



Report on the Returning to Campus in Fall 2020 Survey

Prepared by the UHMFS Committee on Professional Matters
Summer 2020 Working Group

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Because the University of Hawai‘i at Mānoa (UHM) administration is in the midst of planning for fall 2020 and because few faculty voices have yet been heard, the Committee on Professional Matters (CPM), under the auspices of the UHM Faculty Senate, conducted a survey of faculty, focusing on their needs and wants for a return to work in the fall. This survey asked faculty about who we are, where we work, what we would need for a safe return to work, as well as querying faculty about different modalities of teaching, whether face-to-face (f2f), online, or various hybrid approaches. With open-ended questions, this survey, conducted from May 19 - May 25, also asked about any additional reflections on the return to work.

Our report underscores the results of this survey. It consists of four sections and six key recommendations. In the final section of our survey, we asked faculty to share any further comments; 358 did so, and selected summaries of quotations can be found in Appendix D.

Throughout Parts II and III, we include direct quotations from survey respondents to share as many faculty voices as possible.

Key Findings:

The following key findings inform the recommendations made in Part IV of this report and represent significant themes found through our analysis of the data. Respondents:

- share that choice in modalities of teaching, research, and service, including in the community at large, is a necessary component of academic freedom.
- need, and want, additional infrastructure in order to feel safe and comfortable enough for the return to campus.

Part I: Who? Where? What? Demographics of Respondents

Out of the 2,006¹ potential faculty respondents, we had a 39% response rate from full- and part-time faculty for a total of 787 respondents. Respondents covered a wide range of faculty, including Instructional, Instructional Law, Instructional Clinical Medicine, Research, Specialist, Librarian, Extension Agents, as well as those of mixed designations. Of those 787 respondents, 83.6% are Instructional or Specialists; this percentage of respondents increases to 90.6% if we add Research faculty. The majority of responses reflect the views of Instructional, Specialist, and Research faculty.

Table 1. Faculty Classification

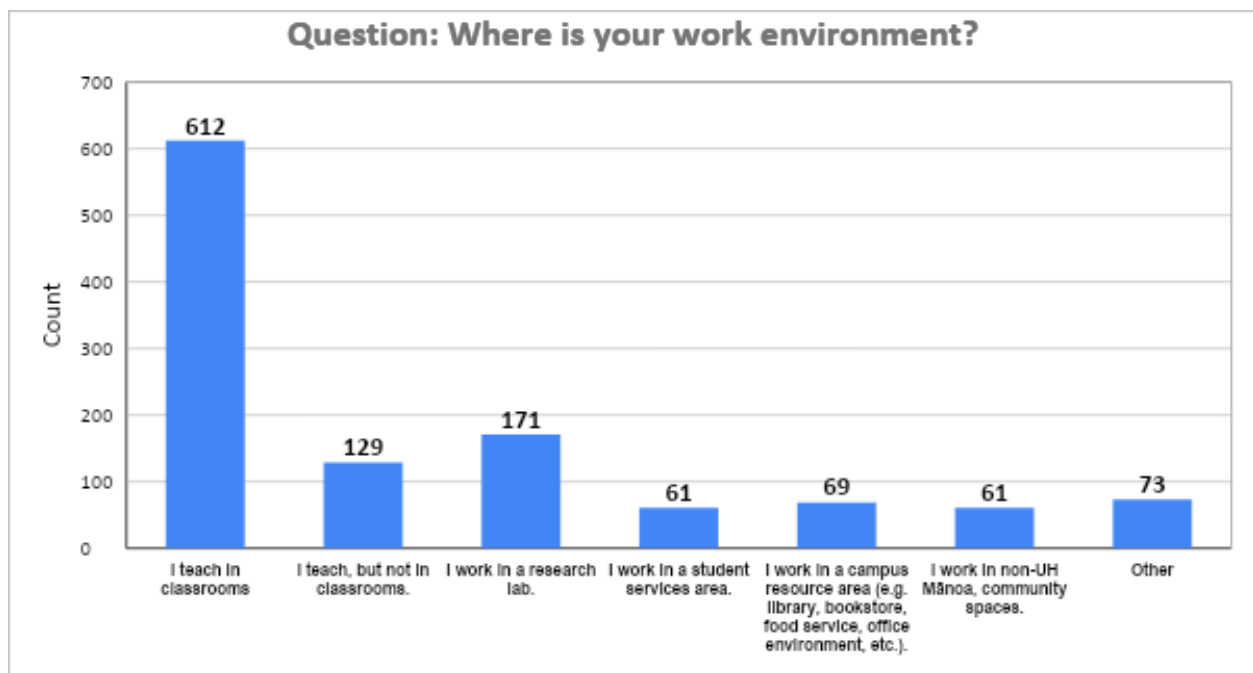
Respondents	# of respondents	% of respondents
Instructional (including Law (8) and Clinical Medicine (5))	517	65.69
Specialist	139	17.66
Research	55	6.99
Librarian	24	3.05
Extension Agent	4	0.51
Mixed Designation	40	5.08
Prefer not to answer/no response selected	8	1.02

Note: Mixed designations included 37 Instructional-Research, 1 Instructional Law-Librarian, 1 Extension Agent-Instructional, and 1 Instructional-Specialist.

¹ There are 2,422 faculty members at UHM according to the Mānoa Institutional Research Office. 2,006 of those faculty members were on the UHM Faculty Congress listserv in May 2020.

Almost all respondents shared where they work. 78.4% (612 respondents) reported that they teach in classrooms, with 16.5% (129 respondents) indicating that they also teach but not in classrooms. These faculty members teach in other venues, including research labs or non-UHM community spaces. 65.3% (510 respondents) shared that they work in different environments, which brings them into regular contact with students, other faculty and staff, as well as the general public. We want to stress that it is this regular contact with others that underlines the importance of taking account of faculty voices in any return to work plans. As the CDC guidelines observe, the more interaction with others and the longer that interaction occurs translates into an increased risk of infection (see [Considerations for Institutes of Higher Education](#)).

Figure 1. Work Environment



When surveyed about the sizes of classes, 647 respondents indicated that they are teaching in fall 2020, a number that reflects that some faculty teach both in classrooms and in other kinds of spaces, and they shared their varied teaching and working locations. We also asked faculty to specify the size of the groups they teach, whether they will be teaching classes of less than 30 undergraduate students, 31 – 50 undergraduate students, 51 – 100 undergraduate students, and over 100 undergraduate students. We asked about graduate courses generally since those classes tend to be much smaller in size, generally under 30 students. It is important to note that many faculty teach a mixture of undergraduate and graduate courses in any given semester.

55.3% of respondents stated that they teach less than 30 undergraduate students. 14.7% of respondents teach between 51 and over 100 undergraduate students, a percentage that gathers together the much larger classes. Many of these faculty members teaching between 51 and 100 undergraduate students know they will be teaching online in some form or another, as per

Provost Bruno's memo, "Fall Instruction Planning Update" of May 26, 2020 (see Appendix A). Of the faculty that responded, 71.6% teach undergraduate students, with more teaching classes of 30 students or less. 44.4% of our respondents teach graduate classes.

Table 2. Sizes of classes

I will be teaching an undergraduate course with 30 students or less.	I will be teaching an undergraduate course with 31-50 students.	I will be teaching an undergraduate course with 51-100 students.	I will be teaching an undergraduate course with more than 100 students.	I will be teaching a class with shared equipment needs like computers, lab desks, etc.	I will be teaching a graduate course.	Other
358	92	59	36	103	287	50
55.33%	14.22%	9.12%	5.56%	15.92%	44.36%	7.73%

Part II: Infrastructure and Information

We asked about what measures would be needed to feel safe and comfortable to return to work in fall 2020. Respondents reflected the complexity of our current circumstances, with important notes repeatedly sounded. For example, overwhelmingly, faculty underscored the need for infrastructural improvements to facilitate their work. Generally, faculty did not express a need for information on the details of the pandemic, but clearly expressed a need for improved communication between UH administration and faculty on what defines teaching in the midst of a pandemic.

In reply to a question about what faculty would need to feel safe and comfortable in the workplace this fall, respondents identified distinct infrastructural improvements that would be necessary. 78.3% required hand sanitizer (with over 60% alcohol content, as per the CDC guidelines) to be readily available in their work environments. As one respondent put it:

"I will primarily be in computer labs, so I am anxious about maintaining social distancing and ensuring the lab is properly cleaned and sanitized before and after each class. A lot of cleaning supplies will be necessary: hand sanitizer, clorox disinfecting wipes for the equipment for before and after use."

77.3% insisted that soap be available in bathrooms in order to follow hand-washing protocol. As well, 64.7% of respondents voiced a need for virus testing on campus. One respondent, for instance, declared: "Testing is essential!" Some of the respondents indicated that this approach would require both frequency and contact tracing. An example of such a comment was: "Want available testing for any interested staff and students, contact tracing abilities, and all reasonable efforts made to prevent easy spread of the virus, balanced with wanting campus to open as fully as possible, including sports and events when feasible." Such needs/wants also point to

infrastructural changes that would need to be in place to increase the safety and success of faculty, staff, and students.

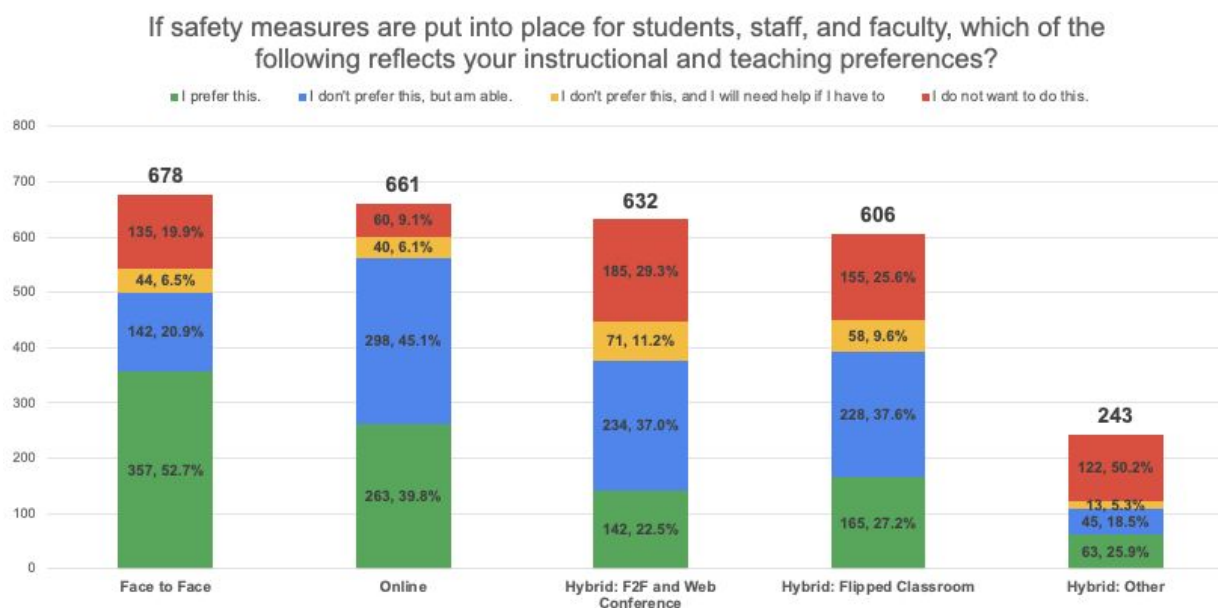
Table 3. Question: What would you need to feel safe and comfortable returning to work in Fall 2020?

Condition	#	% of respondents
Easy access to hand sanitizer	616	78.97%
Disinfection schedule for classrooms and public spaces	609	78.08%
Soap in all bathrooms	609	78.08%
Social distancing in classrooms, offices, hallways	576	73.85%
Virus testing available on campus	509	65.26%
Mandatory face coverings	493	63.21%
Antibody testing available on campus	381	48.85%
Other	179	22.95%
I need more information.	109	13.97%
Nothing, I am ready to return	72	9.23%

78.0% of respondents would need a cleaning and disinfecting schedule for classes and public spaces, while a slightly lower percentage—73.9%—requested physical distancing in classes, hallways, and offices. We put these two requirements together because they require the university administration to coordinate with other stakeholders on campus. For instance, cleaning staff would require consultation about their needs to make such a schedule feasible. Similarly, to create physical distancing in classes, hallways, and other public spaces, especially during the transition between classes, the Office of the Scheduler would have to find the spaces and time slots to make this possible.

A lesser number of faculty (63.2%) would need face coverings (most often interpreted as face masks in our open-ended comments) to feel safe and comfortable in the fall. Some respondents explained that masks might make it hard for students and colleagues to hear them in a class setting because of their ways of speaking, i.e. a quiet speaker might not have the volume to project with a mask, and/or masks could be an impediment for students and colleagues with hearing disabilities. This lesser number, in that sense, reflects the respondents' wish to be effective as teachers should they be working on campus in the fall and their oft-expressed concern for the success of our students and colleagues, given their different needs.

Respondents expressed their instructional and teaching preference if safety measures like those outlined above were in place. 52.7% preferred to teach f2f this coming fall. If we include those respondents who will teach f2f with reluctance (20.9%), the number of faculty respondents willing to teach f2f climbs to 73.6%.

Figure 2. Instructional Mode

By comparison, 39.8% of respondents preferred online teaching. If we include those who would prefer **not** to teach online but would do so if necessary (45.1%), then ~85% would teach online indicating a stronger willingness to teach online if required. In the comments section, respondents underscored their preference to work online, primarily for health reasons, both their own and those of family members. One respondent additionally shares: “I also teach large lecture classes and do not feel safe returning to any form of in-class teaching. We should remain on-line until there is a vaccine.” Respondents worry about their own health status and that of those they live with was a repeated rationale in the written comments for their preference to teach online in the fall. Others expressed a broader commitment to safety, stating that “Online teaching is a safer option for Fall,” while other respondents observed that online teaching would be continuing a norm for them. One noted that “I’ve been teaching online for years so I’m ready for this format.”

A more complicated picture emerges in respondents’ attitudes toward the various hybrid teaching models. In particular, we asked faculty whether they would prefer to teach three types of hybrid teaching scenarios: 1. f2f with web conferences; 2. flipped classroom; and 3. Other. In hybrid scenario 1, 22.5% of respondents indicated they would prefer the f2f with web conferences model. 37.0% indicated they didn't prefer it, but could do it. And, 11.2% said they didn't prefer, but would do it and would need help. From this set of data, we infer that 70.7% are willing to teach in a hybrid f2f with web conference format.

29.3% of respondents would not be willing to teach f2f with web conferences at all; 25.6% would not do flipped classrooms at all. The mixed reaction and increases in reluctance to teach in these hybrid scenarios indicate something important about the discussions around teaching thus far: the definition of ‘hybrid teaching’ varies widely in the open-ended responses, and this lack of clarity is a critical problem as we plan for fall 2020. Respondents lacked a clear definition of what hybrid teaching means, as well as a sense of its pedagogical effectiveness. To

move toward a hybrid model, UHM administration would need to collaborate with faculty and UHPA to define what pedagogically strong hybrid teaching might mean in any given teaching environment, creating definitional clarity that could then be shared with the wider faculty. In Provost Bruno's memo of May 26, 2020, he expresses that planning for hybrid teaching is occurring; such planning must include an educational component so faculty generally understand what this mode of teaching means.

As well, there might be implications for teaching loads if hybrid courses require faculty to teach one section, but it is broken into two modes--a portion f2f and a portion online--potentially creating two sections but covered by 'one' course. One respondent explained it this way:

"Hybrid raises serious problems of inequality and pedagogy. It is like teaching 2 classes. We need course reductions if you want this. Also, we need research leave for prep of true online classes. What we are doing now is not online teaching, it is make do."

Another respondent stated: "I would like to know how a hybrid option will impact workload. If we do two in person classes with half our students, and the rest online, this means increased workload." These issues indicate how pressing it is that the UHM administration collaborate with UHPA about faculty working conditions. The CPM fears that ambivalence about hybrid teaching will diminish teaching outcomes if implemented 'as is' for fall 2020 and will create more confusion for faculty, students, support staff, and administration than necessary.

19.9% of respondents do not want to do f2f teaching **at all** in fall 2020; there are no measures that would persuade them to return to classrooms and labs in the midst of a pandemic. That 135 respondents would not return, regardless of the safety measures taken, stresses the need for UHM administration to make accommodations for these faculty, many of whom shared that they fall into high-risk categories. Many respondents stressed the importance of choice and flexibility for faculty in the ways that they conduct their work, whether they work in classrooms, labs, libraries, or in other settings. For instance, one wrote "High risk faculty members should not feel obligated to jeopardize their health to keep their jobs. This should not affect promotion, tenure, contract renewal, etc." Another stated a similar sentiment but extended that concern broadly to anyone working on campus when they stated that "I would also like assurances that colleagues who have caregiving responsibilities or are in an elevated risk category will have the option to work from home; want to see that staff, student workers, grad students, adjuncts, etc., are afforded the same protections as faculty." Such viewpoints were frequent in the comment section.

The CPM believes it is a matter of academic freedom to choose the method of instruction. See principle #11 in Cary Nelson's common definition of academic freedom (Defining Academic Freedom). Similarly, the American Association of University Professors statement on the government of colleges and universities states that "The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process" (see

Section 5, [Statement on Government of Colleges and Universities](#)). The CDC guidelines, furthermore, assert that institutions of higher education should “offer options for faculty and staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework and modified job responsibilities).” See [Considerations for Institutes of Higher Education](#). One of our primary recommendations is that faculty have the freedom to choose how they perform their duties, whether teaching, research, or other academic work as both a matter of academic freedom and workplace safety.

Part III: Policy Implications

This section of the report will compare the findings of the faculty needs survey with relevant UHM policies so as to ensure safe and equitable working policies. As the Board of Regents Policy 11.205 states: “successful achievement of the university’s teaching, research and service missions requires an environment that is conducive to the general safety, well being and security of students and employees.” Such a statement echoes that found in the UHPA contract, in Article XX, “Adequate Security, Health and Safety.” That article reads:

The Employer shall provide a safe, clean and healthy working environment as prescribed by the applicable provisions of the Hawaii Occupational Safety and Health Law, Act 57, et seq., the State Department of Health, the State Department of Labor, or any other governmental body. This shall include, but not be limited to, adequate natural or mechanical ventilation, proper lighting, security and protection at all University facilities or places of instruction, and properly maintained buildings, offices, and classrooms. (see [ARTICLE XX, SECURITY, HEALTH AND SAFETY - University of Hawaii Professional Assembly](#))

As per these policies, the university, as an employer, must provide a safe, clean, and healthy environment that expressly includes ‘adequate natural or mechanical ventilation,’ which we recognize is of particular importance during this pandemic. Several respondents noted that the classrooms in their buildings would not provide the proper ventilation, let alone space to physically distance while working. Such policies and contractual duties reinforce the infrastructural changes, as outlined in Part II, that would need to occur should faculty return to teaching, research, and service in person.

The CDC recommendations for Institutions of Higher Education defines various levels of risk as listed below. We believe faculty are being asked to engage in the “More Risk” scenario, and there are some not comfortable working in that environment (see [Considerations for Institutes of Higher Education](#)).

- **Lowest Risk:** Faculty and students engage in virtual-only learning options, activities, and events.
- **More Risk:** Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full-sized in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Further, we believe it is the role of the president, as defined in RP 11.205, to make clear and accountable decisions that will protect the health and safety of university employees in the time of a health crisis. Data from our faculty respondents indicate that this is not happening. One respondent put it this way: “A decision needs to be made as soon as possible so we can plan without having to plan multiple contingency plans as we had to do for Spring.” Another respondent also called for clear decisions from the administration, even as that person acknowledges that flexibility will be part of any plan: “The university needs to make decisions and wise plans NOW...rather than waiting and seeing how it all goes. Everyone is in a holding pattern. Just make a sound decision and stick to it, being able to maintain flexibility as unpredictable circumstances change.” Faculty request a plan to roll-out effective preventative measures for re-opening instruction, rather than off-loading that responsibility to College Deans, Department Chairs, or Supervisors, and that there is reasonable consistency across schools, departments, and units in the policies and protocols that the university establishes for the return to work in fall 2020, whether online or on campus.

Part IV: Recommendations

Based on the survey results, we recognize the multiple stakeholders, including unions and the Office of the Scheduler, involved in meeting the needs of respondents. UHM administration must collaborate with the varied stakeholders, ensuring everyone’s safety during the pandemic via clear and timely communication. This call for collaboration with other stakeholders, especially unions, echoes the request found in *The Report of the Higher Education Subcommittee Reopen Connecticut*, Section V, which asserts that unions, for instance, are essential partners in any effort to re-open that state’s colleges and universities (see Appendix B).

Thus, the CPM has the following six recommendations:

1. Plans to return to work in the fall should be in accord with the CDC recommendations for Institutions of Higher Education, which we referred to throughout this report.
2. The choice of teaching methods is considered a matter of academic freedom. UHM administration, in consultation with UHPA, should create an "online opt-in" procedure for fall 2020 that allows faculty to choose online course delivery without having to divulge personal details about age, health, the health of family members, etc. The CDC recommendations for Institutions of Higher Education make it clear that faculty and staff

should have options to reduce their exposure and that their privacy should be protected under federal and state privacy and confidentiality laws.

3. If f2f teaching happens, then a wide range of infrastructural changes should occur, including the adequate provision of soap, paper towels, and hand sanitizer; establishment of a cleaning and disinfecting schedule; adequate ventilation in classrooms and hallways; and provision of materials—like tents, chairs, and technology—to teach smaller classes outdoors in specially designated areas on campus. Similarly, if expected to teach in hybrid and/or online formats, then faculty must have access to the technological infrastructure and support necessary to be pedagogically successful.
4. If hybrid teaching models are put in place, then the university, in consultation with UHPA, should review those models to ensure that teaching loads of faculty remain in accord with past practice.
5. Faculty who work in non-instructional spaces should have barriers constructed to increase safety; their work spaces should be reevaluated and redesigned to follow CDC physical distancing and safety guidelines, or their work schedule should be staggered or allow for continued work-from-home.
6. The university should comply with policies and contractual obligations as defined by the Board of Regents, UHPA, and other stakeholders; this compliance means that any plan should ensure that practices are roughly the same across the variety of schools, departments, and units throughout the university.

Appendix A Memo from Provost



UNIVERSITY
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MĀNOA

Office of the Provost

May 26, 2020

MEMORANDUM

TO: Deans and Directors
Associate Deans
Department Chairs

FROM: Michael Bruno
Provost

A handwritten signature in cursive script that reads 'Michael Bruno'.

RE: Fall Instruction Planning Update

Last week the eight working teams that I tasked with developing plans for the safe return of students, staff and faculty to our campus for Fall semester got underway. As a reminder, the working teams are: Health & Wellness; Student Learning; Student & Residence Life; New First-time Students; Research; Business Processes; Communications; and Space Planning, Preparation & Utilization. The following information concerns the instructional plan under the guidance of the Student Learning, and the Space Planning, Preparation & Utilization Working Teams only. Information related to the other areas will be shared with the campus at a later date, via a web presence that we are developing.

There are many unanswered questions at this point, and planning will be ongoing over the summer as the situation evolves; however, please be assured that we will communicate decisions and plans with you as they develop and are modified in response to additional guidance from our campus healthcare professionals, as well as State and Federal agencies. I want everyone to keep in mind that we have a June 30 deadline, which was made in consultation with the unions, to have these plans in place.

Social Distancing and Classroom Capacities

Until Federal and State guidance indicate otherwise, we must assume that social distancing will be expected in offices, passages, and classrooms. As such, the Space Planning, Preparation & Utilization Working Team has conducted a preliminary analysis of classroom capacities with 6 feet spacing of students. We recognize that other factors such as mobility of furnishings, ventilation quality, entering and exiting classrooms, the

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needs of non-lecture courses, and equipment and teaching space will require further consideration. While more thorough analyses will be required in each classroom and building, we know that at UHM we have thousands of sections that will need to be modified to ensure safety.

To begin the process, we need to start with the largest enrollment classes for which there are no classroom options. The classroom analysis shows that with 6' social distancing, no rooms on campus can seat more than 100, and our limited inventory of large classrooms cannot adequately accommodate courses with an enrollment greater than 50 students.

Consequently, Fall courses with 50 or more students will either need to be converted to fully online instruction or will need to be re-configured to ensure that gatherings of more than 50 will not occur. Instructional design support for course conversion is available from the [UH System's Online Innovation Center](#).

Online and Hybrid Delivery Methods

For several weeks now, I have been encouraging chairs, deans and the faculty to consider both online and hybrid options for our Fall courses. The VCAs and schedulers across the system have been working to define a range of course schedule formats so that faculty will know the options they have, and so that the instructional design and technical support we make available to faculty will align with those modalities. They are also developing standard formats for the Schedule of Classes so that students will know whether each course is fully online or hybrid, and whether online course activities will meet synchronously, asynchronously, or a combination of the two. I expect that we will soon be able to disseminate this information, and allow programs and faculty to make decisions about the best schedule formats for the range of courses that they offer.

In the meantime, as you move the large enrollment courses online, **please also work with your faculty on identifying courses that require 50% or more face-to-face instructional delivery in order to achieve student learning objectives. This is only the first data-gathering step in our planning process.** The Student Learning Working Team has two distinct subcommittees working on some of these courses: 1) lab and studio courses, and 2) other experiential courses (i.e. performing arts, field work, internships, practicums etc.). Where a course requires face-to-face instruction, please consider the minimum face-to-face schedule that will enable the achievement of the course learning objectives. We may discover that most classes can only be

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accommodated for one face-to-face classroom meeting weekly. As our working teams discuss options, the online vs. classroom-instruction balance of each course will be a central factor.

I want to reiterate that we will be guided by the health and safety considerations for all of our employees and students, including GAs, who are both employee and student. We need to be flexible and sensitive in scheduling those who have underlying conditions or who live with those who do. Instructors with such vulnerabilities may opt to teach online.

Summer Tutorials and Faculty Support

Chairs should work with those teaching fully online to ensure that instruction conforms to best practices for online learning as opposed to the emergency remote instruction that the pandemic required during Spring. **If faculty would like to offer a course fully online for Fall semester, support is available now through [UH System's Online Innovation Center](#).**

We fully recognize that changes to Fall instructional plans represent significant work for faculty and for those who support instruction on campus. We also recognize that summer is the non-duty period for most faculty. However, this unprecedented situation calls for all of us to prepare as best as we are able. The federal CARES money that UHM receives will be used for infrastructure upgrades, creating an inventory of equipment for loan to students and instructional employees, and stipends for course development. The UH System is working with UHPA to determine parity in stipends across all ten campuses. This information should be finalized soon.

I understand the challenges and anxiety that we all are experiencing under the current, and still evolving, situation of COVID-19 and its effects on every aspect of our lives. I ask for your continued patience as we make decisions for this campus that are based on safety and public health concerns, grounded in science, and that account for the human dimensions of this crisis as well.

Please share this information with your faculty and encourage them to remain engaged over the summer as our plans develop. Thank you for your continued efforts, and please feel free to email me with any concerns or questions.

Appendix B Reopen Connecticut Report, Section V

Full report available at

<https://portal.ct.gov/-/media/Office-of-the-Governor/News/20200506-Recommendations-to-Governor-Lamont-for-a-phased-reopening-of-colleges-and-universities.pdf?la=en>



The Office of
Governor Ned Lamont

**REPORT OF THE HIGHER EDUCATION SUBCOMMITTEE
REOPEN CONNECTICUT**

Corrected Version – May 8, 2020

Following is only the Section V excerpt of this report. Pages 1-13 are not shown.

The entire report is available at

<https://portal.ct.gov/-/media/Office-of-the-Governor/News/20200506-Recommendations-to-Governor-Lamont-for-a-phased-reopening-of-colleges-and-universities.pdf?la=en>

The state should also affirm that contact tracing conducted by trained volunteers falls within the HIPAA exemption. Furthermore, the state should amend Executive Order 7U to include volunteers performing contract tracing in the immunity waiver for health care providers. Finally, the Department of Public Health should also work with colleges and universities on protocols for sharing data collected through contact tracing.

8. When colleges and universities reopen in the fall, the State will need to provide alternative housing for first responders in the event of another outbreak of the pandemic. This spring, many institutions used their dormitories to provide housing for first responders.

Section V: Ideas and Suggestions for Institutional Planning

We gathered many useful ideas and suggestions from academic leaders in Connecticut and around the country. A selection follows.

Unions are essential partners in reopening Connecticut's colleges and universities.

Union leadership should be included as the plans are being developed. The health and welfare of union colleagues, just like that of students, faculty and other staff, should be a key ingredient in the plans that are developed.

Institutions are re-thinking the fall academic calendar.

Most institutions are developing multiple scenarios for a phased reopening.

To decrease density on campus, schools that have mainly commuter students may elongate the teaching day or move to six or seven day schedules.

One suggestion is to organize the semester into two halves with assessments given at the mid-point, and with a half credit given for course. In this regime, students who become ill might still get credit for a half semester's work. If a faculty member becomes ill, disruption would be reduced.

Some institutions are thinking of offering all undergraduate classes online for the fall semester, and open classes on campus only to graduate and professional students.

Some institutions are thinking of having the first half of the fall semester be online and determining at the end of September if the second half can be held on campus. Others are considering starting the fall semester in October.

Some are thinking of compressing the fall calendar on residential campuses so that students leave at Thanksgiving and do not return until the new year. This eliminates students traveling for both Thanksgiving and the Christmas recess, which could be especially advisable for institutions with many students from out-of-state. Some

institutions are planning to add 10 minutes or more to each class or to pursue a six-day teaching schedule to compress teaching into the shorter calendar.

Another idea is to consider a compressed calendar for graduate/professional programs that are continuous without a major summer holiday in order to reduce the time to degree.

Some institutions are considering using the late summer to offer remedial education courses for students who need them. There may be increased need since some high school seniors may not have had access to effective online instruction this spring.

Various phase-in plans for repopulating campuses are under study.

Institutions around the country are thinking of sequencing the return of students to campus. A number of universities are thinking that the first group of students to return would be graduate and professional students who are generally older and thus may be more prepared to practice physical distancing. Also, many of these programs are non-residential and thus avoid the challenges of residential spaces.

Residential institutions are thinking about the phased arrival of undergraduates, since physical distancing requirements and possible reduction in bed capacity are likely to require choosing whom to accommodate. For example, some universities might prioritize the return of students who need science laboratories; others will first accommodate those who do not have stable alternatives at home. Some are thinking that seniors, who may have more maturity for physical distancing, might be good candidates for the first wave of students to return to campus.

Some universities and colleges intending to have undergraduates on campus are considering a rolling move in period over a few days or weeks so that fewer individuals re-enter at one time. Others are considering limiting the number of family members and friends who can accompany a matriculating student, and limiting their time and engagement on campus.

Staffing configurations for teaching will be creative.

Faculty in vulnerable populations (those with compromised immune systems or over the age of 65) may wish to teach remotely.

For courses where a faculty member is teaching remotely, some residential institutions are considering having students come to a classroom –with appropriate physical distancing—and have the faculty member projected onto a screen in the room. This might create a greater sense of community than having students participate from their rooms.

Many institutions will have to cap the size of lecture classes to accommodate physical distancing, break them into multiple sections, or teach them remotely.

Some professional schools are reorganizing the curriculum so that clinical experiences are pushed out into future semesters and classes ordinarily taken in a classroom in a subsequent semester are accelerated into this fall. For example, one graduate school of music will concentrate history and theory classes in the fall and resume performance courses in the spring.

Enhanced professional development for faculty in online teaching is needed.

When the State closed this spring, faculty had little time to learn best practices for online teaching. Since online instruction may be the primary form of pedagogy in some instances and the default mechanism in the event of a second wave of infection, this summer offers an opportunity for institutions to assess the success of the online courses offered this spring and to provide instruction for faculty to improve their skills for online teaching.

Extracurricular activities and athletics.

We expect that the NCAA or individual conferences will soon make decisions about varsity sports for the fall. Many extracurricular events (e.g., debating clubs, student newspapers, Model UN) might be pursued virtually or with social distancing.

Limiting visitors to campus.

Some institutions have already cancelled visiting professors, speakers, and performances for the fall. In addition, it is likely that others will convert programs that bring individuals to campus to an online format, such as student admissions tours and alumni reunions. State universities may want to consider limiting the time, place and manner of admitting visitors, and private universities may want to prohibit visitors more generally as an effort to limit the transmission of the virus.

Submitted by the members of the Higher Education Subcommittee of the Reopen CT Task Force:

- *Richard Levin (co-chair), President Emeritus, Yale University*
- *Linda Koch Lorimer (co-chair), former Vice President, Yale University, and former chair of the Association of American Colleges and Universities*
- *Steven Kaplan, President, University of New Haven*
- *Alice Pritchard, Chief of Staff, Connecticut State Colleges and Universities*
- *Rachel Rubin, Chief of Staff, University of Connecticut*
- *Jennifer Widness, President, Connecticut Conference of Independent Colleges*
- *Invited participant: Richard Branson, Executive Director, Connecticut Association of Independent Schools*

Appendix C Survey

Returning to campus in Fall 2020 survey

The UHMFS Committee on Professional Matters welcomes your perspectives on returning to campus in the Fall. What would you like that to look like?

Survey is restricted to the UH domain. Your response is anonymous, and this form is not collecting email addresses.

We intend to share aggregated results with UHPA and with UH Mānoa administration to hopefully better meet the needs of our faculty as we look to Fall 2020 when we will be working with staff, faculty, and students.

1. Faculty Classification

Check all that apply.

- ☐ Extension Agent
- ☐ Instructional Clinical Medicine
- ☐ Instructional Law
- ☐ Instructional
- ☐ Librarian
- ☐ Research
- ☐ Specialist
- ☐ Prefer not to answer

2. Where is your work environment?

Please check all that apply.

Check all that apply.

- ☐ I teach in classrooms.
- ☐ I teach, but not in classrooms.
- ☐ I work in a research lab.
- ☐ I work in a student services area.
- ☐ I work in a campus resource area (e.g. library, bookstore, food service, office environment, etc.).
- ☐ I work in non-UH Mānoa, community spaces.

Other: ☐ _____

3. If you are teaching in Fall 2020, which applies to you?

Please check all that apply.

Check all that apply.

- ☐ I will be teaching an undergraduate course with 30 students or less.
- ☐ I will be teaching an undergraduate course with 31-50 students.
- ☐ I will be teaching an undergraduate course with 51-100 students.
- ☐ I will be teaching an undergraduate course with more than 100 students.
- ☐ I will be teaching a class with shared equipment needs like computers, lab desks, etc.
- ☐ I will be teaching a graduate course.

Other: ☐ _____

4. Please share additional comments about your instructional space and needs.

5. What would you need to feel safe and comfortable returning to work in Fall 2020?

Please check as many as apply.

Check all that apply.

- ☐ Nothing, I am ready to return.
☐ Social distancing in classrooms, offices, hallways
☐ Mandatory face coverings
☐ Disinfection schedule for classrooms and public spaces
☐ Soap in all bathrooms
☐ Easy access to hand sanitizer
☐ Virus testing available on campus
☐ Antibody testing available on campus
☐ I need more information.

Other: ☐ _____

6. If safety measures are put into place for students, staff, and faculty, which of the following reflects your instructional and teaching preferences?

Check all that apply.

	I prefer this.	I don't prefer this, but am able.	I don't prefer this, and I will need help if I have to	I do not want to do this.
face to face (f2f)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hybrid: simultaneous f2f & web conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hybrid: flipped classroom (once per week f2f, remainder online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hybrid: other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. If you selected "hybrid: other" above, what does that mean to you?

8. Please feel free to share other comments about returning to campus in Fall 2020 related to health and safety.

This content is neither created nor endorsed by Google.

Google Forms

Appendix D Highlighted Results

Other work environments shared

73 respondents provided write-in responses. Some identified their office (25) and a community space (12). Other unique situations to note included dental hygiene clinics, volcanoes, hospital and simulation labs, the theater, dance and music studios, and skills labs.

Other teaching situations shared

63 respondents provided write-in responses. The major categories represented are as follows:

- adult education and/or professional development
- coordinating clinical or field experiences (medical, dental, schools, child care facilities, nursing homes)
- program director for undergraduate and/or graduate programs
- teaching in lab courses
- field work in local schools
- meeting with students as advisors
- library instruction and/or services
- guest lecture
- on sabbatical or not teaching
- mentoring graduate students

Other teaching situations included the following:

- directing productions
- teaching fittings (garment and costume)

Other "hybrid: what does that mean to you?"

144 respondents provided write-in responses. There were no two responses that were alike.

Below is a summary of what a hybrid course means to respondents. Items in this summary were represented in at least two other ways in the dataset.

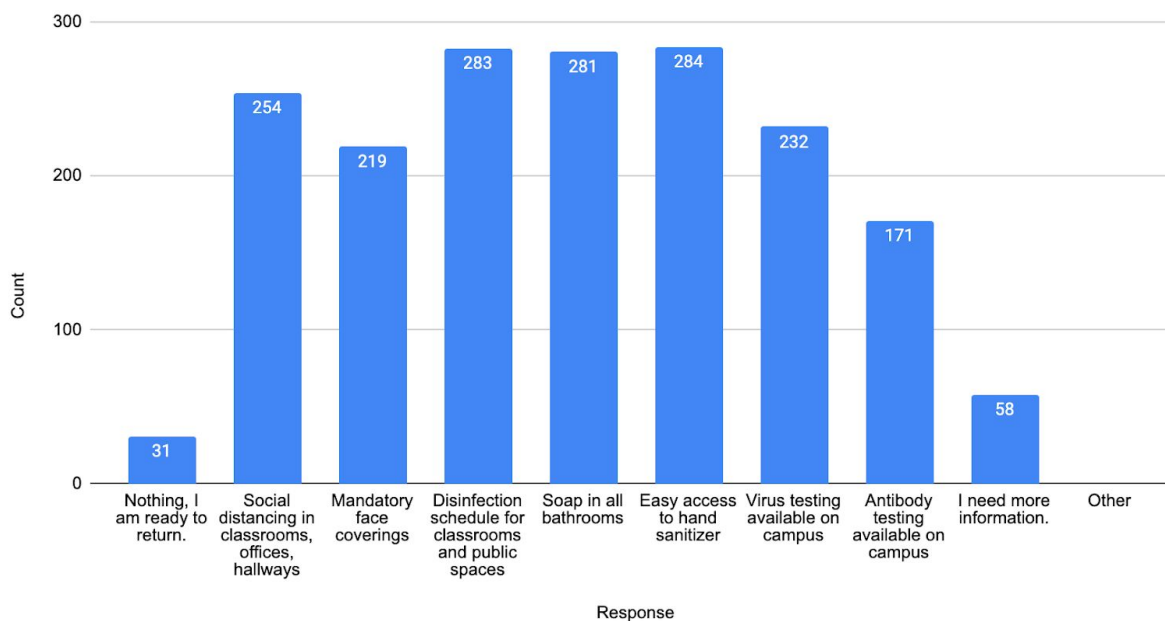
- A combination of or alternating between f2f classes and online classes
- Flipped classroom f2f once or twice a week and rest online
- Asynchronous and/or synchronous online
- asynchronous via laulima, synchronous via Zoom, and rarely in person meetings
- Baseline online, with the option of students "opting in" to the classroom
- Class fully on line but with exams in campus in a safe environment.
- Depending on courses, f2f meeting in the early semester and moving online toward the end of semester (or vice versa).
- For smaller classes shorter intensive classes but meeting each week in smaller groups for half of the typical course hours.
- HOT - here or there - let students choose which way to meet

- Hybrid allows some f2f but looks for other instructional options to minimize health concerns
- Infinitely complex options are not going to help us.
- I don't know at this point.
- I would happily meet students outdoors with masks while social distancing but NOT IN A SEMINAR ROOM
- Large lecture classes online with small breakout classes in person (similar to flipped but breakouts are twice a week)
- Lectures / discussion on line... some f2f for the "hands on activities"
- online but f2f for exams and/or other assessment
- Online for lectures, limited in person labs for essential skills that cannot be taught online
- Online instruction until there is a high level of safety.
- PPTs uploaded on Laulima with audio or Youtube link. Meet in person to review material, quiz, or discuss details not easily communicated in person. Prerecorded lectures online, discussion f2f once per week, or use zoom if there's another spike in infections.
- Provision of f2f session shall be available upon request but not the primary mode of delivery of services.
- Self study assignments, online discussions & blogs.
- simulation or lab faculty in center with students via Zoom
- Splitting the class in half and for each meeting, having half the students present in person and half present via distance technologies (Zoom etc.)
- Teach formerly f2f classes with no change other than an online delivery system. In other words, meet online synchronously with the same frequency as a f2f class would have met and deliver the same content (if f2f met 2/week, the online version meets 2/week - as opposed to some online courses only meeting synchronously a few times over the course of the semester).
- The ratio of f2f and online would not necessarily be 50:50.
- The type of courses depends on what the class and the student population and the content of the course.
- There are no good options.

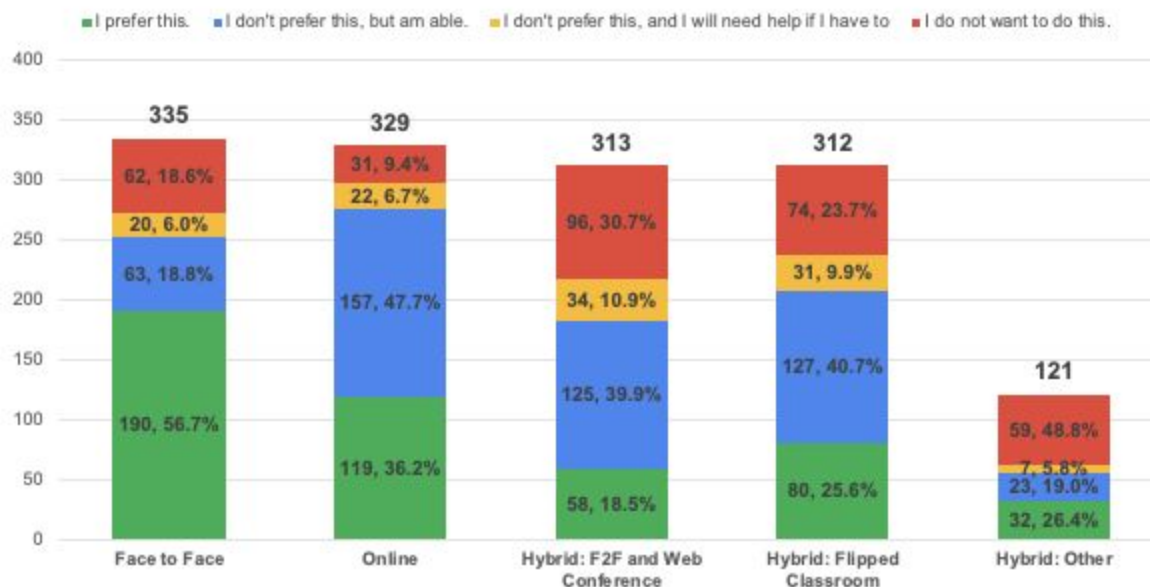
Faculty respondents teaching undergraduate classes with <30 students

N=303

What would you need to feel safe and comfortable returning to work in Fall 2020?
Undergrad <30



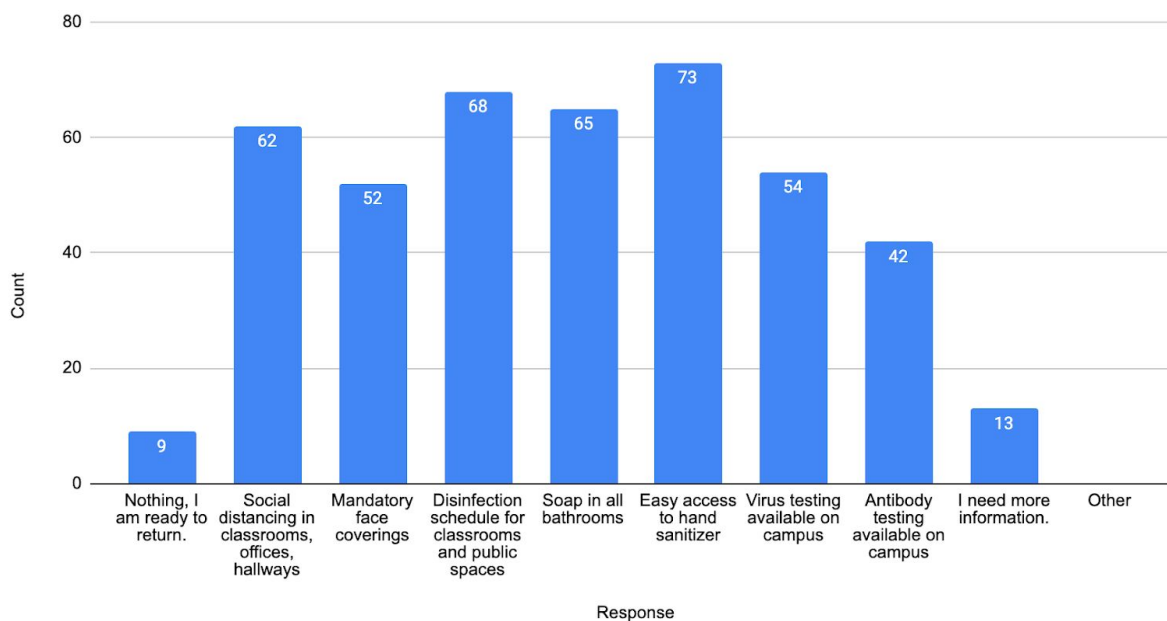
If safety measures are put into place for students, staff, and faculty, which of the following reflects your instructional and teaching preferences?
Undergrad <30



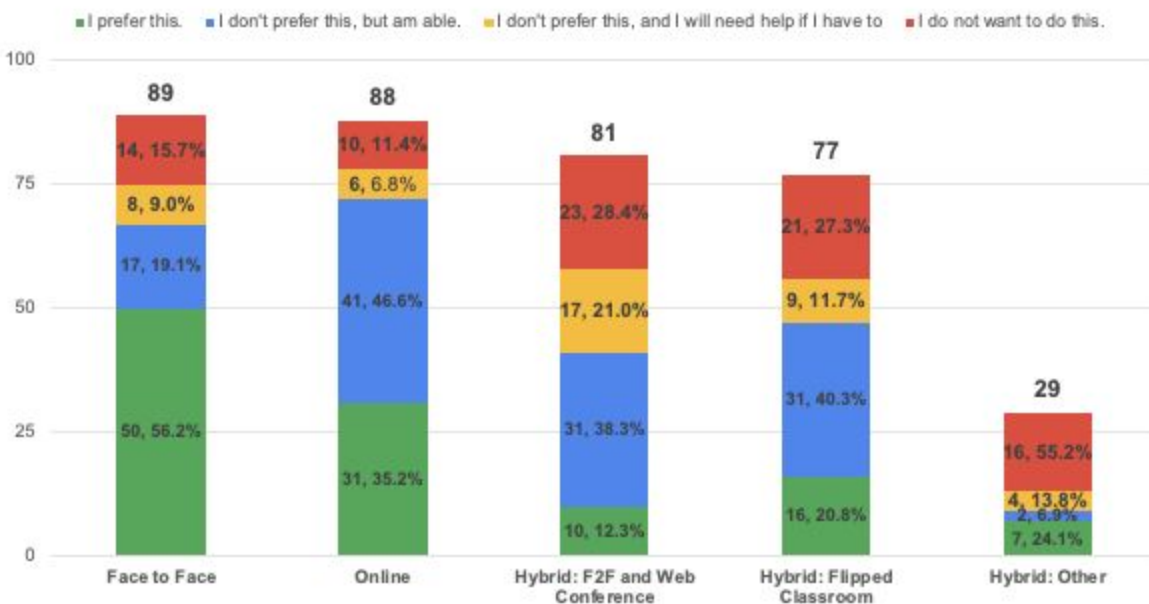
Faculty respondents teaching undergraduate classes with 30-50 students

N=92

What would you need to feel safe and comfortable returning to work in Fall 2020?
Undergrad 30-50



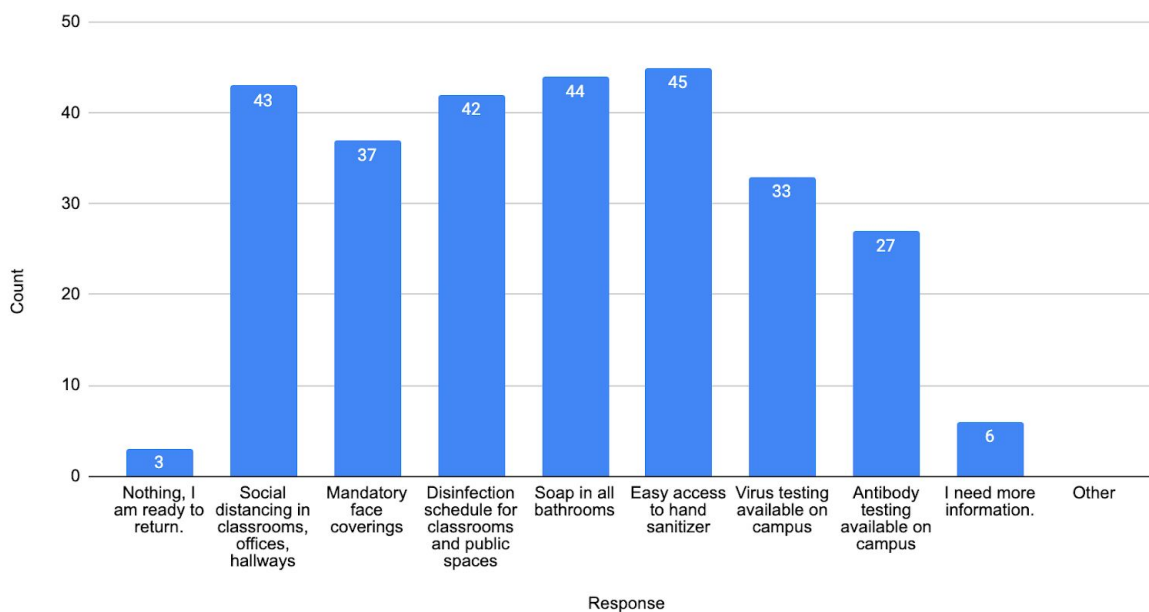
If safety measures are put into place for students, staff, and faculty, which of the following reflects your instructional and teaching preferences?
Undergrad 30-50



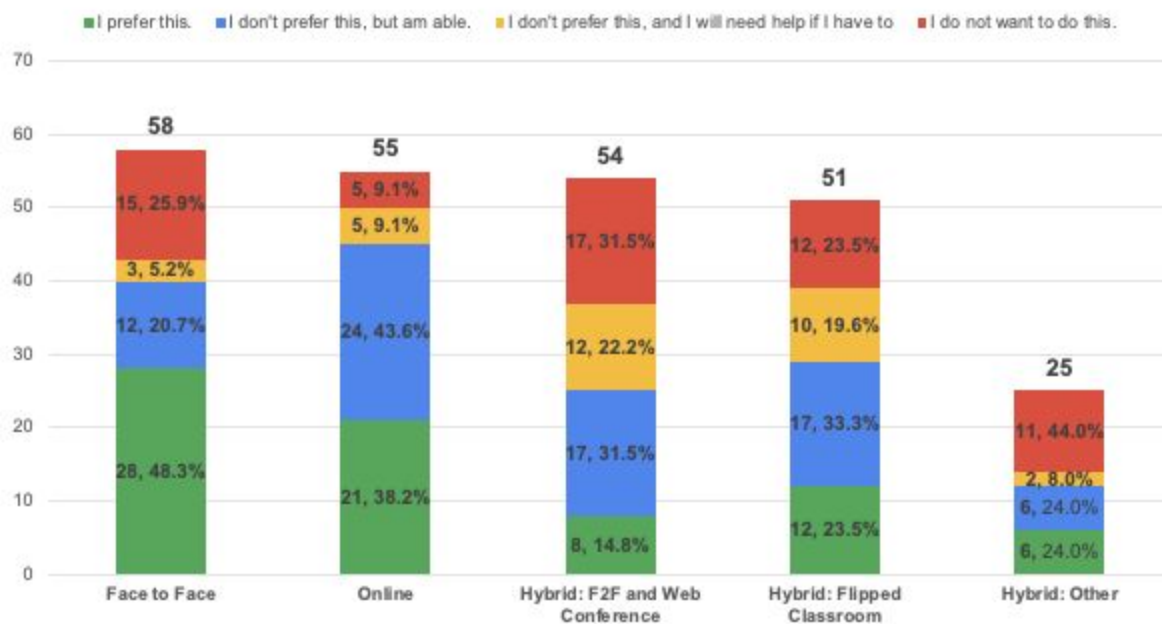
Faculty respondents teaching undergraduate classes with 51-100 students

N=59

What would you need to feel safe and comfortable returning to work in Fall 2020?
Undergrad 51-100



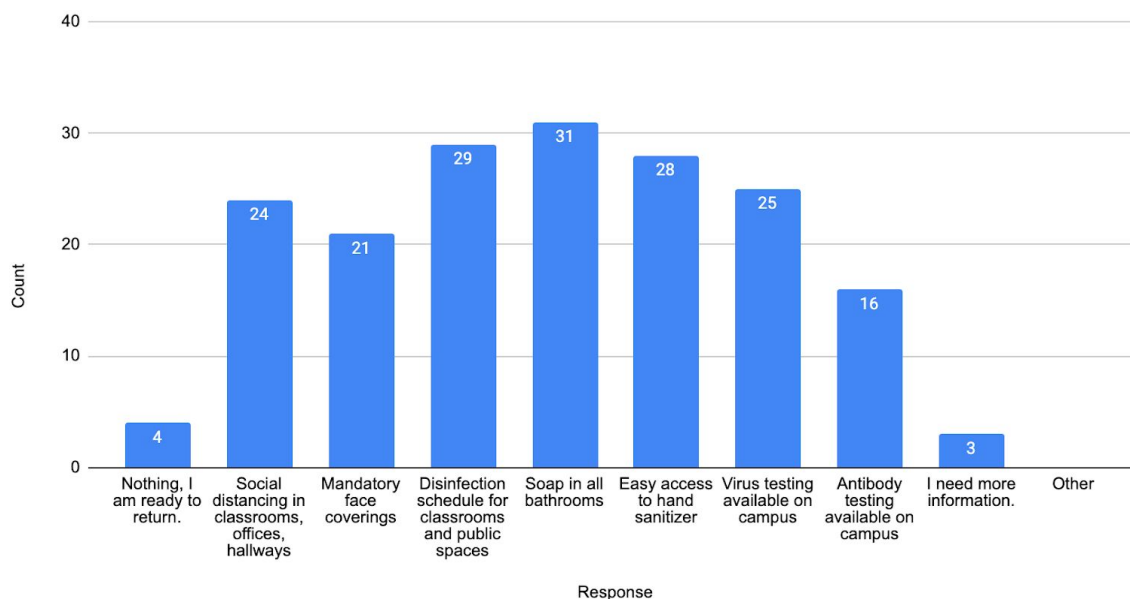
If safety measures are put into place for students, staff, and faculty, which of the following reflects your instructional and teaching preferences?
Undergrad 51-100



Faculty respondents teaching undergraduate classes with 100+ students

N=36

What would you need to feel safe and comfortable returning to work in Fall 2020?
Undergrad 100+



If safety measures are put into place for students, staff, and faculty, which of the following reflects your instructional and teaching preferences? Undergrad 100+

