one button away with a screen share as well. Vendors seem to be of a lower quality, but should be

likewise supporting us and accountable to ""time is of the essence"" considerations. For on-campus and f2f, imposing and limiting individual behaviors seems to be root to all the needs for support. I would not want to see any of the tactics that would help with this implemented.

I need to have fewer new technology changes and a better IT response to existing technology problems.

Earlier hands on help with all the tech stuff we have to use.

I spend more time trying to figure out computer problems then on actual teaching. (IT does a good job, but it takes a lot of time)   Also the software used is complex and requires my time.

More tech support. It has been difficult resolving IT issues over the phone rather than in person, but I understand it is not possible right now.

I tried to call the UTC Help Desk and I was on hold for almost an hour.....still got no response. This was after leaving an email and getting no response for a full day.

Technical support

When you reach out for help, and get none - this includes the Walker Center. Useless.

Instructional Support - Other
Better support for being a faculty member that is being asked to teach our normal load but in two different formats (if we choose and see the importance of F2F teaching). Better guidelines and support to teachers And students having to go through online assessment. If students do not have the appropriate Internet access for Streaming and Proctorio moderating, it isn't fair to them to go through the stress of taking an Exam that crashes on them. It is unnecessary and it sets up a bad dynamic between the student, the course and the professor.   Better understanding and communication between upper administration and faculty regarding to changes in how their class is designated for delivery.

More resources to support instruction -- funding to have smaller sections and more face to face, technology, PPE.

It would be helpful to "meet," perhaps in smaller groups, to share strategies, concerns, observations, etc. in how we are rising to the challenge of having to rethink our teaching styles and course designs. It would also be helpful to hear from others our observations about how the students are doing in this environment.

Providing more money for the library to stream films and videos now that UTC won't let me put any of my dvd's on reserve in the library for a film class.

I requested testing rooms for students so they don't have to fiddle with the technological hokey-ness - but that was denied. So, when students have issues with the exam due to technology problems, it shows in their grades. They shouldn't be penalized for having issues like that on exams. Exams are there to test their knowledge of the material, not their ability and means to purchase the technology to take exams.

More rapid processing of COVID letters, they tend to lag reality too much.

More outdoor (covered) seating for having classes (at least partially) outside.

Classroom where I can get all the students in a room together!!!

I think that if we continue to get support by both our Walker Center and the IT department we should all have taken a first step into an inevitable tech future.

Working from home, I've spent quite a bit of my own money on technology--new desk chair, microphone, extra monitor, etc. I need an Adobe program for signing university documents and wonder if the university could provide that for my home computer.

If we are going to have synchronous online courses next spring - we need to up our game and create spaces for faculty to conduct the class that supports the professionalism expected at the higher education level.

My department has the most direct impact on me, and fortunately I feel very supported by them and by my department head. I suppose if there was anything that I need to have more support it would be the ability to purchase any and all equipment I need to be able to effectively deliver instruction under these new circumstances.

I was surprised to learn the university did not pay for Zoom licensure. I understand they lifted (temporarily) the 40 minute limit for schools; however, there are certain features such as polls that are not available without licensure. Those features make facilitating an interactive lecture in large classes via Zoom easier.

Shared Governance

More frequent communication and less pressure to bear the burden of figuring out the class size vs. F2F vs. Asynch. vs. Synch. Professors are happy to be part of the solution, but clarity is critical.

Agency in decision-making and overall trust that I am a competent professional whose main focus is upon our students.

The administration should put the faculty at the center of decision-making, more so now than ever. Listen to what we're saying -- about how much work we're doing, about people not wearing masks, about issues with the technology, about the need for clarity. Much more transparency is needed throughout -- exactly how decisions are made, about how much money is being spent on what, etc.

I would like to feel heard by administration

Less oversight, more trust.

The planning that took place over the summer should have involved for more faculty involvement on the committees. There were a number of issues raised by faculty during the weekly Q&As that were often dismissed or not taken seriously. It seemed at times that the

administration was painting a far too rosy picture of the expectations for fall. I would like to have a better sense that the administration fully appreciates the gravity of the situation that faculty are dealing with, especially adjuncts, lecturers, and junior faculty.

It would be nice if administration would request feedback and make decisions with faculty, especially around increased face-to-face demands. Although these decisions are primarily for Spring at this point, it creates a sense that we are not supported and being put at risk for the financial well-being of the university. Hazard pay?

A better understanding of what data and information is being used to make decisions about next semester and beyond. A sense that we are being included in the solutions. That the enormous amount of extra stress and work is appreciated.

Involvement in decisions related to COVID. We get some information, but we're being talked to, not talked with, by administration. They mean well, but I feel essentially powerless.

It would be helpful to have more communication and feedback opportunities to share with administration and feel as though it was being heard.

I appreciate having some input (surveys, etc) in what changes are being made to academic calendars.

More Emphasis on Safety

More Testing / Free Testing
I would like to have a systematic testing of COVID for all students, staff, and faculty on campus.

It is crazy that we don't have mandatory testing of any kind; we have no transparency about testing, and by all accounts, the COVID Dashboard is usually days behind. We have no information about test positivity rates.

Not much can be done; it is mostly just the circumstance. One thing that that the University should be doing is regular testing. I think that every week or every other week the University should randomly select maybe 10% of the faculty, staff, and students and test them. That way we can catch cases early and isolate them and their contacts before they spread it around. Waiting for people to self report symptoms is inefficient.

Free testing on campus for everyone.

free COVID19 testing for all faculty and staff, including adjuncts; more contact tracing and greater transparency about cases and transmission rates in the campus community.

Free covid testing for faculty and staff. $10 is prohibitive.

Safety in the Classroom
Consideration of ways to make classrooms safer for instructors. I would feel more comfortable teaching in a classroom if I knew that they were investing in infrastructure (e.g., HEPA filters, increased air flow). Trying to work with students and faculty members to come up with viable

solutions so they can feel like they get a college experience while faculty members feel safer teaching.

It has taken a long time to get some basic needs in our classrooms like soap. This is a necessity for our current environment, and shouldn't be up to the faculty to coordinate this or supply our own.

Something more than 2 ounces of hand sanitizer and a mask. One of my classrooms has been out of cleaning spray for two weeks

The cleaning supply UTC promised to provide for classrooms.

Also, I have been supplying disinfectant spray for my classroom because of the amount of class time it takes for students to clean their desks. I would love to see the university pursue more creative strategies for securing cleaning supplies.

Safety – Other
Clear guidelines, respect for the science on COVID-19. These two would be a good start.

A clearer sense that that the university is actively seeking information about virus spread on campus, as it seems right now the idea is to almost solely rely on students to self-report and seek out testing. My fear is that a LOT of cases are going undetected and unreported, and infected students are still participating in campus life.

Also, in some cases it seems as though student preferences are being given more weight than the health and safety of faculty and staff. While the student experience is important, it should not outweigh safety. We all perform different jobs in different areas, and more autonomy should be given to individuals over where and how they work in order to ensure their safety.

The push for in-person courses is not a reasonable response to the COVID-19 outbreak. Not taking into account the growing numbers of cases and deaths, not only in Tennessee but Chattanooga itself is more than a little troubling and sends a message that there is a lack of caring about the wellbeing of employees, students, or community.

All online instruction during the remainder of this raging pandemic for all faculty. Cancellation of all Greek life events.

No Sports! I'm working so hard to teach alternate F to F, provide good online materials and keep multiple students up to speed who are quarantining. The University is allowing to hear the basketball team and/or the football team is playing other high risk groups from around the region, it's a slap in the face. It seems really dismissive of the risks of those of us who are putting our health on the line to be in the classroom with students.

Have 15 minutes between classes.

The spring Schedule should have longer than 10 minute breaks! it is insane that they have not adjusted the schedule to provide adequate time to set up, and shut down technologies in the

classroom and clean the area. Further - some of us are assigned f2f then Online synchronous with a 10 minute break between. That is literally impossible! Students won't be able to clean an area, leave, go to a zoom room, log into their computer, into the room..ext in that time either. Lastly, it seems unsafe as it forces all people to rush and crowd hallways and bathrooms. The schedule should be extended to accommodate for the new needs and made to be 20 minutes between classes.

focus more on public health instead of revenue

I worry about my colleagues teaching face-to-face, as well as the custodial staff. One of my colleagues says the bleach she has to spray ruins her clothes, so I wonder if an alcohol solution could be provided.

More sick leave for staff like administrators and janitors who need to take care of family or are sick themselves. We want them to feel like they can take the time they need (so they don't bring the virus back to our campus).

Better Compliance with COVID Policies
I work in the library and I also do not feel supported in my specific job by campus administration. As a librarian, I find that a significant part of my days on campus are spent enforcing campus-wide mask policies, even 4 weeks into the semester. This is a campus policy and surely there are other departments on campus that could be helping with enforcement, and not just on a third strike when students are asked to leave the library for noncompliance with the policy.

I would like to see more mask adherence from facilities staff.

Issue a clear protocol and an anonymous reporting system for students, faculty, and staff when they noticed that another instructor, staff, and/or student fails to wear mask on campus. Establish clear guidelines for when the campus will need to shut down (such as once the number of active Covid cases reaches a number).

Help with Child Care

Personally, child care is my biggest hurdle, and I know many faulty, staff, and students have a similar struggle with this. I'm not sure this is something the administration can really do anything about, but I would love to see some creative solutions (perhaps ways to find faculty/staff/students with children of similar ages and form groups that would allow rotating child care or nanny sharing, etc.) proposed and see this as part of the discussion of how to support faculty/staff/students.

Maybe just openness about there being understanding for those of us with school aged children-Day to day I don't feel like I feel confident about where my children will be and if there will be someone to stay with them if they are sick or school is closed etc. It is always in the back of my mind and clouding my usual ability to be calm and focused.

Mental Health Support

Provide weekly mental health services for faculty and staff in addition to students.

Online or in person mental health counseling may be helpful

I know that a lot of faculty and students are struggling with mental health issues right now such as depression and anxiety. I would like to see the university work towards more creative solutions for how to address.

A less toxic department in general.

Robust mental health support, including insurance coverage for mental health and therapy, for all levels of the employee health plans. Regular opportunities for socializing and community building within the constraints of COVID-19 health and safety needs.

Other

Diversity and Inclusion

How to support students who have to isolate due to Covid-19.

Although it may seem impossible, any amount of certainty about plans for the future would make faculty feel supported. Making decisions that take the health and well-being of faulty and students to heart may mean taking what seem like bold and overly cautious stances. We cannot wait for additional information until the end of time.

I feel like upper administration often forgets that not all faculty are tenure track teaching professors. The lecturer and librarians often get left out of considerations.

More of my students (most are first-year) than usual are not attending class, tend to put off assignments, have shared their personal feelings of being overwhelmed, and seem to need mental health support.   More students than usual claim they do not know what to do or when assignments are due even though I send detailed Announcements outlining exactly what is due and when. They seem to be using the situation as an excuse to get out of or put off work.

Effort from department leadership to prioritize a healthy work environment. Make faculty feel appreciated and part of a team, a group effort. Recognition of faculty accomplishments. Encouraging faculty to support each other and recognize individual faculty strengths. Calm, supportive tone in meetings and emails. Quick empathy and forgiveness of mistakes. Not holding colleagues to a standard of perfect. Not scolding or yelling. No contradictions or blaming faculty in front of others. No talking behind faculty's backs and keeping secrets. Giving faculty the time to present requested work in meetings. Less talking from department leadership. More listening and responding through action. No preferential treatment towards

higher ranking faculty. No bullying. Calling out abusive behavior. Transparency of department head decisions. Unification of departmental goals and vision.

Give holidays back to 9 month employees. While I agree with the intention of limit departing and returning to campus for students... It did not keep students at home / on campus for Labor Day. I have a number of students that live at home a distance away and drive into town for class one to two days a week. I have a few students that drive home every weekend to work in Nashville. I have students who didn't attend class or complete assignments earlier this week because they told me they partied too hard and didn't do any class during labor day week/weekend. The rest of us will be so fatigued without a break or chance to catch up / get ahead. The idea of several future semesters of this is exhausting.

At the college level they send some resources your way and you have to look for what to do with it. Nothing has really changed just that students and complaining a lot less. We don't have an strategy. Just putting up fires around the college. I wish there is a strategy not only for now but what will happen after Covid and the restrictions.

I think that students are not getting the best we have to offer. I hear frequent complaints from students about their faculty who are not connected, are not creating an environment for student to connect to one another, and who seem unresponsive to student's requests for help and guidance. I feel I am in the minority of instructors who are working our tails off to make this an acceptable semester, while the majority are working remotely from who knows where, with a horrible presentation.

Greater funding from upper administration.

Career development; I'm considering getting a PhD in order to obtain a more permanent position

As a new employee, I suppose in pre-COVID times there would have been some sort of in-person welcome/orientation events. I think there could have been more done in a socially distanced manner for new faculty.

A lot of time off during the winter break.

I am troubled by the new categorization of ""face to face"" classes for this semester. The administration has recently stated that only 3% of classes are being offered face to face, and they are only counting *fully* face to face classes in that category. That is upsetting to me as someone who voluntarily risked an in-class experience for two of my classes on a rotating basis. Faculty have been risking their health to serve students, and such a restrictive definition of face to face that doesn't account for our F2F rotating classes discounts that work, even if it's a purely rhetorical distinction.

I feel that I am supported but students need more support. They thought hybrid actually meant they would have seen their instructors. They did not expect cold online classes. They expected synchronous delivery. Not recorded lectures.

Another issue is meetings. It is like people (both within and outside my department) think because we are not in class that we have all the time in the world for Zoom meetings. I have

significantly more meetings and they last longer using Zoom than face-to-face. I think the mindset is that because people are at home and comfortable, meetings can last longer. Technical glitches, like people cutting in and out, along with people talking over each other, add to the length of the meetings."

The ability and flexibility of work hours. (Home and Campus)

Reassurance that during this change we are doing what is right for our students.

I am struggling to prepare lecture videos for my classes. I don't believe that we should be asked to do some of the admin things that we are being asked to do when we have no time. I just did a Recruitment Committee training which could have been much shorter (would you believe 90 minutes), since it seems to be some sort of advertisement for HR, with only a little useful content. How to use Taleo would have been a far better topic. Last year I heard a lot of complaints from the faculty on the Recruitment Committee which suggests that the process that we are using now makes it difficult for the top candidates to get through the selection process. We are spending 90 minutes training for a bad process. We are on an emergency footing, but admin people are just asking to do the standard time wasters.

I feel like I still haven't been given/directed to all paperwork to receive a paycheck somehow.

It would also be nice to have a specific person to go to for questions when something isn't going as planned or doesn't work as it should; I typically make a decision myself, but sometimes, I would like to know a contact/point person so that I can make sure I'm not breaking any sort of procedure.

More opportunities to work as an adjunct instructor/ stable teaching opportunities

With all of the adjustments being made regarding COVID-19 navigation, disinfecting the classroom, additional associated administrative duty (tracking quarantined students, who has been released, who has not, etc.) it seems that we just need to stay focused on getting through this current challenge and not attempt to do a significant number of non-COVID-19-related activities (surveys, etc.).

I have enjoyed strong support from Dean Liedtka during a very difficult time. She has been supportive of all her personnel, but some of my colleagues have unreasonable expectations or demands that have created an atmosphere in the Library that is frankly unbearable and is one of the reasons I am heading toward retirement. We are facing the crisis of our generation and many of my colleagues seem incapable of thinking of any larger issues than their own well-being, and this disturbs and saddens me as one of the great pleasures in life was the working relationships I had with my colleagues and that has changed dramatically for the worse. Once it was we are all in this together, and now it is what's in it for me. So while I feel supported by my dean I get no sense of support from my colleagues, and I cannot see that changing.

This is independent of the well-documented need for better policies regarding specific faculty and staff in certain areas of CAS, like the Library and the Art Department. The administration (and the Faculty Senate) need to do better.

More advanced notice of "emergency" requests for information. Less compulsive tasks that intrude on instructional and planning time. I understand we live in a different educational atmosphere under Covid, but there were multiple requests for information over the summer when we are not employed by the University, and these requests appeared non negotiable.

I contracted COVID-19 and had to be hospitalized and missed the 2nd and 3rd week of classes. It isn't a matter of support, as much as it's an issue of just trying to get caught up and readjusted as I recover from my hospitalization, get caught up with grading and begin relationships with students a month late. It will just take time.

All good so far, with the realization that there will be technical issues encountered when offering a F2F with synchronous online participation via Zoom. Without a doubt some or most were user error, but issues are being resolved.

It seems a lot of personnel are simply experiencing more stress and vulnerability across their work and home lives. Everything seems to take longer to do. Details get dropped. There's a looming spectre of financial hardship or limited resources ahead.

I feel supported overall.

Stop making me fill out a form before I come to campus that has no important information on it whatsoever.

A few months ago I noted that faculty were given raises, but the adjunct faculty were not given raises. I'd like to see that addressed.

Having more options for faculty with asthma.

Financial support for people who are unable to work.

The use of masks to teach is not only hindering my teaching, but also my health. Breathing in my own carbon dioxide is not healthy. I end up coughing all night long. Even the US speaker of the house and the US president take off their masks when speaking to congress or the press. And they do that whether or not they are indoors or outdoors. We are going to have a whole generation of people with respiratory issues after this pandemic. Suggestion: if students are wearing masks and the instructor is more than 6 feet from them, then let the instructor remove the mask.

Support has been good.

Nothing. I feel fully supported.

Anything I need I have reached out to my department and he/she complied with the requests. I have no other needs at this time.

I feel I'm receiving the support I need.

Phew, I don't know. I would appreciate my dept head being more involved but that pre-existed COVID. Seems the administration is doing really well given the circumstances.

The communication and updates are great. I feel like I know what will happen and how to handle it.

I feel supported completely.

I have all the support that I need to conduct my course.

My department is doing a fantastic job with the resources that we have at the moment.

I honestly don't know. I do feel supported but I'm not sure to what extent. It could be that I need to be a more engaged listener.

The University did an outstanding job keeping faculty and students aware of preparations for returning to campus, and new guidelines that would be in place once classes resumed. My College and Department worked hard to determine socially-distanced classroom capacities and install new technology when possible. Faculty were consulted about how best to deliver lecture and lab courses in a hybrid format. I'm satisfied and feel supported.

I will say that I have found it very very easy to get in touch with the Office of Student Support and with Health Services when covid-related issues/questions have come up related to students. I am grateful for that ease of communication and for the hours of labor that have no doubt been put in to make the process smooth.

Everyone seems to be working as hard and as smart as they can this semester.

I appreciate assistance from Walker Center and IT techs.

Nothing-The WTLC, IT, departmental, HR, and I'm sure I'm leaving folks out have been readily available and helpful with any and all needs I have had. I miss the day-to-day interaction with students and colleagues, but I feel supported and am grateful for the efforts of all in the midst of a difficult situation.

I feel very well supported at all levels so far this semester.

I believe that the support that I am receiving is adequate.

My department head has been incredible and the only real source of deep support in the last six months. Our dean is new, so I have no opinions yet on her leadership.

Administratively, support has been very good. Future will require adjustments to evaluation and promotion processes and criteria.

This is a hard time for everyone, so I feel supported to the extent possible under these conditions. We need to remember not to transfer our stress and anxiety to the students, who are under tremendous pressure at a vulnerable time in their lives. After all, THEY ARE HERE! The fact that we have students who returned to us and came for the first time is a great thing. We need to build meaningful relationships on our campus that will enable us to continue our work and make the students glad they came.

Appendix B

Q11: What do you need to feel safe teaching face-to-face classes in Spring 2021?

Vaccine / Treatment / End to Pandemic

Hopefully a vaccine and reduced transmission numbers.

Vaccine

A vaccine, honestly.   My own objections to face to face teaching have less to do with health safety and more to do with the added level of complexity of the hyflex rotating classes.

We need a proven vaccination before we can teach F2F is spring.

Honestly, there is no measure that can be implemented other than a vaccine to make me feel safe teaching face-to-face courses. There are too many cases on campus.

Everyone is vaccinated and the pandemic has ended.

A working vaccine

The only way I would feel safe is if there were a Covid vaccine. Any F2F experience carries risks, even if those risks are mitigated. If forced to teach F2F, very small classes in outdoor settings or indoors with excellent ventilation would be necessary. Also, more widespread testing among students upon return from break and throughout the semester.

An effective, affordable, and available vaccine.

An effective vaccine that would make my particular profession safe to participate in person. Even if a vaccine is available before the end of the year, it would likely be yet another year before full effectiveness is achieved. At least, that's what Dr. Fauci says and he's the expert.

A vaccine. Face to face is too dangerous and we are not equipped to safely teach students until there is a reliable vaccine.

I need a proven vaccine that all faculty, staff, students and wider population have had time to take.

an effective vaccine

A vaccine. A treatment plan for if you catch it.

I will not feel safe teaching face to face classes until there is either a safe and effective vaccine for COVID-19 or better and more reliable treatment.

A COVID-19 vaccine and required vaccination of everyone on campus

A mandate that every student, faculty member, and staff member show proof that they receive a flu shot AND a Covid-19 vaccine if it becomes available.

Covid Vaccine

A vaccine.

End of Pandemic.

The elimination of COVID-19.

A safe, effective Covid-19 vaccine.

I won't feel safe until a proven vaccine is widely available.

end to pandemic

The end of the pandemic via an accessible, effective vaccine - or at least a drastic reduction in cases here in Chattanooga, not via changes in the way we *count* active cases, but rather via a real, dramatic reduction in covid cases.

A widely distributed proven vaccine

A vaccine that is widely distributed, effective, safe and a vast majority of people have had it.

Vaccine and no virus

A vaccine - or at a minimum, a positive local test rate of less than 1 tp 2% for a prolonged period prior to the semester.

A vaccine

A vaccine.

A vaccine

A vaccine. A different U.S. president who isn't incompetent. Upper admins who don't keep smiling through the delusional proclamations. Upper admins who listen to the faculty and make decisions about teaching based on faculty concerns not students' whims and desires. Beyond these things, there isn't anything that would make me feel safe to teach f2f in the spring. Per the CDC standards, three of the four people in my household are at high-risk, and I'm one of the three.

Effective vaccine

An effective vaccine

A vaccine.

The end of COVID

A vaccine that everyone on campus, student, teachers, staff were required to take.

I would need for the virus to be under control from local and national levels. A scientifically supported vaccine would need to be developed and widely distributed.

For CV19 to disappear !

A lot less (zero) Covid notification letters about students or a vaccine

a viable vaccine

An effective vaccine that everyone takes?

To see the infection rate drop significantly or there to be a vaccine for everyone.

A reliable vaccine?

It's not going to occur, but to not have Covid. For face to face classes we are doing social distancing, wearing masks, sanitizing surfaces frequently, and trying to communicate with students. It is just very stressful.

For the administration to just make things go back to normal and leave us alone.

By not teaching face to face classes

Honestly, I don't think face-to-face teaching will be safe until there is a vaccine. Until then, the administration is playing games with people's lives with these reckless policies pushing face-to-face instruction, aimed at giving better "customer service" to students whose desires they claim (on the slim and potentially misleading basis of anecdotal reporting) to understand. Though I understand the pressures the chancellor, system president, et all are responding to, it is a shame that financial interests are being put before the health and safety of our community. It's shocking, too, that the UTC Faculty Senate hasn't done more to protect the faculty from these bullheaded, foolhardy moves.

I need for the pandemic to end.

Control of Covid spread among campus, a vaccine that was widely taken by the public and the educational community.

A vaccine.

A safe, effective, and widely available COVID-19 vaccine.

Vaccine, widely-distributed.

Vaccine

a viable vaccine and treatment

(1) A proven, non politically motivated / "rammed through" safe Vaccine.   (2) a minimum of 85% of the US Population having taken / been administered said Vaccine.

I need there to be a vaccine that is effective. I need the students to take masks more seriously.

Either a clearly effective vaccine that has been wildly implemented at least on the state level or significant advances in the treatment of Covid-19.   Unfortunately, the specter of potential campus closures resulting from such events occurring at other universities has created a situation where many students are likely to avoid reporting symptoms, filling out self-check surveys, or getting tested for Covid-19.   As the university moves into flu season, this problem will intensify - especially as students will be able to simply decide they have the flu - so there is no need to get checked for Covid.   There will be no way for instructors to recognize if someone knocks their fever down with over the counter medications.

For me to feel safe being near them, I would need things that UTC itself cannot provide: a vaccine, or for the case numbers in the region to drop considerably.

The end of the pandemic, and a student body that takes seriously mask wearing and other public health protocols when not in the classroom or on campus.

A vaccine.

Vaccine.

I would need to see a vaccine available to begin doing more face to face work.   Because I am in a CDC vulnerable population as is my child, it is more dangerous for me to be in a face-to-face situation even with the current precautions.

A safe vaccine, and knowing that everyone who is physically able to get the vaccine has it.

Decline in COVID Cases

For COVID numbers to have a steady decline over an extended period of time with no spikes due to holidays, super-spreader events and/or generalized stupidity.

Epidemiological data showing the spread has slowed significantly or even stopped. New and   effective treatments or a vaccine on the horizon.

I would need to see fewer students in isolation or quarantine. I am getting emails about students far too frequently   to feel comfortable in a face-to -face class.

I would like to see the overall number of new cases of COVID-19 decreasing rather than continuing to increase.

I would be comfortable if the COVID-19 case numbers are under control and the university continues to take precautions.

The pandemic to cease.

The pandemic to be fully under control.   So nothing specific that the admin can do to make me "feel" safe.

For the Covid to dissipate.

Total number of active Covid-19 cases remains in the single digit in the Hamilton County and surrounding counties.

I hope to see a low COVID-19 positive rate.

A significant decline in active cases, and a significant increase in testing.

when infection rate goes to near zero

I'm not sure if it's a university issue.   I would like to see greater progress in the slowing of COVID-19.

Very little that's within the control of the university (a vaccine, better testing/contact tracing, mask-wearing and social distancing outside of the classroom, etc).

a decline in COVID cases.

For student COVID-19 numbers to stay low.

Bold steps by the city, county, and state to reduce COVID-19 transmission levels.

COVID Testing

The university needs to adopt a systematic testing of COVID for all students, staff, and faculty on campus. Questionnaires are not enough.

Extensive testing and contact tracing. Lower numbers of students and faculty on campus, as we have seen this semester.

Daily Covid testing for all students and faculty/staff.

Please test students

Mandatory COVID-19 testing.

Actively testing at least the students regularly or providing locations for them to easily get tested on campus. Quarantining students who may live on campus, OFF of campus. We are at the epidemic level of cases in Hamilton County based on data provided by the University

An overall reduction in COVID nationwide; free and required testing for all student, faculty and staff on campus on a biweekly basis (at minimum). Many other universities have implemented such testing to keep track of cases, including asymptomatic cases, and to provide contact tracing. I do not trust student behaviors -- I regularly see students congregating without masks. I trust numbers. I would like to see these numbers reported on a weekly basis -- for instance, this week there are 49 active cases on campus.

Student reporting isn't happening.   Students are going elsewhere for testing and neither reporting exposure or positive testing for fear of being isolated.   This gives me no sense of security that the campus numbers reported are correct and the risk of spreading the virus is greater than reported.

I'd also feel better if there was some random sample testing to see if our numbers are much higher than we think.

Free covid testing.

I won't, if I can't believe in the data set being published. What's occurring now does not seem to match the thoroughness of the plan outlined in the summer.   I was led to believe more students would be tested daily and that contract tracing would be enforced. I'd like for our testing rate of students to match the target rate for Tennessee recommended by the   Harvard Global Health Institute, a testing rate that would mitigate spread. And if contract tracing can't work and we abandon it, I am not comfortable f2f, even in a socially distanced classroom.

Compliance with COVID Policies

Full compliance from students and full support from administration. Vague answers from administration (not academic admin.) on things like cleaning protocols are not acceptable.

Students showing they care about it.

The students following protocol pertaining to masks.

The same policies we have seen this semester. Social distancing enforced, masks all over campus, all the time, virtual office hours.

If students were more considerate of others concerning safety protocols. While students are wearing masks when they come to class, they consistently allow them to drop below their noses, remove them to speak, or let them drop below their chin. When coming up to me after class, they also forget to leave adequate space and I have to remind them to back up.

Better student compliance with policies and procedures. I have students regularly failing to wear masks and appropriately social distance in public spaces (and this week I experienced my first student in a classroom). It would also be reassuring for the administration to take a more active role in monitoring and enforcing compliance. Hearing that such a small fraction of students are filling out the daily form, and that it is largely up to them to make decisions about coming back to class, etc. is not particularly heartening.

Students need to get used to wearing masks and social distance. Some students take out their masks to ask/answer a question. Also, they try to get closer to ask a question, and sometimes it seems they forget about COVID.

The limited capacity is helpful but is burdensome to properly execute a course.   Student behavior is the major driving factor - many clearly are not bothered and ignore mask requirements, or do not properly use PPE.   Further education to the students perhaps?

I need faculty and staff to take masks and other precaution/safety measures more seriously.

Plenty of space and between the students from each other and from me. And everyone wearing masks.   Even then, as of this moment in early September, I'm not certain I would opt to teach in the classroom.

More space between me and students in front row. students in Rollie chairs in fletcher don't always stay in their taped area.

Making sure social distancing is possible, masks, testing, reporting transparency, and clear and timely communication would go a long way I making faculty want to go back into the classroom.

Clear expectations and consequences of not following safety procedures

I think people, especially students, need reminders about the proper way to wear masks, and they need to be told that bandanas offer little to no protection, as per research. Several of my students let their masks slip below their noses.

It's hard to predict how things will feel in a few months, but I already worry that people are becoming more relaxed about COVID precautions and I worry that that will continue. I do not want to have to worry about enforcing social distancing on top of my teaching responsibilities.

Trustworthy data from the university, county, state, and federal government. And students who wear masks that fit and practice safe behavior after they walk out the classroom. It's not reasonable to expect the most risk-prone age group to follow safety precautions.

I don't know if safety is really the word here.   To feel safe I would need to have all social-distancing practices and mask-wearing continue, but realistically, I think I can be more effective using an online synchronous course where I can coordinate discussion groups and activities than I can in a classroom where students struggle to hear me and I struggle to hear them and they can't sit next to each other and work in a group.

Mask mandates and social distancing would need to be fully enforced with clear repercussions for those who do not follow.

Better enforcement of the Mask Mandate

Adherence of students to mask wearing ALWAYS when unable to socially distance off campus

Students are not doing the health screen. We have little idea who has virus. Dreading flu season. Require students to get flu shot in fall

Not sure this is possible.   But stricter mask mandates is a start.   The few times I've been on campus in the past month there have been numerous individuals not following mask protocol.   And when politely confronted, a couple have gotten aggressive in their response.

It does not seem that many people are all that concerned about covid. I see a very blase attitude toward proper mask wearing. I am not certain anyone is taking any of this seriously enough.

Continuing to hold individuals and groups accountable to health and safety guidelines.

If the technology were in place to allow students to EFFECTIVELY participate from a distance as needed, and if the check-in were required of students every day whether they intended to come to campus or not, and their participation monitored, I would feel safe teaching face to face classes in adequately sized rooms.

While I do not teach I am exposed to students on a daily basis.   The campus must make the severity of the Covid threat more apparent.   Students ignore masking and distancing, as do some UTC employees.

The impossible--for people to follow the rules

Larger Classrooms / Smaller Classes / Changes to Classroom

Sufficient rooms for my class size and assistance with the disinfectant process.

Larger teaching laboratory

Larger classroom spaces for social distancing

Bigger rooms. I teach synchronous online classes (and by default asynchronous because I post recordings). I could not imagine sorting out the rotating schedule.   I teach in person labs - between the ventilation and the safety measures we have implemented, I feel adequately safe. But lectures? Bigger rooms.

There is a call for more f2f courses, but do we have the classroom sizes to support it? I am doing rotation this semester and it is a nightmare. Having students come to class every class session makes things a lot easier.

In the actual classrooms, plexiglass in the front would allow professors to move a bit which might help in trying to ""connect"" with students and be heard better.   Not sure if that would mean profs could remove masks to be heard better or not, but at least it would allow movement.   But of course that only works if there is also video tech so that students could simultaneously join via zoom.

Adequate space and spacing.

Smaller classroom size

Ensuring that class sizes are small and manageable.

bigger rooms or less students, but teaching multiple sessions prevent me to have a normal life.

Investment in infrastructure and ventilation in our buildings. Compromises with students and faculty to work through safety protocols.

Reduce my class sizes by 50%, but that is not feasible due to demand.

An enclosed space to teach from

I would prefer to teach in a plastic face guard, with the students at least 12 feet away from me, with no more than 15 students and only in the largest of classrooms.

I need to know what classroom space I will have so that I can appropriately accommodate activities to the number of students and classroom.

More outdoor (covered) seating for having longer (2+ hour) classes (at least partially) outside.

To have an area of the room separated by a plexiglass partition that is inaccessible to students.

More space! Their needs to be more shared outdoor space for instruction.

Continued reduced numbers of students in class

Appropriate sized plexi-glass barriers?

I would feel safest in the current conditions teaching face to face once a week per class while conducting the rest of the week's work through asynchronous learning formats.   Doing so would facilitate the ability to design courses that utilize the strengths of both medium.   The next option would be to lower class sizes so that smaller groups could meet consistently for a proper schedule.

Limiting class size for F2F participation and offering synchronous online participation for those that either don't feel safe, have been exposed or are having symptoms is CRITICAL.

Cleaning of Classrooms

I would also prefer if instructors and students were not responsible for enacting cleaning protocols between classes - rather, cleaning staff should be responsible for these tasks to ensure they are properly completed.

Much smaller class sizes in much bigger classrooms, which I don't think is an option given how many faculty would need that as well. Additionally students being home for winter break and then coming back to campus does not make me feel encouraged to be in the classroom either.

Use of large teaching space, such as   auditorium.

Regular cleaning by trained custodial staff   (not students/instructors) would need to be implemented.

For mask mandates to be maintained and have staff help support them outside of the classroom.

the same as what is being provided now...cleaning supplies :) It would be nice to have some hand sanitizer also available in the classrooms.

if I could reach in a bubble, where I am the only instructor to use the classroom and a facilities person rigorously disinfects all surfaces (lets face it, students don't really do anything. It's just a facade). Facilities already does the bare minimum, if that, when cleaning buildings. I have zero faith in the cleanliness of the area.

Disinfecting by professionals between every use of a classroom space.

More time in between classes to clean, custodial services doing more than removing trash, and making sure hand sanitizer dispensers are full in every building.

I will advocate strongly that in order to feel safer, our custodial staff is in need of more support. They are the unsung heroes of campuses during this pandemic and are doing their best to make sure paper towel dispensers work, disinfectant is stocked, and that areas and rooms stay clean. I have spoken with several of them and they report feeling spread very then and stressed, with multiple people telling me that they are cleaning near entire buildings on their own. Faculty are important, but our custodial staff is equally critical. I suggest the immediate hiring of 10-20% mores custodians, at least in the near term while cleaning is being conducted more intensively and more frequently, to ease their burden, increase their efficiency, and help them keep stress to a minimum.

Maybe instructions to remind classes to clean desks. Like a Stop. Did you make sure your workspace has been sanitized. Proper equipment in each class.

New COVID Policies & Procedures

Time between classes expanded to assist in cleaning areas. Allow leeway for faculty to create some form of hybrid class in case their attendance falls to a very low level.   Having to stream live, take attendance, and teach F2F can be very challenging. I do significant group work, so without attendance, it becomes a challenge to continue to teach F2F.   I have asked for all F2F classes in the spring because I miss my students. However, I am concerned about attendance issues in order to teach F2F effectively for my courses.

A different schedule -- 10 minutes between classes is not sufficient for cleaning and arranging seats and getting technology assembled and disassembled.   And if more students are on campus between classes next semester, I will not feel safe in the restroom or stairwells.

A suspension of Greek life, busting down of parties, and a suspension of contact sports. Which is not going to happen. I know where the University makes its money. It sells a college experience.

Smaller classes with shorter class time.

In addition to the current safety measures, I would like to see temperature checks required to walk into any building on campus and more accessible testing options for students and faculty.

I'm tempted to simply say, ""to not teach face-to-face,"" but if we are to have face-to-face classes we need more flexibility about how often we meet. The current definition of ""hybrid"" is

flexible enough for some comfort. If anything it could be changed to something like 5-50% face-to-face.

A much lower rate of transmission; more use of outdoor space for classes and for students to eat and study; more tests for students and staff; more support for faculty and staff; hazard pay.

Maintain Current Procedures

What is actually working well for the face to face courses is that there aren't too many on campus at the same time so the issues I thought would be a challenge like busy hallways aren't a factor. If the number of courses increases then we would need to make sure we stick with a hybrid model and coordinate when classes would meet face to face to limit traffic and congestion. Once students are in the classroom it's pretty safe.

I think the smaller class sizes are good. Having classes with 1/4 or so capacity has been good. The students I surveyed often want to be in class. Right now the smaller capacity classrooms is a good.

Disinfectant WIPES instead of broken towel dispenser in my room or bottles of spray that run out quickly .

Nothing more than what is being done already.

I think that we live in a time where making judgments more than a few weeks in advance is difficult (which is why I chose neither agree or disagree to the two questions above regarding spring); the situation at that time would determine my level of comfort.

Similar standards for safe-distancing or continual adaptation to recommended guidelines for safety based on the level of the existing pandemic.

Nothing specific. The University is handling things perfectly.

Requiring students on campus to wear masks.

If students will follow the protocols, as they seem to be doing this semester, I will not be concerned.

I'm alright with the protocol that is currently in place

Continue social distancing and mask use.

Masked students. And classrooms large enough to have all students together while still maintaining social distancing.

similar protocols in place

I feel we are taking really good precautions in our department

I think that we're doing about as much as we can. Compliance on the part of the students is critical. My students have been pretty much perfect in this regard so far this semester. I gave

them a heads up regarding expectations before the semester started and they seemed to appreciate that.

maintain smaller class sizes. Really need more timely reporting when one of our students is in quarantine.

Nothing, I'm content with the safety of F2F classes. However, I don't need to work closely with students--I do not do labs or studio work--so that might be different if I did such work.

Continue mask requirement and social distancing requirements.

continued mandatory masks

I would need the mask mandate to continue both on campus and in Hamilton County.

Continue social distancing and mask wearing. If these do not continue I will not teach in person. When we return to ""normal"" what transition period will there be? Will instructors have the ability to require masks even if it is not a campus rule in spring/summer/fall?

Assurance of continued limiting of the number of students in each classroom so that social distancing can be maintained.

Small class sizes. What we have now is good.

Nothing additional is needed to feel safe.   I believe I will be safe teaching face to face classes.

Current safety steps appear adequate. Still need streaming technology for classrooms.

Continue with safety measures currently in place.

Continued rotating format with low student capacity during face to face classes

The same distance measures in place. Also a raise.

continue social distancing, mask wearing, and contact tracing. I feel like the university overall has done a good job of this this semester.

I feel safe with what has been provided.

Everyone (students and faculty) are doing their part in the classroom to make it happen.

I feel safe as is. While I would be able to teach my courses in a synchronous online format in Spring 2021, I think face-to-face learning is important especially for underclassmen. I would rather move back to a F2F format as much as possible next semester.

Just to continue to see others doing this safely and seeing that everyone is following safety protocols. Confidence in the ability to allow students to stay home when sick with no repercussions and same for faculty.

I think the university is doing everything it can to make me feel safe teaching face-to-face. I honestly feel comfortable teaching my small graduate level course face-to-face this semester and

coming into the office to work. My concern is for things outside of the university's control (e.g., infection rates, students taking risks, etc.).

I need people to take UTC COVID-19 Protocols as seriously as they are this semester. The students have been outstanding. I cannot praise them enough.

I think the precautions we have implement have been very safe. I feel confident if we continue these practices into spring 2021 in the absence of the vaccine.

I am very pleased with the precautions that have been taken to protect faculty, students, and staff. I believe that our upper administration has done an amazing job!

All my needs were met this semester.

Since I am also the Safety Officer within the Department, I established guidelines for the Department in what they are supposed to do for face-to-face labs. I have provided cleaning supplies and avenues for faculty to get the safety equipment they need for the semester. Right now, I don't feel like I could do much more to help ensure the safety of my faculty/GTAs other than going completely online for the course.

I feel safe already.

continue the mask requirement and disinfecting procedure

Students must still be wearing masks.   Class sizes should still be controlled at a lower level.

No comment. I am teaching face to face now and it seems to be going well.

I honestly feel decently safe in class and find that students are wearing masks appropriately, are good about social distancing, and have been good about decontaminating workstations at the end of class. I think classes will need to remain as split sections with small caps per class. I would not feel safe teaching to a packed class yet.

I feel safe now.

There are so few students coming to class that I feel safe from a physical standpoint. I am frustrated that more are not coming.

Nothing.   I feel perfectly safe now.

Better Communication

More communication of what procedures and tracing looks like at all levels of campus. This still feels unclear.

A clear plan for how UTC is making decisions about who to best conduct classes and the University during this global pandemic. And by clear, I mean one that is made known to faculty, staff, and students. From there, I could then decide on the appropriateness of the plan in terms of having the best interests of faculty, staff, and students in mind.

Again, clearer communication with both faculty and students. The process was very fuzzy at the start of the semester (and still a bit) of what would happen when students were sick. How is faculty communicated with? How do we know they're ready to come back to class? The clearance forms weren't coming in at the start.

Again, more transparency. I want to know all of the risks associated and make my own decision from there. Saying we're doing really well and keep it up when we don't actually know how many people are positive or have been exposed makes me lose faith in administration.

Better Isolation Notification System

A better system for dealing with isolation and contact tracing. The notifications regarding students in isolation are vague and delayed. Students have notified me of their status and told me they've already notified the university, yet it's often 4+ days before I receive an official letter. We're not told if these students are COVID-positive or not, making it difficult to know whether we've been put at risk. The contract tracing efforts seem to rely on the student telling them who they've been in contact with which is very unreliable because students don't remember or are afraid it sounds like they're not doing what they're supposed to if they share how many people they've really been in close contact with.

A commitment from the University for a better system of notification. I had a student who attended my class face-to-face on Monday, Sept. 7, and Wednesday, Sept. 9. I then got an email from Student Outreach that the student had been cleared from quarantine effective Sept. 9. So it appears he attended my class without being cleared from quarantine, but I would have had no way of knowing that while he was in my classroom.

More Time to Evaluate Situation

Not sure. I truly think it depends on the status of the pandemic in our region over the next couple of months.

Too early to tell...I would like to see what the winter brings related to infection rates.

Time to see how the pandemic is playing out. I think there are too many variables and unknowns to know whether it will be safe or not.

It all depends on what the overall situation is related to COVID and the flu season. It depends on whether everyone is willing to take the necessary precautions.

I think at this point there are still too many unknowns. With the coming flu season, with people getting tired and thus more lax regarding requirements, I expect that the spring semester will be even more challenging and thus concerning.

That also depends on what state the pandemic is in the country. We're not there yet. It's hard to know what will be needed then.

Will Not Feel Safe

I would not feel safe teaching face to face. I also think the reasons for the push for synchronous online classes in the spring need to be clearly communicated to faculty. We have been given NO data supporting this push for synchronous online. Online synchronous seriously limits our students and we have been given no evidence that synchronous online learning has higher educational or engagement related outcomes. It goes against everything the WCTL has been training us on for years with regard to online teaching and course design.

In this current political environment and in this geographical region, I do not think I will ever feel safe teaching face-to-face in the spring. I will be teaching F2F in the spring, but I am honestly terrified!

It is expected from Fauci, the CDC and even WorldOMeter that the infection rate will be insane by January. And that it won't be till January, at the earliest, that we get a viable, safe, vaccine. I am high risk. If I catch this thing and there is no treatment for it, my chances are not good for surviving more than a week. I have already lost friends to Covid 19. I know what it can do. So in the end what do I need, Time. I need Time. I need to not be teaching face to face until it is actually safe to do so.

I'm not sure there is anything that can be done to make me feel safer. The issue that I have is that students do not seem to be taking the virus seriously so I would not feel safe being in consistent contact with them.

I don't think it is possible to fully feel safe teaching face-to-face due to common behaviors and circumstances of my students.

Nothing.   The problem isn't that I don't feel safe, it's that I need more technology support to provide simultaneous face-to-face and virtual classes.

It's not the university's policies that are the issue; it's the mindset of the majority of students who do not take the virus seriously. I am appreciative of the option to teach online for those professors who are high risk or who live with high risk family members. I will not feel safe until the pandemic is over.

Because of the political climate of our state, it seems that some are violating mask guidelines as a political statement. I am concerned that until the incidence of Covid 19 is minimal, that it will be virtually impossible to have a safe environment.

I will not teach in this modality.

For them to be delivered online. There is no scenario in which I would feel comfortable teaching f2f. I have no faith in our protocols, the lack of participation in the self check (which the

administration should have seen coming), students leaving quarantine early, the lack of true transparency about our situation from the administration.

There will always be a risk to teaching 20 somethings during a pandemic which tends to only effect those 40 and up. Many of them simply don't care, and I probably wouldn't have at their age either. A quick drive by of the local bars makes that clear.

I do feel safe.

I don't think that there is an easy answer to this question. I don't believe anyone is ever completely safe teaching face-to-face right now. I'm committed to it because that is what the students seem to want. I commend the University for its efforts toward classroom safety, but I don't think we can delude ourselves into believing that those of us who are teaching face-to-face are not taking a risk with our health.

There is no safe teaching face-to-face classes.

Nothing would make me feel safer teaching face-to-face classes at all.

Other

Offer another early retirement incentive so senior faculty can leave soon.

This is not realistic. Our sample size so far shows that students, staff, and faculty cannot be trusted to follow appropriate safety measures. This is an unreasonable and unrealistic ask, and no one should be asked or required to teach face-to-face in Spring.

From a liability perspective, I would recommend that no one 50 or older be allowed to teach in person.

Communication on how this F2F will be different than previous. Navigating additional technology differences for example.

I don't think it is possible to teach voice lessons safely, since we need to be at least 12 feet from each other.

I don't want to visit other people's stale air. So if someone walks down a hallway then I want to wait some amount of time before walking down that hallway. A crowded hallway is stupid beyond belief.

I'm ok with the single hybrid course I'm teaching. It meets early in the morning when few people are on campus, and then I leave immediately following class and go home for the remainder of the day to teach the rest of my classes. I have also limited the number of students in my hybrid course to at most 10 people attending class on any given day. I would NOT feel safe if I had to be on campus all day for all of my classes. I would be willing to teach one course f2f, and it would need to be a hybrid course. But honestly, the amount of work involved in teaching one is huge given that I have to plan for people to be in class and online in the same course.

Being able to teach without having to wear a mask. I have asthma and can't wear a mask for over an hour and speak loudly to a room full of students.

What UTC is doing now seems to be working, given that we haven't had to shut down like so many other schools, and I think it's irresponsible to increase face-to-face enrollment in the spring. I think spring 2021 face-to-face courses should be limited to those classes that must be taught F2F.

Physically, the classrooms are already about as safe as they can be. Again, this is not simply an engineering problem about how many hand sanitizer stations or mask dispensers we have or whatever. We've done good work on that already. But we need to start thinking more deeply than that. ""Normal"" is never coming back.

Student isolation, but obviously completely impractical for f2f. Observation proved that none can be trusted, so only a protection completely under my own control would make me feel safe. There is no solution we control.

The biggest thing we would need is to eliminate course evaluations this year, so instructors can make decisions about teaching based on safety for ourselves and our students rather than perceived backlash from students, RTP committees, and administrators. I would rather not have to worry about angry students on evaluations if I feel that the course needs to be online more often than originally scheduled. This is especially important for non-tenured and contingent faculty. This would be a way for UTC to demonstrate to faculty that we care about safety."

More adjunct budget to cover when faculty gets sick.

More sick leave for staff like administrators and janitors who need to take care of family or are sick themselves. We want them to feel like they can take the time they need (so they don't bring the virus back to our campus).

I personally feel safe, but I've now spent an entire summer and fall unable to visit family members because they are too at risk because I've been teaching face to face.

Hazard pay.

- The above process is getting better, but the university is understaffed for contact tracing, thus throwing a wrench in this plan. It's unclear to me why this resource that has been said to be critical to our success this semester wasn't built out from the beginning.

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- I've had students with roommates who have tested positive and they said the university has told them not to get tested. Even if they quarantine for the appropriate amount of time, it's possible they could be coming back to class asymptomatic. I would feel more comfortable if the students were encouraged to get more information on their health in conversation with the university.

- It's obvious students are not filling out the self-check forms and completing the notification form. I can encourage them every day to do this, but if we don't have a clear mechanism for requiring it, then we don't have assurance that the classrooms and campus are as safe as they can be for faculty, staff, and students.

Appendix C

Q12: If you are currently teaching face-to-face classes, what challenges are you facing teaching these face-to-face classes?

Technology

Lack of Installed Technology

I have to teach to 10 people in class while teaching simultaneously to 10 people online. NO technology has been installed in my classroom to allow me to do that. I'm bringing in my personal laptop and other equipment from home so that I can stream my content through a Zoom session to my online students (and record it to post as a video later in the day).

Having time to teach students, sanitize classroom spaces, and engage in student learning outcomes.

I need technology that is actually installed, works, and the headsets/microphones to keep Faculty safe. Faculty should not be forced to buy their own headset or lapel microphones. If the University doesn't have enough to issue all full and part-time faculty who teach F2F these basic necessities, then we need to move to virtual delivery format until the supply chain allows us to have the equipment that is needed. Until these things become the norm, not the exception as they are now, UTC needs to adjust Spring offerings to allow for more virtual instruction, and less, far less F2F instruction. Not every F2F class is scheduled to be held in Lupton and frankly, not even everything in Lupton is working as it should be for F2F instruction.

Where is the kaltura lecture capture we were promised? I'm bringing in my own laptop to zoom.

We don't have the equipment to do Hyflex teaching but that's what Admin and students expect.

The first couple of weeks, the technology in the classroom was not working. Now it's working, but microphones in the room to pick up students talking is not there.

I was expected to "make my expectations clear" to the students when I had no idea what to expect. I had to provide on my syllabus my expectations for participation without knowing if I'd be able to use lecture-capture technology to provide synchronous online access or record my session. As a result, those expectations have continued to evolve and clarify as the situation and resources became clearer.

Students without COVID-related concerns are choosing when to attend face-to-face based on convenience (which can change daily). We are then expected to make everything available to them, including the opportunity to join the class synchronously online AND post a recorded class session even when our classrooms are not properly equipped to do either of those effectively and when the technology is spotty and inconsistent.

My classrooms are not set up for zoom.   I am wasting 15-20 minutes per class each day setting up the technology to work.

My class was meant to be all at once (no rotation) but that also means the room is not equipped with technology to create quality recordings or synchronously broadcast. In hindsight, this is not ideal as students have to self-quarantine or miss because of potential symptoms.

Technology is also huge.   There seems to be a disconnect between what faculty need and what IT is providing.   It takes me about 20 minutes before class to log into everything to make sure all the technology is on and functioning correctly before class starts.   I'm allegedly in a Kaltura-enabled classroom, so I went to 4 training sessions this summer about Kaltura but as we all know, the hardware isn't here yet.   One class didn't record any sound, because I thought Kaltura would pick up the Shure microphones.   Apparently, the microphone input is on the Document Camera, and it wasn't on.   Apparently, I need the Shure microphone so that F2F students can hear and a lapel microphone that can be used as an input for recording the live class, all while teaching with a mask and remaining socially-distanced from everyone else in the room.   It's a lot.

The technology promised for the classrooms does not actually exist. It would have been great if the IT department and university administrators were honest with the faculty about what was available before classes started instead of letting us figure it out during class. I was able to figure out how to live stream the class after discovering that the classroom I was assigned did not in fact have streaming technology despite being on the list of rooms with the technology. It is still a very awkward modality, live streaming while lecturing face to face, since most students prefer not to come to campus. So, on a good day, I am only lecturing to 3 students while 15 students watch from home.

Technology shortage.

Lack of technology for allowing synchronous access for the other half of the class.   We've had a month of classes and the technology still isn't installed.

I still don't have working classroom technology. Admin has made students feel as though they should get what they "want" this semester instead of what's realistic and safe. And I have to deal with the fallout when students want to be in the classroom but can't as often as they expect due to room capacities and other issues. And yet I'm turned down when I ask for a larger room sitting empty across the hall with working technology that can improve instruction, decrease my stress, and increase f2f time.

The promised technology has not been delivered.

I was told there would be lecture capture in the room, and it is still not in place.

Not having the necessary technology.

I have had to rely completely on my personal technology to make the class available to students who are not attending f2f. I have to haul it to all my classes, set it up, take it down, wait for stuff to process and remember to post it long after class. I have had to buy a headset.

I teach in one of the better equipped rooms but online students can't hear students in the classroom and my mic is constantly malfunctioning. We need ceiling mics. I'd prefer to have smaller class sizes and no online participation.

The classroom I teach in is not outfitted with any of the promised technology. So I have to bring my laptop to class and teach to 5-7 remote learners and 13-15 in-person students. This means I have to stand in one place or hold my laptop as I move around the room and teach.

An unfortunate side-effect of this is I am unable to show media in my class (an important component of my instruction). So students are having a significant less rich experience this semester.

None of the promised lecture capture technology has been installed in my classrooms. I teach 3 back-to-back classes, Setting up and taking down the technology I bought to make the courses work takes a long time (especially lecture videos to process) - on top of disinfecting a classroom, I have to shorten classes significantly.

The in-class technology has been a nightmare. I ended up bringing in my own iPad so the student(s) who has tuned in via Zoom can work with another student on a group project.

Wearing the UTC provided headset - the class room can hear me, but remote participants can't.

Wearing my own USB/Bluetooth headset - the remote participants can hear me via Zoom, but the in-room participants are having an issue due to the mask. In addition, my USB headset covers both ears, so it's not idea. I would hope to be able to use the UTC headset and do expect that to be resolved prior to the next class session.

Lack of Reliability of Technology

The lack of reliable classroom technology.

Kaltura seems to be down at the most inopportune times, which makes live streaming safely through Canvas difficult.

- unpredictable zoom

I teach rotating classes, which requires some students to join online via livestream. Both Kaltura and Zoom have been unreliable and the frustration is clearly getting to my students.

The inconsistency and unreliable technical options we have make a dependence on providing a synchronous or recorded classroom experience untenable. None of the five classrooms I have taught in this semester were equipped with lecture capture equipment, yet all four sections I teach were supposed to be hybrid face-to-face rotating.

The fucking Kaltura software does not work half the times.

The logistics of the rotating face to face classroom are time consuming. Trying to ensure a good experience for both the students in the room and the students tuning in at home is challenging. Students had significant technical issues in the first week of the semester, as did I. There have

now been two instructional days, both Wednesday's, when Kaltura was not working during my class time, meaning that my students at home were at a disadvantage.

Students expressing difficulties transitioning to Kaltura, problems with projects translating well through Canvas.

Traditional technology issues like computer not working, mouse not working, projector not working.

The technology does not always work correctly- which can also be stressful since we are having to rely on it more even in our face-to-face classes.

Technical equipment that is malfunctioning.

The students and myself are having significant issues that IT cannot always resolve with wifi and Kaltura reliability.

I refuse to use Kaltura. It is just too unreliable.

Being sure my recording devices are all working throughout the class.

Technology Operating Issues

Difficulty getting technology to synch for students at home, difficulty with projection and recording

We're doing hybrid zoom and in person and it's very difficult to have all of the technology work

Shure mics didn't work at all.

I had technology challenges in my classroom. I checked out my room before semester started and identified problem with tech, IT was very helpful in sending a plug in webcam and microphone, but on day of class we could not get everything to work properly. Students in zoom could either see or hear, but not both. Even with IT on the phone we couldn't get it worked out in time so I had to run the class using my laptop to connect with those who had to join virtually. Made it very difficult to have any seminar-type interactions, forced me to do more of a lecture (not ideal for a graduate class).

I understand that we are suppose to offer an online option to the people who cannot come to class but half the time there are technical difficulties.

Yes, audio issues are the only one that hasn't been resolved.... but I have a note into the helpdesk.

Limitations of Technology

Lecture capture cannot fully capture the dynamic atmosphere in the classroom. From answering student questions to asking them questions to lecturing from a powerpoint slide to elaborating on a concept or example on either the docu-cam or whiteboard.

The podiums (computers) in my classrooms are SO OLD that I have problems pulling up basic things like Canvas.

The major challenge is related to active engagement of students and grading scanned documents related to homework, quiz and exams on computer.

The computer and monitors in my classroom have issues from running too slow, to blank screens too often.

The technology has been a challenge. While I think UTC has done a brilliant job of moving as fast as humanly possible, more training on how to use Kaltura in the physical classroom BEFORE classes started would have been helpful. But, again, I know you were rolling out training as fast as you possibly could!

Technology limitations on making the course as engaging as it could be.

I do expect to have issues with exams if I try to use Proctorio as the students may have to bounce out of Canvas to do some Excel exercises.

Other

Incorporating virtual and in-person students is just challenging, but I think the classroom cameras (that are coming soon) will help everyone feel more connected. Mics in the classrooms are helping me sustain talking with the mask.

technology...it is difficult (and timely) to set up zoom/Kaltura for every class where you have the majority of your students in class and then some online.   Having to repeat questions that are asked in class for the zoomers, not being able to do 'traditional' group work...these are just a few other challenges...it is all doable, just takes more time/energy.

The biggest change has been from writing on the whiteboard to writing on a tablet/laptop and wearing a microphone so that my voice is picked up by zoom. Another adjustment has been how quizzes and tests are administered. I am currently using Proctorio and that seems to work reasonably well. There were a few instances when I had to work around some issues students faced, but overall it has not been bad.

technology challenges - current classroom podiums are dated and it is a struggle to teach some zoom and F2F at the same time with studio courses that are very hands-on.

Mastering the technology required to let them work together while maintaining social distancing requirements.

Technology !!!!

Student Participation & Attendance in F2F Classes
Low Attendance at F2F Sessions / More Students Opting for Online

Cohort groups are working well, but attendance is poor overall. F2F time is at a minimum and students do not seem to like that.

Student attendance in F2F classes.

The sparse attendance (which I cannot fault the students for) makes it all seem hardly worthwhile.

More and more students are attending on line and I have fewer in class.

I'm never sure which students are going to be present physically or virtually.   This is not really a problem though.   It just changes the dynamic in the room when only two students show up for face to face instruction with the rest of the students online.

The challenge is to have a full class. Though, I have enjoyed the smaller classroom that meets less often.

F2F attendance - As an example, 14 to 15 students each are assigned to attend class F2F on M, W, or F for one of my courses. Half or less of that number actually come to class. A select few have chosen not to due to health concerns and informed me at the outset. The rest just aren't coming. My fear is they're going to fall behind, and quiz grades so far seem to reflect that.

The students want to be online! So now I have basically four classes instead of three--Two online, and then one for the three who want to come and the rest are online another day. It's exhausting to keep track. I guess students say they want online but then they don't come to class. I love F2F, but I don't want to teach that modality in the spring because it's a nightmare keeping up with COVID absences, student concerns (which is legitimate) about coming F2F and then this pressure to do everything for everyone. As far as safety is concerned, I feel completely comfortable teaching F2F with masks and the spray.

I've split my class in half and they alternate days of attending face to face.   I should have 10 students attending each day.   But as my class meets at 8am, I believe many of my students have decided it is easier to "attend" class via zoom, and simply join in the class online rather than showing up on their scheduled f2f day.   That's frustrating for me, as only 6 or 7 are regularly showing up for the f2f part on any given day.   What's the point of teaching f2f if the students actually want to be online?   I teach the same course as an online asynchronous course, and that class never filled up.   They could easily have enrolled in one of those courses had they wanted an online class, so I'm not sure why I'm having the attendance issues.

Students ghosting a class... I have a lot of students with no completed work that I have emailed, messaged, reached out to but are non-existent and non-responsive.

I have some students that aren't able to be in the classroom (besides the covid seat limitation). They don't want to be on campus. So the combination of only 5 or less students in the classroom and the rest on remote is time consuming, technology intensive, exhausting, and not enjoyable.

Some students abusing the extremely loose CV19 absence policy...please nix that in spring The number of students who don't want to be on campus has presented a challenge in course delivery.   Further, several students have either been exposed to COVID or have contracted COVID.

Low attendance.

I have not seen many of my students' faces because they are "opting" to complete the semester fully online (not for COVID-related concerns or issues) even though we are meeting face-to-face. It has resulted in students who are not performing well because they are not actively participating in the class and benefiting from the instruction offered. I teach first-semester freshmen who haven't yet discovered the benefits of face-to-face instruction, so they are choosing online because they think they don't have to engage in the online lecture/instruction/discussions and can "fake it" when necessary.

Technology and student attendance in person.   I can't make it required so they don't come.

Students take the opportunity of offering a simultaneous streaming as an excuse not to come to class - on a typical day I have 11 people in the classroom and 9 online and only 1-2 of the online people have valid reasons for not being in class.

Because of these reasons, and since I have students who cannot attend class due to quarantine, increased virus risk, or their living situation, I have had to move synchronous face-to-face meetings in my hybrid classes to Zoom in order to facilitate them.

Biggest challenge is that students do not want to come to campus. I started the semester by offering three modalities: in person, hybrid online, and fully online. That was not sustainable.

Massive absences.

Students not showing up for the F2F Sessions.   Makes one wonder why we are bothering?

Student attendance.

I am teaching face-to-face this semester, but I have decided to make in class attendance entirely optional (I don't think it is ethical to require in-person classroom attendance during a pandemic).   Originally I had split the class into two groups of 15.   Because in-person attendance became so sparse, last week I opened it up to the entire class.   Only three people showed up in person; everyone else appeared on zoom.   I thought more students would avail themselves of the in person option if given the chance, but that appears to be, at least anecdotally, not the case.

It's been an administrative burden to track student participation and develop contingency plans for students who need to be absent.

Attendance has been a major factor.   The university's laissez faire approach, while making some public health sense, has resulted in students calling out sick or simply not showing up on an extremely regular basis.   In my classes of 24, between online and in person, I regularly only have about 12-15 show up, which is substantially lower than in a normal semester.   What is the point in planning activities for students to work in groups if they don't have people to work with?

A few students who are not coming to the classroom on their assigned days, choosing to attend by Zoom. There is no documentation that they are ill. I suspect they are afraid, and I don't blame them entirely. However, they signed up for a face-to-face course. Everyone else has to be there, including me.

Students in my class are frustrated by this arrangement and have expressed a preference for doing online synchronous, but it is my understanding that we cannot make this switch.

Only 10 percent of my students participate in person, the others remotely. What's the point? Our students are SCARED.

Students in Quarantine

Keeping up with who is in quarantine.

Slow notifications from dean of students on quarantine and removal from quarantine.

Several of my students are in quarantine.

Students are being quarantined left and right, and as many as 1/4 to 1/3 class are often missing.

Accommodating students that are in quarantine.

It is also difficult for some of the instructors to keep up with who is in quarantine and who isn't and then providing them an online version of a face-to-face lab they missed. There just seems to be a lot more logistical work that has to be done with having essentially three versions of labs going on at the same time.

When students are asked to quarantine, many are held out of class longer than they should be and communication seems inconsistent.

It's very tough to continually deal with absent students who have to quarantine, as they miss in-class exercises, activities, etc.

The hardest thing is keeping up with students who are missing classes. I spend the majority of my non-teaching time making videos or trying to support these students, remotely. Some things they can zoom in for, other things, like big class discussion are not translatable or legible over zoom.

Office of student support is overtaxed, not keeping up with the workload.   This means we faculty have to call to get updates on a specific student. The are doing their best, but it seems the university didn't properly anticipate the amount of case management they'd be doing.

Being creative when it comes to student quarantine.

It's a lab setting - where the 2 groups rotate in every other week. Keeping track of the students isn't too much of a problem. But to be expected to keep track of Covid-19 cases AND to allow them the chance to make up work.

Lack of Student Engagement

Low student participation.

From my experience/observations, it appears some students have lost all accountability for engaging in class from the University's perspective (excepting for those dealing with COVID-related concerns and issues, of course).

It seems more students have dropped off the radar earlier in the semester, despite my attempts to reach out to them early and often. I anticipate a higher failure rate due to the lack of participation/engagement this online/face-to-face situation has created.

Students don't seem to be connecting to the F2F experience like they have in the past.   They say it's because they are stressed and because the can't talk well in a mask.

Students are not engaged. They are stressed and lonely. They ask me what activities they can do to meet friends and find social groups. We try to find things together but nothing is going on this semester. I'm trying to do more team building and group exercises to get them to engage with each other but you can see by the way they zone out in class and some absences that they are mentally struggling.

The students are distracted by constantly being quarantined. That is making it very difficult to complete group projects or actually just participate in class because they have to tune in via Zoom.

Student's Lack of Accountability

Hybrid modality = less / limited contact time and the perception of less accountability by students.

I have really enjoyed being in the classroom again, and my students who attend have been positive and engaged. The requirement for faculty to completely replicate the face to face experience online means that students don't feel the need to come to class, which devalues the face to face experience and means that our students are not being educated well. In trying to do it all, we tend to fall short in everything.

Having to Rotate Attendance / Classroom Size Limitations
Reduction in Time for F2F Instruction / Limited F2F Sessions

Not enough time with students. Having to split labs in half is reducing the amount of instructional time for students. I am focused so much on safety of students that teaching becomes secondary to watching for safety violations or risks.

I am teaching some face-to-face rotating lab courses and these courses are very challenging because we are doubling up on content every week and I do not believe that was the most practical solution.

Time needed with each student to get them to grasp course elements and complete projects to the level of previous semesters is an issue with classes split in half.

Being put in a classroom without the room to fit all my students at one time. Very frustrating, especially when I see there are rooms not being used because so many classes are online.

Even when faculty go through all of this planning and preparation, we are literally meeting just 2 or 3 students out of the 15+ students that are scheduled to be in the F2F class. The students are saying it isn't worth their drive or they are scared and would rather log in from home.

I teach in MWF Cohorts. When Students miss class, I do not see them for 14 days. I only have 1 class per week per student, so teaching has been reduced by 2/3s. Canvas is still challenging, but I find it is becoming more manageable.

The challenge is in splitting the class in half. Those that join remotely just don't get the same experience as face to face.

Managing Student Attendance, Participation, Schedules, & Assessments

Rotational courses are a nightmare of who is what/where/when and ensuring students actually listened to/watched the lectures they aren't there for.

We have to teach our labs on a rotating basis (many sections of lab). The students get very confused about when they are supposed to be coming to lab vs. not, when assignments are due, etc. The instructors are having to do a lot more hand-holding than before because students aren't reading directions, etc. They are being bombarded by emails with students asking questions that if they would simply read the syllabus, it would be answered there. There is a lot more of this situation going on than when teaching completely face-to-face and it is very overwhelming for the instructors.

I am teaching rotating f2f. My main complaint is that some students (over half of the class) want their f2f class to be online, while others want the class to be f2f. It's hard to be everything to everyone, and some students are using it as an excuse to not come to class either f2f or virtually. It's a lot more work for instructors. Also, over 1/4 of my students have a D or an F average in a junior-level class of majors and minors. The last two times that I taught this class no one received a D or an F. Their poor performance is because they are not coming to class or doing their work.

The hybrid format of rotating f2f is a challenge for students. While good to see students once a week, they are struggling to manage their time the other day of the week. I think it would be more consistent for them if we were fully online so we could all check with each other during each scheduled day of class instead of rotating.

Students come to my classes once a week for F2F learning, and attend class synchronously online via Zoom when not in person. All lectures are recorded and posted to Canvas. I've seen two main challenges so far:

1. F2F attendance - As an example, 14 to 15 students each are assigned to attend class F2F on M, W, or F for one of my courses. Half or less of that number actually come to class. A select few have chosen not to due to health concerns and informed me at the outset. The rest just aren't coming. My fear is they're going to fall behind, and quiz grades so far seem to reflect that.
2. Quiz and exam performance - Delivering quizzes and exams in an online format has been difficult. Course content involves diagrams in many instances, and this creates barriers at times. Students also aren't able to ask questions as easily if something is unclear.

Class Size Limitations

I cannot teach the same amount of students and maintain appropriate social distance so I have had to divide the class in one case into five separate groups and teach them all separately.

The limited capacity in the classrooms makes it not possible to have in-person classes in some cases.   I have one class that has over 50 students, and a classroom limitation of 14, making it not possible with a rotating schedule.   So, the course is mostly online, with in-person activities per the departments and colleges requirement on occasion, increasing faculty workload substantially.   In addition, no TA support was provided to me.

The divided classroom my course began with due to capacity restrictions was very challenging. However now that we are able to meet in one classroom that has helped.

Having to rotate classes & work around the limitations on capacity.

I have another face-to-face course in which we are meeting in 2 separate rooms with the help of a teaching assistant and connecting the 2 rooms and remote students via Zoom and I believe that is working very well.

Increased Workload

Rotating groups of F2F students is incredibly difficulty. The arrangement presents a constant stream of tech problems and grading (more than usual). And teaching simultaneously to students in class and virtually is really hard. And all this while masked and also ensuring that students follow the Covid policies. Weekends are a thing of the past, exhaustion is setting in, and we're only 4 weeks into the semester.

Other

I would like to have non-rotating next semester.

Having to Teaching Simultaneously F2F and Online / Hyflex
Student Engagement is Difficult

The total disconnect between the students in the classroom and students attending digitally. This sort of teaching may work for strict lecture classes, but it is unfeasible for discussion (and I worry that the push for face-to-face instruction is reinforcing the false idea that the only form of meaningful pedagogy is "sage on the stage"-type lecturing).

My current struggle is half of the students in my face-to-face class are connecting remotely. Managing students in the classroom and at home is challenging. The biggest issue is that when we have class discussions that students at home can't hear the students in the classroom. I have a microphone to make sure they hear me, but it doesn't pick up students spread out throughout the class.

Very awkward teaching face to face AND virtual simultaneously.   Process is a bit cumbersome, impossible for the online students to hear class discussion amongst the face to face attendees.

Keeping the students who are joining in via zoom is difficult. It seems like some of them log in then just take a nap or something.

Zooming students into class is a logistical challenge to get everyone heard for discussions. I've asked everyone in class to log into zoom so they can essentially have a microphone in front of them, but this is not feasible for those without computers.

Juggling Act

Trying to set up and record and then upload recordings when class ends (takes a while via Zoom and I am rushing to clean and exit the classroom; Kaltura has its own issues), trying to include students in discussions both in and out of class, trying to understand students through masks, having to sit still at a podium when that is not how I would normally teach or facilitate a discussion, trying to develop activities that can be done both in class and online for students who cannot attend, etc.

It's very difficult to manage classes with some students in the classroom and some online.

Keeping all students on the same page if some are present and some are online.

Just the sheer multitasking

First, I have three different mediums When teaching face-to-face rotating, first I have to teach the students in front of me and have active learning that pertains to students physically in the class. Then there are a number of students, the majority of the class, who are streaming from home that have to have a similar active learning activity. Then there's those that will watch the recorded video that still need to be engaged. This is too much.

Managing hyflex classes when it comes to balancing in-person and online discussion, assignments, etc.

Having to simultaneously teach over Zoom and in person.

Teaching to a zoom class and a face to face class simultaneously.

It is difficult to teach in person and synchronously online at the same time.

In addition to face to face preparation also need preparation of material for quarantined students. So really teaching in all three modalities, face to face, synchronous, asynchronous.

It has been difficult to navigate online and in-class activities.

The expectation to teach the same class in person and online, preferably at the same time.

Increased Workload

Space challenges (to keep physical distancing); always have some students who cannot attend (due to quarantine/isolation) so need to capture what is going on in class either for synchronous or asynchronous viewing. This coordination requires more than 1 person to keep it "going" during the class period. The teacher cannot focus on teaching and deal with technology challenges at the same time.

Technology and time it takes to do online/hybrid instruction well. Recording, light editing, and posting each class session takes an extra few hours a week. Having technology errors that aren't corrected takes time and energy away from instructing, planning instruction, and working with students.

The preparation to Zoom and teach face to face simultaneously to 2 different classrooms is difficult, takes too much extra planning, and impacts all lessons.   Every lecture and lab has to be redesigned.   The prep time for classes is double due to social distancing requirements.

Accommodations for those who want to stay home are onerous: face-to-face teaching is just that, but I'm having to do double work to run everything online at the same time for those who don't want to show up or are stuck in quarantine. We've cobbled together a solution for getting lectures recorded, but it's less than ideal. I mean, it takes 15 minutes of pre-class prep time just to get all the tech set up.

Other

I HATE streaming while doing FTF.

My plan is to offer the F2F option along with synchronous online participation every week unless something changes, but the reality is that a high percentage of students are opting to participate remotely, even though I have clearly stated that the experience will NOT be the same.

Limitations of F2F Learning Environment with COVID protocols

Requires Change in Pedagogy

Pedagogy is different. F2F really isn't F2F like before COVID. I can't do the things (e.g., group work & discussion, activities) that I did before.

Much harder to teach studio courses when cannot work in close proximity with students and their projects. Takes more time to explain issues and possible solutions this way.

The inability to work in small groups is extremely problematic and is challenging pedagogically.

Have to re-think student small groups--it's hard to talk with a mask and still keep distance when everyone else is doing that too. It gets loud!

Keeping students in only groups of 2 with their partner.

The fact that I can't teach it the way I had planned to and with students in quarantine I am having to teach two different classes.   One online and one face to face version so it is certainly much more work.   With the social distancing requirements it is a little more challenging having students do small group active learning while in the classroom.

The necessary safety precautions make traditional f2f activities impossible. I think synchronous online is managing well enough the function of group discussion and small group work (using the breakout function) without putting students at risk of transmitting or catching COVID. Also, as mentioned above, I don't think the current tech set-ups on campus allow me to equitably share f2f content with students who are having to stay in isolation for valid safety concerns.

Yes - Teaching without passing out papers.

Student Engagement

Difficulty engaging with students due to our typical close work with materials in a studio setting. Developing the combination of face to face and online content was and continues to be a monumental task that is not recognized by upper administration.

It's near impossible to see and give feedback on students' work from 6' away.

No student engagement is hard, especially as someone who teaches in the School of Education.

The students seem numb and afraid.   They seem more resistant to participate and are not connected.   The masks make communication very difficult and much of the expression is lost.

Having time to teach students, sanitize classroom spaces, and engage in student learning outcomes.

Managing Social Distancing

Trying to maintain social distancing when teaching hands-on classes.

I am face to face in clinical-Just maintaining social distance in a clinical situation is difficult at times

It is impossible in a lab setting to keep a 6-feet distance

Maintaining social distancing in the labs.

Some of the work we do requires getting close to students. It is impossible to keep a 6' distance at all times. Though critical for our work to be f2f under typical conditions, it would be safer to be online with the ability to view their work up close for sustained time (despite being digital).

Other

In short, the learning environment in my classrooms is unsuitable given the pandemic.

1) It can be disastrous for student morale to watch their fellow classmates vanish one by one into quarantine.   The tension was palpable in the room.   This, in turn, leads to students not wanting to report symptoms as well.   There is a vast difference between one less face on a zoom or kaltura screen each day than one less face in the classroom each day.
2) In addition, students also experience clear discomfort when fellow classmates fail in precautions.   Apprehension is clear when a student forgets to clean their workspace or lets their mask slip below their nose.   It is even worse when someone coughs or has to clear their throat.   No one would care remotely - but it creates palpable tension.
3) I will not teach in a room without masks on everyone.   However - it DOES interfere with student recognition, learning names, and reading student reactions.   This is NOT a problem via Zoom or Kaltura.

Increased Workload

The workload is overwhelming. Workload has more than doubled. At the administration's directive, we are producing   online content in addition to preparing face to face courses to support students in quarantine. This means hours of additional work weekly. We are literally producing two courses in one in addition to the labor required to restructure and re imagine the class over the summer, increased service, increased grading (more online content) and increased administrative tasks involved with covid generally (i.e. coordinating with and supporting students in quarantine, coming up with a plan for covering colleagues in the event of quarantine or illness, etc).   I, as well as I immediate colleagues, are working 70+ hours weekly, and have been doing so since July.

Time spent working in general has at least doubled, if not more so is a constant challenge to find the hours necessary to complete tasks. These forces working into the wee hours of the morning and on weekends.

Hybridized courses with alternating attendance, require much more time and preparation, since they require extra, asynchronous contact time to meet learning outcomes.

The largest challenge is the extra workload of providing material to students who are in quarantine or isolation (or worse than that covering for an ill faculty). This adds roughly 6 hours of work each week.

Additionally, every day of a f2f class is like teaching 2.5 classes, given the amount of time and prep and separate modalities it happens across. There has to be some way to recognize and compensate the work of faculty teaching f2f, whether with additional pay or course releases. It's unsustainable otherwise.

I am unable to complete all of the necessary activities for my discipline, which is very hands on.

The hybrid model creates double the work for already strained faculty and also confuses students. I am essentially running both an online class and a face-to-face class and fielding double the emails from students who are either confused or have COVID letters. I am guessing the workload for 1 hybrid course is about double that of a standard online or face-to-face course.

There is a lot of minutia to manage compared to a purely face to face semester, and my research gets very short shrift these days. I am concerned about that.

When teaching a lab course that requires hands-on activities with samples, I spend pretty much the entire summer trying to find a way for it to work. So far it is working but the amount of time and effort on my part was extreme. If we had extra help in grading, in preparing, etc. And more people to distribute loads so that we can focus on quality instruction under these conditions, that would be nice. Instead, we had searches for new faculty cut last semester and now we are forced to do that extra work that they would have helped with.

My teaching is done in coordination with departmental faculty, so my biggest struggle has been adjusting to all the different modalities in which they are teaching. I'm going to some people's classrooms to provide a modified version of what I would normally do, trying to figure out the technology for hybrid classrooms on the fly, creating asynchronous material for some professors, and developing synchronous approaches for others. I feel totally overwhelmed, underprepared, and scattered. My concentration and attention to detail is shot.

Accommodating online/zoom teaching with F2F teaching of the same class requires a lot of additional prep work.

Very few students are choosing to attend the face to face sessions, and because we do not have lecture capture cameras yet, offering them requires me to design two courses simultaneously; one that can be taught face to face, and one that can be completed asynchronously. In a normal semester, I work about sixty hours a week, including my own research and service. This semester, I am working 12-14 hour days, all seven days of the week, and all I'm getting done is teaching.

I'm drowning in emails this year.   Since so few students are coming to class, I get 150 emails a day about similar problems students are having. Typically I could address issues in class, but students don't seem to be using the tools I've put in Canvas.

When a colleague was unable to teach due to quarantine/illness went I went from three classes, already overwhelming, to five. As the administration has no plan for this contingency beyond "figure it out withing your department" the ripple effect pushed hours upon hours of work on at least four faculty doing our best to support this single faculty member/their students. In the event that two people in our department are unable to teach, it is hard to imagine in possible way to maintain the the integrity of the courses. This has affected the students greatly.

Having to develop in-class assessments and parallel online assignments doubles the workload - so you are in a potentially more dangerous environments, where you are more likely to be exposed to this potentially deadly pandemic, and your workload is doubled compared to your colleagues who are teaching exclusively online (who in no way have an easy time, in their own right).   It is a lot of stress and there is no apparent support or flexibility from upper administration.

I have hybrid courses, which have been incredibly difficult to plan in a pandemic setting because students cannot be required to come to face-to-face sessions. Most of my students are opting to not attend the face-to-face sessions, but I still have to prepare those sessions. Like most instructors, I feel like I am basically teaching at least twice as much as usual.

Face Masks
Masks Limit Class Engagement

Creating engagement and dialogue when wearing a mask.

Students don't want to talk in their masks and their participation levels are very low. I start getting claustrophobic in my mask.

Classroom discussions are stifled. Students are uncomfortable - they literally have a physical barrier over their mouth. It takes a lot of work to draw them out and make things feel more "normal." I also have some students who do not seem to remember that masks should cover their noses as well - I feel like a hall monitor having to police masks and distancing and cleaning along with my teaching duties.

Beyond that, getting feedback from students behind masks is difficult: I can use a microphone to make sure the people in the back hear me, but I can't hear anything from students in the nosebleeds of a lecture hall. I get nothing at all from the students who are at home listening to recordings, even by email or through Canvas.

Difficulties Teaching with Mask

Trying to engage and to speak loud enough in my mask.

Muffled sound Due to masks. But we are getting used to it.

Wearing the mask is challenging. I use a headset with microphone. It helps but speech is still muffled by mask.

speaking through a mask

Talking through a mask.

It's hard to breath. It is hard to hear students and for them to hear me.

My nose has sores on it from the mask.

Effectively lecturing with Mask on / breathing.

Speaking loudly enough but also not becoming short of breath.

It is difficult to teach for 2 1/2-3 hours,   It is hot and gets difficult to breath through the mask.   Interaction with the students gets to be limited and they are difficult to hear.

I also find that teaching with my mask makes it harder for the students to understand me than if I taught synchronously online.

Trying to talk in the UTC masks. Realized quickly that it's not a teaching mask.

Teaching with mask is very difficult. I feel very tired after the lecture and need to take deep breaths once I remove the mask in my office.

Wearing a mask for long periods of time while lecturing is extremely uncomfortable. Students have asked why we can't wear them but take them off once seated as is allowed in restaurants.

Mask is hard to speak through but getting easier

I teach English as a Second Language. Fortunately my students this semester are advanced and we are able to work around the challenges presented by the masks, but lower-level learners would likely have a difficult time with listening comprehension due to the muffling effect of the masks. Additionally, I would be unable to visually show proper pronunciation techniques using my own mouth. We have masks with a plastic cutout for this purpose, but unfortunately they fog up and therefore don't function well.

Other Mask Issues

Wearing the mask with glasses. Having to adjust it constantly while talking.

Connecting as easily with students while wearing masks, but it is necessary

The use of masks to teach is not only hindering my teaching, but also my health. Breathing in my own carbon dioxide is not healthy. I end up coughing all night long. Even the US speaker of the house and the US president take off their masks when speaking to congress or the press. And they do that whether or not they are indoors or outdoors. We are going to have a whole generation of people with respiratory issues after this pandemic. Suggestion: if students are

wearing masks and the instructor is more than 6 feet from them, then let the instructor remove the mask.

I do. sometimes, I feel dizzy and lightheaded while teaching.

Faculty Stress

In order to adjust I have completely changed my teaching technique in all 3 of my classes. Three major changes in one semester this is where the stress level comes in.

Student Anxiety / Mental Health

Anxiousness of the students

Students are sad, lonely, withdrawn.

Students feel robbed of college experience.

The students in my FYE class are really down by Friday morning.   We are having to work to build them up so they feel better about things in general.   It's a work in progress.

I also find that students are equally as stressed as faculty.

There regularly seems to be a sullen mood among my students in class. I recognize how challenging this semester is for them.

My biggest challenge would be the students' overall mental and emotional health. They come to class with low energy and morale, and high anxiety and confusion. I try to do what I can to boost morale, show I care for their well-being, and help them build social communities, but with some students it seems as if they've almost given up and are just trying to go through the motions and merely...survive. It breaks my heart.

Students are tired. Juggling so many variations of classes, feeling like they have more assignments, while trying to focus on self- care.

Compliance with COVID policies

Food and Drink in Classroom

students not cleaning their workspace

repeatedly cleaning and trying to limit student gathering

Keeping classroom clean after each lectures.

Students do not follow social distancing.

It is difficult to coordinate cleaning without cross-contamination of spray bottle, etc. The chair markers (for which seats to leave empty) have not always been maintained (after getting knocked off, etc.).

While most of my students are being safe and responsible, I have heard students in the hallway before my classes talking about attending parties, etc. I have also had students leave the classroom because they overheard this and did not feel safe.

some students keep taking the mask off

students roll eyes when I ask them to keep distance and keep the mask on

Students not wearing their masks on campus but outside of the classrooms.

I don't like being responsible for wiping down the tables in between classes.

Safety Concerns

I'm worried about having to quarantine if someone I come in contact with has COVID and still having to keep my classes on track.

Concerns about safety with respect to catching Covid-19.

The statistic that 'no Covid-19 transmission has occurred in the classroom' does have much meaning if only 3% of our courses are being taught face-to-face.

There is also a shortage of sanitizer.

I am teaching an intro lab, so I must touch too many items

My students are terrified to be in the classroom.

Most students are not doing the self-check.

Other

-unrealistic expectations from Admin who don't understand the stress and many moving parts of the new F2F

-Yet other faculty remain all asynchronous since March. Uneven implementation across college.

I do teach only face to face classes. It basically is working. I am just very angry at the moment that some faculty are receiving extra pay to teach face to face, but others are not. If that is not true, the administration needs to make a statement about that.

There are other campuses that are holding my specialty outdoors. If a tent could be placed out doors in the parking lot behind the CSOB it might be possible to hold larger sections. A downtown church is erecting a large tent and they have offered for me to bring my class there to teach it. I will look at that when it is installed.

Overall, as one of the few in-person instructors on campus this semester, I feel perfectly safe teaching in-person. I strongly prefer being in class with students. They need the personal connection. The main issue is that the campus seems so empty. Very few of my colleagues are

on campus.   I miss the camaraderie.   I have had no issues, other than remembering to keep a healthy distance from students.

I'm still delivering the same content in pretty much the same way. In fact, it might be a little better for the students because I post recordings of the class and the notes I write down on my laptop or the problems I solve in addition to my lecture slides. That will give them multiple opportunities to look at the content when reviewing what was covered in class.

A few students who are trying to take advantage of the situation and seeking more latitude than they are entitled to.