Looking Ahead to the Fall Semester

Brandeis Faculty Survey

June 2020

Report from the Brandeis Faculty Senate (all data)

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Three recommendations are highlighted here, as issues of great importance to the faculty and of high consequence for the university. All are posed as shared problems and challenges for which there is a great willingness to help advance these matters.

1. **Flexible Work Arrangements.** Much of the concern expressed in our survey demonstrated obstacles that will limit faculty ability to return to campus in the fall due to the risk of contracting COVID-19, conflicts posed by childcare needs, and other reasons. Many expressed a need for flexibility in decisions about whether to come back to campus. While we realize the university has initiated a process to extend medical accommodations to faculty who are at high risk for contracting the virus, addressing other challenges preventing faculty from returning to campus are less structured and will possibly place undue pressure on contract and tenure track faculty. We recommend the university explore and institute further options to increase flexibility for fall teaching that take into account those faculty unable to come to campus for health, childcare, and other reasons, differences in pedagogy across fields and disciplines, differences in class size and location, differences in workload, and other constraints that point to variation across the campus. Flexibility is also key for emergent challenges such as a second wave of infections in society, a need for back-up instructors should the primary instructor become infected part way through the semester, and other developments. We worry particularly about flexibility for contract faculty and tenure track faculty who may be more cautious in asking, but may have the greatest need.

2. **Increased Teaching Support.** There is great variation in the faculty’s capabilities to teach on-line and in hybrid modes, with a need for some support on basic skills so that there is a common baseline and some support for more experienced instructors pushing at the limits of current technologies and methods. There is great support in the survey for the work of the administration, departmental leadership, and the Center for Teaching and Learning, but the demand is even greater looking ahead.

3. **Advancing the Brandeis Culture.** Woven throughout the faculty survey responses is a call for approaches that sustain the unique and beneficial aspects of the Brandeis culture, including the overall sense of community, the student access to faculty and research, and the commitment to social justice. There is a concern that the culture is at risk and there is a desire to innovate in new ways to advance all the things that are special about our community.
Executive Summary

The faculty senate conducted an email survey in early June to assess the faculty’s thoughts about the coming academic year given the challenges related to the Covid 19 pandemic. 191 faculty responded to the five open-ended questions that asked faculty about their concerns, needs for support, reservations about returning to campus and positive aspects of experiencing this crisis at Brandeis. While the results are reflective of sentiments that have been expressed in the many open forums and committee meetings of the last couple of months, this is a more systematic and in-depth snapshot of the mood and concerns shared by a cross-section of Brandeis faculty. The results raise two primary concerns that we believe the administration should take into consideration while planning for the fall semester, including 1) factors that may limit or prevent faculty from returning to campus, and 2) factors that may compromise the quality of a Brandeis education and experience in the fall. The first will impact the university if the decision is made to bring students back to campus in the fall. The latter will impact the university under an online or hybrid scenario. The methods, survey questions, a profile of respondents and a detailed presentation of these themes, with illustrative quotes, are appended.

Factors that may limit or prevent faculty from returning to campus

Health and Safety

The biggest faculty concern by far centers on the health, safety and welfare of the Brandeis community members and their families – faculty, staff and students. Among specific concerns expressed by faculty, nearly one-half focus on health and safety (41% focus on health and safety as their singular concern and another 8% mention it along with other concerns, totaling 49%) . There is a great deal of fear about exposure to COVID-19 and the repercussions for everyone. There is concern that faculty will be encouraged, maybe even required, to teach on campus before a vaccine is developed, without sufficient protocols to ensure everyone’s health and safety. They expressed concern about their health as well as the health of their students and the rest of the university community. Several faculty even stated that they would not be willing to come to campus before there is a vaccine. Specific issues prompting these concerns include:

- **Testing and tracing** are concerns, particularly around the university’s plans and capacity to do so.
- **University policy and procedures** for managing positive COVID-19 cases among the students, staff, and faculty
- **Risk mitigation** is a major concern, including PPE provision and ensuring safety protocols around campus to prevent transmission of the virus in classrooms, washrooms, small offices, and shared office spaces.
- **Risk of infection** is high for many faculty because of age or underlying health conditions. Some are also concerned about bringing the virus home to a family member at high risk.
- **Student behaviors** center on the ability and willingness of students to adhere to the behavioral changes and expectations required to prevent transmission.
- **Anxiety and fear** are high for many faculty, who expressed general feelings of anxiety and fear that would prevent them from returning to campus.

**Work/life balance challenges**

- **Juggling family and work obligations** is especially daunting for younger, tenure track and contract faculty who are caring for children without childcare or school attendance and are responsible for home schooling. A surprising number of tenured faculty also raised child care issues (possibly reflecting faculty who pushed back having children until their career had advanced sufficiently). Many worry that Brandeis and their child’s school/daycare will make conflicting or out of synch decisions that will make fulfilling work obligations ever more difficult.

**Factors that may compromise the quality of a Brandeis education in the fall**

**Delivering Quality Education and Experience**

Many faculty members voiced confidence in being able to deliver quality education no matter the constraints and challenges that may exist in the fall. Many also worried that the best parts of a Brandeis educational experience will be lost in an online or hybrid pedagogical model. The hybrid model was listed as a singular concern by 18% of the faculty and many more listed it as a concern along with other matters. When asked about needed support, 39% of the responses centered on support for teaching, including the following matters:

- **Hybrid teaching** is the biggest worry for most faculty, particularly classes that simultaneously mix students learning in-person with those only experiencing an entirely online program.
- **Online coursework** is seen by many to be inferior to instruction given in person, even with modifications to adjust to the medium, and to run counter to the high touch, high quality education that distinguishes Brandeis.
- **Asynchronous/synchronous delivery** courses that depend on synchronous instruction for class debate, collaboration, performance or lab work are most problematic.
- **Time zone** challenges are very real for many students and courses because of our significant international student cohort.
- **Attendance policies and expectations** have been disrupted. Consistent policies and standards are needed to maintain the university’s quality educational standards and experience while being respectful of legitimate challenges imposed by the pandemic.
- **Limitations/challenges with technology** hinder quality instruction. Students don’t reliably have access to quality WIFI. Instructors and students can’t easily see one another on Zoom when documents are being shared on the screen. Faculty would like to improve their Zoom and online teaching proficiency.
- **Downloaded and misused recorded content** Faculty worry that recorded content will be misused or poses a liability.
- **Student engagement and community life** is seriously hurt by the pandemic and poses yet another hurdle in delivering the uniquely Brandesian educational experience.
Additional Concerns

Fear of the unknown and undecided

Many faculty are worried and uncomfortable because of the large number of unknowns and the many undecided issues for the fall semester and coming academic year.

Desire for decisions about the near future There is eagerness for a concrete direction. Faculty would like to begin reworking the courses they will teach in the coming semester.

Fear of another major semester disruption, much like that which we experienced in the spring. If students are invited back on campus and are again asked to leave, it would not only hurt current students’ educational experience but potentially damage the university’s reputation.

Job and income insecurity worry adjunct faculty in particular. All faculty express concern for staff being at risk.

Concerns for the university’s financial health is on everyone’s mind, for themselves, for the most vulnerable employees, for the institution, for the present and for the long-term health of our university.

Career Development

Increased faculty work/time demands weigh heavily on everyone.

Balancing teaching, research and publishing has become even more challenging given the extra demands resulting from the pandemic. The focus on teaching over the summer, while seen as essential, is also seen as impacting research and other activities.

Confidence and Appreciation

Brandeis faculty voice confidence in themselves and their abilities to adapt while delivering quality education. Faculty appreciate the university’s leadership, especially during these uncertain times.

Delivering quality education even during trying and uncertain times and despite the challenges, faculty are confident in their abilities to deliver quality education and in their commitment to their students and the university.

University leadership and transparency throughout the pandemic is admired and highly appreciated by the faculty.

Teaching resources: CTL and IT, despite the sudden transition to online learning and the technological challenges associated with it, faculty are grateful to CTL and IT for tremendous support over the last three months. It is also noteworthy how few faculty members listed teaching and learning support as a concern (just 1%).

Pride in Brandeis community Everyone holds the Brandeis community very dear, wants to see it flourish now and in the future, for all of our stakeholders.
Methods and Distribution of Responses

Methods

A survey of the Brandeis faculty was conducted in May/June 2020. Five questions were asked (all open-ended), which were:

1. What are you most concerned about, looking ahead to the fall semester?
2. What are you most confident about, looking ahead to the fall semester?
3. What obstacles do you anticipate for faculty returning to campus in person?
4. What kind of support, resources, policies, or other ideas do you have for how the university can better support faculty next year?
5. What else would you like to bring to the attention of the Faculty Senate?

Here is the profile of respondents:

- **Total n=191**

- **Status**
  - Contract Faculty – Full Time (n=59; 31%)
  - Contract Faculty – Part Time (n=23; 12%)
  - Tenure Track (n=17; 9%)
  - Tenured (n=92; 48%)

- **Gender**
  - Female (n=94; 49%)
  - Male (n=97; 51%)

- **Academic Unit**
  - Division of Creative Arts (n=12; 6%)
  - Division of Humanities (n=45; 24%)
  - Division of Science (n=42; 22%)
  - Division of Social Science (n=59; 31%)
  - IBS/Heller/GPS (n=33; 17%)

The qualitative responses were organized into categories on a sequential basis, with categories emerging and adjusting as all comments were reviewed. This document includes both the categories and illustrative examples. It is important to acknowledge that the categories and the selected examples both involve judgements, which could be made in other ways. The quotes are the exact quotes from faculty and they are the key data. This document contains all responses (in contrast to the first report, which just has the illustrative examples presented here in bold).

Note that the sorting of responses to questions 1, 2, and 5 kept all parts of a response together. The sorting of the responses to questions 3 and 4 separated distinct elements of individual responses. As a result, the “n” is 191 on questions 1, 2, and 5, while being larger on questions 3 and 4. The differences in approach represent two different, ways of sorting qualitative data – one centered on appreciating elements of a theme in a comprehensive way and one centered on maintaining the integrity of a complete responses. Both are valid and regardless of method, the frequency distributions provide
relative rankings of the responses. Also, most responses have the faculty member’s status indicated (contract full time, contract part time, tenure track, tenured), but some items don’t have that indication since they were split up among more than one category.

**Distribution of Responses**

As an overview of the headings in response to each of the five questions, here they are (in priority order), which provides and orientation to the five sections. Three cautions should be noted with these categories. First, they represent wording from the coders of the data (two members of the faculty senate), rather than the specific words of the respondents. That is way the balance of this report includes illustrative quotes. Second, while these provide a rough ranking of the bundles of comments, the rankings can shift as circumstances shift. For example, there were some concerns with the idea of fall “modules” at the time of the survey, but that is now not going to happen. Other issues not present at the time of the survey could emerge. Third, some issues may have only been raised by a small number of respondents, but could be deeply felt. For example, approximately 10% of the respondents raised issues around child-care, but these were expressed as pivotal in their ability to teach on campus in the fall. With these caveats in mind, here are the categories that emerged from the data:

**What are you most concerned about, looking ahead to the fall semester?**

- Health and Safety (n=44; 23%)
- Hybrid Teaching/Pedagogy During Pandemic (n=34; 18%)
- Student Engagement/Community (n=21; 11%)
- University Finances (n=11; 6%)
- Lack of Information/Uncertainty (n=10; 5%)
- Work-Life Challenges (n=6; 3%)
- Modules [now not going to happen] (n=6; 3%)
- Research/Work Load (n=5; 3%)
- Job Security/Employment Arrangements (n=3; 2%)
- Not Concerned/Don’t Overreact (n=3; 2%)
- Teaching and Learning Support (n=2; 1%)
- Combined Concerns (multiple above themes) (n=46; 24%)

*Note: Many of the combined concerns feature long lists that are each very intensive and worthy of close reading.*

**What are you most confident about, looking ahead to the fall semester?**

- Effective and Engaging Pedagogy, on-line and hybrid – Confident (n=28; 16%)
- Can Do Approach – Confident (n=24; 14%)
- All Will Not Be Well – Not Confident (n=23; 13%)
- Best Effort By All/All Pulling Together – Very Confident (n=17; 10%)
- Can Make It Work – Confident, With Caveats (n=14; 8%)
- Administration and Faculty Leadership – Very Confident (n=12; 7%)
- All Will Be Well – Very Confident (n=11; 6%)
- Using Technology – Confident (n=10; 6%)
- Spring Experience Helps – Confident (n=8; 5%)
- Students Are Ready – Very Confident (n=7; 4%)
What obstacles do you anticipate for faculty returning to campus in person?

- Health and Safety (n=104; 41%)
  - Potential for Infecting Others/Capacity for Disease Mitigation/Testing/Increased Risk (n=35; 14%)
  - Faculty Preparation/Faculty and Staff Risk (n=26; 10%)
  - Concern for own Health and that of Family/Reticence of Returning to Campus (n=24; 10%)
  - Inevitability of an Outbreak (n=13; 5%)
  - Student Preparation/Student Risk (n=6; 2%)
- Classroom/Office Physical Space Obstacles/Resources (n=25; 10%)
- Work-Life Obstacles (n=24; 10%)
- Fear and Anxiety (n=20; 8%)
- Cultural/Norms Obstacles (n=15; 6%)
- Teaching Methods Obstacles (n=14; 6%)
- Equity Concerns/Fair Treatment (n=12; 5%)
- Uncertainty/Obstacles to Continuity (n=10; 4%)
- Faculty Capabilities (n=10; 4%)
- Getting to Campus (n=8; 3%)
- Workload (n=4; 2%)
- Loss of Social Interactions (n=3; 1%)
- Research (n=2; 1%)

What kind of support, resources, policies, or other ideas do you have for how the university can better support faculty next year?

- Teaching Support (n=108; 39%)
  - Online/Hybrid Teaching Support (n=27; 12%)
  - Classroom/Teaching Support (n=23; 10%)
  - Teaching Policy Guidelines/Flexibility (n=20; 9%)
  - Technical Support/Technology Needs (n=18; 8%)
  - Time for Fall Semester Planning (n=8; 4%)
  - Support for Learning the Nuts and Bolts (n=6; 3%)
  - Setting Classroom Expectations (n=4; 2%)
  - Support for International Students (n=2; 1%)
- Mitigation/Testing Resources and Measures (n=21; 9%)
- Setting University Priorities (n=14; 6%)
- Addressing Faculty Needs (n=10; 5%)
- Workload Support (n=8; 4%)
- Addressing Student Needs (n=7; 3%)
- Employment Support (n=5; 2%)
- Childcare (n=5; 2%)
• Support for Vulnerable Faculty (n=5; 2%)
• Academic Calendar Structure (n=5; 2%) [already addressed]
• Maintaining the Sense of Community (n=5; 2%)
• Resource Support: Home (n=5; 2%)
• Emergency Planning (n=4; 2%)
• Equity Support (n=3; 1%)
• Keeping the Community Informed (n=3; 1%)
• Collaboration (n=3; 1%)
• Financial Support (n=2; 1%)
• Resource Support: Campus (n=2; 1%)
• Don’t Know (n=1; >1%)

What else would you like to bring to the attention of the Faculty Senate?
• Future Teaching Challenges/Opportunities (n=19; 20%)
• Leadership Feedback/Governance(n=15; 16%)
• Appreciation (n=15; 16%)
• Future Employment Challenges/Opportunities (n=10; 11%)
• Future Health Challenges/Opportunities (n=9; 10%)
• Not Applicable/Don’t Know/Nothing more (n=8; 9%)
• Future Community Challenges/Opportunities (n=7; 7%)
• Current Concerns/Stress (n=5; 5%)
• Be Positive (n=3; 3%)
• At Risk Groups (n=3: 3%)
• Future Technology Challenges/Opportunities (n=3; 3%)
• Combined Comments (n=1; 1%)
1. What are you most concerned about, looking ahead to the fall semester?

**Health and Safety (n=44; 23%)**

- Having to teach on campus when there is not a vaccine for COVID-19. I have severe asthma and am on several different inhalers to aid my breathing. As a high-risk individual, I am very concerned about having to return to campus. *(Tenure Track Faculty)*
- My health and the health and safety of the students. I am afraid to be so near lots of people, both professors and students, whom I do not know and do not know how they are currently conducting themselves. Being in a closed space for 1.5-3 hours each time with people who could be asymptomatic, who could be sick, as well as having to wear a mask to teach is a scary scenario. *(Contract Faculty – Part Time)*
- My biggest concern is that reopening in the fall in person will be a massive public health disaster, risking student, staff, and faculty lives. I worry that even one positive Covid test will force dozens of people to quarantine and jeopardize the health of countless others. Given current public health predictions of a second (but much worse) wave, I think it would be utterly irresponsible to bring students back to campus. Another semester of online teaching isn’t great, but it’s a whole lot better than endangering the health (and lives) of hundreds for financial gain. Until there’s a vaccine available, it seems unthinkable to open campuses back up. *(Tenured Faculty)*
- Dying? We must ensure that we are not endangering anyone’s life. To put it the other way, how many lives are we willing to trade for an in person semester? 1? 2? 0? 3? *(Tenured Faculty)*
- I am simply concerned that students, staff and faculty will be exposed to the virus and it will result in severe illness and the death of many members of our community. I am concerned that students, faculty and staff will feel pressured to return to an environment that puts not only their own health at risk, but the health of family members. I am concerned that students will return to campus wanting the kind of experience they had pre-virus and will not adhere to health and safety guidelines. *(Tenured Faculty)*
- **Testing, retesting, contact tracing.** *(Contract Faculty – Part Time)*
- On campus teaching that may be too early to be safe for students, staff, faculty -- especially for those over 65. *(Contract Faculty – Full Time)*
- Risk of infection since I am in the high risk category. *(Contract Faculty – Part Time)*
- Obviously Covid planning and my personal health as well as everyone else’s. Will the accommodations made to protect people’s health make teaching and learning very challenging? Will we be nervous and over protective? Will there be conflict and tension? Will people get sick? *(Contract Faculty – Full Time)*
- That the university will be prompted by the very real negative economic impact of the virus to reopen prematurely, jeopardizing public health and safety. *(Contract Faculty – Full Time)*
- Health of students, family, self *(Contract Faculty – Full Time)*
- I am concerned for my health and, frankly, my life if Brandeis chooses to open campus before effective anti-virals and/or a vaccine are widely available. I am worried that we as faculty and staff will be asked to "soldier ahead" during a pandemic when we are both the university's most important asset and the most at-risk demographic for Covid-19. Many of us moved far from home.
to work here, so we don’t have a big support system if we get sick. Many of us have children or dependent elderly parents. All of us are middle-aged +. Asking us to enter into classrooms and bathrooms with poor circulation with only a mask and gloves to protect us is not the moral choice. (Contract Faculty – Full Time)

- Not be able to teach the courses in class due to the COVID-19. (Contract Faculty – Full Time)
- Safety for students and faculty. (Contract Faculty – Full Time)
- The risk of a second wave and the difficulty social distancing without the ability to test and contact trace. Also to assure students have a robust educational experience regardless of delivery method. (Contract Faculty – Full Time)
- Health and well-being of students, staff and faculty. (Contract Faculty – Full Time)
- The safety of my students, colleagues and my fall. (Contract Faculty – Full Time)
- My students or I getting sick and possibly infecting our older colleagues. (Contract Faculty – Full Time)
- Covid 19 contagion to students, faculty and staff members. (Contract Faculty – Full Time)
- That older faculty and staff (and those with other medical issues) are given appropriate support for working from off-campus if at all possible. (Contract Faculty – Full Time)
- Keeping everyone safe. I teach UWS, and many of the smaller classrooms are used for this course. I think we will have to plan on the 6’ distancing between desks. I’m also concerned about wearing a mask and projecting my voice to be heard. We may need clip mics in larger rooms. (Contract Faculty – Part Time)
- As a 65-year-old asthmatic, I am someone concerned about my own health. Concerned about finances and the global economy. Also, another surge in the fall. (Contract Faculty – Part Time)
- The ability to meet in person in spaces that are safe and well ventilated. (Contract Faculty – Part Time)
- -The spread of Covid-19 if we are on campus F2F
- -The additional mental health burdens on students, regardless
  -If we are virtual or hybrid will we be required to record classes that are meant to be taught synchronously (Contract Faculty – Part Time)
- I don’t think it is fair for faculty to be expected to be on campus and endanger their health (for all, not only those over 65 or immunocompromised). It is important that being on campus be a choice not a requirement for all faculty. (Tenure Track Faculty)
- Proper safety measures being in place for students and faculty to have in-person classes. (Tenured Faculty)
- The possibility of feeling forced to teach in a classroom. Everything I hear from the public health experts is that being inside for long periods of time in an enclosed, poorly ventilated indoor space is the opposite of what you want to be doing to avoid the virus. It’s a scary thought, even with masks and temperature checks. (Tenured Faculty)
- As someone who is takes immunosuppressants to treat an autoimmune disease, I am most concerned about exposure to the virus if I were to have to return to campus before a vaccine or curative treatment is found. (Tenured Faculty)
- Lots of Covid victims on campus. (Tenured Faculty)
- The often predicted spike in infections this fall. (Tenured Faculty)
- As someone who is immune-compromised, I do worry about spending much time on campus in the fall. (Tenured Faculty)
- Not being able to avoid infection in the Petrie Dish of the University. (Tenured Faculty)
• I am concerned with another outbreak. I am 57 yo and have a current enrollment in my Fall class of 81. This might put me on the borderline of whether or not should be given remotely. My strong preference would be for it to be offered remotely. (Tenured Faculty)
• Health and safety for students, staff, and faculty. (Tenured Faculty)
• Recurrence - a second wave of covid. (Tenured Faculty)
• Staying healthy while meeting/teaching student in person. (Tenured Faculty)
• I'm concerned about being exposed to COVID-19. I'm 68 years old, so I'm listed in the high-risk category, although I in good physical condition and have no other mitigating factors. Given the large uncertainties about this virus, it's not clear to me how it would affect me or my wife. (Tenured Faculty)
• The lack of proactive, systematic Covid-19 testing organized by Brandeis. Without it, we're flying blind and are bound to crash. We need to follow MIT's example of testing people before they can return to campus. (Tenured Faculty)
• Safe and responsible environment for research and education. (Tenured Faculty)
• Given the nature of COVID-19 and how it spreads, I feel like our job as faculty members puts us at a significant risk if we have in-person class meetings. We are interacting in close proximity with sizable groups of people. We do not know where they've been, what they've touched, whom they met, etc. And we are all in the same room. At least in the classrooms I've been in, ventilation can be quite bad, and there are often no doors and I can't open any windows. Even during healthier times, it's been easy to catch contagious diseases from each other. Although the official policy would be for face-masks and social distancing in the event of a physical reopening, I highly suspect how effectively it can be enforced, judging from how people behave when public spaces reopened in other parts of the country. The sheer diversity and mobility of the campus environment is the key reason why even many countries where there are far fewer cases of COVID-19 find it highly difficult to physically reopen educational institutions. It's even more complex than a regular workplace. And judging from the infection numbers and mortality in this country, I am even less optimistic regardless of what Trump or Baker says. Until definitive measures have been taken to effectively control and prevent the spread of the pandemic or a vaccine has come out, for the health and safety of everyone, I really wish not to hold any in-person classes for the fall. (Tenured Faculty)
• Health of older faculty and faculty with compromised immune or heart systems -- people most at serious risk. (Tenured Faculty)
• Lack of social distancing and other protections from infection, in a second wave. (Tenured Faculty)
• Reducing risk for our students, faculty, and staff. (Tenured Faculty)
• Limitations of resources (materials and finances) and personnel to carry out effectively health protocols on and off campus. (Tenured Faculty)

**Hybrid Teaching/Pedagogy During Pandemic (n=34; 18%)**
• The difficulties of teaching in a hybrid model, especially the large class I’m scheduled to teach (70 students); how to make connections with and effectively teach students whom I will never see face to face; how to manage synchronous vs. asynchronous teaching; how to prepare to pivot to fully online should that happen again this semester. The June online teaching session is adding to my summer stress. It’s not clear whether it’s required, or recommended, and I know junior faculty are particularly stressed about it taking time out of their summer research/writing time. (Tenured Faculty)
• How to do group work with in-class social distancing in place. I’m also concerned about how to run a class for students that are both remote and physically present. (Contract Faculty – Full Time)
• I really want students to feel that they are getting a quality education. I think we should emphasize synchronous teaching (even if virtual) and lots of small-group and one-on-one interactions with Brandeis. (Tenured Faculty)

• I am most concerned about the possibility of our small (10 students per class) being forced to stay off campus. Our program’s sense of community has always been one of its strengths and I worry that this will be difficult to achieve if the students are not together. My fear is that the graduate programs will be forced to function remotely to make way for the undergrads. (Contract Faculty – Full Time)

• Trying to teach a graduate seminar remotely--3 hours per session on zoom, as well as the possibility of trying to teach a research class without access to a physical library. (Tenure Track Faculty)

• Recording my lectures/discussions in Zoom for students who are not in the Eastern time zone. I'm not going to be willing to do it. We discuss some very difficult and sensitive issues in some of my classes, and (knock on wood...), I have always been able to do it in a way to provides enough historical context for students to be provoked *appropriately.* I also develop a relationship with my students over the course of the semester that enables us to discuss these issues together. I am deeply concerned, however, about having 20 seconds of something I or my students have said clipped out-of-context and posted on Twitter. Our students are going to be really RAW when the fall semester starts, in light of what's going on right now. And I am simply not going to consent to having my lectures/discussions recorded. Students will have to attend them in real-time, no matter what time zone they are in. Or they can drop the class. (Tenured Faculty)

• I am most concerned about continuing with teaching in an online format. My discipline was not accounted for in transitioning to an online format. There has been not further advancement or support in the delivery of online content in my field. Continuing to teach online in my field does Brandeis a disservice and is a liability as can be seen in the recent lawsuit. (Tenured Faculty)

• -Sudden changes in class format. Teaching online or with a hybrid format can be done well if we know in advance, but are harder to do if it’s a last minute decision.
-Spending time on campus will increase our chances of getting infected.
-Protocols in the class if we teach face to face. How do students form work group, how do they interact with each other and with the instructor? (Contract Faculty – Full Time)

• Being in a classroom with students and getting the virus, and then bringing it home to my partner. Trying to teach with a mask on, and students wearing masks in the space, and having major difficulties understanding each other. It’s hard to hear with masks on, and hard to understand language without seeing faces. Being "in-person" is the conversation right now, but it should be about being "in-person, all masked." The masks affect teaching and learning, and we all have to wear them. I am also sad about how I will have to tell students to stay 6 feet away from me and each other. Enforcing that throughout classes will become exhausting. Needless to say, I want to be online and not in the classroom. I can speak freely and be fully myself in a way I cannot with a mask on in the room and keeping the bubble around me and them. (Contract Faculty – Full Time)

• The need to teach a hybrid/hyflex class that does not meet the needs of either in person or remote students appropriately. (Contract Faculty – Full Time)

• Class structures and teaching on line. (Contract Faculty – Full Time)

• If we eventually decide - either at the outset or in midstream - that we need to go back online this fall, I am concerned about how we will accommodate the needs of students who lack adequate learning spaces, wifi, etc. at home. Several of the students I worked with last term who went home found it nearly impossible to work remotely. Is there any way we as faculty can flag students whose experiences this spring would seem to indicate the need to physically return to campus in the fall,
and remain there even if the rest of the community is forced to evacuate? More generally, I'm frustrated by the difficulty of fostering an effective learning community among students in my classes while online. My pedagogy relies heavily on directed discussion. Online, that's like playing ping pong, with the ball always playing back to me rather than among students. I rue this modality's effect on student learning. (Contract Faculty – Full Time)

- Dividing teaching the same class between students on campus and students off. (Contract Faculty – Full Time)
- 1) Synchronous learning, so essential to my course design, will be challenged with a 12-hour time difference between the two largest cohorts in my classes: students in EST and in China. Chinese and other Asian students will suffer greatly unless we reconfigure the course blocks to a 4-block system, such as 7:30-8:50 am and pm; 9-10:20 am and pm or a 6-block system, such as 7:30-8:20, 8:30-9:20, 9:30-10:20 am and pm.
- 2) Loss of community and extracurricular activities for the students. (Contract Faculty – Part Time)
- Concern about how the academic calendar will look, what will be the dates, will the synchronous aspects of class blocks be the same, will faculty be prepared to teach in a hybrid model. (Contract Faculty – Part Time)
- Teaching in some normal fashion. (Contract Faculty – Part Time)
- A crowded classroom. The room I typically teach in fits 35. I have 30 students in my class. That room is important because it has the capacity to capture my lectures with video. (Contract Faculty – Part Time)
- Whether international students will make it to campus and whether proposed changes how we will teach will undermine what Brandeis stands for. (Contract Faculty – Full Time)
- Being on line and having students in different time zones...my course is scheduled to be offered at 2 pm this fall. Typically ~ 1/2 the students are Chinese from China and other Asian locations., i.e. with ~ a 12 hour time difference. (Tenured Faculty)
- Lack of classroom contact with students. (Tenured Faculty)
- When and how we would do in-class teaching. In my view, total online teaching is not sustainable much longer at Brandeis. For such a long term disruption, there would be very serious implications -- financially, moral-wise, recruitment, etc. (Tenured Faculty)
- My only concern is that the university will not open for in-person instruction. (Tenured Faculty)
- I'm on sabbatical for the fall, but I'm concerned about whether classes will be only online next spring. (Tenured Faculty)
- I wish to maximize opportunity for in-person teaching in a way that allows students to benefit from real dialogue. I worry that circumstances (or policies that excessively favor online over in-person learning) will cut that short or make it a shadow of its former self. (Tenured Faculty)
- Delivering a super high quality online experience for my students. (Tenured Faculty)
- I am most concerned about not being able to teach my students in a way that will be rewarding to them and satisfying to me pedagogically. I am worried about being exclusively online and would like to have the chance to meet in person at least some of the time--outside, in a larger classroom, etc. (Tenured Faculty)
- Concerned that students will not get the high-quality educational and social experience for which they are paying crazily high amounts of money. (Tenured Faculty)
- Chaos caused by trying to teach online and in-person. None of us are well-versed in online teaching and devoting energy to that requires in-person teaching only for a subset of classes where that are absolutely necessary. (Tenured Faculty)
- My desire to teach in the classroom, and to teach / assign certain assignments specific to my class syllabus that require going to Boston. How can all this be turned into "virtual" experiences? Also of
concern, I am an older member of the faculty and for that alone, probably must stay off campus. Also for the sake of my spouse. \cite{Tenured Faculty}

- I'm actually not scheduled to teach in the Fall so my main concern is about mentoring graduate students, supporting their ability to conduct experiments under a variety of potential circumstances, and support for graduate students' ability to complete their coursework and requirements on time (and some financial fallout). \cite{Tenured Faculty}

- The obvious obstacles to physical distancing. \cite{Tenured Faculty}

- I guess I'm really only worried about how to arrange the teaching so that it works. \cite{Tenured Faculty}

- I have no idea what classes will be like this fall, and the talk about blended classes is too vague to give me any confidence. What is such a class actually like? The web site is long on goals and tools, and deficient on overall vision. My daughter teaches at a good school in the Midwest and has attended one of these online classes on blended courses. She just got bored. Several of the professors went into open revolt over the lack of substance. \cite{Tenured Faculty}

\textbf{Student Engagement/Community (n=21; 11\%)}

- If some courses are online, how will we create a sense of community among the students? When we went online during the spring, students and faculty members already knew each other. That would not be the case in the fall. \cite{Contract Faculty – Part Time}

- Students and teachers being demotivated by a possible lockdown or even the possibility of one. The quality of teaching and willingness of the students to learn will likely suffer. \cite{Tenured Faculty}

- That we make the best decision for our students which mirrors as closely as possible what their expected experience would be. \cite{Tenured Faculty}

- Inability to create a sense of community in classes. Difficulty inspiring creativity in the midst of chaos, uncertainty and violence. Technology failures. \cite{Contract Faculty – Full Time}

- This is, of course, contingent on the University's plan for the fall. Let me assume for now that we are on campus but some students are engaged in remote learning.

1. Will the lecture capture equipment be able to capture the classroom in an effective way? My experience with this has been mixed, perhaps because not all rooms use the latest technology. The separate capture of slides and the instructor is awkward in the room where I had that. Or perhaps we will need some support in choosing how best to set this up.

2. It could be difficult to manage in person and remote students at the same time and make the class effective. (I even see this as a problem for large, purely online groups through Zoom, which is one reason I posted videos last semester rather than try to have online classes.) I saw that BU plans to have someone running the Zoom sessions for faculty during class. Will such resources be available? (https://www.bu.edu/articles/2020/remote-in-person-hybrid-teaching-undergraduate-programs).

3. Some of the students may be in different time zones and so may not be able to attend class virtually. How will we keep these students engaged? Watching recorded lectures is not the same. ... 

4. As I know all too well by now, adjusting to online learning takes extra time. While this can't entirely be avoided even with advanced preparation, it can take time away from building/maintaining relationships with students through office hour interactions, etc. In addition, online meetings seem less time efficient. The classic problem of scare time resources trying to satisfy infinite wants.

5. What will be done to protect faculty, particularly those who typically have lots of interactions with students, from the virus? And will office hours be online only? \cite{Contract Faculty – Full Time}

- Keeping my students engaged and fulfilled if/whenever we are online. \cite{Contract Faculty – Part Time}
• I worry about making connections with students in my classes if we have classes online in the fall. This spring, we had been able to make an initial connection with students from January to March, but I worry about the quality of my classes if I cannot get to know my students personally in the fall. I teach French, and a personal connection with students is essential to the success of my courses. (Contract Faculty – Full Time)

• I am most concerned about being able to provide my students with the same quality of courses that I teach when classes are face-to-face (with the same degree of one-on-one interaction and mentoring) and my health and safety while doing so. I am also concerned about the amount of extra time that teaching, advising, and mentoring will take in the fall, and that it will leave me with little time for my other responsibilities. (Contract Faculty – Full Time)

• Trying to engage with students in classes. It is difficult enough to get them not to mute their video and audio but to have them participate will be challenging. (Contract Faculty – Full Time)

• How to provide a genuine academic experience under the physical restrictions the virus imposes--an online course is not the same as a campus-based course, with office hours, conversation before and after class, connections with other classes, etc. (Contract Faculty – Full Time)

• Recapturing as much as possible of the in-class interpersonal environment in whatever structure is created for our courses. (Contract Faculty – Full Time)

• The lack of student engagement that is sure to follow from on-line learning. (Contract Faculty – Full Time)

• Group projects with students meeting only online. (Contract Faculty – Full Time)

• I'm concerned most about how much we will be able to teach in person. Last semester, students complained that they had much less interaction with faculty and peers than an in-person class. If that happens again, I will lose many students who can take an upper-level course. (I teach continuing courses.) (Contract Faculty – Full Time)

• Students Feeling distracted by novel Covid adaptation pedagogies. (Contract Faculty – Full Time)

• Good educational experience for our students, with some ability for faculty to build relationships with students. (Contract Faculty – Part Time)

• Not being able to develop quality relationships with students through in person contact. (Contract Faculty – Part Time)

• Students having meaningful and engaging learning experiences. (Contract Faculty – Part Time)

• - Being required to teach in-person and this resulting in both faculty members and students being stressed, unable to concentrate and unable to perform our responsibilities as effectively as possible (at best; at worst, students and faculty falling ill and the situation becoming very challenging very quickly).
  - Coming up with effective ways to keep students engaged and active in discussion during class time (especially if some students can't be present for synchronous meetings). (Tenure Track Faculty)

• Logistics for a class typically taught with a cluster of students gathered to look at assigned work. Loss of the bond that typically forms in private meetings. (Tenured Faculty)

• Students’ engagement. (Tenured Faculty)

University Finances (n=11; 6%)

• Brandeis’ financial stability, both short- and long-term. (Tenured Faculty)

• Well, of course, I am concerned about the university being able to weather this crisis without furloughs or cuts to salary or benefits. (Tenured Faculty)

• How to get a first-year class. (Tenured Faculty)

• Whether or not the students will return. (Tenured Faculty)
• That the university will focus on the financial benefits of (prematurely) moving students & instruction back on campus at the cost of risking the health of students, faculty members and staff. (Contract Faculty – Full Time)
• Good students not able to come, university recruits too many low quality students to fill the revenue gap. (Tenured Faculty)
• I am concerned on two fronts. First, the university will prioritize its financial health over the health of its faculty and second, that the university doesn’t seem to understand what college students do outside of class. They don’t social distance. (Contract Faculty – Part Time)
• The financial health of the University. As it looks more and more like all or most teaching will have to be online, I am really worried about the number of students who will come back, and in turn, I am really worried about my salary being cut and faculty and staff layoffs. (Tenured Faculty)
• Losing students if they have less number of classes to choose from. Overall safety. (Contract Faculty – Full Time)
• Losing our students. (Tenured Faculty)
• Large numbers of students, especially first-years, will defer for semester or academic year or go elsewhere. (Tenured Faculty)

**Lack of Information/Uncertainty (n=10; 5%)**
• The uncertainty and the constant changes. It is difficult to plan for teaching when there are so many possibilities on the table for what form that might take. I’m very concerned that if we start with on campus teaching in the fall, we will end up having to switch to remote learning anyways. The constant changes and the huge number of possibilities are incredibly time-consuming and exhausting, making it hard to imagine doing anything but focusing on adapting to whatever is needed for teaching (neglecting research). I’m also concerned that Brandeis May make one decision and my kids’s school May make another decision, or make the same decision at different times, putting me in a difficult situation. Quite frankly, it seems that just making a decision to move to excellent quality remote learning for the upcoming year would help everyone plan and figure out how to juggle better. I think it is a decision that allows us as teachers to be prepared to handle many of the situations that may come our way. (Tenure Track Faculty)
• The fear factor and a sense that no matter what we decide about the fall, at some point we will need to pivot to online learning. (Tenure Track Faculty)
• The great uncertainties that face us as teachers and advisors. (Tenured Faculty)
• Communication with faculty and knowing the plan ahead of time and throughout the semester. (Tenured Faculty)
• -The timing of the decision on this front. I greatly appreciate the early declaration of the academic calendar. Given the complexity, especially for courses with more than 100 students enrolled an early decision is recommended.
  -I’m also curious what type of testing protocols will be in place for faculty. (Contract Faculty – Full Time)
• Administrative chaos. What happened in the Spring was a good example. Good intentions, I assume, but poorly coordinated. For faculty in leadership positions (my case), this added to the distress. (Tenured Faculty)
• We haven’t really heard much about definitive plans for the fall and don’t know much about what the online teaching course will look like for the summer. So, I am concerned that Brandeis will not have enough time to plan for everything it needs to do for the fall. I am also concerned that the university does not have the capacity for the extremely heavy lift required to bring students back to
I imagine the administration is aiming to get as many people as possible back to campus in the fall. Is that actually feasible? (Contract Faculty – Full Time)

- I would like to have some students in the classroom, but I am also concerned that the later we leave a decision on the shape of fall, the less will be the time to adapt. (Contract Faculty – Part Time)
- Whether we'll be in person or not. (Contract Faculty – Part Time)
- Unclear if remote or in person classes are planned. I would prefer to make a clear decision rather than considering both opportunities. Planning classes is more complex. (Contract Faculty – Part Time)

**Work-Life Challenges (n=6; 3%)**

- Uncertainty about school for my school aged kids and potentially trying to juggle my job with helping them with poorly designed remote learning. (Contract Faculty – Full Time)
- 1. If Brandeis is open but kids care programs are still closed, it would be impossible for parents to teach on campus while keeping kids at home. (Contract Faculty – Full Time)
  2. Moreover, it will be very difficult for instructors to teach online and in-classroom at the same time. It will not only double the working load but also cause lots of complexities. (Contract Faculty – Full Time)
- Balancing the challenges of childcare/homeschooling while teaching my courses. (Contract Faculty – Full Time)
- Workspace in my home (if we’ll be remote), childcare, physical health and safety (if I have to leave my house in this racial and health climate). (Tenure Track Faculty)
- Childcare, teaching effectively virtually, student engagement in class. (Contract Faculty – Full Time)
- I have a 10-year old daughter whose schooling is uncertain, so sharing parental care with my wife (who also teaches) will require much scheduling flexibility for me. Online teaching could help ameliorate this, unless the public school system in our community decides to open their primary schools. (Tenured Faculty)

**Modules (now not going to happen) (n=6; 3%)**

- That "one-size-fits-all" solutions for modifying the structure of teaching and courses will not, in fact, fit my classroom needs, but instead make things harder for my students. Requiring a shift to a 7-week "module" calendar would be one example. (Tenure Track Faculty)
- The possibility of a top down scrambling/reorg of the block schedule, and mandating new cadence of learning/teaching for all. We need flexibility in this to optimize our online teaching methods and it will vary by topic, level, and school. (Tenured Faculty)
- Very concerned about the possibility of module-based semester and the negative consequences it will have on foreign language classes.
- Enrollments and job security (my 3-year contract is up for renewal next year).
- Providing high-quality instruction online or in a hybrid format (as compared to emergency remote instruction, in which we did the best we could, but it often fell short of what we do in the classroom). Practices of active learning will be near impossible with students social distancing. (Contract Faculty – Full Time)
- I am concerned that the semester system will be changed to a 2 module system, forcing faculty to learn to teach online while figuring out the best way to compress course material. I believe the resulting product will not meet Brandeis standards. (Tenured Faculty)
- Interrupted teaching and going to intensive modules. (Tenured Faculty)
• I think the proposal for a week early start and ending before Thanksgiving makes great sense. Three cheers for that. By contrast, I, and almost every colleague I have spoken to, remain completely unconvinced that the module idea offers its purported benefits. If institutional reputation is a primary concern (as it should be), legerdemain in counting contact hours can’t be the way forward. (Tenured Faculty)

**Research/Work Load (n=5; 3%)**
• How the undergrads are going to be integrated into research labs. (Tenured Faculty)
• The increase in workload if we have to make teaching available both in person and online, particularly because I am pre-tenure and will be teaching a relatively large freshman course. (Tenure Track Faculty)
• Having enough time. Teaching and scholarship already feel like two full-time jobs. Creating a virtual classroom and shifting my research lab online feel like full-time jobs in and of themselves. I’m now up to 4 full-time jobs. How should I balance these? What resources can the university or departments provide to make this a manageable task? Should departments downsize their course offerings to enable faculty to team up to tackle particularly large or difficult courses? Are there other ways to distribute the increased demand on faculty time? (Tenure Track Faculty)
• Scholarship is impossible given strains of teaching on line, homeschooling, and constant emergency meetings and never ending trainings. (Tenured Faculty)
• Lack of time, due to family constraints that are much more demanding in a pandemic. I worry a lot about this. And I worry that the administration is adding more responsibilities, compounding the problem. Having a course about online teaching probably is necessary. But is the first year ambassador program really necessary? I have found the first year advisees never seemed that interested in the old program, so why introduce a more intensive version of a program students didn’t seem to care much about anyways, whilst adding additional responsibilities to stretched faculty? (Tenure Track Faculty)

**Job Security/Employment Arrangements (n=3; 2%)**
• That my courses will not run and my program will be terminated. (Contract Faculty – Part Time)
• I will not come in to teach on campus in the fall, so my greatest concern is that Brandeis will attempt to force me to do that. (Tenured Faculty)
• 1. Hybrid teaching
  2. Pay cuts, furloughs or employment termination. (Contract Faculty – Full Time)

**Not Concerned/Don’t Overreact (n=3; 2%)**
• Over-reacting to an illness that will not affect the vast majority of our students and those who do become ill will suffer no more distress than an ordinary cold. (Contract Faculty – Full Time)
• If you are asking if I’m worried about interacting in person with undergrads on the campus this coming fall, the answer is No, I am not worried. (Tenured Faculty)
• Over reaction to the COVID 19 situation by the federal government, the MA government, the administration of our university, and our community in general. (Tenured Faculty)

**Teaching and Learning Support (n=2; 1%)**
• The university actually providing us the tools we need for online/hybrid teaching. Specifically, for those of us who teach using boards, an iPad and stylus combination so we can simulate the board over Zoom. (Tenure Track Faculty)
• That my students have adequate technology, including computers, stable and fast wifi AND have safe, comfortable, supportive working/living spaces and environments, where they have sufficient food. I do think that at-risk students might be a group given priority for moving back to campus. (Tenured Faculty)

Combined Concerns (multiple above themes) (n=46; 24%)
• 1. The safety of our residential students.(classrooms, dorms, food, activities-all need safety reforms, some long over due)
   2. The well-being of "vulnerable" faculty and staff if required to be on campus
   3. The loss of the ""Brandeisian effect"" if we are 100% on line-the conveyance of the values, excellence in teaching and learning, guiding principles, and justice that makes this place great will be extremely difficult. (Contract Faculty – Full Time)
• -The uncertainty around the academic calendar and to what degree classes are/should be/can be online as opposed to face to face.
  -Support for technological issues.
  -The health of the students, staff, and faculty. (Tenured Faculty)
• -I hope not to have to change formats mid-semester.
  -Preparing for changing my classes to remote or hybrid format.
  -Potential lack of childcare leading to lack of sleep.
  -It’s going to be very important to connect with students on a human level, and this will take a lot of time to do well, adding on to time commitment and/or taking away from other projects. (Contract Faculty – Full Time)
• All of my concerns relate to health.
  -Will faculty have the option to teach exclusively online from home, particularly if they have underlying health conditions that warrant continued isolation/social distancing? (Lack of decision/information about the format for the fall is hindering my ability to prep my fall class. The longer we are uninformed, the worse fall instruction will be, as we will have less time to prepare (e.g., I cannot even determine what the course materials/readings will be until I know the format and whether students will have full library access).
  -The lack of information is undoubtedly causing stress for students, particularly around securing housing, but also concerning what classes will be safe for them to take from home (e.g., a queer/trans student who has to go back into the closet at home may not be living in a safe enough situation to take a trans studies course).
  -Will there be a proactive system (e.g., a buddy system) among faculty to cover classes should someone have an extensive illness or a faculty member dies? If yes, will faculty who take on extra teaching duties be compensated?
  -I am concerned that there will be a lack of clarity around expectations for student attendance/engagement (as there is now), creating unnecessarily complicated situations concerning students whose attendance/engagement is impacted by COVID-19 illness (themselves or someone they care for) or quarantine. Students should be encouraged not to attend classes in person if they may be ill, but need to be able to do so without penalty. If they miss a substantial portion of the class for COVID-related reasons, will they be able to retake the course at a later date without paying for it again? Will faculty be expected to give incompletes, thus increasing workload in subsequent semesters, reteaching material in office hours and grading late assignments? Will there be extra university-paid tutoring services available to support students re-entering following COVID-related illness to help them get caught up?
-The planned CTL courses for faculty do not appear to be structured to meet my needs. Spending 9 hours, over 6 different sessions, revamping a syllabus with no idea what format we are aiming for does not hold great promise. These sessions are less than 2 weeks away and I have no information about what time my sessions will be, so odds are that I am booking other meetings that will conflict and won’t be able to make all sessions. What would be helpful is a 3-hour workshop following the July 15-ish announcement of the format for fall teaching, in which the teaching expectations are explained, followed by a presentation on best practices for whatever format we will be using. The 11-page list of resources available on the CLT website is simply not something I can get through this summer, while trying to catch up on research that I could not do while transitioning my spring class online and supporting students in crisis. *(Contract Faculty – Full Time)*

- Adequacy of physical distancing in in-person teaching. If faculty and students are supposed to talk, hence mask-off, how do we ensure that the air-borne particles do not fly around? Simply sitting six feet away will not do it. Masks must be on, but that defeats the in-class purpose of active participation, unless we issue full face shields and build seat dividers. 

- Students from China may have a great deal of difficulties getting to the U.S., or even completely unable to get here if the current government ban on Chinese airlines flights from China continue to hold. These students will be uniquely disadvantaged. How do we create standards of equity in this case? *(Tenured Faculty)*

- If online, faculty would need specific guidance about what constitutes adequate student engagement. Online courses are less than in-person ones, and we should explicitly acknowledge that, rather than pretend it will have the same quality. I am concerned if we market these online or semi-online courses as "just as good" as in-person ones, there may be many demands for tuition refunds. *(Tenured Faculty)*

- I’m concerned that the possibility of some "hybrid" between remote and f-2-f will result in a doubling of my workload and poorer experiences for the students. I am concerned about everyone’s health and want to know that the health of the least powerful on campus - cafeteria and janitorial staff - is of equal concern as the health of the students. *(Contract Faculty – Full Time)*

- I’m concerned about Brandeis’ ability to stay afloat if it loses a lot of tuition.

- I’m concerned about faculty vulnerability to COVID-19, more than student vulnerability (just based on the numbers).

- I’m concerned I will be very stressed about avoiding the virus while on campus/teaching.

- I’m concerned about my mental and physical health if I have to continue home schooling in fall along with my Brandeis job and external research/writing/editorial commitments. *(Tenured Faculty)*

- Personal concern: Though I am not in a high risk group, my husband is (and has already been informed by his employer that he is expected to continue working at home until at least January 2021). How is the University going to take familial risk into account when making decisions about bringing faculty and staff back to campus? Testing and quarantine are not sufficient strategies for adults who live in multi-person households.

- Curricular concern: I can imagine preparing Fall courses to be taught online or in person. I am not sure how I would prepare for both scenarios, unless that means preparing two totally different courses (for each of my 2 courses in the Fall). It would be helpful to understand what the University’s vision is for the curriculum this Fall, so that faculty can begin to prepare. Also, if we are going to be teaching online, I hope that the Hybrid Learning Institute will focus on excellence in pedagogy, and not just how to set up a discussion board on LATTE.

- Also, given the likelihood that faculty who return to campus will get sick, what are the plans for running courses when the professor is unable to teach for three (or more) weeks? )
- Institutional concerns: I recognize that the pandemic poses an existential threat to institutions of higher education. I hope that our administration, faculty, and staff will be not only disciplined, but creative and equitable in how we meet these challenges. *(Tenured Faculty)*

- (1) running small intimate seminars virtually
- (2) the university's financial health
- (3) unreasonable teaching expectations and requirements from CTL. Though I know that their intentions are positive, the materials I have seen to aid to the transition to hybrid or online learning seem to do more than that. Instead, they foist a very specific pedagogical approach to teaching upon us, where the emphasis is on, for lack of a better word, teaching for testing's sake. Not only is this a tremendous amount of work to implement, but it also seems to run counter to what a lot of us think higher education should look like. *(Tenure Track Faculty)*

- 1. Ensuring the safety of faculty, staff, and students. NOT the finances of the university. Let the president do some fund-raising.
- 2. Lowering standards: online does not mean dumbing down. An online course can and MUST be as challenging, substantive as an in-class course.
- 3. Do NOT drop course evals: the decision to do this spring encouraged some faculty to go on vacation, to turn online courses into "correspondence courses" (only written submissions on Latte). *(Tenured Faculty)*

- a second wave of infections
- teaching in the HyFlex model when a portion of the class is physically in class and some percentage of students join live by zoom;
- lack of resources to mount a rigorous academic experience online in the same way that we have in F2F instruction
- financial standing of the university, which will directly affect everybody, but disproportionally colleagues who like me are contract employees
- necessity to offer courses that accommodate different time zones
- our students' wellbeing (physical, emotional, financial, academic)
- students being distracted from their studies by their environment
- having to spend all my days in front of a computer screen (digital exhaustion; health consequences)
- not having real human contact beyond my immediate family *(Contract Faculty – Full Time)*

- Racial justice and equity in tandem with the general health and safety of our community. *(Contract Faculty – Full Time)*

- I am concerned that we will automate much of our teaching, but not fully transform the teaching to pioneer a globally leading hybrid model -- one that embodies the unique values and features of the Brandeis culture and community.
- I am also concerned that the research mission will suffer due to the demands of the educational mission.
- Finally, I am deeply concerned about a second wave of infections disrupting students, faculty, staff, and administrators. *(Tenured Faculty)*

- Uncertainty about the ability to be on campus for laboratory research. Support for students of color, foreign students, and students with financial stress. *(Tenure Track Faculty)*

- Lack of time for research due to lack of childcare, low student enrollment and the financial status of the university. *(Tenure Track Faculty)*

- I am taking this as an invitation (FOR WHICH HEARTY THANKS) to express some of my many concerns, as there is no single thing about which I am most concerned. The situation is complicated with numerous interlocking elements and much that is as yet unknown. My current
concerns are framed by the Brandeis context, as I currently understand it. Based on the existence of the upcoming Hybrid Leaning Institute, it appears that Brandeis is heading for at least a partial re-opening to students (existing and new) for the Fall Semester and at least some in-person teaching. We will know much more about transmission of coronavirus, the disease (COVID-19), its prevention, and its treatment by the middle of the Fall Semester, so I worry that decisions are being made prematurely. Here are just some of my concerns:

1. Too much of the science is not known at this point, e.g., the percentage of asymptomatic carriers of coronavirus in the general population, but for our purposes, the campus population; whether all such carriers are infectious and, if so, to what degree and for how long; whether all who have COVID-19 develop antibodies, whether those are protective or harmful (some antibodies are), and how long they last; what percentage of people have unknown underlying conditions that place them at increased risk; what percentage of people who get infected develop the not-yet-fully-understood persistent or relapsing and remitting forms of COVID-19 (adults are affected, although only such responses in children yet have a name, pediatric multi-system inflammatory syndrome; moreover, Brandeis community members are in contact with children); and the disease, Â’s long-term sequelae (we only began to learn about those for Ebola in the past decade, although the disease was identified in the 1970s). And the same holds true of the science of prevention. To give but one example, what sort of air circulation and filtration is necessary to prevent transmission during, say, a 3-hour seminar?

2. Accommodations have been promised for faculty and staff who are at risk, have family members at elevated risk, or have caregiving responsibilities for people with elevated risk, but will that be applied in an equitable manner? Will it, for example, cover all facility workers and dining hall workers? Whether members of the Brandeis community are direct employees of the University or employees of a company contracted by it (Sodexo), leaving them to unemployment insurance (or pandemic unemployment assistance, if that continues) is not enough. Note also that quarantine, if necessary, can be for up to two weeks. If that is counted as sick days, who will have a sufficient number in their yearly allotment, especially if quarantining is required of them more than once or they get sick with something else?

3. Lack of transparency and inclusion in the decision-making process are also concerns. We often talk of the Brandeis community as including everyone with a role on campus: students, faculty (of all sorts), researchers (not all of whom teach or advise students), staff, administrators, facility workers, dining services workers (employees not of Brandeis but of Sodexo), public safety officers. Brandeis has an explicit commitment to respect the voice of all members and all constituencies within our community, which is in keeping with our social justice mission. Yet not all these voices are represented on the working groups advising the Administration.

4. I find it concerning that we have had no clear community-wide development of and commitment to a set of principles that guide decisions about the Fall Semester. Safety is said to be the driver, but economics seem to be playing a big (too big a?) role.

5. Lack of attention to Brandeis, responsibility to the Waltham community of which it is part is concerning. Given that additional infections are unavoidable with re-opening, has consideration been given to the implication of further burdening already taxed local services? (I use the word ,taxed, because of the irony that across the US universities that are not obligated to pay local property taxes have largely been silent on the subject of this extra burden.) It is also true that if Brandeis does not re-open there are economic consequences for local businesses. Either way, not just city officials but representatives of constituent communities in Waltham should be considered and consulted. Have they been?

6. Another concern I have arises from the fact that Brandeis is not an island but a university in the Commonwealth of Massachusetts. The recommendations of the Higher Education Working Group
appointed by Governor Baker about what sorts of plans institutions should provide are light on
detail, naivé with respect to human behavior, nowhere near as comprehensive, as I’d like to see, 
and short on monitoring and enforcement. But the Working Group recommends that the
Commonwealth should, provide a safe harbor from liability, for institutions that, prepare 
comprehensive reopening plans. (When is just having a plan enough?) If opening were safe, such 
protection from liability would not be required. Again, economic considerations seem to trump 
safety. (Contract Faculty – Part Time)

- I am concerned about a second wave of the pandemic and I would like to minimize the likelihood 
of personal contact. It would also be terrible for the school if students got infected by each other.
I am concerned that some of our older colleagues or staff will become seriously ill or die.
I am concerned that younger colleagues will be entirely overwhelmed by the combination of child 
care responsibilities and their teaching.
I am concerned that no one (except the most selfish or unhelpful colleagues) will get any of their 
""own work"" (scholarship) done.
I am concerned that we will diminish our expectations of ourselves as a Research 1 University.
As a department chair, I am concerned that chairs will be overwhelmed by unrealistic demands 
from above (division and dean’s office) and below (colleagues still making the hard adjustment to 
hybrid teaching).
I am concerned about teaching large classes effectively online.
I am concerned that the university administration will decide that online teaching is somehow a 
good thing in the long run.
I am concerned that the move to online teaching (for those of us who will need to do it) with 
recorded classes, etc., will have chilling effect on free speech, faculty-student engagement, and 
social solidarities.
I am concerned that there will be more over-freighted, over-planned events like the mini-
celebrations this spring. Those events were VERY important. But there was way too much 
bureaucracy thrown around them.
I am concerned that the summer teaching institutes will be more filled with pedagogy-speak than 
with very practical techniques and how-to lessons (zoom functionality, multiple cameras, using 
tablets, etc.). (Tenured Faculty)

- 1) On the purely medical element of our situation, I am not an epidemiologist, but I think that there 
is a risk of a rebound in infections. I am not confident that we understand all of the long-term effects 
that this disease may have, even on survivors who appear to be relatively healthy.
2) I am concerned about our students of color and our international students. The brutality we are 
seeing from parts of our nation’s leadership and law enforcement communities has been stomach-
turning. (Tenured Faculty)

- Teaching well, and developing good relationships with students remotely. Disruptions to research 
based on limited travel and access to archives and libraries. (Tenure Track Faculty)

- Lack of information about how, and on what schedule we will be teaching.
- Getting all faculty in every department up to speed on best techniques of managing Zoom.
- Getting all faculty up to speed on the different ways we need to teach if we are using Zoom.
- Creating cohorts among graduate students if we are at-distance. (Contract Faculty – Full Time)

- Hybrid classes where you have to essentially design two classes, one for remote students and one 
for students on campus. I don’t think pedagogically this is the best option since either population of 
students is not getting the best of either in-person instruction or remote instruction.
- Job security as a non-tenure track faculty member. (Contract Faculty – Full Time)

- Very concerned about the intensive "module" format. Do not like. (Contract Faculty – Full Time)
• 1) Health. I’m at risk and cannot well protect myself when teaching in-person.
• 2) Work load. If children continue to stay home in the Fall, it will continue to be very difficult.
• 3) Research. There was no time last Spring and still because kids are home. Situation will continue if they continue to stay home. The clock stopped ticking for tenure-track faculty last Spring, but there was no mention of non-tenure track research faculty???
• 4) Online testing. Our course requires exams, we cannot substitute with a paper/project. If remote learning continues, Brandeis must own good online exam solutions. We currently have solutions that allow multiple-choice questions only, and do not include reasonable solutions for creating different versions to mitigate cheating. Good solutions do exist, just not yet at Brandeis.
• 5) More on this topic: There is no comprehensive list of all online testing solutions, with a good comparison of the pros and cons. There is one person who knows Qualtrics, another who knows LATTE, but none knows enough on all solutions to be able to point at the best fit for a given course.
• 6) Home technology: mine is not strong enough to support intensive use of zoom simultaneously with excel, PowerPoint etc. And even though I have a small research budget and wanted to use it to purchase a computer that would work best, I was limited to very few, and subpar options that Brandeis allows faculty to purchase. Unclear why we cannot use our research budget. *(Contract Faculty – Full Time)*

• -our health issue
  - grading
  - students’ motivation
  - creating a bond between teacher and students *(Contract Faculty – Full Time)*

• Concerned about all of the changes and the unknown regarding:
  1. in-person or online
  2. class schedules
  3. the need to move everything online even if we start in-person
  4. workload
  5. ability to create community in an online setting. *(Contract Faculty – Full Time)*

• (1) how to teach an intense core course I teach each Fall in a blended or totally online way. (It’s taught in a very Socratic style, with lots of discussion and no textbook, to 40-50 students, a blend of undergrad and first year grad.)
• (2) I’m DGS of a MS program that typically has a 15-20 person incoming class. Every aspect of the matriculation process is complicated if we’re hybrid or totally online, starting with decisions to attend, and orientation. If we do manage to get a good class, my single biggest concern is (assuming we can get courses to work out alright) how we are going to help them bond with each other (and with returning 2nd year students) and become the supportive and tightly knit cohort that has become a major strength of our program.
• (3) How on earth I will manage continuing to work from home, given that I live with a housemate who also works from home, and is now moving and I need to find someone new. (This I know seems less directly related, but it is very relevant when you have to teach and do all work from your bedroom, in a set-up you didn’t imagine being your work space when you choose it.)
• (4) in a more back-burner but continuously simmering way, I’m worried for the mental health of both my students and my colleagues/myself the longer this goes on. The hopeful part is that presumably, once there’s a vaccine, we can all return to regular life at some point, and hopefully university life will build itself back. *(Contract Faculty – Full Time)*

• My first concern is about exposure to COVID-19, but nevertheless, I will still do in-class teaching. The second issue is staying flexible and responsible as changes continue to be made moving forward. For instance, shortening a course to 7 weeks would be a challenge that is manageable, but still requires
much focus and thought to create an effective leaning experience for students. I am concerned about how to evaluate students if courses are limited to 7 weeks. (Contract Faculty – Part Time)

- Healthcare, childcare, and student participation. (Tenure Track Faculty)
- I am worried about traumatized students who lack academic and institutional support, and I am worried about losing my salary. (Tenured Faculty)
- I am most concerned that the students will receive some sort of "cookie cutter" education, where most faculty fashion their courses according to some generic template, and there is nothing to distinguish these courses from any other generic online course that students could find elsewhere more cheaply on the internet. How do we work to retain those individual qualities and content of our current course offerings that only our excellent faculty can provide in person? I recommend as much as possible synchronous online teaching, and limited use of "recorded lectures.

I am also extremely concerned about this notion of "hybrid" or "blended" teaching that includes a move to module-based system. This seems to be something pushed by CTL/administration and to have been developed without faculty input, and possibly cynically with the idea that it "sounds exciting and new (for messaging/marketing)" to quote directly from a circulating memo. Module-based teaching would stretch faculty to the absolute limit, requiring a major overhaul of all content within an extremely limited timeframe, and I fail to see the upside at all. How do we teach what are already very intensive courses in half the time? Can we please just acknowledge that remote teaching will not an adequate substitute for classroom teaching, but it is what we have to do for one more semester, and we will do the best we can, until we can ready our physical buildings and testing capacity for a return to in-person teaching in the Spring of 2021. If we could just quickly make the decision that we are going completely online for the Fall, faculty could concentrate on this, and make halfway decent courses. But the idea that we are supposed to prepare for three different scenarios (in-person, online, and hybrid) is just asking way too much from a faculty already stretched way too thin.

And what about research and our nine-month contracts? No-one is going to get any research done over the summer, and I hope that the university acknowledges this, and makes commitments to open up opportunities in the future to catch up on this research, such as course releases, etc. (Tenured Faculty)

- That we will not find the right balance between safety and the need to get back to some semblance of normalcy. We need to be looking at creative solutions that will allow the university to open. We should be looking to countries that have used contact tracing, frequent temperature-taking, and other policies to reopen while still being careful rather than simply defaulting to the most draconian policies. In order to limit the number of students in the dorms, for example, the university might ask students who live within 10 miles of the university to be commuters next semester. Alternately, students could be restricted to campus and do all there eating and socializing with the same group. While faculty and staff would still need to come and go such a policy would restrict contact and make contact tracing in case of an outbreak a lot easier. In terms of courses, classes under 20 (even larger classes in a few of the larger lecture halls) should be able to meet in person while adhering to social distancing. In order to utilize available space more effectively, perhaps more courses could meet in the evening or even on Saturdays and Sundays. Some, of course, would need to be entirely online. Or maybe a course that meets twice a week could meet in person once a week and online once a week, which would double capacity. I'm not necessarily advocating for any of these ideas in particular. I would need to study each more carefully. But my point is that there are a lot of possibilities and permutations that could be explored. But so far, there has been no public indication that the committees looking into the fall are inclined to be bold and creative. I hope that they are exploring such suggestions with an open mind and balancing caution with a recognition that the status quo is not tenable. (Tenured Faculty)
• Whether we will be able to have on-campus classes ... whether enrollment declines will cripple the university ... whether we have an administration capable of managing the turmoil ... whether we will have a new government. *(Tenured Faculty)*

• As a parent of a soon to be 1st grader and a preschooler, I am worried about Brandeis maintaining a schedule that reflects what the public schools are doing. I also worry about managing the high likelihood of illness in my family once my children are in school. Additionally, I am concerned about creating a 'hybrid course' and understanding how to set expectations and learning goals for my students if our courses are in person and on line (or if some students are in person or on line). This spring, I assigned grades that primarily reflected my students' commitment to the course and tenacity. In the fall, are we to do the same thing? Or do we grade "like usual" -- where we focus on learning, performance, and improvement throughout the semester? *(Tenured Faculty)*

• 1) Public health concerns - will campus be safe; 2) if we have to teach remotely - our ability to support all of our students and provide excellent education - markedly different from the spring. *(Tenured Faculty)*

• The extra amount of work required to have classes available online and in-person, as well as making sure students on-campus and off-campus are getting a roughly equal education experience in those classes. *(Tenured Faculty)*

• 1) undergrads, who in general have poor impulse control, being expected to social distance at dining halls and in dorms. 2) People from southern states causing infection spikes that make it here. 3) Our own administration letting the perfect be the enemy of the good. *(Tenured Faculty)*

• I am less concerned about remote teaching than I am about hybrid teaching. Will a small group of students really prefer sitting close together in masks, with the majoring of their peers participating remotely, to participating all together in larger conversations over Zoom? Likewise, first years tend to be intimidated by seniors in class discussions. If we bring only these two classes together, without the buffer of second and third year students, will students be willing to talk? As a program chair, I am uncomfortable requiring instructors to teach in person who are anxious about doing do. *(Tenured Faculty)*

• Re-opening too quickly. Increased workload for faculty and students piling on top of covid-19 related challenges at home/with family. *(Tenured Faculty)*

• I have a pretty good image of what is involved in teaching entirely in person or entirely online. I'm not sure what it means to teach a "hybrid" class, or how I would structure such a course. I also worry about students having emotional problems or just dropping off the grid. What can I do to support them? *(Tenured Faculty)*

• I am most concerned that our undergraduates will miss out on important in-person experiences, such as lab research, that distinguish Brandeis from other universities. I am also concerned that our policies are being directed from a zero risk perspective, which does not reflect the reality of the situation. There is some middle ground where faculty, staff, and students can make a (non-coerced) choice about their own risk. *(Tenured Faculty)*

• --Safety and health for faculty, staff and students (protection from virus spread)  
--Wanting to be back on campus with in-person classes, but not sure if that can be done safely.  
--Adapting my fall class to work well online if necessary. *(Tenured Faculty)*

• Whether or not I will have a choice about teaching live on campus. I am over sixty with underlying health issues.
On the other hand, I am also concerned about teaching on Zoom and how to make the best of it. We could use advice and instruction from experienced teachers of online courses in our individual disciplines. (Tenured Faculty)

- Health of students, faculty, and staff. (Tenured Faculty)
  - Serious blow to morale if entire classes (i.e. Sophomore and Juniors) are asked to stay at home. This may seem like the most dispassionate way to reduce density, but there will be outrage. The only way this is mitigated is if there is some tuition reduction for those staying at home. Though too much a reduction could create the opposite problem.
  - If we adopt the two module approach, perhaps half the students on campus for first module (perhaps freshman / seniors first), half for the other. (Tenured Faculty)

- Layoffs of staff.
  - Compensation for faculty.
  - Support for childcare and immunocompromised people. (Tenured Faculty)

- Having a consistent, safe learning environment for my students.
  - Trying to move between in-class and online teaching, or trying to do both at once.
  - Navigating child care (and home schooling if public schools are online). (Contract Faculty – Full Time)

- The mixed hybrid educational experience -- some smaller on-campus classes and other online classes. Again how to make a satisfying educational experience for all where we have to be nimble and quick if/when the covid upticks happen.
  - I will teach online since I am in the obvious at risk groups -- older with underlying conditions. (Contract Faculty – Full Time)
Effective and Engaging Pedagogy, on-line and hybrid – Confident (n=28; 16%)

- I feel confident about effective content delivery and being able to use group projects to help connect students in the class. *(Contract Faculty – Full Time)*
- 1. Adapting course content to on-line or hybrid pedagogy.
  2. Continuity of education for Brandeis students *(Contract Faculty – Full Time)*
- My ability to teach students remotely and in doing so provide them with an excellent education. *(Tenured Faculty)*
- I don't have much confidence whatsoever if we have to return to in-person teaching before there is a vaccine. In regard to teaching online - I am quite confident. I think my classes in the spring went okay, all things considered. I know that by taking the summer to prepare my classes, they would be just as effective online as in-person. *(Tenure Track Faculty)*
- That I will be able to provide a meaningful course experience, both academically and emotionally, to students even if they are not in person. *(Contract Faculty – Part Time)*
- I am confident that students will be engaged in my course regardless of the format. *(Tenured Faculty)*
- My ability to teach, to figure out meaningful and substantive learning experiences despite the new challenges. *(Tenured Faculty)*
- My ability to change my pedagogy and invent new ways of teaching
- I know I can put together a effective online, asynchronous course. *(Contract Faculty – Full Time)*
- My ability to teach online if need be. *(Contract Faculty – Full Time)*
- That having handled it in an emergency situation, I will find ways to connect and to teach in a way that will be effective and will also support my students. *(Contract Faculty – Full Time)*
- My current plans for online teaching. *(Contract Faculty – Full Time)*
- Online teaching. *(Contract Faculty – Full Time)*
- I am pretty confident that I will be able to provide an engaging and academically challenging and valuable experience for my students, whatever the format. *(Contract Faculty – Part Time)*
- I trust that I--like other faculty--will successfully create ways to engage students in academic topics regardless of the semester or class format (in-class, online, or mixed). *(Contract Faculty – Part Time)*
- I think I can create a meaningful experience by drawing heavily on visual materials to help illustrate and animate key concepts. *(Contract Faculty – Full Time)*
- Discovering new modes of teaching with hybrid techniques. *(Contract Faculty – Part Time)*
- I am confident the students will learn the material I typically cover. I am confident they will have a meaningful experience. *(Contract Faculty – Part Time)*
- Teaching online. Research in campus. *(Tenured Faculty)*
- Being able to deliver a decent class so long as it's in a semester format. *(Tenured Faculty)*
- My ability to teach an online course. *(Tenured Faculty)*
• Teaching a high quality online class. (Tenured Faculty)
• Based on the (limited) feedback from the optional student evaluations from my Spring classes, I am more optimistic about my ability to teach online. It seems clear, for example, that small group work was effective in keeping students connected to each other and the course. (Tenured Faculty)
• I am very confident that I could do two excellent zoom courses. (Tenured Faculty)
• Being able to teach by Zoom/echo-360 etc. as needed. (Tenured Faculty)
• Online/blended instruction can be implemented reasonably well if there is some understanding that it is stopgap. (Tenured Faculty)
• We'll get through it, and a lot more can be done online than we might have thought. (Tenured Faculty)

Can Do Approach – Confident (n=24; 14%)
• I have delivered this class before and I am confident I can do so again. I know I can get this done, either virtually or in person. (Contract Faculty – Full Time)
• That faculty can learn over the summer how to transition their courses online in a way that delivers genuine educational value. (Contract Faculty – Full Time)
• I believe with ample preparation this summer we can better plan and facilitate remote teaching, even if some students want to be living on campus. (Tenure Track Faculty)
• My ability to resume distance teaching (because of my age, I do not intend to risk infection coming to Brandeis. (Tenured Faculty)
• Being ready for whatever ends up presenting itself. (Tenured Faculty)
• I will do my best to teach in whatever format I’m asked to. (Contract Faculty – Full Time)
• That I will do the best I can under the circumstances. (Contract Faculty – Full Time)
• Starting to look at new ways to approach teaching and research in our new environment. (Contract Faculty – Full Time)
• That we will manage to deliver instruction on line until it is safe for all to teach in person. (Contract Faculty – Part Time)
• That the faculty will find a way to make things work. (Tenure Track Faculty)
• That I can deliver a reasonable facsimile of my usual class in whatever circumstance we end up teaching. (Tenured Faculty)
• My ability to adapt to whatever circumstances deemed appropriate (given the necessary support structures). (Tenure Track Faculty)
• We will survive this somehow. I feel that Brandeis may be scraping by, for the time being, but I am committed to working through this triple-threat nightmare. (Tenured Faculty)
• Teaching. (Tenured Faculty)
• My ability to teach. (Tenured Faculty)
• I'm confident I can be present on zoom and can reach out warmly to students via zoom/phone/emails. I’m confident about my ability to teach remotely. (Tenured Faculty)
• That I can teach decently on Zoom. (Tenured Faculty)
• Faculty. (Tenured Faculty)
• I think I can teach my classes effectively remotely. (Tenured Faculty)
• That I can teach my class successfully, as long as I don't get seriously ill. (Tenured Faculty)
• Teaching. (Tenured Faculty)
• Luckily, I am just scheduled to teach one fairly small graduate-level class in the fall, and I think it's quite flexible in terms of format. Also, I usually give a take-home exam in this course, so that's one less thing to worry about!
Also, I’m used to working remotely with collaborators on research projects, so that is not really a concern. (Tenured Faculty)

• Good question. I’m always happy about teaching my classes and doing my research. I’m hopeful we can be back on campus. (Tenured Faculty)

All Will Not Be Well – Not Confident (n=23; 13%)

• I’m afraid that I am not feeling confident about much of anything, aside from the continued good work of Library staff, and my own determination to make the best of remote classes. (Contract Faculty – Full Time)

• That it will be challenging. (Tenure Track Faculty)

• At this point, nothing other than the grace of God. (Contract Faculty – Full Time)

• Nothing really. How can anyone be confident in what is being discussed. (Contract Faculty – Part Time)

• Not much right now, to be honest. (Tenure Track Faculty)

• With so many moving parts, I cannot think I feel confident of anything. (Tenured Faculty)

• I find indecisions, and inability or unwillingness to assess and take risks to be troubling. Nothing so far that has been said by the leadership from the top down has offered me any confidence. If Brandeis is concerned about lawsuits, have everyone who wants to return sign a waiver. (Tenured Faculty)

• That the university will not be able to offer a full set of in-person classes, and that there will be substantial financial strain. (Tenured Faculty)

• Very little. Hopeful, but not confident. (Tenured Faculty)

• Not much, other than the fact that some of my teaching will be remote and (maybe) some will be face-to-face. (Contract Faculty – Full Time)

• Nothing much. (Contract Faculty – Full Time)

• The possibility of some onsite teaching. (Contract Faculty – Full Time)

• I will be teaching. (Contract Faculty – Part Time)

• Not much, other than it’s going to be a difficult time. (Tenured Faculty)

• Hard to say. (Tenured Faculty)

• I am confident of nothing. (Tenured Faculty)

• I am confident in my abilities as a teacher... to select provocative readings and leader fruitful discussions. Doing it in Zoom is awkward and stilted... but it helps that I am naturally loud and animated. Still -- the truth is that there is very little for me to be feeling “confident” about when it comes to this fall. (Tenured Faculty)

• Nothing much. (Tenured Faculty)

• My ability to muddle through. (Tenured Faculty)

• That most classes will be online and campus life won't be anywhere close to normal. (Tenured Faculty)

• I’m not feeling confident about the fall, but I would love to teach my class in person even some of the time. (Tenured Faculty)

• Very little. (Tenured Faculty)

Best Effort By All/All Pulling Together – Very Confident (n=17; 10%)

• The dedication of the faculty and staff to rise to any challenges -- including hybrid teaching and more intense mentoring. (Contract Faculty – Full Time)
• I know that most faculty have the best interest of the students at heart and will make things work. We are teaching our students that 21st century skills mean being flexible, adapting to unexpected circumstances and reacting to adversity. (Contract Faculty – Full Time)

• That Brandeis students and faculty will do their best to make a bad and awkward situation as good as it can be. (Tenure Track Faculty)

• The resilience of the community. (Tenured Faculty)

• That students and faculty alike will be creative and imaginative in making a new structure work well. Hopefully student perspectives of how classes will be structured are being incorporated into the current deliberations. (Contract Faculty – Full Time)

• I am confident that faculty, staff, and administrators will all do their best to be of service to our students and society. No one will pull away from the needed hard work -- we just have to be sure that we are all pulling together to achieve maximum effect. (Tenured Faculty)

• Faculty and university leadership will do their best. (Contract Faculty – Full Time)

• The ability of the university and the students to stay committed to learning and valued. (Contract Faculty – Full Time)

• That we will see this through as a community. (Tenured Faculty)

• I am confident that Brandeis faculty and students will find ways to keep our first rate education going. (Tenured Faculty)

• The cooperation of colleagues and staff. (Contract Faculty – Full Time)

• My colleagues are a great group. We will make it work come what may. (Tenured Faculty)

• We are smart enough to deal with whatever comes our way. (Tenured Faculty)

• We will work it out. (Tenured Faculty)

• That we will all continue to do our best to navigate a dynamic situation while continuing our research, mentoring, and teaching missions. (Tenured Faculty)

• We will all try to do the right thing collectively, as difficult as that might be... (Tenured Faculty)

• Everyone will work hard to do the best they can under challenging circumstances. (Tenured Faculty)

*Can Make It Work – Confident, With Caveats (n=14; 8%)*

• I can do remote learning, as can the students, and the sooner I know that that is the decision for the fall, the more time I have to plan for it and do it WELL. (Contract Faculty – Full Time)

• I am confident I can give a good class to students remotely, but not as good as in a classroom setting. That said, I worry about exam and grade integrity in a remote course. (Contract Faculty – Full Time)

• The fact that although students, like faculty, find online education to be a suboptimal option, most students nonetheless very much want to be engaged online. (Contract Faculty – Part Time)

• Given good tech support, we can pull off a rich and varied online semester and not lose any lives. There are many creative tools available, but until faculty know which way the chips will fall, we won’t be seriously prepping for that scenario (the call for an online semester should have ALREADY been made). (Tenured Faculty)

• I was surprised at how well teaching a discussion class over zoom went, but that was with students who had already studied with me for the first half of the semester. It will be different to do this with students who are new to me. (Tenured Faculty)

• I can prepare as long as the administration makes a decision. I teach summer classes so I have already missed the window where I could prepare with sole focus on the Fall until August. (Contract Faculty – Full Time)
• I am confident in my ability to teach a high quality class online, hybrid, or in person. The sooner I know what I am doing, the better it will be. (Contract Faculty – Full Time)
• Engaging students in both scenarios both in person or online even if this means more time in addition with them outside the regular time of class and office hours / mentoring. (Contract Faculty – Full Time)
• I am confident that I have courses that will interest students if I can find a way to engage them. (Contract Faculty – Full Time)
• I am concerned that we won’t have an equitable system in place for responding to the health concerns of support staff, especially custodians and food preparation and service staff. (Contract Faculty – Part Time)
• I am confident that, if given the opportunity, we as a community have the capacity to collectively make good decisions about the Fall Semester based on Brandeis’ twin foundational commitments to excellence in education and social justice paired with the new promise to prioritize safety that the University has already made in the face of this unprecedented pandemic. Unfortunately, that opportunity has not yet been realized. (Contract Faculty – Part Time)
• My ability to use Zoom to facilitate a decent discussion in an undergraduate class. (However, my ability to do that this spring was of course after several weeks of in-person instruction, so it might be more difficult to establish rapport if the semester begins virtually.) (Tenure Track Faculty)
• I know that online teaching can work, since I taught online for part of last term, but at the same time, I'm concerned about long term teaching that’s exclusively online. I did, last term, write up my lectures and send them to my students via latte, and I think this worked well, so even I feel confident that if Zoom crashes, or in general doesn't work well, there will always be this option. (Tenured Faculty)
• We'll muddle through somehow. (Tenured Faculty)

Administration and Faculty Leadership – Very Confident (n=12; 7%)
• I am extremely confident in the leadership and faculty senate to make the best choices to ensure the health and safety of our community. I am confident that whatever choice is made will be made with the highest ethical standard and deep consideration for the lives of Brandeis community members. I am confident in the clear minded and compassionate wisdom at Brandeis. I am confident that Brandeis will not merely follow the lead of other schools but adhere to their principles of compassion and social justice - keeping the health and safety of our community the highest priority. (Tenured Faculty)
• The university's commitment to do it right. (Contract Faculty – Part Time)
• Our faculty and leaders are very committed to providing the best education possible for our students. (Contract Faculty – Part Time)
• I am confident in the university's leadership, doing their very best, and of our faculty leadership and my colleagues. (Tenure Track Faculty)
• That Brandeis is doing a great job in dealing with the crisis. Very calming... (Contract Faculty – Part Time)
• That Brandeis cares for its students, faculty, and staff. (Contract Faculty – Part Time)
• Communication from administrators and other campus leaders. (Contract Faculty – Full Time)
• I am confident that the administration and our Faculty Senate will make the best decisions about the fall for our safety and for mounting the best semester that we can mount. (Tenured Faculty)
• Efforts being made by University. (Tenured Faculty)
• Dorothy Hodgson listening to faculty concerns. (Tenured Faculty)
• That the administration will continue to try to do the right thing, will do so in a relatively transparent fashion, and will effectively communicate.
That I and the vast majority of my colleagues will work very hard to teach well under whatever conditions arise. (Tenured Faculty)

All Will Be Well – Very Confident (n=11; 6%)
• I am confident that students will want to attend our wonderful university even if we decide to hold virtual classes. I am confident that I can engage them and teach them in any format. (Contract Faculty – Full Time)
• The ability to connect deeply in virtual spaces with students - it can be done. I am also confident about the teamwork I have seen from everyone I am working with. Our bond has grown in this time. (Contract Faculty – Full Time)
• The additional care required to adapt my classes to online or partially online instruction will result in materials that are useful and improve the classroom experience in traditional classroom settings later on. (Tenure Track Faculty)
• That if we move beyond trying to do what we used to do (assuming we will be at least partially online), we can actually discover, explore, deepen the teaching/learning experience. (Contract Faculty – Part Time)
• The faculty, staff, and administration doing everything possible to provide thoughtful, quality education and supports. (Contract Faculty – Part Time)
• I am confident that the Brandeis commitment to excellence will be sustained. (Contract Faculty – Full Time)
• I am most confident that I will be able to provide my students with quality courses. (Contract Faculty – Full Time)

Using Technology – Confident (n=10; 6%)
• Confident with Zoom, Latte, VoiceThread, Perusall, etc. I’ve got a good toolbox. (Contract Faculty – Full Time)
• For me, the transition to online and zoom went very smoothly, so I feel much more confident with the tools. (Contract Faculty – Part Time)
• I found out how to share multiple monitors in zoom. (Tenured Faculty)
• Using zoom. (Contract Faculty – Full Time)
• I feel confident using Zoom and restructuring my courses. (Contract Faculty – Full Time)
• N/A--not teaching this fall. I taught 4 classes on-line this spring, and helped move my department faculty over to Zoom (I was the only one who had previously taught on Zoom.) *(Contract Faculty – Full Time)*
• Zoom worked ok so it can be done. Good support. *(Contract Faculty – Full Time)*
• Using Zoom. *(Contract Faculty – Full Time)*
• Course content delivery; use of technology (Zoom/LATTE). *(Contract Faculty – Part Time)*
• Since I normally teach online, being able to teach is the least of my worries. *(Contract Faculty – Part Time)*

**Spring Experience Helps – Confident (n=8; 5%)**

• Based on experience with remote classes I’m confident it will be much easier this time around. *(Contract Faculty – Part Time)*
• Although it was an exhausting spring, I found that both of my classes could be moved successfully to a remote format; I am confident that if I approach my two courses for the fall with openness and planning, they could also work in the remote format. *(Tenure Track Faculty)*
• Teaching online. I feel confident about doing it and my classes went well last semester. *(Tenured Faculty)*
• Some of my computational demonstrations, and hands on computer tools worked really well. Hoping to make this even smoother. *(Tenured Faculty)*
• Getting better at online learning and using that for some or most of my teaching going forward -- it is exciting and interesting to be on this steep teaching learning curve. *(Tenured Faculty)*
• Glad to have had previous experience (before spring 2020) of teaching online, so it is not so daunting. *(Contract Faculty – Part Time)*
• We will do a better job teaching remotely, if needed. *(Tenured Faculty)*
• At least I’m confident I can handle the situation better in fall than in March. *(Contract Faculty – Full Time)*

**Students Are Ready – Very Confident (n=7; 4%)**

• Brandeis students are resilient and able to pivot more easily than some faculty. I’m confident in their ability to roll with it. *(Tenure Track Faculty)*
• I think students want to and are excited to learn, so I’m happy for that. I appreciate the Brandeis leadership working so hard to make sure the fall semester is ok. I do hope to see at least some students face-to-face again. *(Tenured Faculty)*
• The students last term were impressively resilient. I think they are now familiar with the medium of online instruction and will make it work. *(Tenured Faculty)*
• The students are ready to resume their routine education and activities. *(Contract Faculty – Full Time)*
• That the students will be smart, enthusiastic and energetic as always. *(Tenured Faculty)*
• That students will do their reading and written work. *(Tenured Faculty)*
• I believe we can continue to offer quality undergraduate education. We have excellent students hungry for knowledge. *(Tenured Faculty)*

**Student Connections – Confident (n=6; 4%)**

• Connecting with students either online or in class. *(Contract Faculty – Full Time)*
• I am hopeful that this semester will be an opportunity to connect one-on-one with more students through individual advising, etc. Students seem to sign up for one-on-one Zoom meetings than
they were to drop by my regularly scheduled office hours when we were in-person on campus. (Tenured Faculty)

- My ability to connect with students in one-to-one setting online. (Contract Faculty – Full Time)
- Seeing the students again. (Contract Faculty – Full Time)
- That we’ll be connecting with our students. (Contract Faculty – Full Time)
- I am confident that faculty will find ways to connect with students. (Tenured Faculty)

Supporting Resources – Very Confident (n=3; 2%)

- That I’ll get resources from my department and CTL. (Contract Faculty – Full Time)
- I am most confident about my ability to successfully do my teaching on-line, especially with the summer training being made available by the CTL. I am also confident about my ability to handle my administrative duties remotely provided that some accommodations are made for me to join remotely if/when others are meeting on campus. (Tenured Faculty)
- The amazing support of our LTS and IT staff. We do need to expand resource librarians who are already under pressure to offer more in-class workshops in support of DL and OC classes and will now have to hold additional sessions about accessing remote resources etc. (Tenured Faculty)

Research – Confident (n=3; 2%)

- My ability to keep research going and interact well with my lab members, virtually if necessary. (Tenured Faculty)
- Continued research. (Tenured Faculty)
- That we can run our labs safely. (Tenured Faculty)

COVID-19 Comments – Mixed (n=2; 1%)

- That COVID 19 will not be a very serious issue. The objective analysis of data shows that the number of people that can still be infected (either because they have already antibodies or because they are naturally immune) is very much lower than currently reported by the headlines, and moreover that mortality rate is, for working-age population, very low. The number of deaths is still much lower that some hard flu season, like the 1968-1969 flu, for a US population that has increased a lot. (Tenured Faculty)
- That I know how to carry on a relatively normal existence with a minimum of risk. (Tenured Faculty)

Confident Along Many Dimensions (n=5; 3%)

- 1) If we continue to teach remotely, I’m confident I can continue to deliver high quality teaching. I worked extremely hard last Spring, but I know students valued my work, said that they gained a lot of knowledge from my courses, and found it inspiring.
- 2) Our leadership did an outstanding job, and I believe they will continue to do so in the future.
- 3) Our tech staff did an outstanding job supporting us as well. Student workers were not so informed, but the more experienced team are absolutely excellent. (Contract Faculty – Full Time)
- I am confident we can teach online, albeit not as effectively. I am also confident in the university’s readiness if we do come back. (Contract Faculty – Full Time)
- 1. Teaching my other course, which is a small size (capped at 15) intro to research seminar for advanced undergrads and mid-level MS students. It’s likely that all or nearly all students will have
internet access, and we can just be synchronous and it should work out relatively okay (based on what I learned from my Sp 2020 experience).

2. That the faculty I work with most immediately will all work together to figure out how to do this in the best ways possible, and support each other as much as we can. I am extremely grateful for this. *(Contract Faculty – Full Time)*

- 1) Creative ways to use online platforms for breakout rooms, voting, etc.
- 2) Adaptability of the students to remote learning. *(Contract Faculty – Part Time)*

- Delivery of high-quality content still.
  Community support. *(Tenured Faculty)*
3. What obstacles do you anticipate for faculty returning to campus in person?

Health and Safety Overall (n=104; 41%)

Health and Safety: Potential for Infecting Others/Capacity for Disease Mitigation/Testing/Increased Risk (n=35; 14%)

- Will masks/face shields be expected on campus? Will students/faculty be required to limit travel to places with high infection rates? How will the university deal with an outbreak on campus? (Contract Faculty -- Full Time)
- Not enough sinks (sorry to be so basic, but our physical buildings leave a lot to be desired; when I am at home and need to leave the house, I always know I can wash my hands thoroughly with soap and hot water - but how can we guarantee our students will do this prior to each class we teach them? Hand sanitizers are not really an adequate substitute) (Contract Faculty -- Full Time)
- Physical distancing interferes with in-person instruction and makes in-person office hours virtually impossible. We need proactive, systematic virus testing organized by Brandeis so physical distancing can be relaxed. (Tenured Faculty)
- The inability to have frequent reliable testing, dependable contact tracing, and comprehensive quarantine facilities. (Tenured Faculty)
- Testing. Are we really going to have enough tests to test random samples on a regular basis, and anyone who wants a test whenever they want it? (Contract Faculty -- Full Time)
- Adequate testing to minimize risk of infection. (Contract Faculty -- Full Time)
- On one of the many Zoom community meetings, Provost Lynch said that if adequate testing (numbers of people and frequency) were not in place, the campus would not open. I find it hard to believe that that criterion can be met. (Contract Faculty -- Part Time)
- I have a relatively high risk of exposure to the virus because of my spouse's job, so am concerned that I will bring the virus to campus (Tenure Track Faculty)
- Confidence in the university's plan to manage risk. (Contract Faculty -- Full Time)
- Inability to maintain physical distance (Contract Faculty -- Full Time)
- The "obstacle" here is that the university might ask us to risk our lives during a pandemic that has no treatment, cure, or vaccine. The poor circulation in the classrooms and bathrooms that I use in the North Quad cannot be fixed before August (bathrooms and lunchrooms are the types of places in which Covid lingers, regardless of lowered occupancy). A mask, gloves, and some social distancing are not going to protect me from this very contagious disease that could force me to quarantine, put me on a respirator, or make my children orphans. (Contract Faculty -- Full Time)
- Safety of use of restrooms is a major concern (Contract Faculty -- Part Time)
- 1. How to avoid contracting the virus given the extreme difficulty of social distancing in a campus environment (e.g., hallways and restrooms were not built for social distancing, office hours cannot happen in person, classrooms often seem to have poor ventilation). (Contract Faculty -- Full Time)
- Safety issue. Classroom and office ventilation, mask and hand sanitizer prepared daily for students and staff, faculty members, (Contract Faculty -- Full Time)
- Having appropriate ppe for all. (Contract Faculty -- Full Time)
• Capacity issues in managing all the different logistics around scheduling classes while making sure the spaces are clean and safe and moving faculty and students around campus safely. (Contract Faculty -- Full Time)
• Other upgrading of the physical campus, including ventilation - how on earth is this going to be accomplished by September? (Contract Faculty -- Full Time)
• Timing how many people are in the department at once. (Contract Faculty -- Full Time)
• Maintaining appropriate ventilation in dilapidated buildings (Tenure Track Faculty)
• Health related measures being in place that ensures safety of both faculty, staff, students and being able to feel safe in that environment. (Tenure Track Faculty)
• Cleaning classrooms and bathrooms sufficiently between uses. (Tenured Faculty)
• At this point there are so many cooks preparing a broth--many of them not faculty but members of our top heavy administrative offices--all of whom have this and that idea for faculty to pursue. Confusion is reigning at the moment although everyone is just trying to do their best. (Tenured Faculty)
• Concern about efficiency and sufficiency of health materials and protocols. (Tenured Faculty)
• Testing (Contract Faculty -- Full Time)
• Adequate testing. >1/week? (Tenure Track Faculty)
• The absence of the necessary number of tests, lack of space, lack of a tracing system (Tenure Track Faculty)
• Cost and logistics of a regular testing protocol.
• Lack of testing, (Tenure Track Faculty)
• PPE/safety/social distancing (Tenured Faculty)
• Physical distancing. (Tenured Faculty)
• People -- students, staff, faculty -- following safety protocols. (Tenured Faculty)
• Individuals with compromised immune systems or who live with those with compromised immune systems...Those of a certain age... (Contract Faculty -- Full Time)
• Worried about the health and safety of my more-vulnerable colleagues. (Contract Faculty -- Full Time)
• Health risks. (Contract Faculty -- Full Time)
• Age, underlying medical conditions, and common sense. (Contract Faculty -- Full Time)

Health and Safety: Faculty Preparation/Faculty and Staff Risk (n=26; 10%)
• We need to be trained in best practices for contributing to campus hygiene and safety in our offices and beyond. (Contract Faculty -- Full Time)
• How to maintain a safe level of social distance should it be still required when we start teaching in person. It is particularly difficult to keep the distance for the office hour with students. (Contract Faculty -- Full Time)
• Obviously we will need to be careful to practice social distancing, wear masks, and so forth. I think people are aware that individual situations will vary and that we will need to be flexible about how instruction is delivered. (Tenured Faculty)
• Faculty who are at risk or have at risk family members having to interact with large groups of people or many students. (Contract Faculty -- Full Time)
• Faculty needs guidance on how to manage in-person classes if they need to be socially distanced. (Contract Faculty -- Full Time)
• Whether or not to wear a mask while lecturing, and how best to manage office meetings and other personal contact with students and other faculty. (Contract Faculty -- Part Time)
- The inability to social distance. The lack of appropriate safe space to meet with students. (*Contract Faculty -- Full Time*)
- Some faculty might get sick or be too old to risk being on campus. (*Contract Faculty -- Full Time*)
- Older faculty who are immuno compromised. Need to be mindful of their needs. (*Contract Faculty -- Full Time*)
- I think the biggest obstacle is the age of some of the faculty. (*Contract Faculty -- Full Time*)
- Health concerns especially for some of our older faculty. (*Contract Faculty -- Full Time*)
- Some health risks for others. (*Contract Faculty -- Full Time*)
- Obstacles in terms of faculty who are in a high risk category with regard to age, pre-existing medical conditions and/or other issues. (*Contract Faculty -- Part Time*)
- Making sure that people who are at high-risk for infection, have family members who are, or have caregiving responsibilities for people at high risk are not required to be on campus. (*Contract Faculty -- Part Time*)
- Personal health concerns. Our older faculty, I imagine, will be scared to return (as they should be). Worry about getting others sick. (*Tenure Track Faculty*)
- Age-risk (*Tenure Track Faculty*)
- Vulnerable staff and faculty populations. (*Tenure Track Faculty*)
- Vulnerable faculty (*Tenure Track Faculty*)
- High risk over 65 faculty. (*Tenured Faculty*)
- Age and other vulnerabilities such as pre-existing conditions. (*Tenured Faculty*)
- Some faculty are immuno-compromised or have other health conditions that make them high risk for Covid. They should be given the option to hold their courses online.
- I think there are many faculty in high risk groups who should not return until the pandemic is over. (*Tenured Faculty*)
- I suspect one concern especially for faculty is that a number of faculty are in a vulnerable group, in particular, due to age. (*Tenured Faculty*)
- I know of some faculty who have age or underlying health issues that make it dangerous for them to return, but of course, I have no way to know how extensive that is. I myself may be borderline on the age risk group, but I’d feel okay taking that risk and returning to campus. (*Tenured Faculty*)
- Immuno-compromised status (*Tenured Faculty*)
- Faculty over 65 or with co-morbidities must, in my opinion, not return to in-person teaching. (*Tenured Faculty*)

**Health and Safety: Concern for own Health and that of Family/Reticence of Returning to Campus (n=24; 10%)**

- Will not return to campus until I am sure that we have enough testing, safe classes and dorms and bathrooms for everyone. This is a difficult time for all and as a person over 70 with heart condition (healthy but), I plan to teach online. (*Contract Faculty -- Full Time*)
- All data shows that the highest risk of transmission is in situations that involve prolonged time spent indoors with multiple people talking loudly. This is the very essence of a successful class, so I really fail to see how it could be done safely. The data makes me extremely uncomfortable with the prospect of teaching in person in the fall. Even for those of us who are in low-risk categories ourselves, we all knows people in high-risk categories who we do not want to expose to further risks. (*Tenure Track Faculty*)
- I am ideologically opposed to returning to campus in person. I am not willing to risk my life to stand in a classroom when other options are more sensible and available. Recent public health
studies have shown that the virus travels way beyond 6 feet inside of buildings (especially in buildings with AC or heat). Even if everyone were to wear a mask, you cannot ensure that the virus won't travel and spread. A university campus is and remains like a cruise ship, and there's absolutely no way undergraduate students will be kept from congregating for parties. I see it all around this city: there's less and less discipline among people of all generations, but especially young folks. (Tenure Track Faculty)

- I would guess that more than 50% of faculty would not be comfortable coming to campus to teach in person. Maybe 75% or more will not be comfortable coming to campus. Even graduate students, the supposedly young safe group, have been telling me that they will not be comfortable having in-person classes in the fall. (Tenured Faculty)
- Vulnerable faculty (older and/or immuno-compromised) may not want to come back in person until there is a vaccine or reliable therapies. (Tenured Faculty)
- Some are scared of getting corona virus from students. Personally I am in favor of teaching in person as soon as possible. Especially if classes with 20-40 students can be in lecture halls with capacities of over 100. (Tenured Faculty)
- That I am 65+ and the campus distancing measures may or may not be optimized to my risk level (Tenured Faculty)
- Health will be at risk. Those of us at a high risk will not be able to do so. (Contract Faculty -- Full Time)
- Corvus will making being in class unacceptably dangerous (Contract Faculty -- Full Time)
- Safety concerns, fear of coronavirus spreading on campus (Contract Faculty -- Full Time)
- Guaranteed safety in terms of health and security for all professors. (and students)(Contract Faculty -- Part Time)
- Most faculty will be concerned not only about the safety and health of students, but also about their own exposure and carrying the virus home to family members. Those with vulnerabilities will likely choose to teach online courses. (Contract Faculty -- Part Time)
- Health, health and health. I had cancer surgery in December. I am 69. I enjoy the classroom experience as much as any professor but not in the face of a pandemic(Contract Faculty -- Part Time)
- Our health / the health of our families (Contract Faculty -- Part Time)
- The main obstacle is individual health concerns and while I would feel comfortable returning to teach, I understand fully if others do not. (Contract Faculty -- Full Time)
- Qorry that I’ll bring back germs to family members with compromised immune systems (Tenure Track Faculty).
- faculty not wanting to come back to campus due to fears of getting sick (Tenure Track Faculty)
- Let's begin with personal risk for older faculty. Then risk to everyone else. (Tenure Track Faculty)
- I worry about safety for everyone--faculty, staff, and students. (Tenured Faculty)
- Many of our faculty are over the age of 65. I am not, but I have two auto-immune disorders, and I won't deny it: This whole "cytokine storm" thing that is killing younger Covid patients (ie., an immune system over-reaction) has me concerned. I plan on asking my rheumatologist for her thoughts on my being around students when I see her in July. (Tenured Faculty)
- Age, compromised immunity, worries about going back to family members at home. (Tenured Faculty)
- I am too old to risk it. (Tenured Faculty)
- Many of us are of an age where the virus is very dangerous. Will it really be safe for us to return to campus? How often and in what capacity? (Tenured Faculty)
- I'm old and don't want the illness. (Tenured Faculty)
Health and Safety: Inevitability of an Outbreak (n=13; 5%)

• The hugely important fact that bringing students to campus poses risks to others, including students (underlying conditions are not always known, and young people even without those have died). Do we, as a social justice university, really want to communicate to students that they shouldn’t care that they could harm or even kill someone else? (Contract Faculty -- Part Time)

• Illness of students. Inevitable illness of faculty. Perhaps a chaotic experience because of this. (Contract Faculty -- Part Time)

• Potential for waves of recurring viral infections with community members impacted by illness and quarantine. (Contract Faculty -- Part Time)

• Not being able to keep social distance and trigger a stronger second wave. (Contract Faculty -- Part Time)

• Crowded classrooms and a surge of cases in the fall. (Contract Faculty -- Part Time)

• Lastly, I want to focus on is the fact that abysmal failure has been the result of every thought experiment I’ve done about how reopening could be done safely, even with a lower than usual number of students (see the final question for my current thoughts on partial reopening). A number of factors go into these repeated failures, starting with how much of the relevant science is incomplete. But let’s just start with what we do know. Transmission is based on dose and dose is based on number of particles of the virus, nature of contact, and duration thereof. Contact can be through the air or by touching surfaces (and then our eyes, nose, or mouth). That means that air needs to be continually cleaned, surfaces need to be disinfected regularly (do we really know how frequently?). Air circulation and filtration are already a problem in the building in which I work, and lots of tinkering has not fixed the problem, so I don’t see how the type of consistent protective circulation and filtration that will be needed there can be put in place by the end of August, much less in every other single building to be used (and we would need them all for social distancing requirements). The current estimate for duration of in-person contact needed for transmission is 15 minutes. What class lasts less than that? I could go on, but enough said. (Contract Faculty -- Part Time)

• The safety of students, staff, and faculty, is number one. It seems irresponsible to bring so many people together in confined spaces. (Tenure Track Faculty)

• A possible COVID surge; absence of a sustained careful regimen of testing and tracing by state authorities and by Brandeis as necessary.... (Tenured Faculty)

• A second wave of the virus. (Tenured Faculty)

• The asymmetrical nature of the risk for undergraduates, on the one hand, and faculty (particularly older faculty) on the other. (Tenured Faculty)

• The safety of students, staff, and faculty, is number one. It seems irresponsible to bring so many people together in confined spaces. (Tenure Track Faculty)

• Additionally, when people do get sick (COVID-19 and otherwise) there will be so much additional concern in regard to students/faculty coming to class and spreading it, missing class/work, needing to self-isolate, etc. Since the virus goes undetected for several days, and others can be carriers without getting especially sick, I don’t see how one can manage proper safety. (Tenure Track Faculty)

• Large numbers of a symptomatic people. (Tenure Track Faculty)

Health and Hygiene: Student Preparation/Student Risk (n=6; 2%)

• I love our students but they will not be able to socially distance on campus, no matter what precautions we try to put in place. Someone will get sick and someone die. Is that really worth it? (Contract Faculty -- Full Time)
• Navigating students’ mental health and other needs (Contract Faculty -- Full Time)
• I worry about helping students feel comfortable in the classroom (not scared for their safety or health) so that they are able to think and learn and make progress. (Contract Faculty -- Full Time)
• Need for adequate system of student support (academic, physical and mental). (Tenured Faculty)
• Keeping people safe on a campus populated by young people is not realistic. Students might keep socially distant in the classroom. They won’t All do that outside of class, for the same reason they won’t all drink in moderation at a party in the Mods. Their frontal lobes have not fully developed so consequences are not always uppermost in their minds. Doesn’t anyone remember being a college student? (Contract Faculty -- Full Time)
• How to deal with our students at such a time in history. (Tenure Track Faculty)

Classroom/Office Physical Space Obstacles/Resources (n=25; 10%)
• Classroom size -- big enough for social distancing. (Contract PT)
• Constant worry about being in classrooms through which many people move and where air circulation is poor; (Tenure Track Faculty)
• In terms of social distancing, our classrooms are small, the air circulation is poor, and there aren’t enough bathrooms/sinks in the building to practice consistent, healthy hand hygiene. (Tenure Track Faculty)
• I think the concern will be the availability of classrooms large enough for us to have appropriate social distancing between us. I think if we can space ourselves out, by possibly either having half of the class meet in person each class day, or by finding much larger classrooms for the number of students, we should be able to do this. (Tenured Faculty)
• Teaching remotely will require a significant upgrade to home equipment to support technology, stronger monitors, stronger computer, router, webcams, microphones, UPS, etc. These are all very costly. (Contract Faculty -- Full Time)
• I worry about glitches in ZOOM if we have to transition again. (Tenured Faculty)
• Many of our classrooms are tiny. How are we going to have the appropriate physical distancing?
• I think faculty will be concerned about classroom cleanliness. (Contract Faculty -- Part Time)
• We should limit the number of students in the classrooms to around 10. Most of the classrooms are very small and totally impossible to have social distance. Also, all students face to the teachers but teachers can’t wear masks during the class. (Contract Faculty -- Full Time)
• Being able to teach while maintaining proper distance. (Contract Faculty -- Part Time)
• Ensuring adequate distancing between students, avoiding to be infected by others. (Contract Faculty -- Part Time)
• Crowded classrooms and a surge of cases in the fall. (Contract Faculty -- Part Time)
• Safety and health of classrooms and departmental spaces. (Tenured Faculty)
• I don’t see how faculty can meet one-on-one with students in offices (Tenured Faculty)
• I am scheduled to teach two section of a lab course, and the classroom where the pedagogical materials are stored and available is small, accommodating 18-20 people in a packed fashion. There is no way these classes will be able to adhere to physical distancing protocols. Again, it seems that online teaching of this course is the most viable option. (Tenured Faculty)
• The vulnerability of being in stuffy classrooms with a lot of people speaking for a long period of time. This makes me personally quite nervous, when it comes to risk and health. (Tenured Faculty)
• The University is not taking steps to prepare classrooms and facilities for social distancing. We won’t have students ready to join us. (Tenured Faculty)
• The biggest obstacle is the threat of the virus to our safety/health, and it is exacerbated by our built environment. I work in a building that has poor ventilation and often disgustingly dirty, multi-stall bathrooms; it is almost impossible to imagine returning to that environment in a safe way. Likewise, I teach large classes, in which social distancing will be nearly impossible. (Tenured Faculty)
• I am far less confident about office hours as well as use of publicly available facilities (e.g., washrooms) (Tenured Faculty)
• Safe, disinfected spaces, including classrooms, offices, bathrooms. (Tenured Faculty)
• The lower hall in Olin-Sang is sardine can of bodies when an economics class being held in the auditorium lets out. This problem is repeated in many other buildings with narrow halls. (Tenured Faculty)
• The mechanics of moving people into and out of classrooms worry me. There's always a choke point at the doorway, with students waiting in the hallway and others rushing to get out to get to their next class. We're clearly going to need a longer break between sessions if any sort of classroom based social distancing is going to work. (Contract Faculty -- Full Time)
• Space, (Contract Faculty -- Full Time)
• Classroom technology, inadequate support (Contract Faculty -- Full Time)
• Access to copier/printer, storage space (Contract Faculty -- Full Time)

Work-Life Obstacles (n=24; 10%)
• A significant obstacle for those of us with school-aged children is that we may still be managing those students at home. In other words, if the public schools don't open, or open only to find that they must close, I have to juggle child care and home schooling with my Brandeis teaching. It is not an easy task. (Contract Faculty -- Full Time)
• Child-care and elementary school schedules—if Lemberg and/or my child’s neighborhood public school are not in session, it will be difficult. (Tenure Track Faculty)
• Apart from health issues the major obstacle I see is child care. Right now it’s not clear if my child’s school will reopen for a normal 5-day a week school year. If parents are facing a situation of reduced school days or even full time remote learning if the virus peaks as expected in the fall, I worry that it make become untenable for faculty with children to be on campus as usual. (Tenured Faculty)
• If public schools and day cares are closed... (Contract Faculty -- Full Time)
• I am concerned about managing schedules if my child is still home from school. (Contract Faculty -- Full Time)
• Childcare will be a big issue (Contract Faculty -- Full Time)
• Having children have online schooling again. (Contract Faculty -- Full Time)
• Kids’ care still closed. (Contract Faculty -- Full Time)
• Childcare concerns if K12 schools are not back in session. (Contract Faculty -- Full Time)
• Access to childcare! We haven't used the emergency back-up childcare through Bright Horizons because that seems to defeat the purpose of social distancing... (Contract Faculty -- Full Time)
• Getting adequate childcare (Contract Faculty – Full Time)
• Some faculty will have childcare issues. (Contract Faculty -- Part Time)
• Balancing home/life responsibilities with work responsibilities (Contract Faculty -- Part Time)
• Childcare (Tenure Track Faculty)
• I don’t see how faculty with children can responsibly leave children at home if schools are not in session. (Tenure Track Faculty)
• Child care and faculty with or living with family members with underlying conditions being stigmatized. (Tenure Track Faculty)
• Childcare. This is a big problem. Many daycare centers are going to close because they will be unable to meet the new health requirements. Moreover, many people, myself included, might feel uncomfortable sending our kids to daycare in the midst of an inevitable second peak. (Tenure Track Faculty)
• Faculty members such as myself, with kids who need help with home schooling and mental health (and supervised outdoor activity), are going to be stretched thin if schools are closed in fall. (Tenured Faculty)
• Children. What are we going to do with our children? (Tenured Faculty)
• Lack of daycare at home (Tenured Faculty)
• Obviously childcare for those who have underage children. Does not apply directly to me, but could indirectly if those of us without young children have to pick up the work of those without childcare options. (Tenured Faculty)
• I am concerned about managing schedules if my child is still home from school. (Tenured Faculty)
• Lack of child care. Responsibilities for at-risk dependents or family members (aside from concerns about own health). (Tenured Faculty)
• Child care, immuno-compromised status (Tenured Faculty)

Fear and Anxiety (n=20; 8%)
• Fear, Anxiety and Trauma. We have seen massive protests this week (rightly so) with little to no regard for social distancing. At its best, Brandeis can be a very intense environment politically, racially and socially - and I can imagine if students wish to protest they will feel they have to right to break health and safety protocols at their own peril. The rates of anxiety and depression is students has been at an all-time high before the virus. This will increase exponentially - esp. if students do not have social support and/or are forced to quarantine or remain with the same cluster of peers. (Contract Faculty -- Full Time)
• As mentioned above, faculty will be anxious about returning to campus, both for pedagogical and health reasons (concerns both about their personal health and about transmitting viruses to roommates and families). (Tenured Faculty)
• Infection contact tracing, virus testing ability, quarantine if positive (this would be necessary for even presumptive cases). All personnel and students are potentially vulnerable. (Tenured Faculty)
• Simply put the virus is the obstacle. It puts our lives at risk. I think we are asking folks to risk their health, safety and potentially their lives to come back and, being Brandeis, many of us will most likely agree to the risk. But it will come at a cost. (Contract Faculty -- Full Time)
• Having sufficient resources to manage the time-intensity and legitimate anxieties of students (Tenured Faculty)
• FEAR of COVID19, (Contract Faculty -- Full Time)
• Health fears. Even if the city is officially open, it is frightening to think about returning to an environment with hundreds of people from all over the world at close quarters. (Tenure Track Faculty)
• The safety issue - it just feels unwise to be together in person in enclosed spaces. (Tenure Track Faculty)
• Disease, chaos, repression, state violence against our students. (Tenured Faculty)
• Anxiety, fear, (Tenured Faculty)
• No vaccine, the central air systems, not enough masks (Tenured Faculty)
• Some faculty are anxious about their own health. (Tenured Faculty)
- Safety. (*Tenured Faculty*)
- On a selfish level, I fear for my health, safety, and life. (*Tenured Faculty*)
- Inadequate understanding of factors that will impact risk exposure and communicating that to the community. (*Tenured Faculty*)
- Too many to list but I anticipate the obstacles not outweighing the benefits of returning to in person teaching. (*Tenured Faculty*)
- Student and faculty anxiety (*Contract Faculty -- Full Time*)
- General anxiety of faculty and students (*Contract Faculty -- Full Time*)
- Student and faculty anxiety (*Contract Faculty -- Full Time*)
- general anxiety of faculty and students (*Contract Faculty -- Full Time*)

**Cultural/Norms Obstacles (n=15; 6%)**

- If wearing masks and periodic hand sanitation was adequate to prevent contagion, then we could function pretty much as usual. But once you add a distancing requirement it becomes Infeasible. (*Contract Faculty -- Full Time*)
- - the American attitude towards coming to work, even if under the weather. How are we going to provide the support for faculty and students to stay home for 14 days if they are exhibiting any symptoms, which can be as mild as a sore throat or fever? If a faculty member does this, who is going to teach their course for them? (*Contract Faculty -- Full Time*)
- I worry that social norms have not changed enough to mitigate risk. (*Contract Faculty -- Full Time*)
- 1) The nearness of their students, who can't be trusted to follow guidelines consistently; and 2) their own emotional reactions, which can lead them to overreact. (*Tenured Faculty*)
- Only my worries about myself and myself contracting the virus expressed in my first answer. Most people are now quite responsible about precautions, but it only takes a few who disregard the guidelines to cause large problems. I anticipate that even if I do some teaching in person, that I will work from home as much as possible. (*Tenured Faculty*)
- Dealing effectively with "rogues" who aren't careful about distance, masks, cleanliness, etc. (*Tenured Faculty*)
- Managing appropriate distancing. (*Contract Faculty -- Full Time*)
- Running into colleagues/students who have different boundaries. (*Contract Faculty -- Part Time*)
- Some faculty are likely to be much more concerned about infection and transmission risk than others. If behavioral norms for limiting transmission are unclear, or either too lax or too strict (so that they aren't in fact likely to be followed), this could lead to conflicts that damage the sense of community. (*Tenure Track Faculty*)
- If students are living in shared quarters, are they practicing proper habits that will carry into the classrooms and office visits.?(*Contract Faculty -- Part Time*)
- Keeping everyone safe. It's clear there will be no vaccine, and no treatment that clearly works (except for perhaps individuals differing on the basis of health conditions). The data on herd immunity aren't solid, and I know enough about young adulthood and human nature to know that enforcing safety precautions will be nigh unto impossible. As someone in several different higher risk groups and with a husband 10 years older than me (and a very frail mother I haven't been able to go see), my concerns are around safety. (*Contract Faculty -- Full Time*)
- Contact with students/colleagues may be awkward: shall I invite people in my office given the risk? Should I attend a colloquium with 50+ people in the audience? (*Tenured Faculty*)
- Physical limitations of distancing, highly disparate views about what's appropriate (*Tenured Faculty*)
- Insensitivity of some to social distancing needs. (*Tenured Faculty*)
Safety concerns. I think there is a real risk that, desiring to get back to normal (and I'm someone who wants that), people will not take the precautions seriously. (Tenured Faculty)

**Teaching Methods Obstacles (n=14; 6%)**

- Not being able to provide the hands-on experience needed for my course as manipulatives and such are typically used and the sanitation of them each time is not feasible. (Contract Faculty -- Part Time)
- Physical distancing. In the field of music, the issue of aerosols is of particular concern and finding ways to make music safely will be a challenge. (Contract Faculty -- Part Time)
- In my discipline teaching in a mask with students sitting 6 feet apart from each other also in masks is practically impossible. We will have to completely change our pedagogy (which is not impossible, of course, just requires a lot of heavy lifting). (Contract Faculty -- Full Time)
- Pedagogically, teaching and holding discussions in masks will be dreadful. (Tenured Faculty)
- The accommodations that are implemented will be an obstacle to good learning and teaching. (Contract Faculty -- Full Time)
- Trying to teach in person and online course simultaneously. (Contract Faculty -- Full Time)
- Creating classes meant to be in person to online will be difficult. (Contract Faculty -- Full Time)
- Classroom technology, inadequate support. (Contract Faculty -- Full Time)
- I view HyFlex model of teaching as an obstacle. I'd rather teach fully online. (Contract Faculty -- Full Time)
- Masks and teaching (Contract Faculty -- Full Time)
- Being able to provide a meaningful experience when sitting a good 6’ apart is needed. (I do not teach in a lecture format.) (Contract Faculty -- Part Time)
- Will social distancing require teaching with a mask? What about one on one meetings with students during office hours? (Contract Faculty -- Part Time)
- I truly don’t know if a hybrid learning environment is best for my classes. I would rather meet with the 30-40% in person and then have a separate section that meets online. As a language teacher, moving to a 2-day-per-week schedule is also a terrible way to learn language and I anticipate time being an obstacle (the amount of planning, pre-recorded lectures, etc.). If there is a way to have a course release in order to make language teaching work in this format and be able to spend the time to make that work, I would certainly appreciate it. (Tenure Track Faculty)
- Social distancing is the antithesis to the way we instruct. (Tenured Faculty)

**Equity Concerns/Fair Treatment (n=12; 5%)**

- How will the aspects of students with fewer resources be taken into account - e.g., if remote they don’t have a space to study, strong internet, competing need to work? (Contract Faculty -- Full Time)
- Problems will be that many students may not be in class. How do we deal with these "hybrid" classes where somewhere near 60-70 percent are not physically in class? How do you try to give those who are there a great experience without showing some kind favoritism to them? (Tenured Faculty)
- The additional burden on faculty who are women and/or POC - we know that such faculty carry more workload when it comes to supporting students. (Contract Faculty -- Part Time)
- Some faculty are more at-risk than others, so any should have the option to continue working from home. (Contract Faculty -- Full Time)
• Ensuring that every such person receives their pay (including Sodexo workers) even if they cannot do their appointed job virtually. *(Contract Faculty -- Part Time)*
• Pay cuts ahead. & seeing the staff we rely on being laid off. *(Tenured Faculty)*
• It may be difficult to achieve parity between in-class and distance learning. *(Contract Faculty -- Full Time)*
• Dealing with those students who cannot be here in person, due to visa or immunity issues. Being blended will be hard (and might even be harder than being totally online). *(Contract Faculty -- Full Time)*
• Faculty, who because of age or preexisting medical conditions, MUST NOT be required to teach in person. Nor should their classes be cancelled if enrollments drop below the magic number of 8 (or 5?). *(Tenure Track Faculty)*
• Assuming this is still pre-vaccine/treatment for Covid) How we will keep in the loop those faculty who cannot return in person, because they are immunocompromised or live with someone who is. *(Contract Faculty -- Full Time)*
• I believe that faculty & staff with existing health risks and therefore increased vulnerability to suffer severe consequences in case of infection with covid-19, e.g., due to prior or ongoing cancer treatments, pregnancies (or the caring for infants at home) as well as older faculty members with certain health conditions) might find themselves in a precarious situation of having to disclose very personal health issues to their supervisors and beg for an exception from returning to campus (e.g., by granting that faculty member to continue teaching online for another semester in order to protect their comparatively speaking fragile health etc.), which then might or might not be granted. While I understand that this won't apply to the majority of Brandeis faculty and staff, I am afraid that a number of individuals that fall into above category will end up - out of shame or for lack of other options - to risk their health, the health of their unborn children and/or the health of infants in their households by returning to campus in person. *(Contract Faculty -- Full Time)*
• I'm concerned about support staff and their jobs. *(Contract Faculty -- Part Time)*

**Uncertainty/Obstacles to Continuity (n=10; 4%)**
• Becoming ill with COVID--what policies will be in place to make sure there is class coverage? *(Contract Faculty -- Full Time)*
• If we bring students back and find we have to close campus again, we're back to an emergency remote learning situation. We just did that and it was incredibly stressful. I absolutely do not want to do that again and I don’t think the students want it, either. *(Contract Faculty -- Full Time)*
• Filling in for sick colleagues. *(Contract Faculty -- Full Time)*
• If students come back and some have to be quarantined, the onus will be on all the faculty to manage BOTH remote an f-2-f students in the same class. I believe that is not sustainable, after everything we're going through. *(Contract Faculty -- Full Time)*
• Impact of multiple students or faculty or staff coming down with Covid and how this will disrupt campus activity (Contract Faculty -- Full Time)*
• Changing the schedule several times last semester was very disruptive and disorienting. *(Contract Faculty -- Full Time)*
• As a person with underlying health conditions, I do not think returning to campus in the fall will be advisable. The courses I teach do not need to have an in-person component, and I prefer to teach online to minimize unnecessary risk and disruption to my students. Students will likely benefit more from a consistent online format, than being subjected to unpredictable changes and trying to engage in small group discussions while wearing masks, sitting 6 feet apart. I am planning to teach online, and if told that I have to be on campus, will have to consider whether or not to resign. This
would be terrible for my career and likely disappointing to students who are interested in the unique courses I offer, but hopefully this is not a choice that Brandeis will force me to make. Information about this would be extremely helpful, in case I need to find alternate, online employment to support my family. (Contract Faculty -- Full Time)

- Changing risk levels and being able to flexibly adapt policies with imperfect/limited data. Giving faculty and students time to adapt to changed circumstances. (Tenure Track Faculty)
- The biggest obstacle will be maintaining physical health, particularly those among us who are at risk due to underlying conditions. A bout with COVID-19 will disrupt the best laid plans for teaching and research. (Tenure Track Faculty)
- Overreaction from the authorities, for example difficulties to travel internationally.

**Faculty Capabilities (n=10; 4%)**

- Learning how to run a class on two distinct tracks simultaneously (remote and face-to-face) will be extremely difficult for most. Then, the likelihood of switching to all-remote will be tough, too. For those faculty who like to rely on exams, learning new ways to assess student learning will be difficult. (Contract Faculty -- Full Time)
- Leading instruction both online and in person. (Contract Faculty -- Full Time)
- Uncertainty about how to interact with students and colleagues; stress; difficulties of having to teach while feeling fearful and also be worrying about how to integrate students who may be joining remotely. Hybrid learning feels like a particularly daunting prospect for anyone teaching on campus. (Tenure Track Faculty)
- I'm a little worried about managing a class in which some members are there in person and some via zoom. I think CTL will help us figure this out. And I hope Brandeis will have the technical resources to do this. (Tenured Faculty)
- Do we have the time and capacity to up our teaching game if we want to demonstrate that we can maintain the value of a Brandeis education online (Contract Faculty -- Full Time)
- How to manage classes with in-person and on-line students. (Contract Faculty -- Full Time)
- Understand how to teach differently on Zoom. (Contract Faculty -- Full Time)
- Teaching at the same time students afar and in class (Contract Faculty -- Full Time)
- Teaching effectively without additional support (for example, it is very, very hard to teach and engage with students while managing a chat, waiting rooms, and other technical issues). (Contract Faculty -- Part Time)
- Helping faculty to understand that under any circumstances faculty need to be much better at communicating with students, and spending more individual or small group time with students vs. always in "traditional" class. (Contract Faculty -- Full Time)

**Getting to Campus (n=8; 3%)**

- How to get to and from campus without contracting the virus. (Many of us take the commuter rail, which seems not to be a good idea while the virus is about, so those of us with cars may need to drive, but parking at Brandeis is already very difficult as it is.) (Contract Faculty -- Full Time)
- Requirements of infection control in transportation as well as on campus. (Contract Faculty -- Part Time)
- Transportation: riding the train may not feel like a good, safe option. (Contract Faculty -- Full Time)
- The commute (I take public transport); b. Maintaining apt distance; c. masking's effect on questions/discussion (Contract Faculty -- Full Time)
• I am not comfortable to commute using public transportation such as bus and train.  (*Contract Faculty -- Full Time*)
• I worry about faculty who have to take public transit to get to school.  (*Contract Faculty -- Full Time*)
• Dangers of public transportation (*Tenure Track Faculty*)
• Transportation and living arrangements. (*Tenured Faculty*)

**Workload (n=4; 2%)**
• Instructor labor will likely triple -- in-class teaching, preparing remote materials and lectures, and a staggered schedule to accommodate international students who can’t return to campus at the start of the semester, as well as students in differing time zones.  (*Tenured Faculty*)
• Again changing the format of the class will talk a lot of work this summer.  (*Contract Faculty -- Full Time*)
• Another is that hybrid teaching will require an enormous amount of extra work for all faculty, graduate student instructors, and teaching assistants (with no extra pay).  (*Contract Faculty -- Part Time*)
• The admin thinks that, because we are online, it can bombard us with endless emails. Be economic, organized. We cannot read all the constantly changing, prolix emails from sundry "authorities."  (*Tenure Track Faculty*)

**Loss of Social Interactions (n=3; 1%)**
• Lack of communication with colleagues. It’s one thing to have a zoom meeting, and quite another to have in-person conversations in the office.  (*Tenured Faculty*)
• Really missing interactions with students and colleagues.  (*Tenured Faculty*)
• Strained social interactions in group settings.  (*Contract Faculty -- Full Time*)

**Research (n=2; 1%)**
• Maintaining research agenda, if limited to online resources  (*Contract Faculty -- Full Time*)
• Ability to meet with lab members and perform lab-based work
4. What kind of support, resources, policies, or other ideas do you have for how the university can better support faculty next year?

**Teaching Support (combined) (n=100; 31%)**

*Teaching Support: Online/Hybrid Teaching Support (n=27; 12%)*
- I have found CTL email messages and directives confusing and somewhat stressful. I think CTL could do better to be more clear and minimize the irrelevant emails. If the teaching load were to be reduced to 1-2, that would be hugely helpful to faculty as we navigate this uncertain future. If we do choose a module system, I hope faculty can have flexibility on which modules they teach in. *(Tenured Faculty)*
- Clearly the Center for Teaching and Learning should play an important role, but I am afraid to say it hasn’t raised up to the challenge. I've tried, but in every case the experience fell short. Their workshops should impart clear knowledge and techniques (e.g. tools for online teaching), but it seems they still ignore many of the resources we have available. Instead, they are too busy forcing faculty to apply standards that discredit faculty’s experience and interests. *(Tenured Faculty)*
- I advocate for discipline-specific policies and support services to help faculty deliver best instruction in their subject fields. *(Contract Faculty – Full Time)*
- I think the university did an excellent job in our area to help us with the transition. Keep planning workshops so we can all become experts in online or hybrid. Keep the tech support so Zoom continues to work smoothly. *(Contract Faculty – Part Time)*
- I am resigned to the fact that every class will have some sort of online presence for almost every class session. Maybe the class is too large. Maybe someone (either a student or faculty) will be too worried to meet in person. Do we have the technology to stream enough classrooms? *(Contract Faculty – Full Time)*
- Teaching aids and recording facilities in classrooms *(Contract FT)*.
- Better support tor Latte.
  Provide access to Gradescope for grading in large classes with multiple TAs. Allow for professors to teach remotely in case of any illness (with adequate MTS support) *(Depending on current Ro)* Require health screening for students and campus staff *(Contract Faculty – Full Time)*
- Supporting the instructional designers and tech team through funding and/or extra hiring so that they can support faculty when moving courses into an online environment. Compensating faculty for training in online teaching and for redesigning existent courses for online teaching. *(Contract Faculty – Full Time)* *[Already in process]*
- Training, which is being offered, to transition to remote learning.
- Over the summer, give everyone resources to help them develop online versions of their courses if needed. Ideally, this would include a little summer stipend to support the work, though I realize the conditions are probably not favorable for that. *[Already in process]*
- Offer more online exam solutions -- mainly open problems vs. multiple-choice, and solutions that can create different versions (scramble numbers, for example).
• Provide additional teaching support and technical support during the academic year. Extra teaching support would ideally include hiring more TAs per student, to help support students intellectually and emotionally.
• Online learning. I know the university doesn’t want to hear that but that’s the only kind of support we require (Contract Faculty – Part Time)
• Continued opportunities for help creating meaningful on-line learning. (Contract Faculty – Part Time)
• I think the CTL is doing a good job - we need to think about safety first. (Contract Faculty – Part Time)
• The pandemic and repeated police violence have surfaced the foundational racism on which our country stands. Throughout the many countries from which Brandeis draws students the pandemic is present and inequalities are exacerbated. This means that beyond training in teaching and learning online, we also all need training in best practices in trauma-informed teaching and learning. Prior to the pandemic, Brandeis put a lot of effort into expanding the mental health services available to students, including introducing innovative forms of services. That initiative needs to be further expanded and strengthened. (Contract – PT)
• The remote/online teaching support this summer is greatly appreciated.
• Online teaching, and support for online teaching. (Tenured Faculty)
• I look forward to the CTL seminar over the summer. (Tenured Faculty)
• We hear a lot about "hybrid teaching" and the types of courses the administration doesn't want us to deliver (80 minute lectures over zoom). But I am not sure what the university wants? How about some examples of some excellent hybrid courses? (Tenured Faculty)
• It seems clear that most, if not all courses will have to have an on-line component unless all students can come to campus, which is unlikely. The university can support faculty by making resources available to improve on line teaching and alleviating headaches and obstacles arising from teaching both online and in-person: demarcate clearly which courses need to be taught in person. (Tenured Faculty)
• Faculty will need gear -- depending on how they teach, if they are going to teach online, they will probably need a tablet, headset, etc. (Tenured Faculty)
• Hands-on, detailed advice and instruction about how to teach on Zoom in one’s particular discipline. How to construct a syllabus, how to frame assignments, how to get students to use bulletin boards, how to use chat rooms, how to deal with getting "ghosted," how to keep students motivated, how to get students to keep doing the reading in courses with a lot of reading, how to keep them accountable, how to run constructive discussions, etc. (Tenured Faculty)
• TA and RA help will be very important. If we are totally online or even partially so, it means a lot of extra work for our classes and that will really hurt our research productivity. (Tenured Faculty)
• Continued great Zoom access for advising student groups, office hours, etc. It’s been really great so far, but it’s crucial to build community among our students and to get to know them and support them in their coursework. (Tenured Faculty)
• I think the university has done a great job transitioning faculty to distance and hybrid learning. The library has done everything it can to secure resources for research. I also especially look forward to the Hybrid Learning Workshops later this month. The university should continue to offer support for these initiatives. (Tenured Faculty)

**Teaching Support: Classroom/Teaching Support (n=23; 10%)**

• Graduate TAs could help coordinate and oversee group projects in classes. Group projects may be more widely used and this would help ensure that those are effective while freeing up some
faculty time. I already use group projects in some of my classes but don’t have time to monitor them and provide prompt feedback in the way that would be ideal. Having a graduate student do this would be helpful in general, but particularly now.

As mentioned above, the support for hybrid classes offered by BU would be helpful, particularly for larger classes. BU will have someone in class to manage the remote students. (Contract Faculty – Full Time)

- We probably need to be thinking of more and not less resources, like more TA support, more technical support for teaching. I know that seems counterintuitive in a time of fiscal uncertainty but I think some of the additional expenses should be looked at as investments that will produce an ROI because they can be used to demonstrate to students that they will be able to get that Brandeis education online, if need be. That will keep enrollment and retention up and ultimately benefit the university. It is time to stop looking at this situation as purely a losing proposition and start looking at how we can pivot and think outside the box to make lemons out of lemonade. We cannot change the situation we are in but we can change the way we approach it. (Contract Faculty – Full Time)

- Small amounts of widely dispersed money so that we can employ current undergraduates to build better online versions of our courses. (Contract Faculty – Part Time)

- We will definitely need TAs/ CAs comfortable with technology and/or more IT support staff. As mentioned above, if a course release is possible in order to make the online / hybrid model most effective, that would be excellent. Assistance in making online materials most accessible would be useful as well. (Tenure Track Faculty)

- Strategies and options for labs to reopen.
  Meetings for small groups of students and faculty. (Tenured Faculty)
  - I will soon join a CTL seminar / workshop to help transform my class to a more complete online class design. We all need help and assistance with this....and well trained TAs to help us. (Contract Faculty – Full Time)
  - The IT team, the CTL, and the Rabb instructional staff have been phenomenal. If they need additional bodies on their teams it would be worth every penny. (Contract Faculty – Full Time)
  - Money and training for teaching assistants - both graduate and upper level undergraduate peer teaching assistants. Particularly those that can help with technology. (Contract Faculty – Full Time)
  - we need more advanced technology to make any version of our classes online effective. (Contract FT)
  - More financial support for extra TA help for that larger and intense core course I mentioned. I think we’ll have to have weekly recitations for discussion, each with small subgroups of the class led by individual TAs -- I don’t think it can work out otherwise. So maybe I can hire some extra grading help to free up TAs’ time, or other related fixes. (Contract Faculty – Full Time)
  - TAs even for small classes/seminars (Contract PT)
  - I want to focus not just on faculty but on all members of the Brandeis community. And I also want to focus on how we can best be a community of teaching and learning while remaining virtual. For starters, it’s great that the Center for Teaching and Learning is mounting the Hybrid Learning Institute. All faculty need to have (available some might not need it) support as they figure out how to strengthen courses they’ve already taught online and transpose to online those they have not. Technological help is vital. Perhaps some of our students could be hired to provide that one-on-one or in small groups in an ongoing way during the summer and through the Fall Semester to faculty less savvy or confident about use of the requisite technology.

- More TAs in large classes. (Tenured)
- Student supports (Tenured)
• investment in technologies to enhance/help with online teaching. providing generous TA support for delivering high quality online classes.  (*Tenured Faculty*)

• Continued support for online teaching, including trainings on various platforms; one-on-one advising and troubleshooting; access to faculty offices. (*Tenured*)

• For me the ideal situation would be that the vast majority of courses are given in class as usual, in front of the vast majority of students, but that the courses are almost all recorded, and made available online for students registered, in particular those who, for some reasons, cannot be present on campus.

-Ideally, there would be one camera installed in every class room, and one person (it could be a student of the class, paid for this extra work or someone else) in charge of driving the camera, focusing it on the professor or on the blackboard depending on what is most important at a given time. These students would benefit for a short formation (two hours maybe) about the best way to use the camera.

-Of course, this would be expensive, but I think doing this systematically would be a great use of any fund we are ready to use because of the covid-19 situation. (*Tenured Faculty*)

• I was incredibly discouraged by how little faculty, administrative, and teaching support there was for non-lecture learning. (*Tenured Faculty*)

• Key question for me is how to deliver exams in this mixed world. In the Spring all was online, so we made do. In the Fall we can plan a little. Should we have all students take exams online, should we have some take exams in a (spread out) room? I’m not sure the right answer, but hoping this has been thrown around. (*Tenured Faculty*)

• I think making outdoor classroom space available would be very good especially for August/September. Designating certain green space as classrooms could work well, and then on rainy days or cold days we could always meet on zoom or in a large classroom if available. (*Tenured Faculty*)

• One idea: be prepared to share our educational tools. This has been highlighted to a certain degree by the Provost and on certain BrandeisNOW posts. In addition, this spring the Public Humanities group, led by Dave Sherman and others, planned to meet, to assess and promote the public humanities at Brandeis. Dorothy was very interested & supportive of this project. That all fell apart in March, just when we had a date to meet with the director of MassHumanities. However, it seems to me that the energy is still there, and clearly every institution near and far is trying to reach out with Zoom webinars- or video lectures, concerts, etc. that bring people together - and provide a healthy distraction. This also helps promote our engagement with the world beyond our campus.

-As one example, the project that Elizabeth Ferry and John Plotz began, Recall This Book, has recently shifted to focus on authors being interviewed who are engaged with the current crises. This is not support for me personally, but rather support for our public interactions -- Elizabeth and John pivoted to a new series for the summer: a series titled Books in Dark Times, with six episodes posted so far, including one with Steve McCauley and another upcoming with Liz Bradfield. [conversations with writers and readers on books that bring them comfort and joy in these times, and on what comfort and joy, even mean in the first place.]

-For my individual support, I need a broader map of where we go when certain needs arise. A sort of emergency list, mapped out, as it were.

• Get the library working. (*Tenured Faculty*)
Teaching Support: Teaching Policy Guidelines/Flexibility (n=20; 9%)

- Every program should have clear guidelines, so that instructors are not left wondering whether what they are doing is good or not.
- It should not be left to each individual instructor to decide whether to host zoom sessions or not, assess students in one way or another, especially in programs where there are multiple sections of the same course. Each department/program should set clear guidelines. (Contract Faculty – Full Time)

- I know many universities are asking students to sign an honor code to adhere to health guidelines. I do not believe this will work. How do we ensure our students (and faculty and staff) will adhere to health and safety guidelines? Can we accept that students will eventually break these kinds of policies and put required COVID testing in place? (Tenured Faculty)

- How to create a safety net to cover teaching for ill/deceased professors, and best practices for whatever teaching format we will be using (Contract Faculty – Full Time)

- I think it is really important for in-person teaching to be entirely voluntary, regardless of risk factors to the individual in question. Providing support for whatever format the individual faculty member picks seems crucial to establishing a successful, trusting environment between faculty and the university. (Tenure Track Faculty)

- Faculty should have the choice of teaching in-person or on-line for their own health and well-being. I am guessing that there is interest in both. (Contract Faculty – Full Time)

- Faculty should have some choice in where they teach next year. Being forced into the classroom isn't right. (Contract Faculty – Full Time)

- Flexibility for faculty in deciding how to teach. (Tenured Faculty)

- Support for teaching on line or hybrid. (Tenured Faculty)

- Make in-person faculty teaching and on campus presence entirely voluntarily. Beef up online teaching resources. (Tenured Faculty)

- Ideally being able to choose to teach in person or online. People have different risk tolerance and risk factors. (Tenured Faculty)

- Policies that would allow departments, given the particular situation of each faculty member, to determine the best options for face-to-face, mixed, or online teaching. Also, the inability to access the library is a major obstacle for conducting research, and I wonder if, in addition to electronic delivery of certain materials, the faculty could borrow and receive upon request and through campus mail books and other physical materials that are not digitized. (Tenured Faculty)

- It seems clear based on statements that Ron and Lisa have already made, that faculty who are at greater risk will be accommodated remotely, so in addition to that I think trying to be as flexible as possible with teaching modalities and schedules would be a great help. (Tenured)

- Let faculty decide re online or in person or mixed teaching. (Tenured Faculty)

- I hope the university will strive to be as flexible as possible in allowing different methods for teaching online, including, besides zoom, as previously mentioned, allowing faculty to write up their lectures to be sent to students via Latte (with students being invited to email questions or comments). Further, flexibility, I would suggest, indicates that different size classes benefit from different modes of online teaching. Zoom seems least well suited, for example, to larger classes. (Tenured Faculty)

- Departments and programs should have autonomy to decide whether specific courses are better offered in hybrid or remote modes. (Tenured Faculty)

- Consider moving online for a semester, so fewer people need to agonize over the uncertainty. Give some tuition rebate, and the rebate can be used towards signing up for other classes "for free." The past year's graduates can be offered some free classes (with faculty's consent) too as a courtesy, as they struggle to find jobs and can use more training, so to speak. (Tenured Faculty)
• Clarity on the fall semester would help. Instruction on blended classes with some vision on what they're like and with NO course materials that we prepare in class with our peers. Come on! *(Tenured Faculty)*

• A flexible approach that takes individual faculty needs into account (re: online vs in-person teaching, committee responsibilities, etc.). Enough of us will step up that we don’t need top-down policies for faculty obligations that could harm at-risk groups (e.g. parents, those with health concerns). *(Tenured Faculty)*

• In some cases faculty will end up teaching the same course three x simultaneously: in person, synchronous, asynchronous - each form requires extra effort and thought - will the university compensate faculty for this extra work? *(Tenured Faculty)*

• A balance of ensuring faculty autonomy, departmental autonomy in setting priorities for courses and commitments, along with adequate facilities (classrooms and dorms) for managing the public health implications. *(Tenured Faculty)*

**Teaching Support: Technical Support/Technology Needs (n=18; 8%)**

• I need help in helping students navigate the technological challenges of online teaching. Not all students have access to wifi or a laptop and not all students know how to record themselves or create videos. It is often a class issue and also in my case, an age issue--I am not used to this kind of communication. My students and I are happy to learn, but we need guidance about how to create an online classroom in which we feel connected. *(Contract Faculty – Full Time)*

• Providing whiteboards - and training - to those who will need to do a lot of blackboard work remotely. *(Tenured Faculty)*

• If we do have to teach online, allow us to lecture from our offices, using our blackboards. To be successful, IT has to provide the proper lighting so that our writing on the blackboard will be visible on zoom or whatever platform we use. I talked to IT about this last semester and they had no idea how to go about this. They are the experts and ought to be able to give us a solution. *(Contract Faculty – Full Time)*

• For remote or hybrid classes with closed-book exams, proctoring software (such as proctorio) is essential. *(Tenured Faculty)*

• IT/CTL meetings with faculty by departments to address particular needs and concerns. *(Contract Faculty – Full Time)*

• My husband is an arbitrator and his professional association has provided intensive training and support for zoom including simulations and feedback. It would be nice to have these resources. *(Contract Faculty – Full Time)*

• I miss some of the functionality of Adobe Connect, where we could 'populate' the breakout rooms and give them ways of working together on projects that I could individualize for them. While Zoom has breakouts, there’s no way to put material into the rooms for them to work on, and I am still trying to figure out ways to make students more comfortable speaking in my seminars. *(Contract FT)*

• i have already been making use of tech support; this is very very important going forward. I hope Brandeis will over a lot of this, at all times, so faculty can spend more of their time figuring out what the class activities, resources, 'venues' are. *(Contract Faculty – Part Time)*

• Improved classroom technology is a must. We should be able to live-stream and record classes. *(Contract Faculty – Part Time)*

• Regarding my class I could have half of the students present during the lecture and the other half watching live. I could have the students then break into groups to work on cases, I just need the technical support. The course that you’re teaching on hybrid teaching is great, however I work full-
time in my profession and I’m not certain how I can take advantage of that class. *(Contract Faculty – Part Time)*

- My understanding is that classrooms with appropriate recording equipment are quite limited. Obviously more equipment could be added, though support staff might remain a bottleneck. It would also be good to try to increase usage of existing equipment this summer to, e.g., pre-record lectures and alleviate demand during the semester. *(Tenure Track Faculty)*

- We need the university/schools--not individual faculty's discretionary funds or department funds--to absorb the additional technology costs associated with online classes. For example, an iPad and stylus combination for every faculty member to be able to simulate the board when teaching over Zoom, and absorbing the costs of webcams, etc. needed to properly teach online. *(Tenure Track Faculty)*

- Provide increased IT help and standard mechanisms for programming so it doesn’t fall on the shoulders of individual faculty or departments! *(Tenured Faculty)*

- Continue to upgrade and support Zoom, ECHO 360, etc.

- The CTL should make available tailored resources for creative pedagogies, including not only online teaching, but flipping classes and structuring classes around small group work.

- IT, learning platform, added webinar and other apps -- invest in this, and avoid the Brandeis "on a shoestring" approach. *(Tenured Faculty)*

- Multi big screens for remote synchronous teaching + a big iPad. *(Tenured Faculty)*

- Keep the IT trouble-shooters well-fed and maybe have a web page where they are all listed with a brief bio so we know something about the people who are keeping us going. Don’t kill us with meetings or micro-manage the way we teach online. Limit admin. meetings and training sessions about how to do things online. Give us the basics; show us where to go to get help when we need it; make sure there’s enough help, maybe even 24/7, or certainly 18/6; and let us get on with our job. Once the semester starts please don't be loading on new aspects of teaching. Just like students: if we are teaching from home, make sure faculty have adequate tech & robust wifi connections, as well as safe and comfortable spaces from which to teach and where they can work. *(Tenured Faculty)*

**Teaching Support: Time for Fall Semester Planning (n=8; 4%)**

- Give us as much time as possible to prepare. Keep things as transparent as possible. *(Contract Faculty – Full Time)*

- The university needs to make policies for teaching online for health reasons available as soon as possible. Also, providing adequate time to prepare is essential. Delaying announcements is a serious problem. And, for part-time and contract faculty, it is a hardship to be asked to take summer training on very short notice. Please provide information about when summer trainings are being held. To support faculty in fall, IT staff who can coordinate relations between in-person and online cohorts of classes will be helpful. *(Tenured Faculty)*

- Make a decision now about the format for course delivery in the fall.

- Coherent, clear, timely (we’re overdue) information on how faculty will be teaching, and the expectations around it. Students need to know what will be happening in the fall.

- I think knowing what to expect and being able to plan for it would be useful. But I know that can’t be clear at this point. *(Contract Faculty – Part Time)*

- Decisiveness and transparency are important. *(Contract PT)*

- Clear instructions at least two weeks before begin of classes. *(Contract Faculty – Part Time)*

- Make the call for an online semester soon. *(Tenured)*
Teaching Support: Support for Learning the Nuts and Bolts (n=6; 3%)

- Concise course design support, not just technical support (Tenure Track Faculty)
- We need some guidance -- some concrete examples -- of how to create these hybrid courses NOW. The campus book store is bugging us to submit text titles for our courses, but I can't decide on the content of my course until I have a better handle on how I should be constructing and teaching my course. (Tenured Faculty)
- Frankly, I have few ideas. As I said above, I wish we could be provided neutral content about online teaching that is not so heavily intermixed with an emphasis on introducing the all importance of obsessing over metacognitive tasks. These seem like two different issues that should not be lumped together. (Tenure Track Faculty)
- Training (like Hybrid Institute) to do better - but truly focused on needs and questions of faculty. (Tenured Faculty)
- Course technology experts (not more CTL workshops, but technical help developing courses, as from the terrific Rabb folks). (Tenured Faculty)

Teaching Support: Setting Classroom Expectations (n=4; 2%)

- Provide a concise workshop with follow-up support by the CTL to let us know what the teaching expectations are, how to deal with student absences, Contract Faculty – Full Time)
- Need to have clear instructions about expectations for being in-person, online, a mixture. If classes will run with some students in person and others online at the same time, then strong tech support will be needed for this. (Contract Faculty – Part Time)
- Policies: If on-line, attendance and participation are still a requirement for each student. (Contract Faculty – Part Time)
- Flexible policies regarding online v. in person learning would be helpful. (Contract PT)

Teaching Support: Support for international students (n=2; 1%)

- Provide/advise about resources that are not google-based so we can ensure accessibility for Chinese students. (Contract Faculty – Full Time) [Note that there may be similar issues with Zoom]
- Faculty need clearer guidance about how to deal with issues related to Google when teaching students located in China and elsewhere.

Mitigation/Testing Resources and Measures (n=21; 9%)

- Testing, contact tracing and having facilities sanitize classrooms and offices. (Contract Faculty – Full Time)
- If a decision is made to reopen, there should be universal testing before return to campus, daily temperature checks at the entrance to every building, daily disinfection of every public space, and expanded access to medical care on campus. (Contract Faculty – Full Time)
- If we return to campus, we need plentiful supplies of masks, gloves and sanitizer. We should also do random population testing to identify trends early, have networking apps in place, and available tests on demand for those who think they might have been exposed. (Contract Faculty – Full Time)
- Provide some PPE for the teachers (masks, gloves) and enhance the public area cleanings (more frequent cleaning, efficient cleaning agent, classroom facilities cleaning between each classes). (Contract Faculty – Full Time)
- If a COVID-19 vaccine is developed and not free to everyone, perhaps the university could provide it for all staff, students and faculty. *(Contract Faculty – Full Time)*
- Make available *reliable* serology testing. Rather than the usual lip service, focus on how to truly reduce committees and other service work creep; discourage the proliferation of events, talks, newsletters, etc. Focus on what's essential and let faculty actually try to accomplish that. *(Tenured Faculty)*
- Install plexiglass in all classrooms and prohibit in person office hours. *(Contract Faculty – Full Time)*
- Adequate testing to minimize risk of infection. *(Contract Faculty – Full Time)*
- Testing for everyone and being sure students can control social distance. *(Contract Faculty – Full Time)*
- What type of PPE will be available for the Brandeis community? How and when will testing occur? *(Contract Faculty – Full Time)*
- A most important one is support for health (e.g., health guidelines, available testing for infection on campus). *(Contract Faculty – Full Time)*
- Faculty, staff and students who are over 60 and immune compromised, please be allowed to teach/attend/work remotely.  
  -A policy where folks who live with immune compromised or elderly folks can request to work remotely.  
  -Each classroom will need to be cleaned and sanitized after use. An expert cleaning team for each building. *(Tenured)*
- Adequate personnel to sanitize teaching and work venues for students and faculty. *(Tenured)*
- For in person gatherings, I think the focus of attention should be on masks, distance, and ventilation (and not so much on obsessive cleaning of surfaces etc.). *(Tenured Faculty)*
- The most important is frequent testing. Given that this is very unlikely to be possible (at almost any cost), we need to find ways to interact that are closer to in-person meetings. *(Tenured Faculty)*
- The need for frequent testing and the ability to quarantine those who test positive. *(Tenured Faculty)*
- Ensure testing and contact tracing is as efficient and effective as possible. If faculty know there is regular testing of students they will be less nervous about entering the classroom.  
  Also have students sign a pledge to follow certain precautions plus have some training on awareness of how the virus is spread, limiting their contacts and at least keeping track of them, as well as the need to be cooperative in all testing and contact tracing. *(Tenured Faculty)*
- I think it will be crucial as the campus reopens to have quick testing of any suspected cases with some way to rapidly track any outbreak of the virus and disseminate of this information to the community. *(Tenured Faculty)*
- Brandeis needs to organize or perform proactive, systematic Covid-19 testing. Everyone needs to be tested when returning to campus, and re-tested monthly. *(Tenured Faculty)*
- I would love to see constant (and mandatory) testing. *(Tenured Faculty)*
- Need strong testing and contact tracing and systems to quickly adjust to new information on Covid-19 characteristics. *(Tenured Faculty)*

**Setting university priorities (n=14; 6%)**
- I think that the university must make clear that this situation will demand sacrifice from all; this is far from a business-as-usual situation. But that goes both ways: the administration must also clarify that expectations for scholarly output during these years (yes, years) of disruption must be lowered, and more weight must be given to teaching effectiveness under these difficult conditions. *(Contract Faculty – Full time)*
• The university EH&S and Occupational Health offices should take the lead in establishing policies and guidelines for the university. They should provide data and instruction to faculty. The reopening of laboratory research was backwards: they asked faculty to draft proposals for returning before giving any guidance. We each had to be epidemiologists and try to figure out what was safe before getting training or institutional guidance.

• Let’s try to keep things as simple and clear as possible. (Tenured Faculty)

• I think we are putting our focus on the wrong questions in regard to returning to campus. I really think we should focus on creating an effective online learning environment for our students. Right now everyone is in limbo - if we knew we were teaching online, then we could then properly prepare our classes over the summer. I (and the colleagues I’ve talked with) don’t want to begin the planning process until we know for sure. (Tenure Track Faculty)

• transparency; involvement in making decisions. (Tenured Faculty)

• I would suggest trying to put new initiatives on hold for the time being. If we are going to be scrambling to home school and furnish a high touch yet virtual environment, we could use fewer meetings and extras. (Tenured Faculty)

• On policies, see also above. Barring another major spike of cases in Massachusetts we need to be looking for ways to ensure that we can open in the fall even if it means having more students commute from home and/or holding more classes in the evenings and on weekends. (Tenured Faculty)

• Administration needs to listen to departments and programs about which classes and kinds of classes can best be taught in person or online, given safety and health protocols.
  -Faculty need guidance about document and resource sharing protocols for international students.
  -Faculty need practical workshops -- not just instructions (online or videos) -- about how to work with different instructional resources. (Tenured Faculty)

• Please make sure decisions are taken EARLY so people can make solid plans and be prepared at the beginning of the Fall semester. (Tenured Faculty)

• Reduce teaching load for faculty
  Extensive tech support
  Relaxation of student course load to three courses per term (Tenured Faculty)

• Budgets for technology and teaching materials, latitude to reduce course demands (e.g., lighten teaching load), TAs, social-emotional support. (Tenured Faculty)

• Systemic recommendations. Keeping us employed is clearly important! and appreciated. Also I feel that our top administrative team has done a great job thus far, but much lies ahead that no one can predict. I’ve very much appreciated the open forums. Keep those going -- communication is key!

• Do not force us to come to campus until it is safe. (Tenured Faculty)

• I’ve been surprised that we haven’t been given any advance notice of announcements and decisions, and that we are finding out at the same time as students. I appreciate the desire for transparent messaging, but it feels as if we are not part of the decision process and that we jump through hoops to accommodate instruction dates that may conflict with other commitments we have aside from teaching (I felt this for the change of April dates and again now with the announcement of the earlier start to the Fall semester. I wasn’t going to even reply to this poll until we received that email). (Tenured Faculty)

**Addressing Faculty Needs (n=10; 5%)**

• Tolerance for/understanding of pressures on faculty time on and off campus. Remember that on top of classroom teaching, many of us have duties to PhD students, funding agencies, etc. to produce scholarship, serve on panels, etc. (Tenured Faculty)
• Access to our offices -- as best that can be scheduled, if it has to be limited. (Contract FT)
• Over the past few months, I've seen the Brandeis administration striving to make sure that faculty and students have what they need given the myriad constraints. My hope is that this attitude and approach stays in place, and that the administration continues to strive and not to become complacent. (Contract Faculty – Part Time)
• The library has been great about making themselves available to help with online research. I applaud our librarians for their hard work, and I would love to see it continue into the fall semester. (Tenure Track Faculty)
• Research only periods, i.e., when administration emails/zoom meeting are not being held re: the complications/planning re: covid-19-related complications. Vacations and most of the summer break are intended to be set aside for uninterrupted research... I understand the special circumstances of emails/zoom scheduling/surveys having to flood the airways now, but let's not have it be part of the "new normal". (Tenured Faculty)
• I think we need to get the physical library open in some capacity. That might include the equivalent of "curbside pickup" for books, where we order them online and pick them up at the door. E-books and document delivery are helpful, but are no substitute for access to physical volumes. Particularly given emerging evidence that risk of transmission of the virus through surfaces is less than previously thought, this seems relatively low-risk. I also think it's important for faculty to be able to work in their offices on campus, even if some/all instruction is carried on remotely. Access to the books and other materials in my office is important for my teaching. (Tenure Track Faculty)
• There is a lot going on right now - and I don't just mean the virus. I appreciate the thinking of the senate to organize groups of faculty around things that matter (racial justice; environment etc.). (Tenure Track Faculty)
• Adequate dining facilities on campus. Remove unnecessary restrictions like travel. That should be left to state and federal governments to decide. We have seen that distancing has worked. But this does not mean a total ban on travel and in person gathering, provided sufficient distance is maintained between persons. (Tenured Faculty)
• Decentralize provision of support. We need central organizations, but instead of growing the Dean's offices, CTL, Diversity, IT, etc., give the resources to departments and individual faculty. (Tenured Faculty)
• -Lastly, there are faculty already who have lost beloved family members to the pandemic (I am among them). How will the University support faculty who are grieving during these extraordinary times? (Tenured Faculty)

Workload Support (n=8; 4%)
• Workload issue is a big concern that needs to be constantly in the focus of attention to ensure equity among faculty of different ranks, and graduate student instructors. (Contract Faculty – Full Time)
• Any kind of additional compensation/bonus given the enormous amount of extra work that faculty, especially chairs, are being asked to do. This would cost money but should be considered part of the expenses of dealing with the virus. Brandeis faculty have been asked to shoulder extra burdens without any reward. Morale is very, very low. (Contract Faculty – Full Time)
• Course relief. That is the single best thing. Don't give us more workshops and email links to resources. What we need is course relief (teaching 2-1 instead of 2-2). (Tenured Faculty)
• Don't make unnecessary changes or add unnecessary work for faculty this year. By unnecessary, I mean: things that could be put off for another year. I think we'll all be working very hard just to keep up with the changes that cannot be avoided this year
• Allowing faculty to teach a reduced course load or take a reduced service load (at some level of reduced pay or to be made up at another point); continuing to be realistic about publication agendas and possibilities; having advisors and counselors who are checking in more regularly with students so that faculty aren’t feeling that they are students’ only resources (or letting faculty know in some way if this is happening); continuing to support faculty with the powerful rhetoric of “we are all doing the best we can” which both imparts trust and takes some of the pressure off! (Contract Faculty – Part Time)

• I think the University needs to do a better job with communication and be more respectful of faculty time. The recent rollout of the Brandeis Ambassador program is a good example - it drops out of nowhere on Monday, missing the critical attachment that explains the duties, and with the demand that names are provided by Wed. That is no way to run an organization of any kind. (Tenured Faculty)

• Faculty who are being asked to prepare all new classes (because of hybrid and/or online modalities) should receive a course release to make time for this significant additional work.
- Departments should be encouraged to offer fewer classes next year, not only to accommodate course releases, but so that more faculty can be involved with key courses (i.e., to provide something like the “high touch” instruction we aim for when teaching in person).
• I’ve heard a rumor that faculty with 4-course teaching loads might only have to teach 3 courses next year. This seems like it would be helpful for those faculty. But does this mean that faculty with < 4-course loads do not get any relief? Would that be fair to privilege one group of faculty over others? (Tenured Faculty)

**Addressing Student Needs (n=7; 3%)**

• Tutors will be needed for students who have excessive absences. Bereavement services need to be widely available and normalized. (Contract Faculty – Full Time)
• Support for students who have underpowered computers/wifi (Contract Faculty – Part Time)
• Create funds for students to have textbooks shipped to their homes
• Leave policies—revised?
• Academic Services has to get more support (and more people) to help support our students. As long as I have been at Brandeis, they have been overburdened and understaffed. Losing several key individuals has made their job that much harder. And (having ‘lost’ several of my own students that just disappeared until the end of the semester, and one, who I never found), the capacity to reach out to our most vulnerable students is even more important as we figure out ways to teach our students in ways that will maximize their future.
• I am also concerned if we stay online (or do some hybrid) that some of our most economically vulnerable students won’t be able to connect - not enough bandwidth, too many people at home trying to connect, too difficult to find space to ‘go to class’ or do work.
• Ability for students to access online materials and sites that sometimes are for a fee. (Contract Faculty – Full Time)

**Employment Support (n=5; 2%)**

• Continue to provide stable, long-term employment for contract faculty. (Contract Faculty – Full Time)
• We need support but it’s paramount that we do everything we can to protect faculty who are on contract- full-time, part-time, adjunct and not to sacrifice them in an attempt to save on costs. That means administrative support may have to shrink. (Contract Faculty – Full Time)
• The university has already made some great gestures for supporting faculty--the dean's suggestion to lessen the number of courses for contract and tenure-line faculty to allow time for adjustments next fall is a big one. The possible slowing of the tenure clock for tenure-track faculty is another idea that is very good. Obviously, I look forward to having summer research time in 2021, but for now we are all doing the best we can to get ready for next year and to support each other. (Tenured Faculty)

• Ensure faculty and staff about job security. (Contract Faculty – Part Time)

• I would suggest taking ideas from this recent article: https://academicmatters.ca/neoliberal-response-to-covid-19/?fbclid=IwAR2L8Xv_-6On8JrG4quQMPv2Hk2MDr1xPcQ7AEehPrHsGcyXtgZ2fEGsX0 including the following: "course releases and smaller course sections, which would create additional positions for contract faculty; more teaching assistant, technology, and online pedagogy support; postponement of courses with pedagogies that do not work online; extra compensation, job security, and health benefits for contract faculty; strong protections for intellectual property, academic freedom, workload, and research; accommodation for faculty with additional challenges and responsibilities at home; and discussion of the additional support that many faculty members need under normal circumstances, and the precarity faced by many." (Tenured Faculty)

Childcare (n=5; 2%)

• Childcare and offering faculty the possibility of teaching fully online for the semester. (Tenure Track Faculty)

• There also has to be an understanding of challenges associated with the absence of child care. (Tenure Track Faculty)

• I am also worried that the university will want faculty to connect with students more deeply (always a goal) without considering that the uncertainty of school, childcare, and even possible shake-ups to children's school schedule are challenging to accommodate. I want to connect with our students and make them feel like Brandeis is a supportive home for them -- but I also can't take on any additional service roles. (Tenured Faculty)

• Related, if K-12 schools are not yet open, we need strategies to support faculty who have children at home through the Fall. And faculty who are caring for parents will also need additional support.

• In case of school closures, I would like more support for faculty with school-age children, as the demand for their time would become very intense. (Tenured Faculty)

Support for Vulnerable Faculty (n=5; 2%)

• Encourage older faculty to teach online with no negative consequences as a result of not teaching on-campus. (Contract Faculty – Full Time)

• I believe that the Provost has said that faculty members who are immunosuppressed will be able to teach remotely, regardless of whether the campus is open, which seems important. (Contract Faculty – Full Time)

• Hire substitutes. Provide funding for in-home teaching solutions. (Contract Faculty – Full Time)

• There has to be a process whereby faculty (not only students) who don't feel safe being on campus can be accommodated without fearing professional repercussions. (Tenure Track Faculty)

• Assuming the virus is still circulating to a significant degree, it seems to me that some particularly vulnerable faculty and students (above a certain age limit or with certain health conditions) should by default be assigned/registered to courses that only meet virtually. My concern is that if faculty are
required to opt in, some may underestimate the risk to their health and forego online-only options. I would like the faculty senate to advocate for these health concerns since I believe that our senior faculty must be protected (sometimes from themselves). A simple nudge (i.e. opt-out versus opt-in) might make a difference in this regard. (Tenured Faculty)

**Academic calendar structure (n=5; 2%) [already addressed]**
- If we do go online, I think it would work better for the university to break the semester into two parts -- having students take two intensive courses (meeting 4-5 days a week) in the first half of the semester and two intensive courses in the second half of the semester. Asking/expecting students to juggle four online courses really did not work well this past spring; I suspect it’s one of the reasons so many students just stopped "showing up." (Tenured Faculty)
- I’m against splitting our semester in two. I do not think that "asynchronous" education can replace synchronous classwork in any meaningful way and I worry about diverting our energy down that road. (Tenured Faculty)
- Thinking through whether the semester model is the best model as compared to two shorter modules within a semester, a winter term and possibly a summer term. (Contract Faculty – Full Time)
- If we move to a 7-week semester, offering constructive ideas for how to shorten courses and provide reasonable assessments in a short timeframe. (Contract Faculty – Part Time)
- Compress academic calendar. (Tenure Track)

**Maintaining the sense of community (n=5; 2%)**
- Whether we are onsite or online, we need to feel everyone is onboard. (Tenured Faculty)
- Working closely with colleagues. (Contract Faculty – Full Time)
- Better of campus connecting. It been fragile and fail often. (Contract Faculty – Full Time)
- CTL and the Library have been terrific--they should keep doing what they're doing, and all should be okay. (Contract Faculty – Full Time)
- Given the stresses of the pandemic and social upheaval (which holds the promise of systemic change) and the importance of social connection, can we draw on new ways of community interaction that have been evident in the virtual world (e.g., collective musical, dance, and theater performances made, with careful and creative planning and execution, from individual tapes) and transpose existing student associations to the virtual world? How can we put our collective expertise and creativity to work to build the Brandeis community in virtual spaces? Can we have virtual reading groups? Virtual movie nights? Story-telling? Maybe some of this is already under way about which I know not, but surely we can do more. (Contract Faculty – Part Time)

**Resource Support: Home (n=5; 2%)**
- If more remote teaching is likely: Get, or help faculty to get, equipment that will help them to teach better from home. For example, doc cameras or iPads to replace blackboards, decent cameras and microphones for use in zoom meetings or recordings, access to software that enables coordinated grading such as Gradescope. (Contract Faculty – Full Time)
- And I am definitely going to need a new computer if I am working at home - mine has died several times during class. Sigh. (Contract Faculty – Full Time)
- Allow faculty to use research budget to upgrade equipment so that teaching remotely would not be clunky. (Contract Faculty – Full Time)
- Provide us better Dropbox and box storage space, access to a printer/copier. (Contract Faculty – Full Time)
• Home office renovation grants. *(Tenure Track Faculty)*

**Emergency Planning *(n=4; 2%)*

• The university should make plans to build in extra time for transitions. The lack of a break to adapt remote teaching/research this spring was extremely difficult. Students were also severely impacted by the insufficient break while moving off campus. The extra time at the end of the semester was limited in its utility because it was announced late in the semester. *(Tenure Track Faculty)*

• Also, if classes or some of them resume on campus in the fall and it becomes necessary to evacuate the campus and switch to remote instruction PLEASE pause classes. What we did this semester by continuing to teach during the week students were expected to leave campus was awful for all involved. *(Tenured Faculty)*

• I noted above the issue re: how to sustain a curriculum in an environment when faculty can be expected to be ill for weeks at a time.

• Faculty forums and dept meetings can only go so far in disseminating information when we are not together.

• We possibly haven't yet seen the worst of what might happen - I would be very proud of Brandeis if we had a mobilization plan. That is, to keep us safe as possible, but also to offer help to the neediest, even if we ourselves are having severe difficulties.

• What would a college campus have looked like in the UK during World War II - how did learning continue, and how did one stay in touch with the community and world around them? *(Tenured Faculty)*

**Equity Support *(n=3; 1%)*

• We need to think about inequities and how to address them. The digital divide must be taken into account so that students who don't have access to reliable Internet or the necessary equipment (laptops, etc.) are assisted. But the digital divide also affects some staff and faculty. Note, for instance, that adjunct faculty are not provided laptops or funds for them by the University; instead they are left to rely on their own laptops, which may or may not be up-to-snell, and they aren't paid enough by Brandeis to cover the cost of a new one. *(Contract PT)*

• Anyone can be infected with coronavirus. We have already lost members of our community to it. Some community members have already been sick or had family members who have been sick or have died. How can we support them? In the Fall Semester, whether classes are fully online or hybrid, others in our community or their loved ones will get sick. How can we support them? Importantly, we need to be aware that morbidity and mortality are shaped by systemic racism and other structures of oppression. Some members of our community are disproportionately affected by this pandemic. How can the community protect them and support them?­?

• I think that the university needs to follow Derron Wallace’s suggestion and develop a Brandeis university plan to fight/address racism and create racial justice. *(Contract Faculty – Part Time)*

**Keeping the Community Informed *(n=3; 1%)*

• Regular faculty check-ins. Keeping us informed, just as the university has been doing. That’s so respectful. *(Contract Faculty – Full Time)*

• Continued humane, conscientious and cautious leadership. *(Tenured Faculty)*

• Messages that these are highly unusual and challenging times. This is not the new normal. We understand our faculty's distress and challenges. We understand also that research productivity will inevitably be down. We are trying to get through a relatively short-time crisis. This does not mean
that the whole long-term identity of Brandeis U as an R1 institution that also offers hands-on teaching has changed. Faculty will need to be flexible and highly committed now, even though they will have less personal time and less opportunity to conduct research. We are privileged to have these jobs. If we can keep the university alive and faculty on the payroll and get through the next year or two, we can sustain the future prize of returning to normalcy. I am having trouble understanding some of the faculty grumbling right now. We are in a pandemic. (Tenured Faculty)

**Collaboration (n=3; 1%)**
- [science faculty] It seems that the university and departments should try to identify ways for faculty to team up to take on challenges together and try to share the load. It is a mistake to have each faculty member separately learn to mount their course online, as well as shift/maintain their research lab online. Can we scale back the number of course offerings? For example, teaching only 3/4 of the typical course offerings would free up faculty, who could then help with particularly challenging courses or could play other support roles within the department. (Tenure Track Faculty)
- Informal conversations among small groups of faculty in related disciplines might be good for sharing tips. (Tenured Faculty)
- Can we pioneer new teaching models, such as team teaching, that are more resource intensive but that are robust against a possible second wave of infections? (Tenured Faculty)

**Financial Support (n=2; 1%)**
- If the administration asks for the faculty and staff to give up the matching retirement contributions, the Board of Trustees and administration should think really hard about how they might be able to make the faculty and staff at least partially whole -- perhaps by increasing retirement matching contributions by a bit for each of several years. This is going to be really important, given the history of ten years ago. (Contract Faculty – Full Time)
- AFTER effective drugs and/or a vaccine are found and, as a result, the university could open its doors in a moral way, we would still need access to daily gloves and surgical masks, cleaning in between classes, designated staff bathrooms, cameras in each classroom so that the inevitable student absences can be handled efficiently, and ongoing support from the wonderful CTL staff. A major support in this challenging time would be to reinstate the cost-of-living pay raises which we were denied even in the face of the herculean effort on our part to create hybrid courses and support our students. (Contract Faculty – Full Time)

**Resource Support: Campus (n=2; 1%)**
- The arts will require the implementation of software not currently owned by the University. This software will need to be tested this summer in order to be up and running in the fall. (Contract Faculty – Part Time)
- We need a lot of new resources for which the university does not really have money (a course assistant for every class, faculty training and ongoing support, course design resources, technology purchases, new classroom equipment, etc.).
  - will the university be providing all employees (faculty, staff) and students with masks, gloves (if needed) and hand sanitizers? Another resource question.

**Don’t Know (n=1; >1%)**
- Don’t know, I assume they are doing their best. (Contract Faculty – Full Time)
5. What else would you like to bring to the attention of the Faculty Senate?

*Future Teaching Challenges/Opportunities (n=19; 20%)*

- I am very worried that in the lab courses, no student will want to take a remote version since we most likely won't be able to have any hands on experiments. However each year we physically don't have extra seats in the lab. This means if even 20 students defer taking the lab, we will have no way to fit all students in the future assuming normal enrollment returns in two years. *(Contract Faculty – Full Time)*

- The re-haul of a course to a hybrid approach will be a very heavy lift over the summer, and it is key that this is acknowledged. Also, and this is a wild idea, but consider shortening the typical drop/add period which can be disruptive since some students miss the first sessions and when they show up they are behind. One approach that other places use is to have short (20 minute) shopping class sessions -- this could be done online, each faculty member could present this "mini class" two or three times, and then students could get a sense of the course, goals, faculty who is teaching, and requirements. This could cut down on the disruption of drop/add. *(Contract Faculty – Part Time)*

- First to consider treating small seminar-style courses differently than large lectures. With proper social distancing, masks, and sanitizing, we may be able to hold in-person classes for (say) 15 people or less safely. Also, I am opposed to breaking up the semester into smaller 7 week chunks. Finally, I think it's important to remember that the majority of our students (as young people) are in a low-risk category. I support a policy that recognizes different levels of risk (and allows individuals to decide what level of risk they are willing to accept) rather than a conservative approach that would keep the campus shut down indefinitely. *(Tenure Track Faculty)*

- The plan to begin classes earlier than previously scheduled is foolhardy. We do not need to copy the other Boston universities' plans, so why not start later than they do to see how things go? Starting remotely at first and then opening (if treatments exist) after Rosh Hashanah, a holiday important to many of our students that often entails travel, is much more logical and speaks to our roots. We could finish the semester remotely as well by closing at Thanksgiving. Thank you for listening! *(Contract Faculty – Full Time)*

- I am not sure whether this is possible, but it would be useful to know what expectations Brandeis University has of its professors. It is impossible to separate the means from the message, but should we focus on technology or on engaging students, even if we use very basic ways of doing that? *(Contract Faculty – Full Time)*

- A 6 hour course with interactive tasks is too much for the Hybrid Institute. Put the highlights in a document and then have a meeting for clarifications. *(Contract Faculty – Part Time)*
• I’m going to quote again from the article cited above, but I do think this is a concern for many humanities faculty, with respect to recorded lectures that has received little to no attention. We have been continuously encouraged to record lectures without thought for the stifling effect that has on the free exchange of ideas.

“Universities have also been downloading the responsibility to navigate the incredibly complicated process of determining copyright for course material posted online to overworked faculty, which will result in some creative and unconventional material simply being scrapped. Students’ exposure to a range of rigorous thought is also endangered, since it is much easier for students to record and distribute course content when faculty post it online. Some websites are already using the move to remote teaching as an opportunity to urge students to call out and shame faculty they deem to be, liberal, or, left, by reposting their course material. To avoid this, faculty are likely to self-censor, choosing material they feel is safer. Course material will become more generic, which will diminish the quality of students’ education.” (Tenured Faculty)

• Our teaching evaluation system is intellectually and epistemically (and hence ethically) bankrupt. I do not fault those who advocated for cancelling course evals last semester. Given the bankruptcy of the system, they have every reason to be worried. But if we are serious about taking teaching seriously, we need to do better. We need to develop a responsible mechanism for clear, consistent and informative evaluations of and feedback on teaching, as so many other colleges have done. If we had that, it wouldn’t matter that circumstances change. We would still be able to evaluate whether and how instructors are succeeding in the thing that matters most, namely, whether students are learning what we want them to be learning. (Tenured Faculty)

• The issue of first-year advising - in general, not just at this strange time. It's been an issue for years - the responsible office has been trying out various forms and formulations in an effort to get a meaningful advising system off the ground. The most recent iteration - the "Brandeis Ambassadorship" - was clumsily handled (sprung on the faculty without consultation) but I see the point: to re-imagine and re-invigorate the first-year advisor's role. But the faculty have to be brought into the process: I hate to say it, but I think the university will have to form a committee. (Tenured Faculty)

• A hybrid approach is worse than an online only approach for Fall. Teaching pedagogy for in-class vs. online is quite different, so a hybrid approach is inferior to both. (Tenured Faculty)

• It is really not a good idea to teach online classes for more than 1.5 hour each time. Thus, some of the evening classes, scheduled from 6:30-9:20 pm is extremely [difficult] for students and maybe even more difficult for the teacher. (Contract Faculty – Full Time)

• Making sure that all Zoom classes aren’t "cookie cutter" to all others. (Contract Faculty – Full Time)

• It will not be a one size fits all fix. It would be great if you had staff that interacted with a limited number of faculty to process specific ideas they have related to their class. (Contract Faculty – Part Time)

• We are not ready for this module idea. It is not well-thought out yet though in principle it could be a good idea. It will be a nightmare to decide which courses to mount. Will students take that art course or a language or music course or lit course or will they be rushing to get
requirements out of the way? The long three hour contact period is dangerous health wise. (Tenured Faculty)

- As suggested above, I would urge flexibility in allowing faculty to find what methods of teaching work best for them. (Tenured Faculty)
- The organization of the semester should not be changed. The new "module system" should not be implemented. In general, change from the usual should be marginal improvements, like more (or almost all) class videotaped, better use of online resource, in addition (and not in replacement) that what we ordinary offer. The campus should be open. We have an opportunity to emphasize our main mission, which is education, not politics or health-care, and to show (like some university like BC, Notre-Dame, etc. have done) that we stay calm during the tempest.

I am not sure if this form is anonymous, so just in case, I am Joël Bellaïche, of the math department (I am chair, but of course these opinions are only mine, not the one of the math departments) (Tenured Faculty)

- The need for assessment of our online efforts. The dropping of Evals this semester was kind of the Univ too do, but we lost valuable signals in this first learning cycle. We need assessment, in a way that is sensitive to faculty challenges, and to help them respond to those challenges. (Tenured Faculty)
- I think meeting a class for the first time online should be avoided at all costs. If we can even have a few in person meetings it will change the dynamic in the class, so that if and when we are online we have established real connections to one another. (Tenured Faculty)
- Resource (not just financial) allocation to faculty and curriculum that fall outside of the lecture learning model. We are under prepared and it is wrong for our students to have certain disciplines lacking simply because no one has taken the time assist with remote delivery. (Tenured Faculty)

Leadership Feedback/Governance (n=15; 16%)

- Giving faculty as much advance knowledge as possible about what is going on, openly and honestly. (Contract Faculty – Part Time)
- Why is this survey coming so late in the game. Too often faculty are an afterthought. (Contract Faculty – Part Time)
- We need to plan for the worst. The current financial planning is for a very modest 10 to 15 percent revenue shortfall. We should also have a plan for twice that. Furthermore, I believe that the economy will take several years to recover -- we will be lucky if we are back to end-2019 levels of domestic and global economic activity by the end of 2022 (2024 is a probably a more realistic estimate). We need to hope for the best (10% revenue shortfall) but plan for the worst (30% shortfall). (Tenured Faculty)
- That timing is key. Waiting and waiting might not be the best way of reassuring us. (Tenured Faculty)
- Please bear in mind that there is a natural division of labor and difference of perspective between faculty and administration. I hope the Senate will strongly represent faculty interests. (Tenured Faculty)
• I am disturbed by rumors of administrative decisions about which courses to offer, in which formats, and at which times. There can be parameters and criteria, but decisions on academic priorities should come from departments and faculty. (Tenured Faculty)
• Just echoing my point in the last comment about giving faculty some advanced notice. e.g., my colleagues at BU were given a day or 2 head's up before plans were announced to students and the entire community. (Tenured Faculty)
• Need for active communication and adjusting of plans as we learn more during the summer and throughout the fall. This will be a fluid situation and people will need to be ready to adjust. (Tenured Faculty)
• Only that I think it would be a disaster for Brandeis not to re-open. Of course, we can't go back to status quo ante in the fall. We'll all have to make accommodations and respect the necessary health protocols. But re-opening is imperative. (Tenured Faculty)
• Encourage the leadership to take measured risks. (Tenured Faculty)
• 1. Quality, standards -- these must be the priority. Don't dumb down. To quote a student eval from a few years ago: "The professor expects very little, and that's precisely what he gets."
  2. The admin must stop squandering funds: (a) superfluous hires; (b) use of a head hunter to find a new provost -- a REALLY dumb idea. The new provost would take a year to figure out the place (perhaps that's Ron's motive); we have plenty of people who can and will do this job. (Tenured Faculty)
• I have serious issues with the current Center for Teaching and Learning, directed by Mary-Ann Winkelmes. It is not being run well, director does not respond to emails and the communications with faculty that we do get are unclear and full of business-school-type jargon. I have heard from a number of faculty that they will never apply for innovative pedagogy funding again because of the new strings attached to it (like attending workshops and creating a ridiculous poster) and communications problems. The focus on "learning outcomes", "best practices" and "research-informed pedagogy" is nonsense and reflects the fact that the leadership of CTL does not actually teach. CTL needs to be run by someone who is in the classroom frequently, such current Brandeis faculty, and really knows what teaching is like. (Tenured Faculty)
• it is possible to dip into the endowment for a rainy day - and it appears to be pouring outside! (Tenured Faculty)
• Please feel free to get in touch if you have questions. Joel: you and I often talk about your family practice and a wide range of other issues. You know who this is.... (Contract Faculty – Full Time)
• The solution to every problem is not another meeting., it's actually solving problems (e.g., assuring support for students, opportunities for faculty to teach and conduct their research). (Tenured Faculty)

Appreciation (n=15; 16%)
• Thank you for your leadership--keep it up please. (Contract Faculty – Full Time)
• Thank you for your continued support and guidance during this time. (Contract Faculty – Part Time)
• I think the president and provost and dean have been great. The challenges require grace and perseverance. We need to hang together through these tough times. *(Tenured Faculty)*

• The clear and direct communication from Lisa Lynch was incredibly helpful. Her depth of institutional knowledge and appreciation of the values of the community was invaluable. *(Tenure Track Faculty)*

• I do appreciate the focus in the Senate, the CTL, and at the Board level on being of service at this most challenging of times. *(Tenured Faculty)*

• Thank you for doing this survey! *(Contract Faculty – Full Time)*

• I just want to thank everyone on the Senate and the Task Force for struggling so hard with the many issues we are facing—campus health and safety, financial security, and curricular matters. You all make me proud to have you as colleagues and friends. Thank you, again. *(Tenured Faculty)*

• Never has the faculty senate or the faculty meeting played a more important role in our university that those institutions do now. Thank you. *(Tenured Faculty)*

• Thanks for your leadership. *(Contract Faculty – Full Time)*

• Thank you for working hard for us and for listening! *(Contract Faculty – Full Time)*

• Thank you! *(Contract Faculty – Part Time)*

• Thank you! *(Tenured Faculty)*

• I'd like to thank Joel for doing an excellent job in leading Faculty Meetings, and beyond. *(Tenured Faculty)*

• I appreciate the work that many faculty and administrators are doing on the working groups to plan for next year. I am sure it is many, many hours of work and meetings, all at the expense of research and other things you would rather be doing. My take on the University's approach so far is that it is thoughtful and as well-planned as it can be under the circumstances. Thank you for your efforts. *(Tenured Faculty)*

• Thanks for holding things together in this difficult time! *(Tenured Faculty)*

**Future Employment Challenges/Opportunities (n=10; 11%)**

• Senate should monitor closely any planning for worst-case scenarios including furloughs. *(Contract Faculty – Full Time)*

• For non-tenured faculty there is a substantial amount of work being asked of us during the summer without compensation. This is university service without pay and taking away from our own research time. *(Contract Faculty – Full Time)*

• Part time faculty will be (hopefully) continuing to work elsewhere....I think part time faculty should have MORE support, as they are paid for time spent on course, and clearly are not going to get a raise for all the time spent figuring out how to make things work EVERYWHERE they work. *(Contract Faculty – Part Time)*

• I guess the number of enrollments will decrease in the fall and classes might be canceled. I wonder if some teachers will lose their jobs. *(Contract Faculty – Full Time)*

• Many faculty -- including tenured and tenure-track faculty who do not have administrative appointments -- are on nine-month contracts and use summers for research and other kinds of professional development. This summer is now fast
disappearing as we try to figure out how things will work next year. Other types of commitments now require faculty to do university work in the summer. There has been creep in this regard in the past, but it's now accelerating. (Tenured Faculty)

- Acknowledge that individuals who are expected to build the plane as they fly are prone to burnout and need leadership that cares for the wellbeing of all members of our community in order to allow for (long-term) job satisfaction, retention and high quality in research, mentoring and instruction. (Contract Faculty – Full Time)

- If we could survey students who are already enrolled for the Fall and ask them their opinions/preferences to come back or starting online all together in the name of safety for all. Also if faculty are given the choice to stay home but the enrollment would differ how that could impact future contracts etc. reappointment etc. I would not mind a pay cut for all in order to help the overall future of the faculty and the university. (Contract Faculty – Full Time)

- Adjuncts and contract faculty are feeling very uncertain about our jobs. (Contract Faculty – Part Time)

- Are faculty protected in case a student claims faculty put them in danger? (Contract Faculty – Part Time)

- Once again we're seeing our income cut by the University. What long term plans does the University have for making us whole (plans they did not have during the last crisis)? And are senior administrators taking cuts in their deferred compensation, as they didn't last time? (Tenured Faculty)

**Future Health Challenges/Opportunities (n=9; 10%)**

- We are an institution of higher learning. Let's show some humility and acknowledge how much we do not know about this virus. It may well roar back in the Fall or in the Spring, long before there will be a vaccine. Pretending that we can return to normal without taking a huge risk of having to shut down again is hubris. (Contract Faculty – Full Time)

- There are faculty members who don’t have windows in their basement offices. This is my case too. I won’t be able to have clean, fresh air when I stay in my office. This makes me really worried at this time. If you let me have an office that has windows, it would be really helpful. Thanks. (Contract Faculty – Full Time)

- The seemingly almost unanimous judgment from epidemiologists that returning to in-person teaching this fall entails risks likely not worth taking. (Tenured Faculty)

- Please talk seriously to someone in the Creative Arts regarding the particular challenges to Theater Arts, Music/Concerts/Choirs and Arts Studios. This is not a one size fits all situation and the protocols will have to be tailored to the individual needs of each department. In addition, the Music, Fine Arts and Theater Building are older buildings with substandard ventilation. Please refer to studies done regarding singing, shouting and groups of folks speaking for extended periods of time in an enclosed space and how this exponentially raises the risk. Most theaters and performing groups will not be producing in the Fall or perhaps into the Spring. Our courses replicate these rehearsal processes. Until the profession is able to come up with guidelines that allow artists to
return to the studio, we need to be mindful that we are not asking students and faculty to engage in a way that is not sanctioned by the profession. (Tenured Faculty)

- Dispensation for faculty whose age and/or health status put them at risk for COVID-19. (Tenured Faculty)
- I hope that there will be as many students on campus as possible, within the parameters of state policy on the pandemic. (Contract Faculty – Full Time)
- As Michael Sorrell, the president of Paul Quinn College, recently wrote in The Atlantic, rushing to reopen our society and our schools is a mistake that will ultimately result in hundreds of thousands of citizens falling sick and worse. We should not let our own financial and reputational worries cloud our judgment about matters of life and death. (Tenured Faculty)
- I'm hearing too much emphasis on cleaning surfaces (just wash your hands!) and not enough about air handling. What are the plans for testing? (Tenured Faculty)
- Bring those sanitization stations back. They were everywhere in several years ago. (Tenured Faculty)

Not Applicable/Don’t Know/Nothing more (n=8; 9%)

- Nothing else I can think of at the moment. (Contract Faculty – Part Time)
- I think that’s it for now. (Tenure Track Faculty)
- Nothing right now. (Tenured Faculty)
- I cannot think of anything else at the moment, but will surely communicate with the chair of the department issues that may become evident as the situation unfolds. (Tenured Faculty)

Future Community Challenges/Opportunities (n=7; 7%)

- Recognizing that building community has not historically been a strength at Brandeis, how do we prevent its further erosion given the plans to move forward? (Contract Faculty – Full Time)
- Given the Covid and Minneapolis events, we all need more events / workshops and affinity groups to share our perspectives and experiences. The Brandeis response has been great and proactive...however, it is clear from the 700+ people attending the Brandeis event on Tuesday that more events and time is needed. (Contract Faculty – Full Time)
- Thanks for all the time and thought put into this season of Brandeis life. It’s not easy to make decisions in an ever-changing environment. However, I trust our leadership to make thoughtful decisions that will benefit a majority of people in our campus community. (Contract Faculty – Part Time)
- That we appreciate that everyone is trying and that we need to find ways of educating that promote justice, social and otherwise. Thank you for checking in. (Contract Faculty – Full Time)
- Don’t forget about the graduate programs!! (Contract Faculty – Full Time)
- A vision about the future of the university... (Contract Faculty – Full Time)
The beginning of the fall semester is a crucial time to get to know each other and develop a rapport with our students. I hope we will not miss the opportunity to do so. (Contract Faculty – Full Time)

**Current Concerns/Stress (n=5; 5%)**
- Faculty are concerned, worried and stressed. Support to deal with this. (Contract Faculty – Full Time)
- Just that although everyone has done a tremendous job of making this transition to remote teaching as smooth as possible, it has come at a tremendous cost. The stress and strains of this new dispensation are now becoming fully clear to me as the semester has now ended and I have been able to pay attention to myself. I am physically and mentally exhausted in a way that I have not experienced before. This has been incredibly hard. (Tenured Faculty)
- When classes moved to online in March a lot of emails stressed the idea that we needed to be flexible and accommodating with students, take into account their personal circumstances, provide extra chances to do well. I would like to see the same kind of concern and humanity be directed to faculty members, especially those who struggled with the transition. Faculty should not be expected (even next year and even if they sign up for the Hybrid Institute) to be experienced online/hybrid teachers. If we are flexible and understanding with students, we should do the same with our own faculty. Other institutions have polled faculty to see if they would like to return to campus. Do we know how Brandeis faculty feel about this? (Contract Faculty – Full Time)
- The enormous strain on faculty needs attention. Faculty are being asked to work during summers (when we are not paid) and to devote many extra hours to meeting, planning, training, advising. Many faculty are already under serious strain with family responsibilities—including care of children and sick parents. Constant demands that we do more with less create resentment and anxiety. Faculty are also not able to keep track of all student needs, although we are always asked to do this. Finally, the massive pressure on faculty with a role in counseling, advising, modeling for students of color needs to be attended to. This is a terrifying time, and slogans and Zoom calls do not cut it. Setting a standard by which faculty have at least six weeks before the semester starts to plan (or radically revise) courses seems like one way to go. (Tenured Faculty)
- Resources for faculty with young children. (Tenured Faculty)

**Be Positive (n=3; 3%)**
- Be optimistic. There is enough gloom and doom. Smile. (Contract Faculty – Full Time)
- Think long term and trust that we will recover - we are ready to work hard to support Brandeis but we need to feel we are safe. (Contract Faculty – Part Time)
- Stay calm and carry on! (Tenured Faculty)
At Risk Groups (n=3; 3%)

• How will we ensure the safety of our custodial/dining hall staff? how will they be protected? (Contract Faculty – Full Time)

• First generation college students will undoubtedly have a more difficult time if we are online in full or in part in the fall. I worry about those students and meeting their needs. (Tenured Faculty)

• Please do not bring all of the students back with an expectation that they may be sent home at any moment. This will create ongoing stress that will distract from learning and teaching. The quality of education and the emotional ability of students to learn will be improved by knowing what to expect. Students are in distress, which is being furthered as increasing numbers of people known to them die of COVID-19 and American cities burn as a result of systemic racial injustice. Students from BIPOC, queer/trans, dis/ability, and other marginalized communities are at high risk. What students need now is a solid, predictable plan that will keep them as safe as possible.

As I observe how decisions are being made about return to school plans for the fall in different countries, it appears that financial (and political) considerations may be overshadowing public health information, particularly in the US. In other countries, instruction has been moved online and residences closed. Announcements have already been made, allowing faculty and students to plan for the year. I hope that Brandeis will be a leader (not a follower) in making policy that prioritizes the health and well-being of its (aging) faculty, staff, students, and families. A lot of discussion seems to be about the well-being of students. The well-being of faculty, and the impact of ill and dying faculty and staff on the well-being of students, seems to be minimized in the ongoing discourse.

Bringing students to Boston in the fall, an epicenter of the US pandemic, with a plan to send them back home if infections spike, may well be irresponsible, as students would become vectors, bringing the virus to all corners of the country and beyond. We will not have adequate testing capabilities (accuracy or volume) or a vaccine by the fall, and perhaps not at all during the upcoming academic year. Please listen to the science, not science filtered through the political machine, when making decisions that may have life and death consequences for members of the Brandeis community. Please listen closely to students, faculty and staff from marginalized communities to ensure policies will support, and not undermine, social justice. (Contract Faculty – Full Time)

Future Technology Challenges/Opportunities (n=3; 3%)

• It seems like faculty are using a random variety of tech to make their classes work. I am now getting used to Slack because one of my colleagues uses and prefers it. I learned that there are privacy and IP issues associated with Zoom. I think the school needs to get on the same page with regards to tech and to communicate that clearly to faculty. I would like to do everything via LATTE, and perhaps I just need to be trained to use it more efficiently - but there is a lot out there and I don’t want to have to figure it out myself. (Contract Faculty – Part Time)
Given the controversy about Zoom's privacy and data sharing policies, I wonder whether Zoom is the right tool for us to be using or whether there is a better solution. (Contract Faculty – Full Time)

The University needs to take seriously the need for costly resources. Other strong universities are spending enormous sums. (Tenured Faculty)

**Combined Comments (n=1; 1%)**

I want to raise three issues here:

For the Fall Semester, is an everything-that-can-possibly-be-online-should-be-online the best approach? It is undoubtedly evident that I think that in-person teaching and advising are too risky for Fall Semester. I have, however, be talking with others and reflecting on whether a no-in-person-classes position is best. As already mentioned, I think it is important that work in the Brandeis laboratories continue. Initially, I thought only work relevant to the pandemic, but then I rethought that, in part because other research can end up being relevant and other bench science is important for us all. We all need laboratory research to continue. And we all need students in, for instance, the sciences and in healthcare to receive training that can only be done in-person. (That could be extended to the arts because I, for one, think these are vital for a healthy society). I am wondering whether a better position, at least for the Fall Semester, is everything-that-can-be-online-should-be online. That position looks not at each course as a whole but the various elements thereof to identify those which absolutely cannot be done except in-person.

How can we make sure that we are collectively bringing to bear all of our critical and creative skills to solve the problems that Brandeis faces? How can we ensure that in this stressful time we think outside the box? Let me give one example, for the upcoming Fall Semester there is an obvious tension between protecting people and protecting jobs. If for safety we decide that students will not come to campus, then dining hall workers will be out of a job and international students will lose their F1 visas because they would exceed the permitted percentage of online classes. What can be done to make sure dining workers are paid (and have health insurance) and what can be done to ensure that international students don’t lose their visas? Brandeis could decide to continue to pay Sodexo with the stipulation that it pay all workers who were employed when the campus was shut down (and continue to contribute to the workers’ health and welfare fund, aka, health insurance). Some portion of that money might come in the form of a contribution (graduated based on pay) from everyone who is directly employed by Brandeis. And Brandeis could join with other universities to campaign for a pandemic waiver to the F1 visa regulations related to percentage of online courses. We need to use the intertwined health and social justice crises to become an even more Brandeisian institution.

The last issue is the threat that taping online classes poses to the character and excellence of a Brandeis education. Aside from the obvious issues of intellectual property rights and control over and uses of videos, including potential use for evaluations and decisions relative to re-hiring, promotions, contract renewals, and pay for union faculty of all sorts, as well as for graduate student workers, this practice raises huge red flags for
academic freedom, the privacy and safety of our students, and, I would argue, the quality of their educational experiences.

-How will knowledge that what is said is being taped dampen willingness of students and instructors alike to express opinions or engage on difficult topics? Each class I teach begins with a long conversation about our shared values and practices in our semester-long community of learning and our responsibilities to one another. Much learning arises from people being willing to share their lived experiences, and we always commit to one another that other people’s experiences that they share in class belong to them and what belongs to all of us is the general learning that comes from that. Without consent, we have no right to share another person’s story. That shared commitment to protect goes out the window when classes are taped and made available for asynchronous viewing (and downloading?), for example, by a student in the US at high-risk or an international student who couldn’t obtain a visa. And it goes out the window when the tape itself can be used by who knows whom, as a resource to foster the teaching and educational goals of the University.

-The university has been wonderfully transparent and open in its handling of things so far. Its efforts to gather as much information as possible before making any decisions have been wise (though stressful for everyone in their own way!). I have felt lucky to work for such a caring institution. I would like to see the university propose options for many situations that feel more concrete, though I know this is hard right now. Particularly, I’d like to know more about what is being considered for parents for whom continuing to work full-time and care for children full-time is unsustainable. I’d also like to understand more about what options are for those who have someone at home who is immuno-compromised. Finally, while I have appreciated the university’s commitment to trying to include students in all time-zones, all internet-connections, all levels of participation, and I think that was essential this past spring and essential to ask faculty to be as flexible as humanly possible about these matters, I think it will be important to have some clear and flexible guidelines/best practices for next year. For example, can a faculty member choose to teach a class synchronously when several students in the class may be in a time-zone 12 hours ahead (provided that there are opportunities to make up the work for those students)? Doing so would likely be better and provide more of a community for those able to participate but would obviously feel less inclusive to those in different time-zones.

Is the expectation that students will adjust to EST or something else? These are all questions that I think need to be discussed so that individual faculty aren’t feeling that they are making the, wrong, decisions; we won’t be able to address everyone’s needs (nor can we in the classroom itself), but perhaps we can at least have strategies that the university makes known across the board. (*Tenure Track Faculty*)