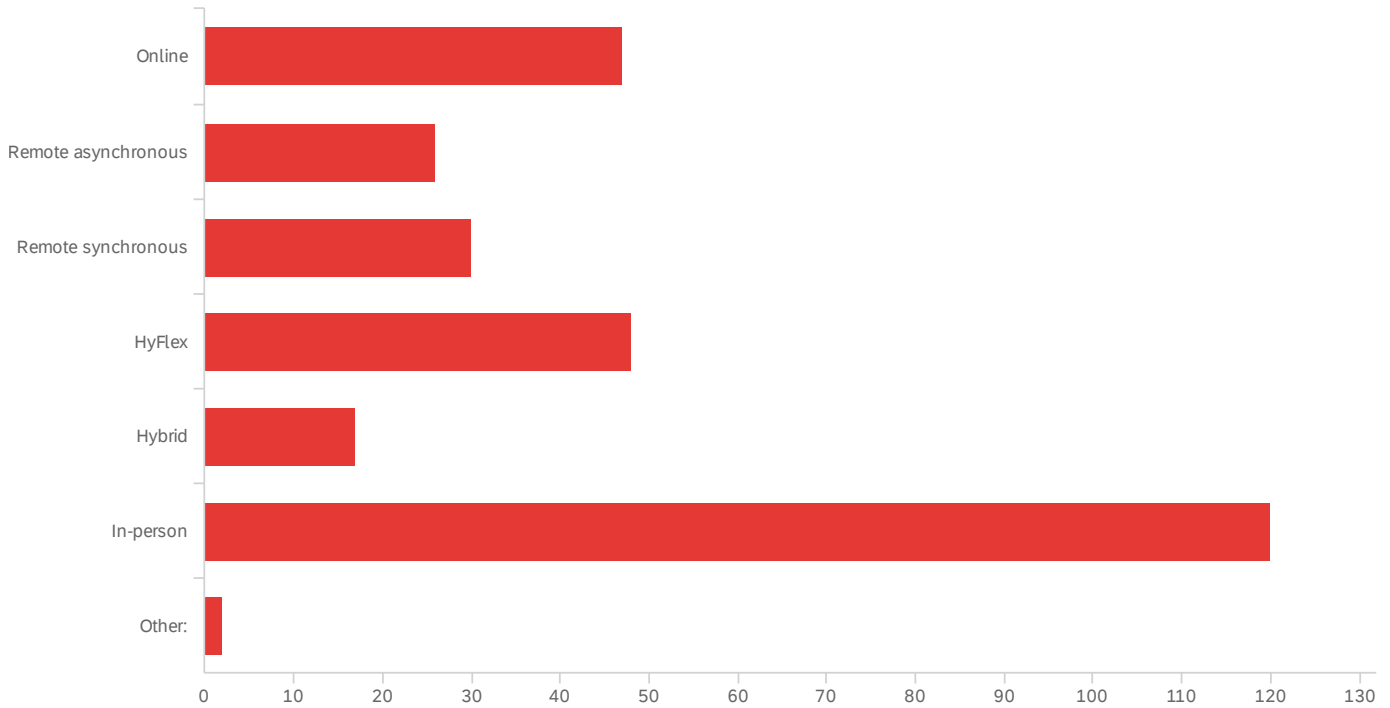# Default Report

Fall 2021 Faculty Poll
April 28, 2021 10:56 AM MDT

What format(s) are you scheduled to teach in for fall 2021? Select all that apply.

Q2_7_TEXT - Other:
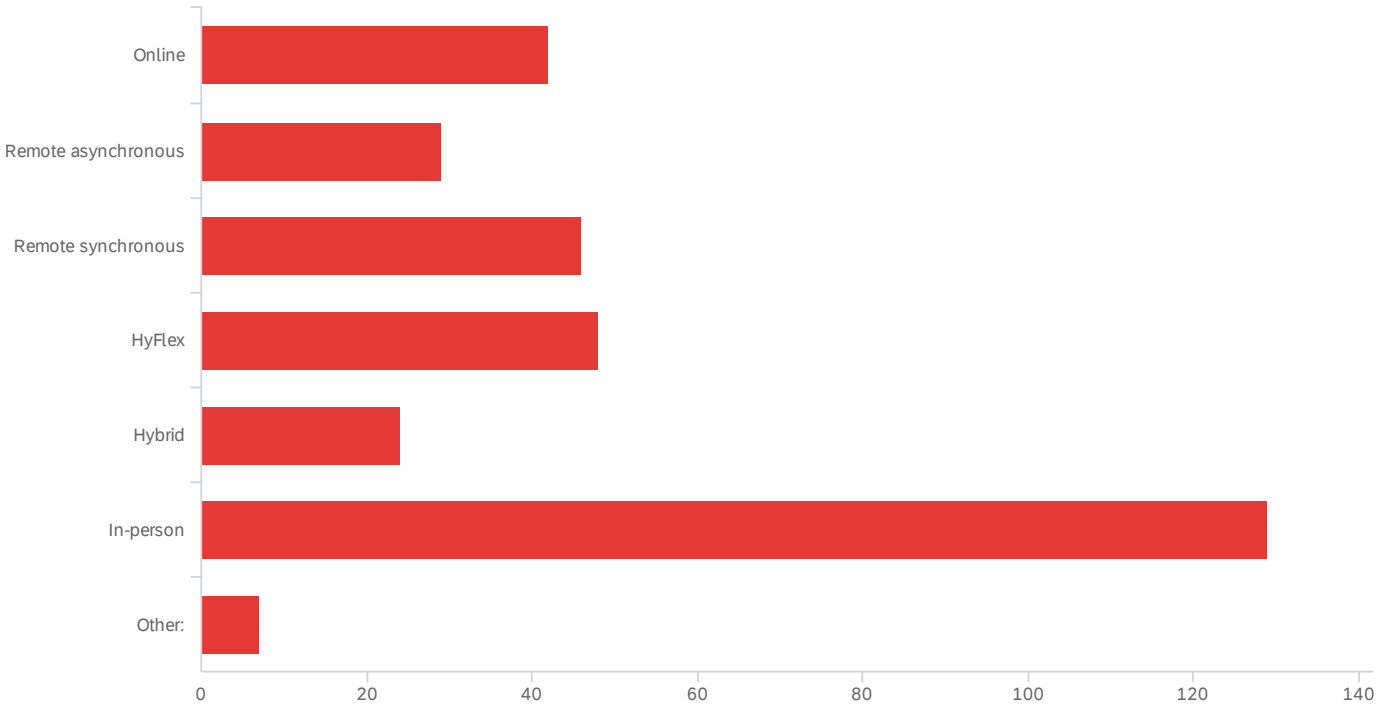
Other:

I am not scheduled to teach until the spring of 2022.

TBD

#	Field		Choice Count
1	Online	16.21%	47
2	Remote asynchronous	8.97%	26

#	Field	Choice Count	
3	Remote synchronous	10.34%	30
4	HyFlex	16.55%	48
5	Hybrid	5.86%	17
6	In-person	41.38%	120
7	Other:	0.69%	2
			290

Showing rows 1 - 8 of 8

Given what you currently know about what conditions may be like, what format(s) would you most prefer to be teaching in for fall 2021? Select all that apply.

#	Field	Choice Count	
1	Online	12.92%	42
2	Remote asynchronous	8.92%	29
3	Remote synchronous	14.15%	46
4	HyFlex	14.77%	48
5	Hybrid	7.38%	24
6	In-person	39.69%	129
7	Other:	2.15%	7
			325

Showing rows 1 - 8 of 8

Q3_7_TEXT - Other:

Other:

Other:

I teach in a lab setting, so I personally prefer to be in person. I would prefer for lectures to remain online, to help decrease number of people on campus.

Blended

I will have plans in place to be flexible and do more online if necessary

Many students are refusing to turn on cameras/videos and engage in discussions in the synchronous remote format; given this reality, should we continue to offer the synchronous remote mode - ? Also, there is increasing trauma among students - this provides another layer of challenge for teaching in the synchronous remote instruction mode.

I'd prefer to go back to regular teaching methods

Depends heavily on vaccinations and case numbers; very hard to say at the moment. Prefer in person in an ideal world, but let's advocate for mandatory vaccination on campus (see below).

I prefer in person always, but am cognizant it may be a bad idea

The current course instruction modes and how they work are clear to me.
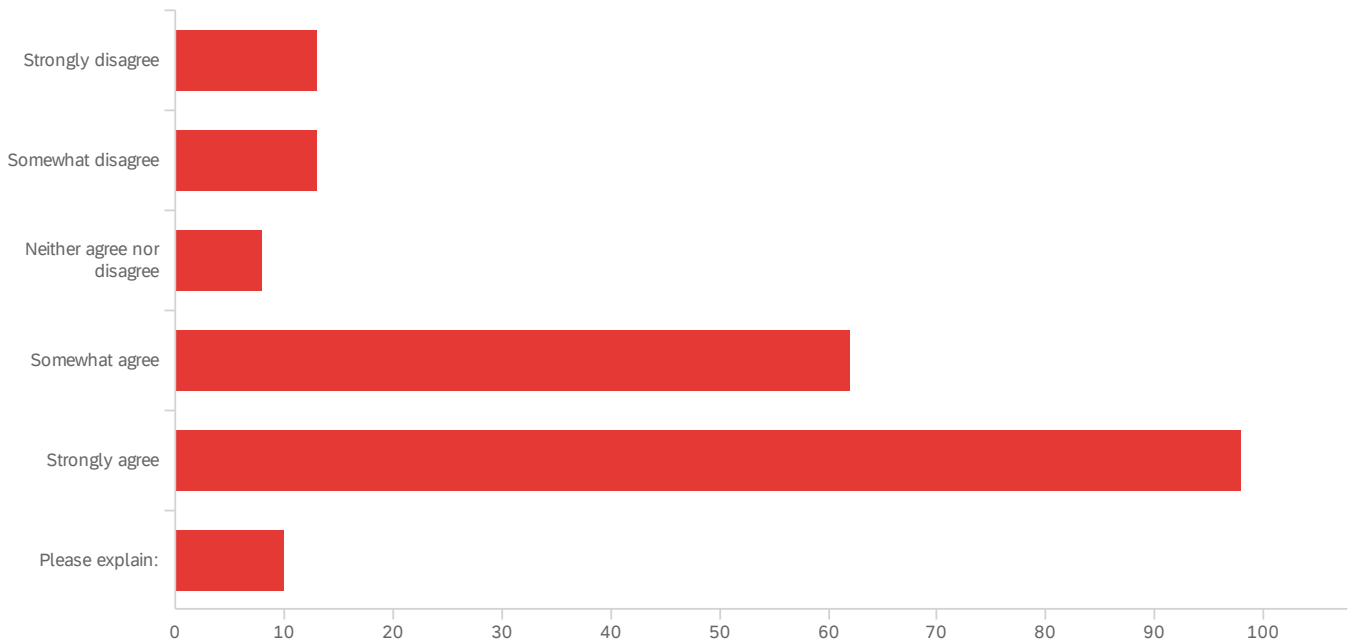
#	Field		Choice Count
1	Strongly disagree	6.37%	13
2	Somewhat disagree	6.37%	13
3	Neither agree nor disagree	3.92%	8
4	Somewhat agree	30.39%	62
5	Strongly agree	48.04%	98
6	Please explain:	4.90%	10
			204

Showing rows 1 - 7 of 7

Q4_6_TEXT - Please explain:

Please explain:

It seems people have to commit to one ahead of time?

The distinction between HyFlex and Hybrid seems vague, these two modes look alike.

Please explain:

These modes are clear to me because we were provided definitions by our program director.

The difference between HyFlex and Hybrid is a bit confusing.

they are clear

The fact that the options keep changing has been a big source of confusion for students and faculty. I know what the all mean, but too many options creates confusion.

It sounds like I can choose hyflex and then basically run the class as in-person if I want to?

Yes, I understand but I don't know if I "strongly agree."

There is no clear campus community understanding of hyflex: can instructors require in-person, or can students opt-out of in person??

The hybrid H1 and H2 categories seem overly restricted and not very useful since you are supposed to identify exactly which classes are slated for meeting in-person vs. remote. There ought to be more flexibility for these modes - otherwise HyFlex is the only real option, and many students seem to think HyFlex means remote and in-person simultaneously.

The current course instruction modes and how they work are clear to my students.
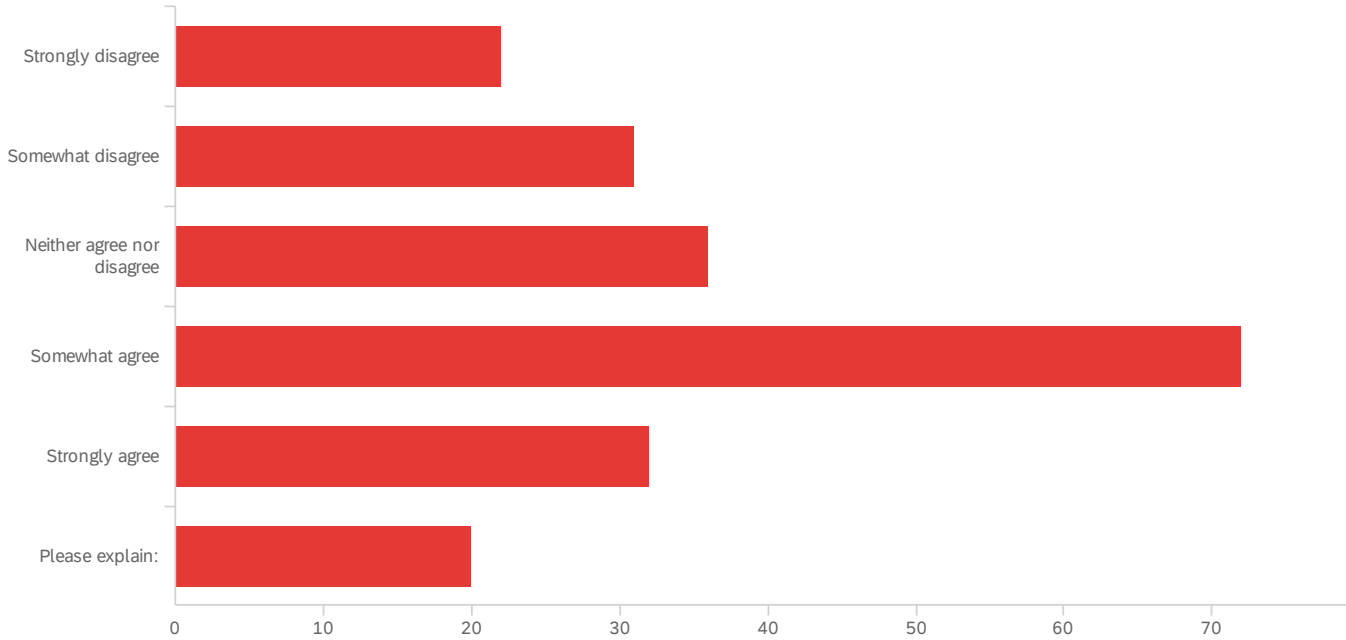
#	Field	Choice Count	
1	Strongly disagree	10.33%	22
2	Somewhat disagree	14.55%	31
3	Neither agree nor disagree	16.90%	36
4	Somewhat agree	33.80%	72
5	Strongly agree	15.02%	32
6	Please explain:	9.39%	20
			213

Showing rows 1 - 7 of 7

Q13_6_TEXT - Please explain:

Please explain:

how would I know?

Please explain:

I think the most flexible format, HyFlex, is the most opaque to students until they get direct instructions from faculty, which should happen long before class starts but is not necessarily clear when students go to register.

Students have a hard time going from one professor's approach to another

Don't know

I think they are a little confused by the difference between hybrid and high flex.

Students will always need further clarification from their faculty regarding delivery modes and other parameters of their classes.

In a class where we attempt to meet once a month, students are always confused as to where the next class will be held. They have an existing bias toward thinking a given experience will be repeated the following week.

I still seem to have some students who are unclear on the modes, but I don't know if that is a problem on their end or on our end.

They don't know there's a dropdown menu that will filter just for modes.

Apparently many students do not understand the remote - online instruction modes.

I think this is a constant source of confusion because faculty in each course may teach the same "mode" very differently

students seem confused by the varied ways their different courses with the same mode are taught (such as how much in person is required for hyflex classes, or what to do if they cannot attend in person)

Many students have never heard of Hyflex before, understandably. I have an introduction letter that explains it as best I can, but until the students experience a Hyflex course, I do not believe that it is entirely clear to them how it could work.

Unsure. Seems so but have not surveyed.

Not sure

I don't know.

Most students seem to understand but there are some who are clearly baffled.

There is no clear campus community understanding of hyflex: can instructors require in-person, or can students opt-out of in person??

I've discussed this with students - they have no idea what the decisions about next semester are.

Please explain:

HyFlex and H1, H2 categories remain pretty opaque to students.

If it is determined that state universities may require students to be vaccinated before returning to campus, would you support such a requirement?
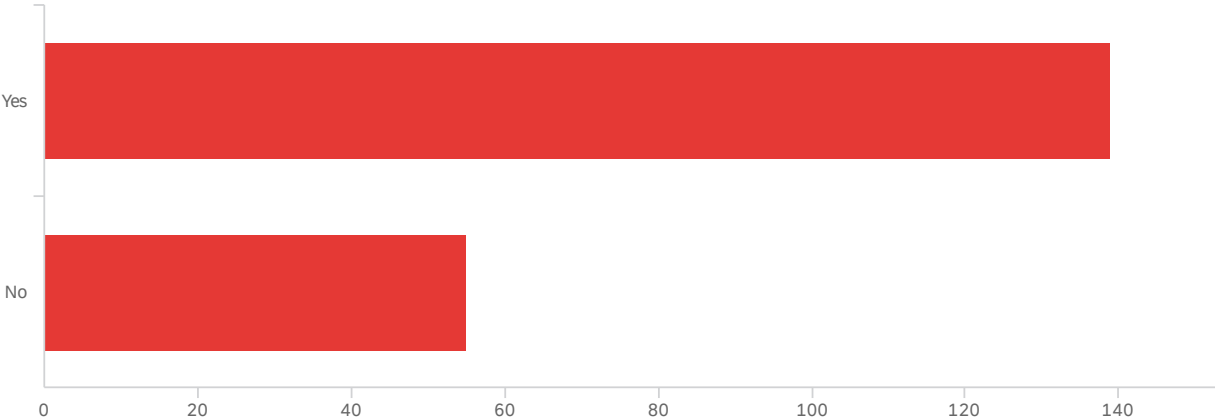
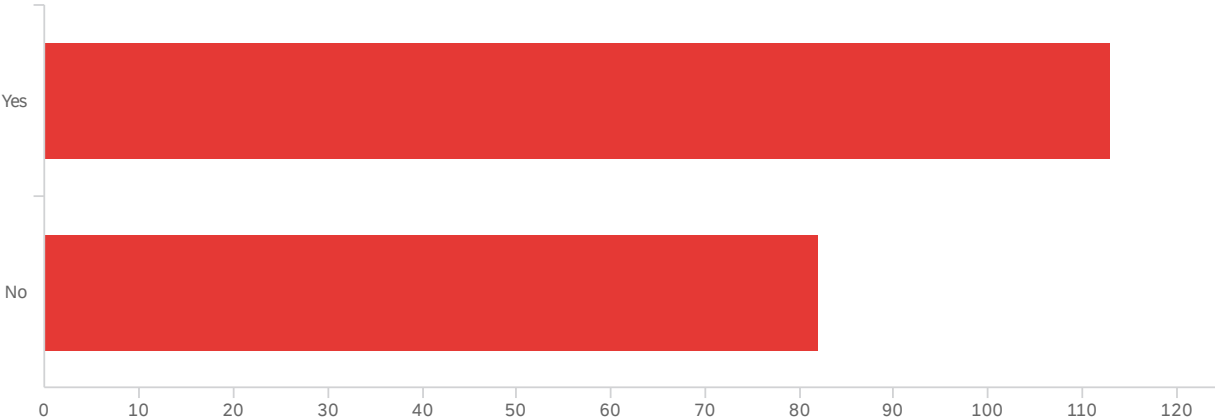| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If it is determined that state universities may require students to be vaccinated before returning to campus, would you support such a requirement?	1.00	2.00	1.28	0.45	0.20	194

#	Field		Choice Count
1	Yes	71.65%	139
2	No	28.35%	55
			194

Showing rows 1 - 3 of 3

Would a requirement that all students be vaccinated make it more likely you would teach a fully in-person course in fall 2021?

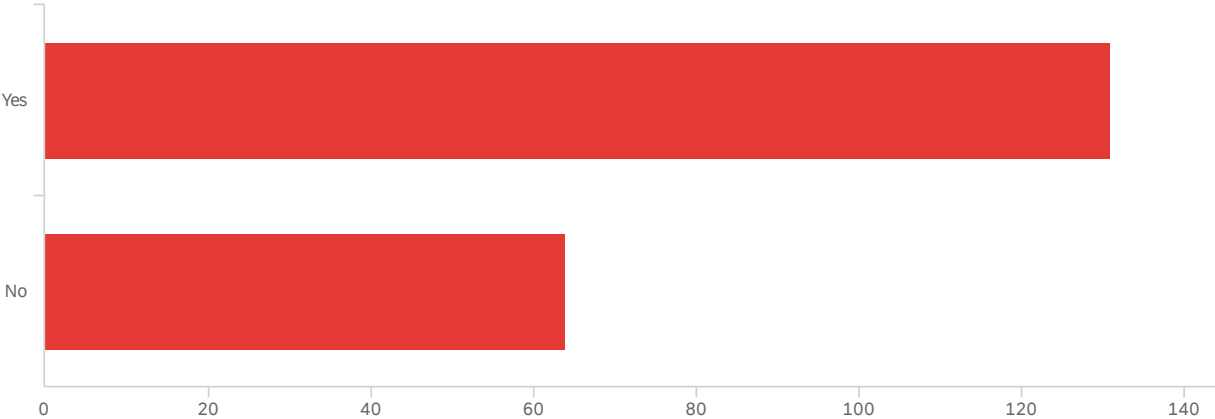| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would a requirement that all students be vaccinated make it more likely you would teach a fully in-person course in fall 2021?	1.00	2.00	1.42	0.49	0.24	195

#	Field	Choice Count	
1	Yes	57.95%	113
2	No	42.05%	82
			195

Showing rows 1 - 3 of 3

Should vaccinations be required of all students coming to campus in fall 2021?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Should vaccinations be required of all students coming to campus in fall 2021?	1.00	2.00	1.33	0.47	0.22	195

#	Field		Choice Count
1	Yes	67.18%	131
2	No	32.82%	64
			195

Showing rows 1 - 3 of 3

Should vaccinations be required of all faculty coming to campus in fall 2021?
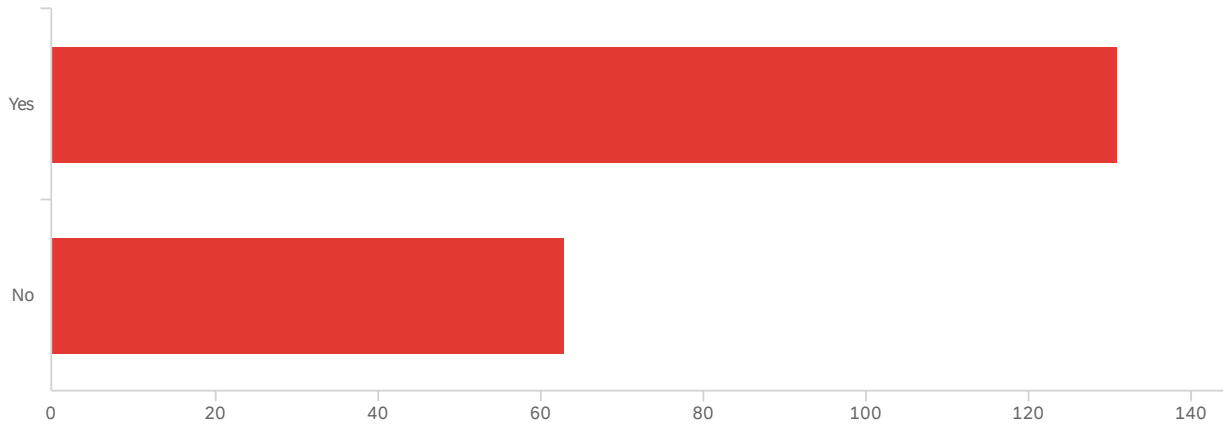
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Should vaccinations be required of all faculty coming to campus in fall 2021?	1.00	2.00	1.32	0.47	0.22	194

#	Field		Choice Count	
1	Yes		67.53%	131
2	No		32.47%	63
				194

Showing rows 1 - 3 of 3

What could the campus do to make teaching in fall 2021 a better experience for you?

What could the campus do to make teaching in fall 2021 a better experience...

Adhering to the parameters that have been set already for the fall. As in, not repeating fall 2020's return to remote learning after a near-complete semester of few incidents and no outbreaks.

If we are going to continue to teach in a hyflex mode then we need to have IT people available to come to the classrooms and help with technology glitches for those of us that teach evening and weekend courses. I think there should also be consideration of incentive pay raises for faculty engaging in this type of teaching and getting good evaluations from students because it takes a lot of work and energy.

I don't know whether we will still need to wear masks in the fall. Has this been discussed? Also, what happens to in-person classes if we decide the virus is still too serious to lower room caps?

My body, my choice! Don't force me or any of my students to take an experimental vaccine; let us make our own informed decisions.

Let us teach in person.

social distance and masks... and ample supply of paper towels in all restrooms that last until the end of the day.

Require vaccines or a medical exemption. Better cleaning of classrooms, common areas, offices overnight. Fresh food in university hall

Require vaccinations of all students, staff, and faculty, so that it is possible to teach within loosened/nonexistent social distancing and masking requirements. As a person with a speech disability, I have difficulty effectively communicating with masks and barriers. I imagine there are several students who share this affliction. Requiring vaccines would allow for more of a return to normalcy in the classroom, which I think is important for effective teaching.

Require vaccinations, allow outdoor classes to remove masks (it's very hard for students to hear you outside on a windy day as it is, then add a mask!)

Continue to provide sanitation stations and encourage personal hygiene, healthy habits, and "stay home if sick" discretion in the UCCS community, but allow individual instructors to place the appropriate protocols of safety needed for their individual classroom situations.

Given that the emphasis here is on the campus, I am guessing this refers to teaching on campus in the fall 2021. If so, I would say that the campus seems to be doing everything in its power to make sure students, staff, and faculty are safe. That being said, we are still in the midst of a global pandemic with cases/deaths relatively high for the US despite having one of the most 'successful' vaccination programs. With that in mind, we could require students, staff, and faculty to be vaccinated, but in reality I don't know - or think - that is 100% foolproof or reasonable. Here, I have stated that we can/should require it, but I also acknowledge that my aspirations may not align with the unforeseen social and economic fallout of 'being vaccinated or not' that is already beginning to play out in the US. In sum, while I support vaccinations and would prefer in person teaching, I think being safe and giving students the most flexibility possible is important. It is one thing to ask faculty to come to campus for a meeting, but I think requiring students to be in person is asking a lot, especially for students who are still struggling with the unequal and persistent realities of a once in a century (fingers crossed) pandemic.

require vaccinations

Require (and enforce the requirement) of vaccination

make online and in person an option. not everyone can be in person and not everyone can do online. i think that it would help, if a professor is sick, they can still teach online and if a student is sick they can still attend online. it has the potential to actually increasing the amount of learning time.

Allow us to move furniture in classrooms if we are meeting in person

Keep us informed on classroom updates and work with faculty to update as necessary to accommodate changing needs.

More flexibility (combinations of specific days) for parking passes. HyFlex technology in our department teaching labs.

Stop asking us to attend professional development workshops around teaching. Just let us, for a semester, teach and trust we are doing it well in our various formats. The long admin and faculty meetings on Teams and Zoom are draining my ability to have the right energy to teach.

There is nothing like the synergy that occurs in a class with students and a professor. I appreciate that we have other options, but to me, they are all subpar compared to in person

Invest in the infrastructure needed to accommodate in-person and remote synchronous (hyflex?). Some students are not coming to in person classes because of Covid, which forces faculty teaching in person classes to find a way to accommodate them. Without the appropriate infrastructure, this is a lot of work. All of our work would be easier if it were possible to accommodate in-person and remote at the same time.

Give me less work to do. Not give offloads to all the TTF that then become the burden of IRC.

I would like flexibility in my schedule. I am slotted to be in-person and am not completely comfortable with this mode. Faculty should not be penalized for the modality they prefer to teach in and what they are not comfortable with for instruction. Students will likely need a range of options and faculty should have a range of options for modality as well. I would like to be allowed to hold office hours virtually so I do not need to sit in close quarters with a student who may not be vaccinated. I would like campus to continue to mandate masks in the classroom. If not, I will require students to wear masks because I teach large courses and I would like the campus leadership to support faculty that require masks in their classrooms. I already feel there is pressure from campus for us to operate in-person with the graduation walk happening on May 17th. I am not comfortable at this time being around that many people who may not be vaccinated, yet we are being pressured to participate in this event. If this is happening now, I have concerns around what we will be expected to do come the fall 2021 semester.

It is challenging to get much dialogue going with students wearing masks in person. It would be great to have folks vaccinated so that we could have class gatherings without masks if that is determined to be safe for vaccinated students and faculty.

Clear ways to shift and pivot if needed. Be realistic in knowing that we may not know until last minute or we may have to change during the semester. Spring was crazy with the spring break but I think we see maybe a short fall break might be helpful.

keep social distancing. keep student's masked.

Allow more flexibility as the situation unfolds during the fall rather than requiring pre-commitment to a particular strategy.

I think it is overstepping the bounds of the University to require vaccinations due to their emergency status and lack of data concerning the long-term effectiveness of present offerings.

Lower the cost of parking

make vaccines widely available for those who want them. I'm vaccinated so i'm not concerned at all about teaching in person. At some point we just need to accept that some levels of COVID will be present in society but people who want to prevent it themselves can take action to do so.

Keep classrooms open at a higher capacity

Return to normal instruction.

Allow for flexibility and do not expect the courses to look exactly like they were pre-pandemic.

Create a plan ahead of time and stick to that plan the entire semester. XX amount of time online and then XX amount of time in person is not preferable.

Continue to support faculty decisions to teach in the modality that they feel most comfortable

Free Parking

Require everyone coming to campus to be vaccinated.

I would like to be on campus but only if students, faculty, and staff are required to be vaccinated. We do this for so many other diseases so I don't think it should be a problem for Covid.

Keep everything in-person as much as possible.

We are exhausted! Summer time off, for those fortunate enough to have it will help, but many of us will once again be re-tooling classes to return to the classroom or adopt yet a different format to accommodate student desires. Allowing faculty the greatest amount of flexibility to craft their schedules to fit their needs, minimizing service demands, scaling back on rolling out new programs, and providing additional funding for TA and technology support would all help to alleviate some of the ongoing burden and burn out. The campus (or even better, the CU system) needs to take on 'social sharing' sites such as CourseHero and Chegg in this new environment of remote learning. Students and faculty are both suffering from rampant 'crowdsourcing' on projects, exams and other assessment tools faculty rely on and take great care in creating.

Move most, if not all classes back into the classroom, on a mandatory basis.

Get rid of the mask mandate

remove the mask requirement. Should this NOT be removed soon, I will be looking to take all my courses remote so that I don't have to teach in a mask. It is exhausting and I am DONE WITH IT! Since I see a submit button, I assume there is not a place for general comments, so I am putting them here. We are all adults, students included. All should make their own decision about vaccination. If a faculty member chooses not to be vaccinated, then they should be required to go back to business as usual prepandemic. If a student chooses not to be vaccinated, then they should be required to sign some kind of waiver document acknowledging the risks. The technology is there to make you safe, and if you choose not to take advantage of it, then you should get back into the classroom or retire. I think it is insane that faculty think students should be required to be vaccinated . I am vaccinated. What anyone else chooses to do is their business, not mine. I feel perfectly safe teaching and would teach without a mask if I knew all those in my classroom are vaccinated. I wear one to be respectful of everyone else and because I follow the rules. The spirit of fear is stunning! It saddens me that so many of my colleagues clearly do not know the peace and freedom from fear that a relationship with Jesus gives. Perhaps I need to leave and go to a Christian University where I would fit in better. So much for "inclusion". Yeah .. guess I just needed a place to vent…

The campus has been very helpful during the pandemic. As a professor I could not ask for more.

I enjoy teaching both on-line and in the classroom. My students do not want to come back to the classroom. I offered a HyFlex class and no students came to the classroom. If the expectation is students attend classes in the classroom, I believe there will need to be a mandate from leadership setting the expectations.

Flexibility and reliance on the discretion of individual faculty members.

Speaking as someone who has had every vaccine under the sun and strongly believes in them, I am very suspicious of mRNA vaccines. All covid vaccines are currently approved under emergency use and there is currently no non-mRNA vaccine available (with J&J on hold and AstraZeneca and Merck are not yet approved). When a non-mRNA vaccine is approved for regular (not emergency) use, I may consider a covid vaccine.

everyone (except medical reasons) vaccinated. If not those individuals can take asynchronous remote.

No opinion on this one. What they did for Spring 2021 was fine with me.

Students have internalized a notion that coming to campus has to be justified as absolutely necessary that "remote" is now the norm. There should be a minimum of remote replacement for in person to deincentivize this sense of convenience over academic rigor.

Allow in-person instruction

Vaccinations could stomp COVID down to nearly a non-issue allowing members of a community a feeling of safety. Require them of members of the UCCS on-campus community.

The amount of grading, responding to email, and holding virtual meetings with students in a remote format is exponentially more time-intensive than teaching in person. Therefore, lowering the enrollments in courses seems like the only solution to reducing the instructor burden and making teaching and learning a better experience for faculty and students.

Lower course caps or number of courses required by my contract. It is abundantly clear that our teaching loads have exploded, and that doing the same job takes many more hours, so it is irrational to expect all of our contract expectations to remain the same. T/TT faculty have already been essentially relieved of the research portions of their contracts to make time for the expansion of their teaching loads. No such move has been made for IRC faculty except in an ad hoc manner. Also require all students, faculty, and staff to get the vaccine. There are decades of precedence for this. I was required to get vaccines before I was allowed to enroll in classes at UCCS as a student. Many collages across the nation are doing it.

Bring on the students!

Do not require masks in the classroom. This makes it difficult for the instructor to clearly speak, and it makes it difficult for productive conversations to take place when student faces and words are muffled.

Masks, distancing, and vaccinations

have a total in-person, on-campus experience

Free remote access to / or free site license of Stata to all graduate and undergraduate students.

The earlier the decisions are made public, the better. It's hard to decide what to do at the last minute. Yes, we can do it--we've proved that--but forewarned is forearmed.

If vaccinations are not required, we must keep the mask mandate.

There need to be financial incentives/measurable salary adjustments to recognize the amount of time and care some faculty have undertaken to transition to online formats while recognizing that not all faculty have done the same amount of work.

Holding all faculty to a consistent level of teaching expectation. Providing each classroom with the technology to support online/hyflex students. Ensure that the cleaning and disinfecting of offices and classrooms is still a priority. Continue to provide PPE and supplies.

offloads

Keep final drop deadline flexible so that students experiencing unanticipated events can unenroll late in the semester, if needed.

Stop trying to create a fantasyland. We cannot return all students to in-person instruction. It is not possible to properly socially distance in the classrooms, hallways, bathrooms and other spaces. It is better to do this slowly and realize it will be some time before we can return to normal. Emails from leadership that read as if the pandemic is behind us evoke a lot of anxiety because they're not realistic. At best they read as wishful thinking, at worst they read as threats--come back to campus and teach or find another job.

Send out a campus explanation of all instruction modes explaining clearly that even online/synchronous/asynchronous remote courses are real university credit courses -- with assignment deadlines and mandatory participation! If they sign up for a synchronous remote course - be prepared to participate each week just like you were in a classroom!

It depends on if we are back in-person or not. If we are still remote/hyflex, etc. faculty need to be supplied with computers (on an as-needed basis) that meet the demands of remote/online teaching.

Especially if vaccines are not mandated for faculty and students, I would like the mask mandate and social distancing to remain in place. I would also like the mask mandate and SD protocols to be activated when the community positivity rate goes much above 5%. In sum, I would like the university to enact measures that may be deemed more restrictive than than the county to protect the UCCS community.

Require faculty, students, AND staff to be vaccinated . . . we can (should as a university) expect that the our community use the best science available as it navigates this and future global health crises. If there are religious reasons for not wanting the vaccine then an exemption request can be submitted and this is treated as an exception. Requiring vaccinations may not (+) correlate with increased likeliness of in-person courses being taught because even if the requirement exists faculty may not trust that effective implementation and monitoring of the requirement is in place for fall 2021 and thus would be unlikely to change their teaching mode for that semester. Also, students have expressed concern about returning to the class before we know everyone is vaccinated.

vaccinations for all would be a very good start, so would more flexibility in how to obtain course materials (for all courses) so that sick students can stay home

Let's get back to normal. Full on campus functions and no masks.

Resume in person classes.

Good pay raise

Maintaining clean and. healthy classrooms

Not require that we offer an online option for every student. Online labs are not very effective. Clear guidance on whether a student has a right (or not) to request remote attendance.

Allow faculty to decide how they want to teach their classes according to the pedagogical approaches based on the subject. For example, in all of my Comm classes, I have lecture/discussion over course material. Since application of theory is of top priority and required to meet course objectives, students are then divided into teams and give informal classroom presentations almost every class session. Because of this, the Hy-Flex process of having in-seat for those students who come to class and allowing students to stay at home and wired in via Zoom is NOT warranted for this type of class for various reasons. 1. The technological pieces and challenges alone would take valuable class time away from course objectives and cause further student/instructor stress; 2. The weekly logistics of determining which students within a team are present in-person that day and which members of same team are remote would cause further burden on the team members. 3. Students would quickly catch on that it's "easier" to just stay home and then very few students would actually attend in person; and 4. Student's participation plays a large part of their Participation/Attendance points. Determining fair and equal grading standards for students attending in-seat and those who are "behind their camera" on Zoom would be unattainable. Therefore, my classes (and I would imagine based on what I do know about other Comm instructors/profs) need to be either In-Seat, Remote Synchronous, or Hybrid, but not both simultaneously. Comm Faculty should be allowed to decide this and not be forced to do so, as this would result in having to completely overhaul their courses and overburden no only them but their students. We offer a variety of sections and modality options for almost all courses, which allows students to select sections within their comfort level.

Decreased costs for parking, particularly given that faculty do not have guaranteed spaces.

Better, more parking for faculty

I'm happy to come to class and teach no matter how the fall roles out. I will be vaccinated myself and am not concerned.

Stop making in-person vs. remote arguments. We are expanding the teaching canon. Be respectful of multiple choices for both staff and students.

Lower the price of parking for IRC faculty. Support faculty when we teach in-person and have students who ask to attend remotely and we say no. It's on thing to be accommodating, but I chose in-person instead of hy-flex for a reason and I do not intend on teaching an in-person and online class just because the technology exists. Actually fight for merit increases. Faculty are overworked and have not been compensated for the additional work of converting everything to an online version last summer. Maintain social distancing and mask-wearing for the fall. I know nobody likes it, but the pandemic isn't 'over' just because the school wants to increase it revenues from in-person learning.

Have a vaccine clinic available to students set up a few weeks before the start of the semester so those not vaccinated can get vaccinated easily.

Start and end the semester with in-person instruction. Starting remote in spring 2021 made transitioning to in-person difficult and has given the students the idea that their attendance can be spotty and they should still get an A in the class.

Get everyone vaccinated--students AND faculty miss in-person experiences.

Create trauma-informed pedagogy trainings to assist with teaching in light of the past year and a half.

See the last four questions re: mandatory vaccinations: a thousand times yes. It can be done and should be done.

Make it clear to students that if they are signing up for an in-person course then they are expected to participate in in-person class activities including exams, lectures, etc.

Give control to the instructors.

Decide. Just decide what we're doing and let's do it.

I don't care about vaccination. I'm happy to teach in-person classes now.

Be in person and that facilities are cleaned and disinfected regularly and ventilation is up to par! Two weeks into each semester, the tile floors were filthy, desk tops dirty! Sanitize, sanitize!!!!

More lists of "best practices" from this past year - evaluations by students of what worked and what didn't work.

Vaccinate everyone

Nothing, since I am vaccinated

Continue to have clear information about scientifically-based information regarding safety. For instance, we don't seem to need to focus on constant cleaning.

make the earliest possible decision about changes in formats

Do NOT mandate COVID vaccines. The COVID vaccines have not established Safety and Efficacy. Hence, they are not FDA approved (EUA is not approval). mRNA vaccines AND the JNJ vaccine may be very dangerous and could have long term bad effects on autoimmunity. We may not know the consequences for many years. Any faculty member who advocates mandating an unapproved medical procedure on a vulnerable population (students) is a psychopath, unworthy of carrying the doctorate credential, and should be turned in for misconduct in research. Students are generally not at significant risk due to COVID (99.9%+ full recovery) and should not be subjected to unnecessary risks to their longterm health just so they can attend classes. JNJ Vax is already pulled. What if Moderna and Pfizer get pulled due to risks/efficacy? Faculty advocating mandates are not practicing science. They are maniacs, taking cavalier risks with other peoples' lives, and they should be condemned.

allow more flexibility about what instructional modes will look like.

It doesn't matter we all be living in caved soon.

Simplicity, collegiality, transparency,

The reason I chose to still teach remote synchronous and online for Fall is the uncertainty in all of this. The second reason, and the enduring problem, is that classrooms that are normally available to me are just too small compared to my class size. In the last several years, I have had class enrollments at 45 students and given classrooms that say they can hold 48 (mainly in Columbine). The 48 capacity can be achieved, but only happens if everyone is squeezed in and basically sitting shoulder to shoulder. Even before COVID, it did not make for a great learning experience. (By comparison, the small, tiered seating classrooms in Dwire are much better). In the age of COVID, we know that sitting this close is not a good idea. So, either I need to have lower enrollments or I need bigger classrooms. I am pessimistic that either of these would occur before Fall semester, so I decided to keep my classes online. I fully agree that in-person learning, especially for introductory type classes, is a much better way to go. I ask the university to redouble its efforts to solve this classroom problem for the long term.

I'm satisfied with what campus is doing to date for the teaching modalities that I have utilized amid COVID-19. There has been support and opportunities for professional development around teaching online / remote synchronous and asynchronous classes. One struggle I face ahead of next semester is that I will be teaching two new courses that I will have to build from scratch while also having to submit my comprehensive review for tenure. So, during a time where rest and restoration is imperative and where many faculty have been working non-stop since the pandemic began, I will again see a summer break come and go without getting the opportunity for a much needed time of rest and restoration.

flexibility and support if health conditions should change (variants, etc). Also to continue to support any remote or hybrid teaching expenses that are still being utilized (e.g. I have a number of online subscriptions to things that I will continue to use in my teaching: calendly app for scheduling 1:1 and small group meetings on a sign-up basis; picter workspace platform for online and work-in-progress critiques).

increase room capacities if able

Vaccination should only be required of vaccines that are FDA approved. Students should receive incentives to get vaccinated. In some cases they should be made aware of internships/practicum experiences that will be available only to vaccinated students due to the requirements of the host organization. The main issue with teaching onsite is inconsistent messaging about quarantine and who is quarantined and who isn't. What is the definition of a "contact"? This creates mass confusion with who can be in the classroom and who can't.

have support to help students to make the best of their skills that may be lost due to online courses

Make sure the FRC keeps getting all the resources it needs to support the possible continued changes we may still face.

The most important thing is that the university be clear and decisive. If we cannot safely hold classes in person, then the university should make call and clearly articulate that we will remain remote for the fall. If we need to switch back to remote once the semester has begun or at the last minute, it is extremely disruptive to everyone.

Require vaccinations. Require face masks and maintain social distanced seating in classrooms.

Due to individual differences in conditions and mode of delivery based on the discipline, make it a choice for the faculty and allow them to teach Remotely instead of forcing for them to come to campus and teaching.

Ensure safety, by mandating the vaccines for everybody. Also, give some flexibility with the required teaching load.

Stop the ridiculous practice of locking suite doors - then having staff and faculty with closed doors. Students constantly come around, knock on doors and no one answers - even if people are in there. No one is doing this in the business community. It is incredibly unfriendly and sends a terrible message to our students. If someone is in a suite, the door should be unlocked - follow the protocols in your offices and if you are uncomfortable coming to campus, make arrangements to work at home. We have students crashing and burning because of this silly practice.

Clear rules on vaccinations

Open it up completely to all students for in-person learning.

Teaching is going very well.

Do NOT REQUIRE vaccinations. It is not up to the university to decide this for each individual. I strongly oppose this.

Nothing, I am vaccinated.

I think the campus has done a very good job supporting the faculty's efforts to teach online and in various formats. It is important to continue to support faculty and students' choices for formats, while encouraging (when safe to do so) the return to campus.

I am indeed worrying about having a mixture of vaccinated and unvaccinated students, especially with the issue of variants which might be the main infections at that point.. Honestly I don't think trying to do in-person and remote simultaneously will work well for either type of student.

I work in the ROTC Department. Having automation that allowed better integration of remote students would significantly increase our ability to teach remote students.

If OIT supported classrooms that are not in central scheduling. Some department classrooms are very difficult or impossible to teach hyflex in.

Lighten the teaching load for tenured and tenure track faculty

Have clear guidance to faculty, staff and students on expectations. For example, should all courses have a hyflex component? What to do for faculty and students who aren't comfortable coming to campus?

do not count course evaluations toward tenure and promotion

Do everything they can to get us in face-to-face classes.

Require vaccinations, take the pandemic seriously (the chancellor continually claims things are looking up when statistics are to the contrary; I don't get the sense he's ever taken the pandemic seriously); stop placing unreasonable demands on us (asking us to overenroll classes to "support enrollment," suggesting that students should come first, as if faculty don't already regard them this way (there is no university without faculty and there is no faculty without faculty well being)

Allow in person

A clear campus focus on public health, investment in facilities, custodial staff, clean shared spaces, THIS MEANS RESTROOMS. Prioritize the people who keep us safe.

Require vaccinations as the default, with opt-out clauses as needed.

Mask mandates for classrooms, vaccinations

Let us just open up. I suspect that we will have to be more understanding about sick days and staying off campus when we are sick.

What could the campus do to make research/scholarly work in fall 2021 a better experience for you? (If research/scholarly work is a part of your faculty expectation.)

What could the campus do to make research/scholarly work in fall 2021 a bet...

N/A

I think that faculty that aren't able to conduct new research projects shouldn't have to stop their clocks for tenure. Instead, consider that those who are writing conceptual manuscripts and are still presenting virtually at conferences are engaging in scholarship at a time where it's very important and difficult to do so.

let us open up clinical research labs while following state restrictions

Remove restrictions to travel and return travel funding to its pre-pandemic amount

N/A

As far as I can tell, it seems like the university/campus has been supportive of research, at least from my perspective. I understand that this is case by case, but the ability to 'stop' the tenure clock without consequences is a helpful cushion. Further, it has been helpful to know that various funding pools remain open despite the pandemic, and that those in charge of those funds have been very flexible and supportive of change. As we move towards more in person instruction/presence on campus, I understand that working with students in a research setting will also largely be in person. However, at least on my end, I am still aiming to do my best to give student workers/research plenty of clearance and space to do this work in a way that fits their comfort levels.

I might suggest giving assistant professors a course offload fall 2021 or spring 2022.

n/a

Return the teaching time commitment to what it was prior to the pandemic

keep the teams courses and meetings online, making it remote is amazing for scheduling.

Be supportive, respectful and understanding of faculty need for time.

Spread the service burden more equitably. I think that giving offloads or stipends for certain levels of service would redistribute that burden because it would make it more appealing for a broader cross-section of people, and those who generally bear the brunt would get remuneration.

Invest in ways to have hybrid meetings. All of our work would be easier if it were possible to accommodate in-person and remote at the same time.

Most of my research has come to a virtual halt because it was qualitative data collection with populations that were disproportionately impacted by the pandemic and required travel. I need time to be able to get my research back on track. In the past year, my teaching and service workload has skyrocketed. Given we are still dealing with the pandemic and the demand to support students will still be increased from previous years, I do not know how I can carve that research time back into my workload. I would like the ability to either adjust my workload or see institutional support that helps faculty get their research back on track. Truthfully, I need an offload to recoup the research time that I have lost and begin the backlog of data collection for this research.

Funding and staff support are always needed for the research and scholarly work we present in the Ent Center for the Arts and at GOCA downtown.

n/a

Give more assistance and flexibility to teaching situation so that it takes away less from scholarly work

I have not struggled with my research.

N/A

Resume in-person research without the litany of paperwork and approvals that were added for COVID

Maintain clear and attainable requirements to conduct human research.

Offloads

Make course delivery change announcements as early as possible so the course planning doesn't eat into research time.

NA

Let people be free

my computing capability is not sufficient for my current research

The pandemic hasn't effected my scholarly work.

As a non-tenured faculty member, I would like to learn more about the resources available and what support there would be for me to perform research.

Service is a good thing and required, but it interferes with research (and teaching). Continue to encourage Zoom participation in service meetings which allows more time for research.

Better travel support to conferences.

Give us a course reduction to compensate for all the double time we've been putting toward teaching.

I desperately need time for research. Teaching is taking at least 4 days of my week. I am only getting half a day/week for research in a good week (although it should be 40% of my workload).

Allow everyone to make decisions for themselves about what they are comfortable doing.

Faculty should be encouraged to come back to campus.

Start allowing in-person interviews for qualitative data collection.

Make more accessible research opportunities. Currently, it seems like the same faculty receives support for research/scholarly work.

offloads

N/A

What it is already doing. The university has to keep adjust its expectations based on circumstances, so the research itself isn't flawed.

Foster a better experience with mandatory social distancing, masks, and vaccinations. Also provide more opportunities online - in the virtual environment - to collaborate and conduct research/scholarly work.

I feel that the campus has been very supportive and understanding wrt research during the pandemic.

Modify expectations to match the reality of people's lives. Do not continue along as if the pandemic has ended and all is normal, this event will have lasting impacts that need to be considered even after it ends (which it has not).

continue to declare all research and creative works as essential, no more bans for those of us who were not on Jessi Smith's list of "essential" folks which was an arbitrary group not based on current activities and which destroyed research productivity for numerous people, the impacts of which are still ongoing more opportunities to fund student research/scholarly work

For my research, the campus does not need to do anything in particular.

Make teaching as easy as possible. I've heard from many faculty that they feel as if they are teaching their class twice to accommodate in-person and online. If I'm only getting credit for teaching one class, then I want it to equate to the work for one class.

N/A

I am not sure.

N/A

N/A

Again, my research requires in-person interaction, travel, etc. Vaccinate, quarantine if needed, GET US PAST THIS.

N/A

More funding for research, assistance with schedule creation to ensure time for research. Help students understand the role of research in their professors' lives and jobs.

See above. I also support the FAWC document proposals.

N/A

See above. Let's just put a stake in the ground and remain constant.

We're doing everything with our students in-person now. I don't see any need for change.

Sanitary conditions on campus with people vaccinated and wearing masks when in classrooms!!! A must!!!

More opportunities for small seed funding to overcome lost data collection opportunities from the last year, REDCap for increased digital data collection capacity that is HIPAA compliant

Vaccinate everyone

It currently works well for my research group, now many are vaccinated, so I think it will be fine.

Enable on-campus communication and activities.

Reduce my teaching load to 2/2. Allow uninterrupted research time. Example: allow my schedule to be 4/0 or 5/0 so I get uninterrupted time for research.

support online seminars and colloquia with limited honorarium accounts for outside speakers.

It doesn't matter we all be living in caved soon.

N/A

In my case, I do not know if the university can enhance my experience around research and scholarship. If anything I would say more time to work on my research would be a key element - and not an opportunity to pause my research and delay my pursuit of tenure, which would severely impact my long-term financial potential - but more time to do my research. The university should continue to push towards establishing a strong research community and find ways to incentivize/motivate faculty to engage.

n/a

Implement the recommendations of the FAWC.

Make sure I have funding to travel

Work with OIT to make online-connections so that many (thousands) of us can be on MSteams online or other data-rich evironments outdoors. Creates "park-like" warm outdoor heated areas where we all can work outdoors. Create a best online experience on campus outdoors --- ask students to spread out with their faculty outdoors, create "free" lattes/coffees kiosks (or reasonably prices not the same as high end store charge), outdoor restuarants -- did I say outdoors! yes bring the classroom in fresh air and use that option to solve the "large" class problem through technology.

Ensure safety, by mandating the vaccines for everybody. Also, give some flexibility with the required research load.

N/A

N/A

n/a

I use to be the most productive member of the department. However, I have school age children with an unstable school experience. Coupled with an increase in service, I am now completely unproductive in the area of research. It's the first time in my career that I have nothing under review. It would be helpful to have more staff support and less workload overall. Oh, and asking tenured faculty won't help because most of the tenured faculty that I know (including me) are caring extra workload to support those who are not, including a few IRC faculty btw.

Nothing, all my research students are vaccinated and we have been working in the lab non-stop since back open.

Resources! We know that faculty's research has been impacted by the pandemic, especially for parents and other caregivers. I would love to see a plan to help faculty boost research engagement (a course off-load, research funds, release from some service (knowing that we've all done more than our fair share in the last year). What we need are resources (money and/or time). This is especially pressing for pre-tenure faculty - but also for associate profs.

Here is the problem. Teaching remotely takes much more time, so there is less time to do research. We should consider lowering teaching loads.

I do not have a research requirement as part of my work.

Lighten the teaching workload for tenured and tenure track faculty

Give grants from the colleges to support faculty, and teaching offloads to get research going again.

emphasize to faculty in word and practice that the administration recognizes that research/scholarly productivity is going to be affected by the pandemic for a LONG time, and that it doesn't make sense to retain the same high expectations as pre-pandemic. Nor does it make sense to celebrate/reward (merit raises, awards, etc.) only those individuals who are able to meet/exceed those expectations as pre-pandemic.

Provide funding for research. For instance, each faculty can be eligible for $1000 for data collection if they do not have access to college-level funds.

Junior sabbatical for tenure track faculty. As it is, we work 12 months on undercompensated "9 month" contracts to ensure that we're able to meet research requirements. The pandemic has made this unreasonable schedule laughably difficult. I'm seriously considering switching careers.

Allow campus to return to normal operations

The limitations for me here are not campus-based but more contingent on what's going on w/ community and state-level (and other state-level) prevalence of COVID. If I don't feel I can travel or meet in person with interview subjects, for instance, that will be a major constraint.

N/A

What could the campus do to make service in fall 2021 a better experience for you? (If service is part of your faculty expectation.)

In-person department meetings with social distancing in place if necessary.

Continue to offer Zoom/Teams events for faculty who do not wish to be on campus until there are more vaccinations.

If we are requiring vaccines for everyone then we would be able to go back to in-person meetings for a lot of our service. I believe this would greatly help with the stress of screen time and fatigue from virtual meetings. I know that I have had a variety of problems this year which I believe are due to additional time in front of my computer (e.g. migraines, neck and back tension)

My body, my choice! Don't force me or any of my students to take an experimental vaccine; let us make our own informed decisions.

Continue setting healthy goals for students, staff and faculty

Not sure.

Reduce service expectations

Though I am sure not many are fans of revolving Teams/Zoom meetings, I have found the adaptability of campus to be very helpful regarding service and service commitments. As I mentioned above regarding in-person instruction with students, I think it is different to ask faculty to attend an in-person meeting than to require students to show up. It seems like faculty are potentially better able to navigate these commitments. Other than these points, it seems like service has been ok!

require vaccinations

Return the teaching time commitment to what it was prior to the pandemic

Nothing

Back off the bureaucratic expectations - forms and deadlines. It feels that the administrative response to COVID has been analogous with the professors who thought students could do double the work because they were remote.

See above. For certain levels of service (e.g. Chairing a campus committee) there should be either offloads or stipends. This would make service more appealing to a broader demographic, and remunerate those who have been doing a disproportionate amount of service to date. Morale and community-building.

My service load is 5% of my job but feels more like 25% of my job. I'd like to be asked to do less so I can focus on the 95% of my job for fully. I need a break and despite all the calls to take care of ourselves, the "asks" of us just keeps getting higher.

require less of it

Invest in ways to have hybrid meetings. All of our work would be easier if it were possible to accommodate in-person and remote at the same time.

Require less of it for IRC

My service load has doubled in the past year. I know this is true for many of my colleagues on campus. This is not sustainable in the long-term. Faculty are increasingly feeling burnt out. There needs to be more consideration for when something truly needs a meeting and when an issue can be addressed through a Teams chat or email. When we do need to have meetings, I would like flexibility to participate in meetings for committees, departments, etc. online. Many faculty may still be caring for family members or have health restrictions that warrant working from home. They should not need to disclose this and more flexibility for all faculty to participate in meetings remotely will help. Finally, everything that is uncompensated work is just lumped into "service" but there are different degrees of service work and perhaps some of the "service" work that faculty do should be incentivized. I would like to see Faculty Assembly take up the issue on the amount of uncompensated work that has been done by faculty, especially in the past year while we were furloughed. Pay was decreased and workload went up across the campus. This has been a high stress environment and finding ways to decrease that stress, reduce chance of burnout, compensated people for their time and effort, and build in support mechanism for all faculty (Tenured, Tenure-Track, IRC) is needed.

n/a

More flexibility with meetings. knowing that some in person meetings will still need to be virtually. Also not scheduling so many meetings back to back

social distancing.

I am not sure how this is an issue. Except that attending meetings by Zoom could always be an option if they resume in person

I have not struggled with my service.

N/A

I need time.

Limit number of meetings per semester to only those that are absolutely necessary.

Continue to support faculty decisions to provide service in the modality that they feel most comfortable

All meetings by Zoom

More in-person meetings

It has been going well.

Pare service to a bare minimum! This is not the time for new projects or initiatives unless absolutely necessary. Give us one 'business as usual' year to get our feet under us again.

Move as quickly as possible to traditional teaching processes.

Give out a "faculty service" parking pass. I keep getting tickets for a short parking spot while doing services for the university.

Continue to have remote meetings.

They are already doing a great job!

I am very satisfied with the support I have received from IT, FRC & Simulation staff. They have been responsive and professional.

Allowance of expenses for travel and outside service.

Encourage Zoom service meetings to cut down on travel during non-teaching days.

No opinion on this one. Service was fine in Spring 2021

I'm involved in campus-wide service through FA and it is taking up a lot of my time. Again, time is the issue.

Lower my teaching requirements so that I have time to take on service.

Allow everyone to make decisions for themselves about what they are comfortable doing.

have a total in-person, on-campus experience

I actually think we have more comfort meeting remotely since we were "forced" into learning the tech to do so. That's a good thing.

Consider the extensive service we've put in during COVID and recognize it formally in our evaluation and tenure reviews.

Find a way to have all faculty participate more overtly in service to receive credit for it as part of their contract and evaluation.

lower expectations for service

This has always been a problem and one that varies across colleges, departments, and even chairs. The required percentages are being translated differently, so some faculty have way more service work than others. Get a handle on this.

Support all faculty/staff and organize departmental online gatherings at least once a semester for all teaching faculty/staff -- providing the opportunity for all to share what service opportunities members are engaged in. Expand the definition of service to include service online - via online presentations - participation!

reduce service. this has been such a major energy drain since the start of the pandemic and everyone needs a break

Especially if vaccines are not mandated for faculty and students, I would like the mask mandate and social distancing to remain in place. I would also like the mask mandate and SD protocols to be activated when the community positivity rate goes much above 5%. In sum, I would like the university to enact measures that may be deemed more restrictive than than the county to protect the UCCS community. I would like the option to attend service meetings remotely if there is an outbreak in the community.

Reduce service - limit to meetings to only when necessary and provide a remote connection option for all meetings, use 21st century tech capabilities.

more opportunities for meaningful and not time consuming service, such as observing someone's class for feedback on teaching

Resume in person meetings.

Reward it

I'm on several committees with people I've never met in person. I would like to meet these people in person (if only just once).

N/A

Improved compensation for the service roles that we are doing. As it is, there is general acknowledgement that we are all over serviced, particularly women faculty and women of color. Yet, nothing is being done to address this. We are continuously being asked to do more with less compensation - no merit pool, no summer salary to cover director roles that are 12 mos regardless of whether or not you are on a 9 mo contract, no steps taken to really do anything about the service issue.

N/A

Lower expectations. Have committees meet twice over the course of a semester instead of monthly. Reduce the busy-work and cancel anything that's done out of ceremony instead of actual need.

Some of my service requires that I get community (college) input, so again, being able to be on campus would improve that.

Be clear about the roles of Event Services and Media Services, and provide the resources for every event to be hybrid FREE OF CHARGE. It does not make sense for services to be charging departments for internal events.

See above.

Open everything back up again.

Here's a place COVID was good: many meetings didn't happen because they didn't need to. Many meetings had flexible modes making scheduling easier. Let's keep meetings low in number and maintain options for meeting online + face to face.

Clean and sanitized areas with noticeable cleaning taking place with students and staff required to wear masks and be vaccinated!!

-

Service has continued despite the pandemic. Keep some online would be good

No new committees please

Hybrid meetings for people who are comfortable on campus, with on-line options. This seems to be what all academic groups will be needing to do moving forward.

realize that the last year + had a big toll and reduce loads to make room for scholarship

Either pay faculty for service or distribute the work better. Some faculty do tons of service. Some do almost nothing.

do not require in-person service.

It doesn't matter we all be living in caved soon.

Get back to normalcy as soon as possible. Don't leave 1/2 open doors. If courses are offered in-person then students must take a decision if they want to take that class or not. If faculty taught in-person courses before the pandemic they return to doing so now. Let's get back to status quo before trying to accommodate every wish, whim, or desire.

I don't know. Less service is probably an answer that will be presented here with high prevalence, but the service that I do, I believe is foundational to the department and college mission and I would not want to stop doing it. Perhaps an answer that addresses how the pandemic has impacted academia, that also protects faculty against some of those unanticipated effects, is to address it via a more empathetic review process for instructors and faculty with critical review periods. Don't slow faculty promotions down so they "have more time" to establish a tenure/promotion worthy portfolio, but look at the body of work, achievements, and progress through a lens that is more understanding of the climate. Let us keep doing the best we can in our teaching, research (as applicable), and service without the added pressures of meeting a bar for promotion that was set pre-pandemic. Allow for more department and college level review processes that weight more on these decisions during this time as those more local reviews will be best suited for understanding faculty potential.

go easier on faculty with service expectations next year. we are completely burnt out.

continue to supply ppe, only mandate vaccines if considered safe for all age groups.

Implement the recommendations of the FAWC.

I think time has come for mobile, VR/AR/MR technology to be adopted and adapted classroom so that we can be covid19 safe outdoors. We have a beutiful campus and we need to take classroom outdoors in "Snowy/windy and cold" weather and warm summer nights

Ensure safety, by mandating the vaccines for everybody. Also, give some flexibility with the required service load.

Start opening things up - in person meetings and opportunities. We are all burned out on virtual meetings.

N/A

n/a

Hire more people! We have been working at embarrassingly minimum capacity for far too long (e.g., prior to COVID). The extra burdens related to COVID are on top of the extra-extra-extra we always do at UCCS. The "Pikes Peak" tax is rather high compared to our peer institutions. Since you do not have a place for additional information I want to add that the vaccine is only approved under the EUA. Multiple examples of adverse reactions are occurring. Problems with the Janssen vaccine are making headlines. However, Modern and Pfizer vaccines are also causing scary reactions, albeit not ones that are making the same headlines. Although I am vaccinated, I strongly believe that requiring students and faculty to take it is ethically unconscionable. It should be the choice of each individual and not mandated.

Please don't create new committees and allow meetings to be in-person for those that want and allow the rest to be online for those that want. This is getting rediciouls.

UCCS is a service culture. People show up and engage. It's really lovely - but I think that service takes over and fills the time that we're supposed to be doing research. I don't think it takes over our teaching because our faculty show up for students. Since we are service-forward (to students, campus, our communities), research can take a hit. Encouraging faculty to do meaningful service and to be mindful of not over-doing is important. I also strongly recommend that we think about how meetings/service commitments can continue to be remote. I live 1-hour from campus. It is hard to drive in for a one-hour meeting, find parking, etc., - I can often stagger my week so that I have several meetings on one day, but in all cases, a meeting means that I'm spending around 3-hours of time to make it happen. I'd like the option to continue to engage remotely in meetings.

Have less of it. I know we need to do this, but this is also more burdensome when it is all remote. For one thing sending files which have poor signature properties ends up taking a huge amount of time

Allow service to continue virtually, so continue to allow faculty members to attend meetings via Teams or Zoom even if meetings are held in person

Nothing

Reduce the service expectations of everyone so they can focus on research.

Make large rooms available for socially distanced meetings.

Put off things that aren't critical so that faculty can reduce the service burden. I don't understand why we've forged ahead with so many tasks that are not time sensitive when people are overburdened and suffering.

Keep service commitments online to reduce physical contact and possible transmission of cold/flu/COVID-19

Better morale and mutual trust/comradery are probably the keys here.

Nothing

End of Report