Looking Ahead to the Fall Semester

Brandeis Faculty Survey

June 2020

Report from the Brandeis Faculty Senate (illustrative 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.
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 childcare 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 sync 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 a selection of illustrative responses (in contrast to a second report that has all of the responses).

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
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%)
• Student Connections – Confident (n=6; 4%)
• Supporting Resources – Very Confident (n=3; 2%)
• Research – Confident (n=3; 2%)
• COVID-19 Comments – Mixed (n=2; 1%)
• Confident Along Many Dimensions (n=5; 3%)

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)*

**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)*

**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. *(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. *(Tenured Faculty)*

• That we make the best decision for our students which mirrors as closely as possible what their expected experience would be. *(Tenured Faculty)*

• Inability to create a sense of community in classes. Difficulty inspiring creativity in the midst of chaos, uncertainty and violence. Technology failures. *(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? (Contract Faculty – Full Time)

**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)

**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)

**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)

**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)

**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)

**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)

**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 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)

**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% online—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 Learning 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’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, naïve 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)
2. What are you most confident about, looking ahead to the fall semester?

Note: In addition to the categories, the overall affect in the category (degrees of confidence) is also indicated.

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)

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)

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)

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)

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)

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)

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)
- Online classes are a challenge but they present exciting opportunities to innovate and strengthen our pedagogy, and see how it can reach a global and less centralized audience. In many ways, it's the future of education, and this moment of crisis can allow us to think about how we can best combine virtual resources to strengthen and enhance our traditional classrooms. (Tenured Faculty)

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)

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)

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)

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)

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)

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)*
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)

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)

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 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)

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)

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)

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)

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)
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*)

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*)

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*)
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)

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)

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)

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)

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)

Research (n=2; 1%)
• Maintaining research agenda, if limited to online resources (Contract Faculty -- Full Time)
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)*

**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)

**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)

**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)

**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)
**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*)

**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*)

**Teaching Support: Support for international students (n=2; 1%)**
- Provide/advice 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]

**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*)

**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)

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)

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)

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)

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)*

**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)*

**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)*

**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)*

**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)*

**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)*
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)

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-snuff, and they aren’t paid enough by Brandeis to cover the cost of a new one. (Contract PT)

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)

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)

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)
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)

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)*

**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)*

**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)

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)

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)

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)

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)

**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)

**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)

**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)

**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)